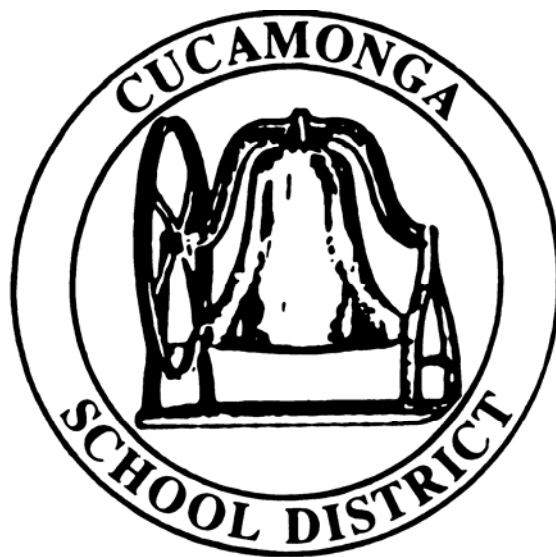


CUCAMONGA SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

JULY 1, 2009 – JUNE 30, 2014



The Cucamonga School District, with an appreciation for diversity, provides a comprehensive education that promotes academic, emotional and social development, which enables students to be lifelong learners and realize their full potential as contributing members of society.

Appendix J – Technology Plan Contact Information

County Name:	San Bernardino
District Name:	Cucamonga Elementary
CDS Code:	36-67694
District Phone Number:	(909) 987-8942
Ed Tech Plan Contact Name:	Janet Temkin/Marianne Jagers
Contact Title:	Assistant Superintendents
Contact Address:	8776 Archibald Avenue
Contact City & Zip Code:	Rancho Cucamonga, California 91730
Contact Phone Number:	(909) 987-8942
Contact Fax Number:	(909) 980-3628
Contact E-Mail:	jtemkin@cuca.k12.ca.us/mjagers@cuca.k12.ca.us

TABLE OF CONTENTS

Vision 3

District Summary and Plan Duration (Criteria Item 1).....3-5

Stakeholders Involvement (Criteria Item 2) 5

**Curriculum Driven Technology Goals
(Criteria Item 3) 6-29**

**Professional Development and Implementation
(Criteria Item 4).....29-41**

**Infrastructure, Hardware, Technical Support, and Software
(Criteria Item 5).....41-55**

**Funding and Budget
(Criteria Item 6).....55-59**

**Monitoring and Evaluation
(Criteria Item 7).....59-61**

**Effective Collaborative Strategies with Adult Literacy Providers to Maximize
the Use of Technology Criterion
(Criteria Item 8)..... 61**

**Effective, Research-Based Methods, Strategies, and Criteria
(Criteria Item 9).....62-65**

Appendix C: Criteria for EETT Funded Education Technology Plans.....66-74

Cucamonga School District Technology Plan

July 1, 2009 – June 30, 2014

District Overview

A. Technology Vision

The Cucamonga School District provides a work place and learning environment in which the tools of technology are utilized by employees and students to accomplish goals for self and the community by fulfilling their responsibilities for managing and using information.

In keeping with this vision, Cucamonga is committed to promoting students who possess the skills needed to succeed in an increasingly complex information society. The ability to process and manipulate information has already become an important determiner of economic success for individuals. In this new information age, the ability to gather and distribute information through electronic communication is vital. Therefore, Cucamonga's vision is to promote students who are comfortable with and proficient in using grade level appropriate educational technology.

The use of technology, by itself, is not as important as the educational setting or context in which it is used. Consequently, the district ensures that technology is not an adjunct to the curriculum, but an integral part of it, with the most important goal being to improve student achievement.

In order to accomplish this, all teachers should be proficient in using technology in their daily instruction. As education has left the Information Age behind in the Twentieth Century and has moved into the Communication Age of the Twenty-first Century, educational excellence will only be achieved by those who embrace technology as a basic educational tool of students, teachers, staff, and administrators.

Cucamonga will attempt to prudently marshal its resources so that it will remain fiscally sound. It will continue to lay aside funding for technology as the opportunities become available. Partnerships will continue to be sought with businesses and industry, and the school will pursue grants as a source of additional income for technology. To reduce costs, the school will continue to utilize total cost of ownership sustainability strategies.

B. Profile, School Information, and Demographics

The Cucamonga School District (CSD) is located in the West End of the San Bernardino County, forty miles east of Los Angeles. The District has three elementary schools (K-5) and one middle school (6-8) serving a diverse student population of approximately 2,783. The District's ethnicity is composed of 62% Hispanic, 9% White, 12% African-American and 17% from multiple or other nationalities. There are 9 administrators, 3 supervisors, 129 certificated teachers and 118 classified staff all working to provide the best learning environment for students.

In addition, 25% of Cucamonga's students are English learners. At least 9.5% are in Special Day Classes or receiving special education services; 74% of students qualify for the Federal Free

or Reduced Lunch Program; and nearly 4% of the student population has been identified to participate in GATE programs.

C. Student Academic Achievement

The following chart illustrates Cucamonga’s 2007-2008 performance on State standardized tests.

2007/2008 Star	Grade level						
% Proficient & Above	2	3	4	5	6	7	8
English LA	46%	33%	46%	45%	42%	41%	44%
Mathematics	59%	42%	51%	45%	46%	40%	*
General Math	*	*	*	*	*	*	37%
Algebra I	*	*	*	*	*	*	100%
Grade 8 Social Science	*	*	*	*	*	*	34%
Grade 5 Science	*	*	*	34%	*	*	*
Grade 8 Science	*	*	*	*	*	*	40%

The charts below describe Cucamonga’s API and AYP performance:

Cucamonga Unified School District						Met Growth Target		
SCHOOL	STAR 2008 Percent Tested	2008 API	2007 API (Base)	2007-2008 Growth Target	2007-2008 Growth	School-wide	Comparable Improvement (CI)	Both School-wide and CI
Schools (K-8)								
Cucamonga Elementary	99	724	743	5	-19	No	No	No
Los Amigos Elementary	100	757	762	5	-5	No	No	No
The Ontario Center	100	777	785	5	-8	No	No	No
Rancho Cucamonga Middle	100	731	705	5	26	Yes	Yes	Yes

API

Met AYP Criteria

	2007	2008	Growth 07 to 08	All Components	Part. Rate	Percent Proficient	API	Grad Rate
Cucamonga Elementary School District	737	743	6	No	Yes	No	Yes	N/A
Elementary Schools								
Cucamonga Elementary	743	724	-19	Yes	Yes	Yes	Yes	N/A
Los Amigos Elementary	762	757	-5	Yes	Yes	Yes	Yes	N/A
The Ontario Center	785	777	-8	Yes	Yes	Yes	Yes	N/A
Middle Schools								
Rancho Cucamonga Middle	705	731	26	Yes	Yes	Yes	Yes	N/A

1. PLAN DURATION

The Cucamonga School District continues to implement a proactive plan to address the challenging and diverse needs of students in the 21st century. The district's first plan was adopted in 2001 (2001-2004). The second version was in effect for five years, 2004-2009. The benchmarks and timelines in this technology plan will guide our district's use of technology from July 1, 2009 to June 30, 2014.

2. EDUCATIONAL TECHNOLOGY PLAN STAKEHOLDERS

The Cucamonga School District has consistently maintained a Technology Committee to oversee the planning and use of technology as a tool aligned with the curricular goals of students and professional needs of staff. The committee meets monthly and semi-annually reviews progress against the plan and provides specific recommendations and actions that need to be taken to meet short and long-term goals. The group, consisting of teachers, administrators, technicians, parents, classified staff/professional experts and others worked to build on the strengths of the previous plan and to bring new strategies and direction to this revision. This group is identified in the chart below. CTAP also participated in the development of the document by reviewing it prior to state submission.

Name	Area	Title
Janet Temkin	Cucamonga School District	Assistant Superintendent Educational Services
Marianne Jagers	Cucamonga School District	Assistant Superintendent Business Services
Rudy Rios	Cucamonga School District	Technology Services
Daniel Angulo	Cucamonga School District	Technology Services
Mike Mayhew	Los Amigos Elementary School	Teacher/Technology Coordinator
Mariza Naylor	Los Amigos Elementary School	Principal
Lydia Hernandez	Los Amigos Elementary School	Parent
Darren Alcala	Cucamonga Elementary School	Teaching Vice Principal
Crystal Cammon	Cucamonga Elementary School	Teacher/Technology Coordinator
Joyce Kozyra	Cucamonga Elementary School	Principal
Yolanda Strong-Reed	Cucamonga Elementary School	Parent
Bruce LaVallee	Rancho Cucamonga Middle School	Principal
Rob Garretson	Rancho Cucamonga Middle School	Teacher/Technology Coordinator
Cathy Lacasella	Rancho Cucamonga Middle School	Library/Media Assistant
Steve Markley	THE ONTARIO CENTER SCHOOL	Principal
Kelly Landaker	THE ONTARIO CENTER SCHOOL	Teacher/Technology Coordinator
Lori Butterbaugh	THE ONTARIO CENTER SCHOOL	Title I Program Assistant/Parent
Roxanne Sensenbach	Cucamonga School District	EL/CBET Coordinator
John Durham	CTAP	Professional Expert
Kathy Benham	E-RATE	Professional Expert

3. CURRICULUM COMPONENT

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

All Cucamonga District school sites provide Internet access in instructional locations. Sites provide access throughout the day to computers in labs, classrooms, and libraries. All of the schools have Learning Centers with computer stations that support the intervention programs, which serve at-risk students, special education students and English learners. Rancho Cucamonga Middle School has a technology classroom containing 35 Macintosh computers. All of the schools provide additional computer access for 30 minutes after school. Los Amigos Elementary School provides additional computer access for 30 minutes before school begins.

Teachers have access to classroom, library, and lab computers before, during, and after school. All classrooms contain one teacher station computer and most classrooms have at least 2 additional student computers. Most classrooms have multimedia projectors and DVD players.

The chart below summarizes the exact quantities of computers available for students and teachers at each of the sites.

School	Classroom Computers	Computer Lab Computers	Library/ Media Centers Computers
Cucamonga Elementary	111	35	3
Los Amigos Elementary	121	37	4
The Ontario Center	148	23	3
Rancho Cucamonga Middle	163	39	29

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

Teachers integrate technology in lesson presentation through use of multimedia projectors to project video streaming, PowerPoint, and other technology based resources that support the curriculum. The computer work station is used by teachers for word-processing, attendance, grades, lesson plans, student activity sheets, etc. Teachers also use available technology to conduct Internet research for lesson planning, communication via email, and to access the district student information systems (DataDirector/AERIES). DataDirector, the instructional data management system, is used to analyze student assessment reports via diagnostic/prescriptive applications.

Students use diagnostic/prescriptive software to improve language arts and mathematics skills. Computers are used by students for word processing and to conduct research via the internet. At-risk students use computers to access specialized programs that meet the academic need of the student i.e. *Read 180*, *English in a Flash*, *Accelerated Math*, etc. Some students use

technology to correspond with experts and authors, to develop PowerPoint presentations and Multimedia projects.

The following chart averages current frequency of student technology use across the district:

Frequency of Student's Use of Technology	
Grade	Computer Use/Week
K	30 minutes/week
1-2	30 minutes/week
3-5	45 minutes/week
6-8	45 minutes/week

3c. Summary of the district's curricular goals that are supported by this technology plan
 Cucamonga offers a curriculum that is challenging, coherent, developmentally appropriate, and culturally relevant. All curriculum is chosen on the basis of alignment to the California State Content Standards and its rigor as an instructional program.

Cucamonga's goals reflect the rigorous curriculum and programs designed for students:

- Meet yearly Academic Performance Index (API) growth target
- Meet yearly Adequate Yearly Progress (AYP) goals
- Increase yearly proficient performances on the CELDT
- Increase the performance of all student (EL, GATE, Title I, Special Ed) achievement in reading, language arts and math on State tests
- Increase the percentage of all students (EL, GATE, Title I, Special Ed) achieving proficient or advanced on grade level English Language Arts and Math assessments
- Increase the reclassification rate of EL students
- Increase student attendance

Cucamonga utilizes multiple measures to assess goals and student outcomes and uses the results to drive instructional programs. The model includes:

- The Academic Performance Index results, including data collected as part of the Standardized Testing and Reporting program of CAT 6, CST, and the current 4th and 7th grade Writing assessment as indicators of State and District ranking and comparison with like schools and District Interim Assessments.
- The Adequate Yearly Progress (AYP) indicating progress made toward NCLB goals.
- The results of the California English Language Development Test (CELDT) indicates the degree of effectiveness of English language development for EL students and provides information on the ELD level of students to guide instruction to further proficiency.
- Open Court, Houghton Mifflin, Hampton Brown and Prentice Hall Unit tests, administered in K-8, measure student subject mastery levels.

- District Interim Assessments, measure mastery of grade level content standards three times during the school year in language arts and mathematics.
- RESULTS collaboration-based data analysis model used to establish and monitor school improvement priorities.
- Performance assignments in the core subject areas to assess students’ mastery of important concepts of the State Standards in these content areas.
- Teacher observation, rubrics, classroom assignments, and daily student performance provides daily on-going evaluation of student work.
- Comprehensive grade level pacing plans include a process for continuous assessment and adjustments to meet student learning needs.

Cucamonga’s technology is aligned to these academic content standards, goals, and assessment methods described above and based on:

- National Educational Technology Standards for Students, Teachers and Administrators (N.E.T.S.)
- Cucamonga 2008-2013 LEA Plan for Student Achievement

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 and academic content standards.

Technology is and will continue to be used to support Cucamonga’s goals for academic learning and teaching with an emphasis on mathematics and language arts. All students regularly use Renaissance Place to support improvements in reading comprehension, reading fluency, mathematics, and English language development. Teachers have access to online resources available through SRA4Kids (Open Court), Houghton Mifflin, Prentiss Hall and Hampton Brown High Point for improving language arts. Online intervention programs (Scott Foresman,) and enrichment tools (Activities Integrating Mathematics and Science “AIMS”,) are available for improving mathematics and science skills. Students are also involved in class and group project activities which utilize classroom learning centers and the Internet.

A variety of technology tools are available and all students are involved in class, group or individual multimedia projects, however; technology use is presently limited. Cucamonga recognizes that meeting district goals and realizing gains in student academic performance can be best achieved through greater utilization of existing resources and the integration of technology into current student activities and projects.

Goal 3d: ALL CUCAMONGA SCHOOL DISTRICT STUDENTS WILL USE TECHNOLOGY TO IMPROVE LEARNING AND ACADEMIC ACHIEVEMENT

Objective 3d.1: By June 2014, 90% of students will use courseware and enrichment software to increase their language arts and mathematics skills.
--

Year 1 Benchmark: By 2010, 55% of students will use courseware and enrichment software to increase their

language arts and mathematics skills.
Year 2 Benchmark: By 2011, 60% of students will use courseware and enrichment software to increase their language arts and mathematics skills.
Year 3 Benchmark: By 2012, 70% of students will use courseware and enrichment software to increase their language arts and mathematics skills.
Year 4 Benchmark: By 2013, 80% of students will use courseware and enrichment software to increase their language arts and mathematics skills.
Year 5 Benchmark: By 2014, 90% of students will use courseware and enrichment software to increase their language arts and mathematics skills.

Objective 3d.2: By June 2014, 90% of students will use technology in the writing process.
Year 1 Benchmark: By 2010, 20% of students will use technology in the writing process.
Year 2 Benchmark: By 2011, 40% of students will use technology in the writing process.
Year 3 Benchmark: By 2012, 60% of students will use technology in the writing process.
Year 4 Benchmark: By 2013, 80% of students will use technology in the writing process.
Year 5 Benchmark: By 2014, 90% of students will use technology in the writing process.

Objective 3d.3: By June 2014, 90% of students will create grade-level appropriate multimedia projects.
Year 1 Benchmark: By 2010, 20% of students will create grade-level appropriate multimedia projects.
Year 2 Benchmark: By 2011, 40% of students will create grade-level appropriate multimedia projects.
Year 3 Benchmark: By 2012, 60% of students will create grade-level appropriate multimedia projects.
Year 4 Benchmark: By 2013, 80% of students will create grade-level appropriate multimedia projects.
Year 5 Benchmark: By 2014, 90% of students will create grade-level appropriate multimedia projects.

Implementation Plan: In order to successfully meet the curricular goals and objectives as outlined above, Cucamonga sites will be strongly encouraged to implement the following strategies:		
Obj. # (Optional)	Activities	Schedule/Timeline
3d.1	Increase the amount of time students use subject appropriate enrichment software and peripherals.	Throughout plan implementation 09-14
3d.1	Provide intensive, ongoing professional development planned, scheduled and delivered which addresses the use of existing enrichment programs, creating multimedia projects and providing	Throughout plan implementation 09-14

	strategies for single, pod and lab computers.	
3d.1	Increase the number of classroom computers.	Throughout plan implementation 09-14
3d.1	Provide mobile laptop carts for all schools.	Throughout plan implementation 09-14
3d.2	Participate in developing anchor papers for district writing assessments.	Spring 09-Fall 10
3d.2	Use the student writing skills matrix for grades K-8 to establish annual benchmarks for improvement.	Fall 2011
3d.3	Participate in revising the district technology skills matrix to include NETS.	Feb.-May 10
3d.3	Continue to develop grade-appropriate multimedia project lesson plans, rubrics and samples designed for K-2 classroom projects, Grade 3-5 group projects and Grade 6-8 individual projects.	Ongoing 09-14

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

Technology skills are currently taught by engaging students in a variety of classroom project activities in the classroom and lab. Students learn basic technology skills such as word-processing and graphics using MS Office, the Internet, and Kidspiration by creating general multimedia projects.

Rancho Cucamonga Middle school offers 7th and 8th grade students an elective class in basic computer skills in which they learn productivity applications. Middle school students completing the introductory class also have the opportunity to take an advanced class in technology. Both classes require the completion of a multimedia project. Rancho Cucamonga Middle School has recently added a MAC lab. Teachers will use the new technology lab to facilitate students completing a PowerPoint presentation and research.

Several years ago Cucamonga created a district-wide matrix of the technical skills expected of students at each grade level. The matrix requires revision to incorporate content and information literacy standards. Cucamonga School District has chosen to align the district matrix to the National Educational Technology Standards for Students, Teachers and Administrators (N.E.T.S.). With this revision, Cucamonga will be better able to assess mastery of grade-appropriate skills for all students in such areas as word processing, Internet search, email, spreadsheets, electronic publishing, courseware, and locating, selecting, evaluating and assessing information.

Cucamonga will subsequently align projects to the revised grade/subject-level technology and information literacy skills expected of students, and to increase and focus the time students spend using technology. As students create multimedia projects and use technology in the writing process they will learn and apply the grade-level technology skills expected.

In addition, teachers will guide students in class, group, or individual activities which will utilize technology and involve research in which students identify, locate, and evaluate information secured through the Internet and/or periodical resources contained in the library.

Goal 3e: ALL CUCAMONGA STUDENTS WILL HAVE THE NECESSARY TECHNOLOGY AND INFORMATION LITERACY SKILLS TO SUCCEED ACADEMICALLY AND TO BE PRODUCTIVE INDEPENDENT LEARNERS.

Objective 3e.1: By June 2014, Cucamonga will maintain the amount of time Kindergarten students use technology to 30 min per week at a minimum.

Year 1 Benchmark: By 2010, Cucamonga will maintain the amount of time Kindergarten students use technology to 30 min per week at a minimum.

Year 2 Benchmark: By 2011, Cucamonga will maintain the amount of time Kindergarten students use technology to 30 min per week at a minimum.

Year 3 Benchmark: By 2012, Cucamonga will maintain the amount of time Kindergarten students use technology to 30 min per week at a minimum.

Year 4 Benchmark: By 2013, Cucamonga will maintain the amount of time Kindergarten students use technology to 30 min per week at a minimum.

Year 5 Benchmark: By 2014, Cucamonga will maintain the amount of time Kindergarten students use technology to 30 min per week at a minimum.

Objective 3e.2: By June 2014, Cucamonga will increase the amount of time grade 1-2 students use technology to 90 min per week.

Year 1 Benchmark: By June 2010, Cucamonga will increase the amount of time grade 1-2 students use technology to 45 min per week.

Year 2 Benchmark: By June 2011, Cucamonga will increase the amount of time grade 1-2 students use technology to 45 min per week.

Year 3 Benchmark: By June 2012, Cucamonga will increase the amount of time grade 1-2 students use technology to 60 min per week.

Year 4 Benchmark: By June 2013, Cucamonga will increase the amount of time grade 1-2 students use technology to 60 min per week.

Year 5 Benchmark: By June 2014, Cucamonga will increase the amount of time grade 1-2 students use technology to 90 min per week.

Objective 3e.3: By June 2014, Cucamonga will increase the amount of time grade 3-5 students use technology to 90 min per week.

Year 1 Benchmark: By June 2010, Cucamonga will increase the amount of time grade 3-5 students use technology to 45 min per week.

Year 2 Benchmark: By June 2011, Cucamonga will increase the amount of time grade 3-5 students use technology to 45 min per week.

Year 3 Benchmark: By June 2012, Cucamonga will increase the amount of time grade 3-5 students use technology to 60 min per week.

Year 4 Benchmark: By June 2013, Cucamonga will increase the amount of time grade 3-5 students use technology to 60 min per week.

Year 5 Benchmark: By June 2014, Cucamonga will increase the amount of time grade 3-5 students use technology to 90 min per week.

Objective 3e.4: By June 2014, Cucamonga will increase the amount of time grade 6-8 students use technology to 90 min per week.

Year 1 Benchmark: By June 2010, Cucamonga will increase the amount of time grade 6-8 students use technology to 45 min per week.

Year 2 Benchmark: By June 2011, Cucamonga will increase the amount of time grade 6-8 students use technology to 45 min per week.

Year 3 Benchmark: By June 2012, Cucamonga will increase the amount of time grade 6-8 students use technology to 60 min per week.

Year 4 Benchmark: By June 2013, Cucamonga will increase the amount of time grade 6-8 students use technology to 60 min per week.

to 60 min per week.
Year 5 Benchmark: By June 2014, Cucamonga will increase the amount of time grade 6-8 students use technology to 90 min per week.

Objective 3e.5: By June 2014, 80% of students will meet grade-level technology and information skills as measured by multimedia projects produced and other technology projects assigned.
Year 1 Benchmark: By June 2010, 20% of students will meet grade-level technology and information skills as measured by multimedia projects produced and other technology projects assigned.
Year 2 Benchmark: By June 2011, 40% of students will meet grade-level technology and information skills as measured by multimedia projects produced and other technology projects assigned.
Year 3 Benchmark: By June 2012, 60% of students will meet grade-level technology and information skills as measured by multimedia projects produced and other technology projects assigned.
Year 4 Benchmark: By June 2013, 80% of students will meet grade-level technology and information skills as measured by multimedia projects produced and other technology projects assigned.
Year 5 Benchmark: By June 2014, 80% of students will meet grade-level technology and information skills as measured by multimedia projects produced and other technology projects assigned.

Implementation Plan: In order to successfully meet the curricular goals and objectives as outlined above, Cucamonga sites will implement the following strategies:

Obj. # (Optional)	Activities	Schedule/Timeline
3e.1, 2, 3, 4	Increase the amount of time students use subject appropriate enrichment software and peripherals.	Throughout plan implementation 09-14
3e.1, 2, 3, 4	Provide intensive, ongoing professional development planned, scheduled and delivered which addresses the use of existing enrichment programs, creating multimedia projects and providing strategies for single, pod and lab computers.	Throughout plan implementation 09-14
3e.1, 2, 3, 4	Increase the number of classroom computers.	Throughout plan implementation 09-14
3e.1, 2, 3, 4	Provide mobile laptop carts for all schools.	Throughout plan implementation 09-14
3e.5	Participate in developing anchor papers for district writing assessments.	Spring 09-Fall 10
3e.5	Use the student writing skills matrix for grades K-8 to establish annual benchmarks for improvement.	Fall 2011
3e.5	Participate in revising the district technology skills matrix to include NETS.	Feb. – May 10
3e.5	Continue to develop grade-appropriate multimedia project lesson plans, rubrics and samples designed for K-2 classroom projects, Grade 3-5 group projects and Grade 6-8 individual projects.	Ongoing 09-14
3e.5	Implement revised Cucamonga School District Technology Skills Matrix and associated projects.	Fall 2010

3d and 3e. The following chart identifies the timeline and monitoring process necessary for successful implementation of the curricular component of this plan.

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Plan and deliver DataDirector technology training to staff and report results to District Technology Committee.	Educational Services/ Site Principals	Aug 08-Jun 09
Ensure consistent appropriate stipends and incentives for teachers.	Site Principals	Feb-Jun10

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Revise District Technology Skills Matrix.	District Curriculum Council/District Technology Committee	Feb-May 10
Research and identify summer training opportunities for staff.	District Curriculum Council	May 10
Share completed District Technology Skills Matrix with site principals.	Educational Services	May 10
Create rubric, lesson plans and sample projects for grade-level multimedia projects.	District Curriculum Council/District Technology Committee	May 10
Notify staff of summer training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Jun 10
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 10
Monitor amount of time students use technology. Report results to District Curriculum Council/District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Jun 10
Monitor % of students using enrichment software and courseware. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Jun 10
Monitor % of students using technology in the writing process. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Jun 10
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 10
Review rubric, lesson plans and sample multimedia projects with teachers.	Curriculum Council	Sept-Oct 10
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 10
Deliver technology training to staff.	Educational Services/Site Principals/Tech Coordinators	Oct/Jan/Aug 14-10
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 10
Ensure consistent appropriate stipends and incentives for teachers.	Site Principals/SSC	Sept 10-Aug 11
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 10-11
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 10-11
Monitor amount of time students use technology. Report results to District Curriculum Council/District	Site Principals/Teachers	Dec/Jun 10/11

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Technology Committee with recommendations for Tech Plan changes.		
Monitor % of students using technology in the writing process. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 10/11
Monitor % of students creating MM projects. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 10/11
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 11
Monitor % of students meeting grade-level technology skills. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Jun 11
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 11
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 11
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Aug 11-12
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 11
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 11-Aug 12
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 11-12
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 11-12
Monitor amount of time students use technology. Report results to District Curriculum Council/District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 11-12
Monitor % of students using technology in the writing process. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 11-12
Monitor % of students creating MM projects. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 11/12
Monitor % of students meeting grade-level technology skills. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 11/12

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 12
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 12
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 12
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Aug 12-13
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 12
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 12 - Aug 13
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jan 12-13
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jan 12-13
Monitor amount of time students use technology. Report results to District Curriculum Council/District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jan 12/13
Monitor % of students using technology in the writing process. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jan 12/13
Monitor % of students creating MM projects. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jan 12/13
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 13
Monitor % of students meeting grade-level technology skills. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jan 12/13
Monitor % of students meeting district writing assessment.	Educational Services/Site Principals	June 13
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 13
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 13
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Jan 13-14
Assess special population access/needs and report technology plan changes to District Technology	Educational Services/Site Principals	Oct 13

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Committee.		
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 13 - Aug 14
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 13-14
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 13-14
Monitor amount of time students use technology. Report results to District Curriculum Council/District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 13/14
Monitor % of students using technology in the writing process. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 13/14
Monitor % of students creating MM projects. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 13/14
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	June 14
Monitor % of students meeting grade-level technology skills. Report results to District Curriculum Council and District Technology Committee with recommendations for Tech Plan changes.	Site Principals/Teachers	Dec/Jun 13/14
Monitor % of students meeting district writing assessment.	Educational Services/Site Principals	June 14
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	June 14

3f. List of goals and an implementation plan that describes how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Goal 3f: All students will be able to distinguish grade level appropriate lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguish lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.			
Implementation Plan			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Update present Internet Acceptable Use Policy to include copyright, plagiarism, and unlawful downloading. Parents, students, and staff sign	August 2009 and annually	Asst. Supt. Personnel/Pupil Services	Review of Acceptable Use Policy

each year.	thereafter		
Key Personnel attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Fall 2010	IT, Site Technology Coordinators	Attendance Verified
Key Personnel deliver staff training and information related to student lessons on Information Literacy/Internet Safety.	Jan 2010 Jan 2011 Jan 2012	Principals IT Site Technology Coordinators	Professional Development Sign In Sheets
Students receive lessons on copyright, fair use, plagiarism, and unlawful downloading.	Fall 2011 and annually thereafter	Grades 4-8 Teachers	Principal review of lesson plans
Students incorporate appropriate copyright and fair use into their projects.	Winter 2010 and thereafter	Grades 4-8 Teachers	Teachers and administrators review projects
Staff will be trained to implement an Information Literacy/iSafe curriculum, which includes copyright, fair use, and ethical uses of technology.	Fall 2011	All Staff	Principal will review teacher participation in online iSafe training.
Students will take iSafe pre- and post-assessment	Pre-assessment every fall. Post – assessment every spring, beginning the 2011-12 school year.	Teachers and administrators	Student work is reviewed and monitored by staff.
Annually, the district will evaluate the student post-assessment data to determine modifications to the instructional program to better ensure understanding of copyright and fair use, legal and illegal downloading and peer-to-peer file sharing, and avoiding plagiarism.	Annually, every spring	Assistant Superintendent Educational Services and curriculum councils	Principal will review student data and lead staff in program modifications.

3g. List of clear goals and an implementation plan that describe how the district will address internet safety, including how to protect online privacy and avoid online predators.

Goal 3g: All students will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when they are using the internet.			
Implementation Plan			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Update present Internet Acceptable Use Policy to include copyright, plagiarism, and unlawful downloading. Parents, students, and staff sign each year.	August 2009 and annually thereafter	Asst. Supt. Personnel/Pupil Services	Review of Acceptable Use Policy
Key Personnel attend RIMS CTAP train the trainer Information Literacy/Internet Safety	Fall 2010	IT, Site Technology	Attendance Verified

workshop.		Coordinators	
Key Personnel deliver staff training and information related to student lessons on Information Literacy/Internet Safety.	Jan 2010 Jan 2011 Jan 2012	Principals IT Site Technology Coordinators	Professional Development Sign In Sheets
Students will receive lessons which integrate principals in internet safety throughout the curriculum.	Annually	Teachers	Lesson plans
Students use CTAPIV Cyber Safety resources available online.	Annually	Teachers	Lesson plans
Staff will be trained to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and how to avoid online predators.	Annually	All Staff	Principal will review teacher participation in online iSafe training.
Students will take iSafe pre- and post-assessment	Pre-assessment every fall. Post – assessment every spring, beginning the 2011-12 school year.	Teachers and administrators	Student work is reviewed and monitored by staff.
Annually, the district will evaluate the student post-assessment data to determine modifications to the instructional program to better ensure understanding of copyright and fair use, legal and illegal downloading and peer-to-peer file sharing, and avoiding plagiarism.	Annually, every spring	Assistant Superintendent Educational Services and Curriculum Councils	Principal will review student data and lead staff in program modifications.

3h. Describe district policy, practices or goals that ensure equitable technology access for all students.

Cucamonga School District ensures that all students have appropriate access to technology. Cucamonga uses technology as a tool to support greater individualized learning for special needs groups to learn and achieve at their level.

GATE, Special Ed, and English Learners all have access to the technology contained in Cucamonga site classrooms, labs, and libraries. In addition, some sites offer after school tutoring, intervention (EL), and enrichment (GATE) programs designed specifically to meet the needs of these students. All schools provide extra English language development opportunities for English Learners who are having difficulty acquiring the English language and for students reading below grade level with access to computers, reading software and additional instruction targeted to their specific language challenges.

Special education students receive instruction and access based on the needs outlined in their Individualized Learning Plan. Cucamonga also evaluates physical challenges posed by students and provides the appropriate devices to ensure equitable access.

All special populations will benefit from the curricular goals and objectives identified in the

previous sections. Cucamonga will continue to monitor special populations semi-annually to ensure appropriate access is being achieved by all students.

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

Current administrative uses of technology include assessing students to determine target proficiencies in academic areas using the recently implemented instructional data management system, DataDirector. Training will be provided to all staff. Cucamonga expects full utilization of the system by June 2009.

Teachers and administrators also receive training on the use of diagnostic prescriptive applications used for measuring student performance (Renaissance Place). Staff access and use the student information system (AERIES) containing personal data, state assessment scores and grading information for students.

Goal 3i: CUCAMONGA WILL EFFECTIVELY UTILIZE TECHNOLOGIES THAT ASSIST WITH STUDENT RECORD KEEPING AND ASSESSMENT.
Objective 3i: By June 2014, 100% of Cucamonga staff (teachers and administrators) will receive training on all components of DataDirector.
Year 1 Benchmark: By June 2010, 90% of Cucamonga staff (teachers and administrators) will receive training on all components of DataDirector.
Year 2 Benchmark: By June 2011, 100% of Cucamonga staff (teachers and administrators) will receive training on all components of DataDirector.
Year 3 Benchmark: By June 2012, 100% of all new staff will be trained on DataDirector.
Year 4 Benchmark: By June 2013, 100% of all new staff will be trained on DataDirector.
Year 5 Benchmark: By June 2014, 100% of all new staff will be trained on DataDirector.

Objective 3i2: By June 2014, 100% of Cucamonga staff (teachers and administrators) will use DataDirector to plan appropriate instructional strategies for students.
Year 1 Benchmark: By June 2010, 90% of Cucamonga staff (teachers and administrators) will use DataDirector to plan appropriate instructional strategies for students.
Year 2 Benchmark: By June 2011, 100% of Cucamonga staff (teachers and administrators) will use DataDirector to plan appropriate instructional strategies for students.
Year 3 Benchmark: By June 2012, 100% of all new Cucamonga staff (teachers and administrators) will use DataDirector to plan appropriate instructional strategies for students.
Year 4 Benchmark: By June 2013, 100% of all new Cucamonga staff (teachers and administrators) will use DataDirector to plan appropriate instructional strategies for students.
Year 5 Benchmark: By June 2014, 100% of all new Cucamonga staff (teachers and administrators) will use

DataDirector to plan appropriate instructional strategies for students.

Implementation Plan: In order to successfully implement and meet the curricular goal and objectives as outlined above, all sites will need the following:

Obj. # (Optional)	Activities	Schedule/Timeline
3i.1	Intensive, ongoing professional development planned, scheduled and delivered.	Throughout plan implementation 09-14
3i.1	Provide training for new teachers annually.	Throughout plan implementation 09-14
3i.2	Provide collaboration time (STPT) for teachers to share strategies.	Throughout plan implementation 09-14

3i. The following chart identifies the timeline and monitoring process necessary for successful implementation of the curricular component of this plan.

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Plan and deliver DataDirector technology training to staff and report results to District Technology Committee.	Educational Services/ Site Principals	Aug 08-Jun 09
Ensure consistent appropriate stipends and incentives for teachers.	Site Principals	Feb-Jun10
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Mar-Apr 10
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	Monthly Mar 10-Jun 10
Research and identify summer training opportunities for staff.	District Curriculum Council	May 10
Notify staff of summer training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Jun 10
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 10
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 10
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 10
Deliver technology training to staff.	Educational Services/Site Principals/Tech Coordinators	Oct/Jan/Aug 14-10
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 10
Plan and deliver Data Director technology training to school site staff and report results to District Technology Committee.	Site Principals	Sept-Mar 10
Provide collaborative time for grade/subject-level	Site Principals	Monthly

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
teachers to work together on projects, lesson planning, and technology integration.		Sept 10 – Jun 11
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 10-11
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 10-11
Monitor % of staff trained to use student assessment. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/	Oct/Jun 10-11
Monitor % of teachers using District Student Assessment System and report results to Curriculum council and recommendations for tech plan changes.	Site Principals	Jun 11
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 11
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 11
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 11
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Aug 11-12
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 11
Deliver Data Director technology training to school site staff that need it and report results to District Technology Committee.	Site Principals	Sept 11
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	Monthly Sept 11 – Jun 12
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 11-Aug 12
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 11-12
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 11-12
Monitor % of staff trained to use student assessment. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/	Oct/Jun 11/12
Monitor % of teachers using District Student Assessment System and report results to Curriculum council and recommendations for tech plan changes.	Site Principals	Dec/Jun 11/12
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 12

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Monitor % of students meeting district writing assessment.	Educational Services/Site Principals	Jun 12
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 12
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 12
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Aug 12-13
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 12
Deliver DATA DIRECTOR technology training to school site staff who need it and report results to District Technology Committee.	Site Principals	Sept 12
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	Monthly Sept 12 – Jun 13
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 12 - Aug 13
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 12-13
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 12-13
Monitor % of staff trained to use student assessment. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Oct/Jun 12/13
Monitor % of teachers using District Student Assessment System and report results to Curriculum council and recommendations for tech plan changes.	Site Principals	Dec/Jun 12/13
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 13
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 13
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 13
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Jun 13-14
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 13
Deliver DATA DIRECTOR technology training to school site staff who need it and report results to District Technology Committee.	Site Principals/	Sept 13
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	Monthly Sept 13 – Jun 14

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 13 - Aug 14
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 13-14
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 13-14
Monitor % of staff trained to use DATA DIRECTOR. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/	Oct/Jun 13/14
Monitor % of teachers using District Student Assessment System and report results to Curriculum council and recommendations for tech plan changes.	Site Principals	Dec/Jun 13/14
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	June 14
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	June 14

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

Cucamonga’s philosophy makes parental participation in the education of students paramount. This begins with parents involving themselves in the initial introduction to the school, through registration, to attending regular meetings with teachers, administrators and others and by availing themselves of the myriad programs and services offered which are designed to help parents with their students.

Cucamonga values strongly the advantages of face-to-face contact with parents and uses technology to augment the communication process. The district and all sites maintain websites which provide information about the schools, programs, and gains in performance. All schools have an auto-dialer system, which is used for absence verification and notification of school events and activities. Some school sites also offer additional information with teacher classroom pages and parent links to websites for mathematics and language arts enrichment and intervention. All teachers and administrators have email and voicemail accounts. However, the use of email to communicate with parents is low, due, in part, to the challenges associated with posting teacher addresses and the resulting SPAM received. To reduce the latter, the district will encourage parents to provide their email address to teachers, as part of their written contact information and provide a secured method on the district’s website.

The district recognizes that increased usage of email is needed along with greater consistency among the individual school websites so that all parents in the district may increase their communication with teachers/administrator and to gain awareness of Internet resources which can benefit their child’s education and academic success.

Goal 3j: CUCAMONGA SCHOOL DISTRICT WILL USE TECHNOLOGY TO IMPROVE TWO-WAY COMMUNICATION BETWEEN HOME AND SCHOOL.
Objective 3j.1: By June 2014, 60% of teachers will have a classroom webpage.
Year 1 Benchmark: By June 2010, 5% of teachers will have a classroom webpage.
Year 2 Benchmark: By June 2011, 10% of teachers will have a classroom webpage.
Year 3 Benchmark: By June 2012, 25% of teachers will have a classroom webpage.
Year 4 Benchmark: By June 2013, 40% of teachers will have a classroom webpage.
Year 5 Benchmark: By June 2014, 60% of teachers will have a classroom webpage.

Goal 3j: CUCAMONGA SCHOOL DISTRICT WILL USE TECHNOLOGY TO IMPROVE TWO-WAY COMMUNICATION BETWEEN HOME AND SCHOOL.
Objective 3j.2: By June 2014, 100% of teachers will use email to increase their communication with parents.
Year 1 Benchmark: By June 2010, 65% of teachers will use email to increase their communication with parents.
Year 2 Benchmark: By June 2011, 75% of teachers will use email to increase their communication with parents.
Year 3 Benchmark: By June 2012, 85% of teachers will use email to increase their communication with parents.
Year 4 Benchmark: By June 2013, 95% of teachers will use email to increase their communication with parents.
Year 5 Benchmark: By June 2014, 100% of teachers will use email to increase their communication with parents.

Implementation Plan: In order to successfully implement the curricular goal and objectives as outlined above, all sites will need the following:		
Obj. # (Optional)	Activities	Schedule/Timeline
3j.1	District created or recommended template for teacher classroom webpage.	Fall 2011
3j.1	District created and implemented secure email contact list on the district and school websites.	Fall 2012
3j.1	District and sites will identify relevant parent links for district posting on the Cucamonga School District and school site homepages.	Throughout plan implementation 09-14
3j.1	Provide training on webpage creation and maintenance to teachers.	Throughout plan implementation 09-14
3j.2	Provide email training to teachers as appropriate.	Throughout plan implementation 09-14
3j.1 & 3j.2	Research and identify technology resources within the community and communicate to parents who do not have access at home or work.	Fall 2011
3j.2	Offer email training to parents.	Throughout plan implementation 09-14
3j.1 & 3j.2	Update/maintain website, as appropriate for school information.	Throughout plan implementation 09-14

The following chart identifies the timeline and monitoring process necessary for successful implementation of the curricular component of this plan.

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Plan and deliver DataDirector technology training to staff and report results to District Technology Committee.	Educational Services/ Site Principals	Aug 08-Jun 09
Ensure consistent appropriate stipends and incentives for teachers.	Site Principals	Feb-Jun10
Deliver email and internet safety training to interested parents.	EL/CBET Coordinator Site Principal	Monthly Feb 10-Jun 10
Update/maintain website with communications information for parents and community.	Site Principals	Feb – Jun 10
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Mar-Apr 10
Provide link to webpage templates for sites and teachers.	District Computer Technicians	Apr 10
Develop and deliver web page training to teachers and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Apr-May 10
Research and identify summer training opportunities for staff.	District Curriculum Council	May 10
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	EL/CBET Coordinator	May 10
Notify staff of summer training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Jun 10
Identify/share parent links and revise district website.	District Technology Committee	Jun 10
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 10
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Jun 10
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Jun 10
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 10
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 10
Deliver technology training to staff.	Educational Services/Site Principals/Tech Coordinators	Oct/Jan/Aug 14-10
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 10
Ensure consistent appropriate stipends and incentives for	Site Principals/SSC	Sept 10-Aug 11

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
teachers.		
Update/maintain website with communications information for parents and community.	Site Principals	Sept 10 – Aug 11
Identify/share parent links and revise district website.	District Technology Committee	Sept/Jan/Jun 10-11
Deliver email and internet safety training to interested parents.	EL/CBET Coordinator Site Principals	Monthly Sept 10-Jun 11
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 10
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 10-11
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	EL/CBET Coordinator	Sept/Jan/Jun 10-11
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 10-11
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 10/11
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 10/11
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 11
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 11
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 11
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Aug 11-12
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 11
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 11-Aug 12
Update/maintain website with communications information for parents and community.	Site Principals	Sept 11 – Aug 12
Identify/share parent links and revise district website.	District Technology Committee	Sept/Jan/Jun 11-12
Deliver email and internet safety training to interested parents.	EL/CBET Coordinator	Monthly Sept 11-Jun 12
Deliver webpage training to staff that need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 11
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 11-12

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	EL/CBET Coordinator	Sept/Jan/Jun 11-12
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 11-12
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 11-12
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 11/12
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 12
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 12
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 12
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Aug 12-13
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 12
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 12 - Aug 13
Update/maintain website with communications information for parents and community.	Site Principals	Sept 12 - Aug 13
Identify/share parent links and revise district website	District Technology Committee	Sept/Jan/Jun 12-13
Deliver email and internet safety training to interested parents.	EL/CBET Coordinator	Oct/Apr 12/13
Deliver email and webpage training to staff that need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 12
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 12-13
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	CBET Coordinator	Sept/Jan/Jun 12-13
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 12-13
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 12/13
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 12/13
Evaluate/assess technology implementation, usage and	Site Principals	Jun 13

Monitoring and Evaluation Action Step	Person Responsible	Completion Date
progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.		
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 13
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 13
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/June 13-14
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 13
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 13 - Aug 14
Update/maintain website with communications information for parents and community.	Site Principals	Sept 13 – Aug 14
Identify/share parent links and revise district website	District Technology Committee	Sept/Jan/June 13-14
Deliver email and internet safety training to interested parents.	EL/CBET Coordinator	Oct/Apr 13/14
Deliver email and webpage training to staff that need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 13
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/June 13-14
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	EL/CBET Coordinator	Sept/Jan/June 13-14
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/June 13-14
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/June 13/14
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/June 13/14
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	June 14
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	June 14

3k. The process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.

The Assistant Superintendent of Educational Services will monitor the overall Curriculum Component of the plan through Curriculum Council meetings, Administrative Council meetings and Technology Committee meetings. Site Principals, the EL/CBET Coordinator, members of

Curriculum Council, District Computer Technicians, and members of the Technology Committee will be responsible for reporting information from their area of responsibility to the Assistant Superintendent of Educational Services. The Assistant Superintendent of Educational Services will report the findings to stakeholders and make modifications to the plan as necessary.

4. PROFESSIONAL DEVELOPMENT COMPONENT

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

In order for students to master technology and be able to use it in alignment with curriculum goals, all staff at Cucamonga School District will need to be provided with the necessary training and support to learn and to utilize technology in the classroom.

Staff and administrators completed/updated their EdTech Profile surveys in February 2008. During the technology planning meetings, the Technology Committee reviewed the results and identified current staff technology proficiencies. The results are as follows:

95% of the teaching and administrative staff is proficient in:

- Word processing
- Email
- Excel spreadsheets and graphics programs
- Student progress reports and report cards
- Conducting research via the Internet

78% of staff are asking for continued support and training with Technology Integration into the classroom

22% are asking for basic Computer Technology Skills, online communication, collaborations and making use of web pages.

4b. Clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component objectives (sections 3d-3j).

Professional development goals are aligned to:

- EdTech Profile results
- The curricular component of this plan
- School Site Single Plans for Student Achievement

Training will be provided to staff (teachers, administrators and classified staff) on an on-going, flexible basis, utilize internal and external experts, and integrated into other professional development programs as appropriate.

All staff will benefit from training that demonstrates and offers opportunities to learn about new skills and to practice the integration of technology into the curriculum.

Goal 4b: ALL CUCAMONGA SCHOOL DISTRICT STAFF WILL UTILIZE TECHNOLOGY IN SUPPORT OF THE CURRICULAR GOALS FOR STUDENTS.
Objective 4b.1: By June 2009, 95% of staff will be proficient in the technology skills necessary to instruct students to complete multimedia projects and utilize enrichment software applications/courseware.
Year 1 Benchmark: By June 2010, 75% of staff will be proficient in the technology skills necessary to instruct students to complete multimedia projects and utilize enrichment software applications/courseware.
Year 2 Benchmark: By June 2011, 80% of staff will be proficient in the technology skills necessary to instruct students to complete multimedia projects and utilize enrichment software applications/courseware.
Year 3 Benchmark: By June 2012, 85% of staff will be proficient in the technology skills necessary to instruct students to complete multimedia projects and utilize enrichment software applications/courseware.
Year 4 Benchmark: By June 2013, 90% of staff will be proficient in the technology skills necessary to instruct students to complete multimedia projects and utilize enrichment software applications/courseware.
Year 5 Benchmark: By June 2014, 95% of staff will be proficient in the technology skills necessary to instruct students to complete multimedia projects and utilize enrichment software applications/courseware.

Objective 4b.2: By June 2014, 95% of teachers will integrate technology into classroom instruction aligned to content standards as measured by lessons and student projects.
Year 1 Benchmark: By June 2010, 45% of teachers will integrate technology into classroom instruction aligned to content standards as measured by lessons and student projects.
Year 2 Benchmark: By June 2011, 65% of teachers will integrate technology into classroom instruction aligned to content standards as measured by lessons and student projects.
Year 3 Benchmark: By June 2012, 75% of teachers will integrate technology into classroom instruction aligned to content standards as measured by lessons and student projects.
Year 4 Benchmark: By June 2013, 85% of teachers will integrate technology into classroom instruction aligned to content standards as measured by lessons and student projects.
Year 5 Benchmark: By June 2014, 95% of teachers will integrate technology into classroom instruction aligned to content standards as measured by lessons and student projects.

Objective 4b.3: By June 2014, 95% of teachers will be proficient in classroom management strategies necessary to support effective utilization of single, pod, and lab computers.
Year 1 Benchmark: By June 2010, 50% of teachers will be proficient in classroom management strategies necessary to support effective utilization of single, pod, and lab computers.
Year 2 Benchmark: By June 2011, 60% of teachers will be proficient in classroom management strategies necessary to support effective utilization of single, pod, and lab computers.
Year 3 Benchmark: By June 2012, 70% of teachers will be proficient in classroom management strategies necessary to support effective utilization of single, pod, and lab computers.

Year 4 Benchmark: By June 2013, 80% of teachers will be proficient in classroom management strategies necessary to support effective utilization of single, pod, and lab computers.
Year 5 Benchmark: By June 2014, 95% of teachers will be proficient in classroom management strategies necessary to support effective utilization of single, pod, and lab computers.

Objective 4b.4: By June 2014, 95% of staff will be proficient at posting information on the Internet via web pages or technology to communicate with parents and the greater community.
Year 1 Benchmark: By June 2010, 25% of staff will be proficient at posting information on the Internet via web pages or technology to communicate with parents and the greater community.
Year 2 Benchmark: By June 2011, 40% of staff will be proficient at posting information on the Internet via web pages or technology to communicate with parents and the greater community.
Year 3 Benchmark: By June 2012, 50% of staff will be proficient at posting information on the Internet via web pages or technology to communicate with parents and the greater community.
Year 4 Benchmark: By June 2013, 75% of staff will be proficient at posting information on the Internet via web pages or technology to communicate with parents and the greater community.
Year 5 Benchmark: By June 2014, 95% of staff will be proficient at posting information on the Internet via web pages or technology to communicate with parents and the greater community.

Objective 4b.5: By June 2014, 100% of staff will be proficient at teaching technology laws and how to instruct students about internet safety, copyright laws, file sharing and plagiarism.
Year 1 Benchmark: By June 2010, 25% of staff will be proficient at teaching technology laws and how to instruct students about internet safety, copyright laws, file sharing and plagiarism.
Year 2 Benchmark: By June 2011, 50% of staff will be proficient at teaching technology laws and how to instruct students about internet safety, copyright laws, file sharing and plagiarism.
Year 3 Benchmark: By June 2012, 75% of staff will be proficient at teaching technology laws and how to instruct students about internet safety, copyright laws, file sharing and plagiarism.
Year 4 Benchmark: By June 2013, 100% of staff will be proficient at teaching technology laws and how to instruct students about internet safety, copyright laws, file sharing and plagiarism.
Year 5 Benchmark: By June 2014, 100% of staff will be proficient at teaching technology laws and how to instruct students about internet safety, copyright laws, file sharing and plagiarism.

The following table outlines training targets for teacher and administrator proficiencies in using technology to improve teaching and learning. Training programs will be designed each year that correspond with professional development needs identified in the yearly EdTech Profile.		
Obj. # (Optional)	Activities	Schedule/ Timeline
4b.1	Basic Skills: Starts up and shuts down computer and peripherals; uses a mouse; inserts and ejects removable storage devices; uses software from disk, hard drive, CD-ROM; creates, name/renames folders and files;	Throughout plan implementation 09-14

	names, saves, saves as, retrieves, and revises a document; prints a document. Touch types on a keyboard. Assists students with basic computer skills.	
4b.1	Troubleshooting: Troubleshoots basic hardware, software, and printing problems before accessing the appropriate level of support; checks cables for proper attachment; solves simple printer problems with directly connected printer. Assist students in basic computer skills, including set-up, start-up, log-on, password, and program use.	Throughout plan implementation 09-14
4b.1	Word Processing: Copies, pastes text within and between documents; uses styles to change the appearance of the document; uses borders, bullets, numbers, page breaks, headers, and footers; creates tables; understands elements of basic design (e.g. white space, page layout, etc.); incorporates digital images from external sources. Creates enhanced word processed documents for classroom use; designs lessons that utilize word processing as part of the activity; develops student assignments that embed elements of effective design. Uses word processing applications to support/enhance the writing process; develops newsletters, lesson plans, and classroom assignment materials as grade level appropriate.	Throughout plan implementation 09-14
4b.4	Messaging/Electronic mail: Uses email as a tool to interact with and provide information to students, parents, and other community members. Opens attachments. Designs curricular lessons, which utilize email; selects and implements appropriate email tools to support teaching and learning; incorporates etiquette in instruction.	Annually-Summer
4b.2 4b.5	Internet Search and Retrieval: Uses advanced search features to conduct online research; conducts multiple search strategies to locate and validate information; uses information literacy skills and incorporates strategies within lessons. Bookmarks sites. Understands basic navigational tools. Selects and implements Internet resources appropriately into lesson design. Incorporates information literacy issues such as Internet citations, copyright and plagiarism, and site bibliographies. Virtual reality activities.	Annually - Summer
4b.2	Multimedia Projects: Plans and designs appropriate class, group or individual student projects aligned to the curriculum and the district technology and information literacy skills expected of students. Designs curricular lessons which utilize multimedia projects to enhance student learning outcomes; assists students in the use of the technology and information literacy skills necessary to complete projects.	Semi-Annually – Fall/Spring
4b.2	Multimedia Presentation: Creates and presents multimedia presentation using PowerPoint or other presentation software: incorporates sound, uses available tools, imports graphics, and incorporates hypertext links. Connects, configures and troubleshoots peripheral devices for presentation. Designs curricular lessons, which utilize multimedia, to enhance learning outcomes; assists students in the use of presentation software and peripherals. Use in presentations for parents.	Annually - Spring
4b.2	Subject Specific Software: Learns effective use of courseware, including probes and other content specific technology. Aligns use with curriculum. Designs curricular lessons, which integrate courseware and enrichment software and content specific technology.	Site Specific

4b.1	Spreadsheet: Creates and modifies spreadsheets: imports/ exports charts and aligns data and rotates text and numbers, creates charts, labels graphs appropriately. Maintains student records via spreadsheet or electronic grade book. Designs curricular lessons requiring the use of spreadsheets and charts; creates appropriate charts for content lessons.	Annually- Winter
4b.1 4b.4	Student Info. /Assessment System: Ability to access District adopted informational systems and locate information as appropriate. Utilizes information for parent/student meetings, incorporates data, as applicable in student progress reports, site/school reports and plans/delivers lessons to address student learning.	Annually- Summer
4b.3	Classroom Management Strategies: Staff learns and understands techniques and strategies for using multiple computer configurations to support student learning and understand how to monitor the appropriate and safe use of technology. Designs and delivers lessons utilizing single, pod and lab computers to support class, group and individualized student learning activities. Designs lessons based on the NETS standards of digital citizenship and responsibilities.	Semi-Annually Summer/Winter

Implementation Plan: In order to successfully implement this plan and the outline above to meet the professional development goals, Cucamonga sites will:

Obj. # (Optional)	Activities	Schedule/Timeline
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Review EdTech Profile data for staff.	Annually
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Offer varying, flexible training scheduling options	As deemed appropriate
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Plan, schedule, deliver and follow-up on staff training provided	Ongoing
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Offer stipends/compensation for trainers, assistants and trainees	Ongoing
Obj. 4b.1, 4b.2	Provide a desktop computer/presentation station for each teacher	Annually, until 100% of teachers have station.
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Allow time for curriculum development and meetings with grade/subject-level teachers	Monthly STPT, Curriculum Council 5 times per year, district wide articulation 3 times per year.
Obj. 4b.1, 4b.2	Incorporate components of technology training into other staff development activities	Ongoing
Obj. 4b.1, 4b.2, 4b.4, 4b.5	Offer opportunities for online training through CTAP and other distance learning programs	Ongoing as scheduled
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Offer opportunities for video training	Ongoing
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Utilize county for training	Ongoing

Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Utilize internal and external experts for training	Ongoing depending on topic
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Offer opportunities for teachers to model/observe/share	Ongoing
Obj. 4b.1, 4b.2, 4b.3, 4b.4, 4b.5	Deliver AB430 training to remaining administrators	Winter 2009 and Fall 2010

The following chart identifies the timeline and monitoring process for successful implementation of the professional development component of this plan.

Action Step	Title of Person Responsible	Completion Date
Annual update of staff individual EdTech profile.	Educational Services/Site Principals	Annually- Feb
Plan and deliver DATA DIRECTOR technology training to staff and report results.	Educational Services/Site Principals	On-going
Ensure appropriate stipends and incentives for teachers.	Site Principals	On-going
Revise District Technology Skills Matrix.	District Curriculum Council/District Technology Committee	Feb-May 10
Deliver email training to interested parents.	EL/CBET Coordinator	Annually
Update/maintain website with communications information for parents and community.	Site Principals Site Technicians	On-going
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Annually
Create email subscription form and post to district website.	District Computer Technicians	Mar 2010
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	On-going
Create webpage templates for sites and teachers	District Computer Technicians	On-going
Develop and deliver web page training to teachers report progress to District Technology Committee.	Educational Services/District Computer Technicians	On-going
Research and identify summer training opportunities for staff.	District Curriculum Council	On-going
Share completed District Technology Skills Matrix with site principals.	Educational Services	On-going
Create rubric and sample projects for grade-level multimedia projects.	District Curriculum Council/District Technology Committee	Annually
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	EL/CBET Coordinator	On-going

Action Step	Title of Person Responsible	Completion Date
Notify staff of summer training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Annually
Identify/share parent links and revise district website.	District Technology Committee	Annually
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals and Technicians	Annually
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals and Technicians	Jun 10
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals and Technicians	Jun 10
Monitor % of administrators proficient in technology skills and report results to District Technology Committee.	Educational Services	Jun 10
Monitor % of teachers proficient in the skills necessary to instruct students in the technology skills. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Jun 10
Monitor % of teachers proficient in classroom management strategies for using computers as stand-alone, pod and lab configurations. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Jun 10
Monitor % of teachers integrating technology into the curriculum. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Jun 10
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 10
Review rubric and sample multimedia projects with teachers.	STPT	Sept-Oct 10
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 10
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Aug 10-11
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 10
Establish annual writing benchmarks and incorporate into technology plan update.	District Curriculum Council	Oct 10
Plan and deliver information systems technology training to school site staff and report results to District Technology Committee.	Site Principals/ STPT	Sept-Mar 10
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	Monthly Sept 10 – Jun 11

Action Step	Title of Person Responsible	Completion Date
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 10 - Aug 11
Update/maintain website with communications information for parents and community.	Site Principals	Sept10 – Aug 11
Identify/share parent links and revise district website.	District Technology Committee	Sept/Jan/Jun 10-11
Deliver email training to interested parents.	EL/CBET Coordinator	Monthly Sept 10-Jun 11
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 10
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 10-11
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	EL/CBET Coordinator	Sept/Jan/Jun 10-11
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 10-11
Monitor % of staff trained to use student assessment. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/STPT	Dec/Jun 10-11
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 10/11
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 10/11
Monitor % of teachers using District Student Assessment System and report results to Curriculum council and recommendations for tech plan changes.	Site Principals	Dec/Jun 10/11
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 11
Monitor % of administrators proficient in technology skills and report results to District Technology Committee	Educational Services	Dec/Jun 10/11
Monitor % of teachers proficient in the skills necessary to instruct students in the technology skills. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 10/11
Monitor % of teachers proficient in classroom management strategies for using computers as stand-alone, pod and lab configurations. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 10/11
Monitor % of teachers integrating technology into the curriculum. Report results to District Technology Committee/ District Curriculum Council with	Site Principals	Dec/Jun 10/11

Action Step	Title of Person Responsible	Completion Date
recommendations for Tech Plan changes.		
Annual update of staff individual EdTech Profile.	Educational Services/Site Principals	Feb 11
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 11
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 11
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Aug 11-12
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 11
Deliver information systems technology training to school site staff who need it and report results to District Technology Committee.	Site Principals/STPT	Sept 11
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	Monthly Sept 11 – Jun 12
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 11-Aug 12
Update/maintain website with communications information for parents and community.	Site Principals	Sept 11 – Aug 12
Identify/share parent links and revise district website	District Technology Committee	Sept/Jan/Jun 11-12
Deliver email training to interested parents	EL/CBET Coordinator	Monthly Sept 11-Jun 12
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 11
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 11-12
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	CBET Coordinator	Sept/Jan/Jun 11-12
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 11-12
Monitor % of staff trained to use student assessment. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/STPT	Dec/Jan 11/12
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jan 11-12
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jan 11/12
Monitor % of teachers using District Student Assessment System and report results to Curriculum council and recommendations for tech plan changes.	Site Principals	Dec/Jan 11/12

Action Step	Title of Person Responsible	Completion Date
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	June 12
Monitor % of administrators proficient in technology skills and report results to District Technology Committee.	Educational Services	Dec/Jan 11/12
Monitor % of teachers proficient in the skills necessary to instruct students in the technology skills. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jan 11/12
Monitor % of teachers proficient in classroom management strategies for using computers as stand-alone, pod and lab configurations. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jan 11/12
Monitor % of teachers integrating technology into the curriculum. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jan 11/12
Annual update of staff individual EdTech Profile.	Educational Services/Site Principals	Yearly
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Yearly
Deliver technology training to staff.	Educational Services/Site Principals	On-going
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	On-going
Deliver informational systems technology training to school site staff who need it and report results to District Technology Committee.	Site Principals/STPT	On-going
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	Monthly Sept 12 – Jun 13
Ensure appropriate stipends.	Site Principals	Yearly
Update/maintain website with communications information for parents and community.	Site Principals	Sept 12 – Aug 13
Identify/share parent links and revise district website	District Technology Committee	Sept/Jan/Jan 12-13
Deliver email training to interested parents.	EL/CBET Coordinator	Oct/Apr 12/13
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 12
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jan 12-13
Research technology access points in the community for parents without technology and notify parents. Incorporate	CBET Coordinator	Sept/Jan/Jan 12-13

Action Step	Title of Person Responsible	Completion Date
into regular parent communications.		
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 12-13
Monitor % of staff trained to use student assessment. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/STPT	Oct/Jun 12/13
Annual update of staff individual EdTech Profile.	Curriculum Council/Site Principals	Feb 13
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 12/13
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 12/13
Monitor % of teachers using District Student Assessment System and report results to Curriculum council and recommendations for tech plan changes.	Site Principals	Dec/Jun 12/13
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 13
Monitor % of administrators proficient in technology skills and report results to District Technology Committee.	Educational Services	Dec/Jun 12/13
Monitor % of teachers proficient in the skills necessary to instruct students in the technology skills. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 12/13
Monitor % of teachers proficient in classroom management strategies for using computers as stand-alone, pod and lab configurations. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 12/13
Monitor % of teachers integrating technology into the curriculum. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 12/13
Annual update of staff individual CTAP ² Surveys.	Educational Services/Site Principals	Feb 13
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Aug 13
Revise annual action plan, and associated professional development training calendar.	District Curriculum Council	Sept-Oct 13
Deliver technology training to staff.	Educational Services/Site Principals	Oct/Jan/Jun 13-14
Assess special population access/needs and report technology plan changes to District Technology Committee.	Educational Services/Site Principals	Oct 13

Action Step	Title of Person Responsible	Completion Date
Deliver information systems technology training to school site staff who need it and report results to District Technology Committee.	Site Principals/STPT	Sept 13
Provide collaborative time for grade/subject-level teachers to work together on projects, lesson planning, and technology integration.	Site Principals	Monthly Sept 13 – Jun 14
Ensure appropriate stipends and incentives for teachers.	Site Principals	Sept 13-Aug 14
Update/maintain website with communications information for parents and community.	Site Principals	Sept 13 – Aug 14
Identify/share parent links and revise district website	District Technology Committee	Sept/Jan/Jun 13-14
Deliver email training to interested parents	EL/CBET Coordinator	Oct/Apr 13/14
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 13
Research and identify additional training opportunities for staff.	District Curriculum Council	Sept/Jan/Jun 13-14
Research technology access points in the community for parents without technology and notify parents. Incorporate into regular parent communications.	EL/CBET Coordinator	Sept/Jan/Jun 13-14
Notify staff of additional training opportunities; schedule staff interested in other opportunities.	District Curriculum Council	Sept/Jan/Jun 13-14
Monitor % of staff trained to use student assessment. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals/STPT	Oct/Jun 13/14
Monitor % of teachers creating web pages. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 13/14
Monitor % of teachers using email to communicate with parents. Report results to District Technology Committee with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 13/14
Monitor % of teachers using District Student Assessment System and report results to Curriculum council and recommendations for tech plan changes.	Site Principals	Dec/June 13/14
Monitor % of administrators proficient in technology skills and report results to District Technology Committee.	Educational Services	Dec/Jun 13/14
Monitor % of teachers proficient in the skills necessary to instruct students in the technology skills. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 13/14
Monitor % of teachers proficient in classroom management strategies for using computers as stand-alone, pod and lab configurations. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.	Site Principals	Dec/Jun 13/14
Monitor % of teachers integrating technology into the	Site Principals	Dec/Jun

Action Step	Title of Person Responsible	Completion Date
curriculum. Report results to District Technology Committee/ District Curriculum Council with recommendations for Tech Plan changes.		13/14
Annual update of staff individual EdTech Profile.	Curriculum Council/Site Principals	Feb 14
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 14
Evaluate and implement action plans, as necessary, for additional technical support.	Business Services/District Technology Committee	Jun 14

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

The Assistant Superintendent of Educational Services will monitor the overall Professional Development Component of the plan through Curriculum Council meetings, Administrative Council meetings and Technology Committee meetings. Site Principals, the EL/CBET Coordinator, members of Curriculum Council, District Computer Technicians, and members of the Technology Committee will be responsible for reporting information from their area of responsibility to the Assistant Superintendent of Educational Services. The Assistant Superintendent of Educational Services will report the findings to stakeholders and make modifications to the plan as necessary.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

5a. 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

All Cucamonga School District sites provide Internet-accessible computers, which support the instructional needs of students. Survey data reflects schools having the following computers based on age. Ratios reflect only those computers that are less than three years of age.

Location	4 years or older	Between 3-4 years	Between 2-3 years	Between 1-2 years	Less than 1 year	Ratios	TOTAL (by site)
Cucamonga Elementary	47	22	44	18	18	7:1	149
Los Amigos Elementary	24	27	32	65	14	5:1	162
Ontario Center School	58	2	27	70	17	6:1	174
Rancho Cucamonga Middle	91	47	42	37	14	9:1	231
Total by Age	220	98	145	190	63	7:1	716

Technology Hardware for Staff

Currently teachers have access to technology either through the use of a teacher-designated computer located in the classroom or through the sharing of student computers in the classrooms, labs, or library. As expectations for technology use in the classroom grow, and as teachers become more advanced in their technology skills, the district will evaluate the need for additional technology resources.

Peripheral Needs for Staff and Students

In order to use computer technology for effective teaching and learning, peripheral equipment is also utilized. All schools have access to DVD Players, laser and inkjet printers, digital cameras, projection devices and scanners. Currently, the district maintains standards for the following peripheral devices: Laser printers, and projectors. Also, the District Technology Committee and District technicians will act as a resource to all schools for information on the quality and alignment of any other peripherals. Cucamonga will assess and develop appropriate standards for peripheral devices.

Peripheral Standards

- HP LaserJet P1006 Printer for classroom and student printers
- HP LaserJet P3005dn Printer for high speed B/W printing for all sites
- HP Color LaserJet 2605 or 2605dn for Color printing for all sites
- Dell 2400MP Multimedia Projectors

Electronic Learning Resources

Cucamonga maintains a combined centralized and decentralized policy regarding the acquisition and support of electronic learning resources. The district provides administrative systems and guidance on the standardization of desktop applications. Schools are encouraged to secure the necessary resources to support the individual needs of students and staff.

The District employs the following standards for computer technology used within the district:

- Intel Duo Core or higher w/ 2.0 gigahertz or higher
- 2 Meg RAM (minimum)
- 10x100Nic
- 17 inch monitor (minimum)
- 160 gig. hard drive or larger
- Windows XP or the most recent
- Internet Explorer
- MS Office 2003
- Sophos anti-virus

At this time, all PCs come loaded with MS Office 2003 as an industry standard office suite. Computers utilize Sophos as the standard anti-virus software. In addition, all sites utilize Follett as the automated library software program; Renlearn Suite to support language arts and math; and MS Office, the Internet for creating general multimedia projects. Schools have access to a wide variety of online tools available through adopted materials such as: Prentice Hall, Scott Foresman, SRA4Kids (Open Court), Houghton Mifflin and Hampton Brown High Point for improving language arts; and online intervention programs (Scott Foresman,) and enrichment

tools (Activities Integrating Mathematics and Science “AIMS”), for improving mathematics and science skills.

Kidspiration, a computer based program developed for K-5 learners, helps students develop thinking, literacy and numeracy skill using visual principals. It is a visual learning program that allows students to develop their understanding of any subject area. Teachers and students can create their own graphic organizers using icons, labels and arrows to strengthen and demonstrate comprehension of the given concept. Furthermore, it can be more extensively used to help develop a student’s writing. A student can create a graphic organizer of their writing, transform it into outline/text mode and then import it into Word for revising and publishing. DataDirector is the data management program used to provide tracking of student assessment data, student demographic data and development data. Aeries is the student information database that stores personal student data, teacher data, provides scheduling, assists with attendance and helps produce government required reports and facilitates CSIS compliance.

The District Technology Committee acts as a resource to all schools for information on the quality and alignment of software to curriculum. In order to research and select appropriate learning tools, the district uses the California Learning Resource Network (CLRN) and the California Technology Assistance Program (CTAP). The district also finds individual site and teacher experimentation with different software programs to be essential to determining recommendations for other teachers and schools within the district.

Sufficient electronic resources currently exist to support the curricular and professional development components of the plan. Cucamonga will annually evaluate resources to ensure they continue to support the long-term objectives of the plan and the feasibility of acquiring additional electronic resources to support improvements in writing. In addition, the District Technology Committee will develop long-term procedures to manage new software installations that are efficient for schools while maintaining proper network safety, standards alignment, and licensing.

Telecommunications and Networking Infrastructure

Cucamonga currently has in place a 1 Gig Optical Fiber (WAN). At this time there exists a point-to-point 1 Gig Optical Fiber from each school Local Area Network (LAN) to the district WAN located through The District Office. The district uses the San Bernardino County of Education for ISP, and is connected via a 1 Gig Optical Fiber. All WAN data lines are connected with HP 5300 series Procurve Switches at each end. The Internet connection is equipped with a firewall (CISCO PIX) and county-designated content filter.

All district servers and site computers are protected with an online Uninterruptable Power Supply (UPS) to protect against power surges.

Microsoft Exchange is used for email communication and the network operating system is MS 2003 located in the District Office. The district is planning to upgrade servers via E-RATE to provide increased efficiency in the management of resources.

The standard for networking equipment for LANs and WANs is HP Procurve 5300 Series Switches and Dell/HP (hubs and switches). The protocol currently supported is TCP/IP. The

typical Main Distribution Frame (MDF) at each location is placed in a physically safe and proper environment and consists of rack-mounted and desktop servers, network hardware (HP Procurve Switches), uninterruptible power supplies, and patch panels for copper and fiber optics. The typical Intermediate Distribution Frame (IDF) will follow suit with the MDF with the appropriate equipment of like make and model and located as may best suit network connectivity and security.

Location	Infrastructure
District	<ul style="list-style-type: none"> • School sites connect to the district via a 1 Gig Optical Fiber per school. • For Internet access, District Office connects to a router which is connected to a Firewall. • San Bernardino County Office of Education is the district’s local service provider. • The district operates 9 servers for: AERIES, file storage, Web, network management, email, Active Directory, Domain Name Services, Dynamic Host Configuration Protocol, Mac OS/Active Directory integration, and client/server based Learning Application Read 180. • The SBCOE is the primary security provider for all sites (authentication login, profiles, user rights, etc.). • District maintains a firewall to protect district network resources.
School Sites	<ul style="list-style-type: none"> • School sites connect to the district via a 1 Gig Optical Fiber per school. • Sites have a LAN with Fiber and copper backbone. • Sites connect through the LAN for: district authentication; access for district applications (AERIES); and The District Office for Internet. • Optical Fiber from the MDF is connected to building IDF switches (number of IDF switches per building are specific to each school’s needs). • IDFs are connected CAT5 drops, with at least 1 drop to each classroom. • Each site maintains one server containing network management software and library catalog. • Each Site also connects to Renlearn Place via the internet which is hosted by Renaissance Learning.

The district has identified infrastructure needs including: transferring the hub (for Internet) from Ontario to the district office; upgrading Los Amigos Elementary school’s voice mail system; and replacing the district’s backup system to provide a more reliable and secure method.

Physical Plant Modifications

All classrooms are wired for Internet, and provide sufficient power capacity necessary for technology access. All permanent instructional locations have adequate electrical to meet the current needs. The district will monitor usage rates annually to confirm sufficient power is retained.

Technical Support

The district has made numerous efforts to provide adequate technical support resources to meet the needs of teachers, administrators, and students. Currently, two fulltime district computer technicians provide support daily to the individual school sites and are managed by the Business Manager. Additionally, each school site has a part-time technology coordinator responsible for desktop issues for a total of 2.9 FTE to attend to basic hardware and software troubleshooting. Consequently, the total district ratio of support approximates 1:184 (technician to computers)

When a problem is detected at the site that cannot be resolved by the technology coordinator, the trouble ticket submitted via Trouble Trakker is forwarded to the district. Computer Technicians review calls daily to assess priorities, as necessary. Issues/problems are generally resolved within three days. Many of the current technology issues being addressed by technicians relate to basic “how-to” problems which may be resolved with an appropriate helpdesk tracking system. The

latter would provide a more comprehensive approach to tracking and analyzing problems to determine long-term solutions (e.g., additional staff training, posting of frequently asked questions, etc.)

In addition to school and district-level support, third party vendors are used for large, high level projects, on an as needed basis.

Cucamonga District technology support will be evaluated annually to ensure the level of assistance remains sufficient to ensure appropriate access by staff and students to technology and electronic resources.

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

Updated infrastructure, hardware, technical support, and software will be placed and/or maintained at school sites according to implementation guidelines that support the Curriculum and Professional Development components of this plan most effectively (See Curriculum Component, section 3d for implementation guidelines).

The district will encourage sites to maintain a student to computer ratio as follows:

- For grades Kindergarten through fifth: 7:1
- For grades sixth through eighth: 6:1

Supporting the above ratios will be predicated on available site funding and on the district's policy of assessing a computer's usefulness to meet student academic needs. New computers will replace computers over five years old in classrooms, labs, and the library. A new thin client technology (N-Computing) will be used to make better and more efficient use of new and existing computers. When feasible, working computers over five year old will be repurposed into other available instructional locations to serve as writing or Internet activity centers. Technology will be considered for surplus (retirement) when it is not economically feasible to repair or maintain.

In order to provide immediate communication between departments, school sites, and IT the district will consider purchasing cell phones.

Technology Planning

The district believes that it is critical for individual school sites to align their individual technology plans with the district master plan.

Components of site technology plans will include most of the materials generated through the goals and objectives of this district plan including, but not limited to:

- A breakdown of student performance measures aligned to the district.
- A breakdown of access issues for special populations.
- A description on uses of technology to improve parent access to teachers and administrators.
- EDTECH results.
- A site-level Staff Development Plan aligned to the District's Staff Development Plan.

- An inventory of computers, peripherals, and software.
- Minimum computer numbers per site.
- An affirmation of 100% Acceptable Use Policy protection.
- A description of software resources used.
- A description of internal staffing for technical support and technology training.
- Funding sources used to purchase and support technology.
- Schedules for evaluation, monitoring, and revisions of site level plans.

Learning Resources

Updated Microsoft Office

In order to keep current with industry standards, MS Office 2003 must be upgraded to MS Office 2007

Interactive Projection

In order to make more effective use of technology for teaching and learning, additional peripheral devices will be implemented. Interwrite Pads© a version of “smart board” technology will be used by teachers to engage learning by remotely accessing the computer and projecting the computer screen through ceiling mounted projectors. This will allow teachers to roam the classroom and not having to turn their backs on students. Lessons can also be recorded for future use or for review.

Student Response Systems

In an effort to interact and assess student learning in real-time, the use of student response systems will be investigated. The foundation to this technology, computers and projectors is already in place at every site. These systems allow teachers to immediately determine the number of students that understand the lesson before moving to new subjects.

Media Servers

To provide students and teacher with more video instructional material, the use of media servers will provide access to existing licensed video information and allow students and teachers to create and upload their own video information to be shared among the district.

Networking and Telecommunications Infrastructure

VOIP Telephone System

To better make use of the Fiber Network, a VOIP system will be implanted at the three remaining sites. (Los Amigos has already been upgraded to a VOIP PBX) Individual Centrex lines at each site will be reduced from over 10 per site to 2 per site for emergency failover purposes. 2 T-1s will connect to the District Office so all voice traffic will be centralized.

Email Archiving System

As more requirements are set for the archiving of documentation, more efficient archiving systems are needed for the storage and retrieval of email documentation and perhaps even instant messaging communications may be required to be archived.

Network Monitoring equipment

As more bandwidth is being used it is necessary to be able to monitor the network for traffic congestion. Network monitoring equipment will help maintain a high level of uptime by quickly finding network surges or network breakdowns.

Higher Capacity Network Switches

In an effort to provide consistent network bandwidth it will be necessary to upgrade network switching to accommodate computer, voice and video traffic. As more network nodes and services are added to the network higher capacity switching will be necessary.

Technical Support

In an effort to maintain support for the increase in technology, the addition of 1 technician or the hiring of an outsourcing firm will be evaluated. Should a need be found, an addendum to this technology plan will be filed.

5c. Benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.

Year 1 Benchmark		
Recommended Actions/Activities	Person(s) Responsible	Monitoring & Evaluation
5c.1 Sufficient Technology will be available to meet an elementary school ratio of 10:1 (students to computers). Approximately 100 computers to be purchased per year for all three elementary schools.	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.2 Sufficient Technology will be available to meet a middle school ratio of 9:1 (students to computers). Approximately 40 computers to be purchased per year for the middle school.	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.3 Assess electronic help desk function with work order tracking	Business Manager/District Computer Technicians	Business Manager will review data with District Technicians and report findings and recommendations to site technology coordinators
5c.4 All school sites will receive District Plan and begin the process of updating their school wide plans and site technology plans in alignment with the District Master Technology Use Plan	Business Manager/District Computer Technicians	Site principals and site technology coordinators will review site technology plans annually and submit to Educational Services.
5c.5 All sites must assess number of computers that can	Business Manager/District	District Computer Technicians and Site Technology Coordinators will review data

be upgraded to MS Office 2007	Computer Technicians	and report progress and applicable District Technology Plan changes to District Technology Committee
5c.6 Interactive Projection, Interwrite pads will be evaluated by teachers appointed by site technology coordinators.	Business Manager/District Computer Technicians, and site technology coordinators	Site technology coordinators will review findings and report progress and recommendations to District Technology Committee
5c.7 Student Response Systems will be evaluated by teachers appointed by site technology coordinators.	Business Manager/District Computer Technicians, and site technology coordinators	Site technology coordinators will review findings and report progress and recommendations to District Technology Committee
5c.8 Media Servers and products will be evaluated District Technicians and site technology coordinators	Business Manager/District Computer Technicians, and site technology coordinators	District Technicians and site technology coordinators will review findings and report progress and recommendations to District Technology Committee
5c.9 Cell phone packages will be evaluated by District Technicians	District Computer Technicians and site technology coordinators	District Technicians will review findings and report recommendations to Business Manager
5c.10 VOIP telephone system to be evaluated	District Computer Technicians	District Technicians will review findings and report recommendations to Business Manager

Year 2 Benchmark		
Recommended Actions/Activities	Person(s) Responsible	Monitoring & Evaluation
5c.1 Sufficient Technology will be available to meet an elementary school ratio of 10:1 (students to computers)	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.2 Sufficient Technology will be available to meet a the middle school ratio of 9:1 (students to computers)	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.4 All school sites will update their school wide plans and site technology plans in alignment with the District Master Technology Use Plan	Site principals and technology coordinators	Site principals will create/revise site technology plans annually and submit to Educational Services.
5c.5 All sites to be upgraded to MS Office 2007	Business Manager/District Computer Technicians	District Computer Technicians and Site Technology Coordinators will report progress and applicable District Technology Plan changes to District Technology Committee
5c.6 Interactive Projection,	Business	Site principals and Site technology

Interwrite pads will be implemented to 8 th and 5 th grades	Manager/District Computer Technicians, and site technology coordinators	coordinators will report progress and recommendations to District Technology Committee
5c.7 Student Response Systems will be implemented to 8 th and 5 th grades	Business Manager/District Computer Technicians, and site technology coordinators	Site principals and Site technology coordinators will report progress and recommendations to District Technology Committee
5c.10 VOIP telephone system to be implemented	District Computer Technicians	District Technicians will report progress to Business Manager and District Technology Committee

Year 3 Benchmark		
Recommended Actions/Activities	Person(s) Responsible	Monitoring & Evaluation
5c.1 Sufficient Technology will be available to meet an elementary school ratio of 9:1 (students to computers)	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.2 Sufficient Technology will be available to meet a the middle school ratio of 8:1 (students to computers)	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.6 Interactive Projection, Interwrite pads will be implemented to 7 th and 4 th grades	Business Manager/District Computer Technicians, and site technology coordinators	Site principals and Site technology coordinators will report progress and recommendations to District Technology Committee
5c.7 Student Response Systems will be implemented to 7 th and 4 th grades	Business Manager/District Computer Technicians, and site technology coordinators	Site principals and Site technology coordinators will report progress and recommendations to District Technology Committee
5c.8 Networking monitoring equipment to be evaluated	District Computer Technicians	District Technicians will report progress to Business Manager and District Technology Committee
5c.11 Need for technical support to be evaluated.	Site principals and site technology coordinators	Site principals and site technology coordinators will report progress and recommendations to District Technology Committee

Year 4 Benchmark		
Recommended Actions/Activities	Person(s) Responsible	Monitoring & Evaluation
5c.1 Sufficient Technology	Business	Site principals will review data with site

will be available to meet an elementary school ratio of 8:1 (students to computers)	Manager/District Computer Technicians	technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.2 Sufficient Technology will be available to meet a the middle school ratio of 7:1 (students to computers)	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.6 Interactive Projection, Interwrite pads will be implemented to 6 th and 3 rd grades	Business Manager/District Computer Technicians, and site technology coordinators	Site principals and Site technology coordinators will report progress and recommendations to District Technology Committee
5c.7 Student Response Systems will be implemented to 6 th and 3 rd grades	Business Manager/District Computer Technicians, and site technology coordinators	Site principals and Site technology coordinators will report progress and recommendations to District Technology Committee
5c.8 Media Servers and products will be implemented	Business Manager/District Computer Technicians, and site technology coordinators	District Technicians and site technology coordinators will report to District Technology Committee.
5c.8 Networking monitoring equipment to be recommended	Business Manager/District Computer Technicians	District Technicians will report progress to Business Manager and District Technology Committee
5c.8 Email Archiving system to be evaluated	Business Manager/District Computer Technicians	District Technicians will report progress to Business Manager and District Technology Committee
5c.11 Need for technical support to be adjusted based on evaluation.	Business Manager	Business Manager will make appropriate staffing recommendation to the Board.

Year 5 Benchmark		
Recommended Actions/Activities	Person(s) Responsible	Monitoring & Evaluation
5c.1 Sufficient Technology will be available to meet an elementary school ratio of 7:1 (students to computers)	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.2 Sufficient Technology will be available to meet a the middle school ratio of 6:1 (students to computers)	Business Manager/District Computer Technicians	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
5c.6 Interactive Projection, Interwrite pads will be implemented to 2 nd and 1 st	Business Manager/District Computer Technicians,	Site principals and Site technology coordinators will report progress and recommendations to District Technology

grades	and site technology coordinators	Committee
5c.7 Student Response Systems will be implemented 2 nd and 1 st grades	Business Manager/District Computer Technicians, and site technology coordinators	Site principals and Site technology coordinators will report progress and recommendations to District Technology Committee
5c.8 Email Archiving system to be implemented	Business Manager/District Computer Technicians	District Technicians will report progress to Business Manager and District Technology Committee
5c.8 Higher Capacity Network Switches to be evaluated	Business Manager/District Computer Technicians	District Technicians will report progress to Business Manager and District Technology Committee

The following chart identifies the timeline and monitoring process to support implementation of technology infrastructure and related items.

Action Step	Person Responsible	Completion Date
Track monthly and report quarterly to District Technology Committee technical issues reported, resolved and open.	Business Manager/District Computer Technicians	Mar-June 2010
Purchase and install required hardware and peripherals for teachers and students.	Site Principals/Site Technology Coordinators	Mar 2010
Repurpose site technology as appropriate.	Site Principals/Site Technology Coordinators	Mar 2010
Provide web templates for teachers.	District Computer Technicians	Apr 2010
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Apr-May 2010
Communicate finalized district technology plan to sites.	Educational Services	May 2010
Assess peripheral needs of sites.	District Technology Committee	May-Jun 2010
Assess instructional resources and needs as input to the development of district instructional software standards.	District Technology Committee	May-Jun 2010
Assess electronic learning resources to support Adult literacy; share concerns and ideas with District Technology Committee.	EL/CBET Coordinator	May-Jun 2010
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 2010
Monitor progress against computer ratio benchmarks and report to District Technology Committee.	Site Principals	Jun 2010
Purchase and install required hardware and peripherals for teachers and students.	Site Principals/Site Technology Coordinators	Jul/Feb 2010/2011
Repurpose site technology as appropriate and report	Site Principals/Site	Jul/Feb

Action Step	Person Responsible	Completion Date
results to District Technology Committee.	Technology Coordinators	2010/2011
Develop ongoing standards for peripheral devices and share with sites. Include final standards in District Technology Plan.	District Technology Committee	Sep-Jun 2010-2011
Develop standards for instructional software and share with sites for input. Include final standards in District Technology Plan.	District Technology Committee	Sep-Jun 2010-2011
Track monthly and report quarterly to District Technology Committee technical issues reported, resolved and open.	Business Manager/District Computer Technicians	Sep/Dec/May 2010-2011
Assess Internet hub and telecommunications needs.	Business Manager/District Computer Technicians	Sep-Jun 2010-2011
Monitor back-up methods for improving the security of district network resources	Business Manager/District Computer Technicians	Sep-Dec 2010-2011
Update/create site technology plans, include within site action plans and provide to Educational Services.	Site Principals	Sep-Oct 2010
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 2010
Provide annual progress report to school stakeholders.	Site Principals	Oct 2010
Identify and implement District Tech Plan modifications involving curricular and professional development issues and changes/additions in technology.	District Technology Committee/Curriculum Council Committee	Jan and Sep 2011
Purchase and install voicemail upgrade and report progress to District Technology committee.	District Computer Technicians	Feb-Jun 2011
Update State survey of technology.	Site Principals	Feb 2011
Assess electronic learning resources to support Adult literacy; share concerns and ideas with District Technology Committee	EL/CBET Coordinator	Feb-Jun 2011
Monitor helpdesk work order tracking system and report progress to District Technology Committee.	Business Manager/District Computer Technicians	Jun 2011
Provide annual progress report to district stakeholders.	Superintendent	Jun 2011
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 2011
Monitor progress against computer ratio benchmarks and report to District Technology Committee.	Site Principals	Jun 2011
Schedule yearly cleaning/ maintenance. Assess status of equipment for retirement and provide results to Technology Committee.	District Computer Technicians/Site Principals	Jul 2011
Apply for ERATE to upgrade telecommunications and secured resources.	Business Manager	Jul-Dec 2011
Purchase and install required hardware and peripherals for teachers and students.	Site Principals/Site Technology Coordinators	Jul/Feb 2011/2012

Action Step	Person Responsible	Completion Date
Repurpose site technology as appropriate and report results to District Technology Committee.	Site Principals/Site Technology Coordinators	Jul/Feb 2011/2012
Evaluate and implement action plans, as necessary, for additional technical support and report results to District Technology Committee.	Business Manager	Aug 2011
Track monthly and report quarterly to District Technology Committee technical issues reported, resolved and open.	Business Manager/District Computer Technicians	Sep/Dec/May 2011-2012
Update/create site technology plans, include within site action plans and provide to Educational Services	Site Principals	Sep-Oct 2011
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sep/Dec 2011
Provide annual progress report to school stakeholders.	Site Principals	Oct 2011
Identify and implement District Tech Plan modifications involving curricular and professional development issues and changes/additions in technology.	District Technology Committee/Curriculum Council Committee	Jan and Sep 2012
Monitor and re-evaluate back-up system.	Business Manager/District Computer Technicians	Jan-Jun 2012
Update State survey of technology.	Site Principals	Feb 2012
Assess electronic learning resources to support Adult literacy; share concerns and ideas with District Technology Committee.	EL/CBET Coordinator	Feb-Jun 2012
Re-evaluate helpdesk work-order tracking system improvements.	Business Manager/District Computer Technicians	Jun 2012
Provide annual progress report to district stakeholders.	Superintendent	Jun 2012
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 2012
Monitor progress against computer ratio benchmarks and report to District Technology Committee.	Site Principals	Jun 2012
Schedule yearly cleaning/ maintenance. Assess status of equipment for retirement and provide results to Technology Committee.	District Computer Technicians/Site Principals	Jul 2012
Evaluate and implement action plans, as necessary, for additional technical support and report results to District Technology Committee.	Business Manager	Aug 2012
Purchase and install required hardware and peripherals for teachers and students.	Site Principals/Site Technology Coordinators	Jul/Feb 2012/2013
Repurpose site technology as appropriate and report results to District Technology Committee.	Site Principals/Site Technology Coordinators	Jul/Feb 2012/2013
Track monthly and report quarterly to District Technology Committee technical issues reported, resolved and open.	Business Manager/District Computer Technicians	Sep/Dec/May 2012-2013

Action Step	Person Responsible	Completion Date
Update/create site technology plans, include within site action plans and provide to Educational Services	Site Principals	Sep-Oct 2012
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sep/Dec 2012
Provide annual progress report to school stakeholders.	Site Principals	Oct 2012
Assess and identify telecommunications needs and apply for E-RATE as appropriate.	Business Manager/District Computer Technicians	Oct-Jan 2012-2013
Update State survey of technology.	Site Principals	Feb 2013
Assess electronic learning resources to support Adult literacy; share concerns and ideas with District Technology Committee.	EL/CBET Coordinator	Feb-Jun 2013
Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks. Report progress to District Technology Committee.	Site Principals	Jun 2013
Identify and implement District Tech Plan modifications involving curricular and professional development issues and changes/additions in technology.	District Technology Committee/Curriculum Council Committee	Jan and Sep 2013
Monitor progress against computer ratio benchmarks and report to District Technology Committee.	Site Principals	Jun 2013
Schedule yearly cleaning/ maintenance. Assess status of equipment for retirement and provide results to Technology Committee.	District Computer Technicians/Site Principals	Jul 2013
Purchase and install required hardware and peripherals for teachers and students.	Site Principals/Site Technology Coordinators	Jul/Feb 2013/2014
Repurpose site technology as appropriate and report results to District Technology Committee.	Site Principals/Site Technology Coordinators	Jul/Feb 2013/2014
Track monthly and report quarterly to District Technology Committee technical issues reported, resolved and open.	Business Manager/District Computer Technicians	Sep/Dec/May 2013-2014
Update/create site technology plans, include within site action plans and provide to Educational Services.	Site Principals	Sep-Oct 2013
Deliver email and webpage training to staff who need it and report progress to District Technology Committee.	Educational Services/District Computer Technicians	Sept/Dec 2013
Provide annual progress report to school stakeholders.	Site Principals	Oct 2013
Assess and identify telecommunications needs and apply for E-RATE as appropriate.	Business Manager/District Computer Technicians	Oct-Jan 2013-2014
Identify and implement District Tech Plan modifications involving curricular and professional development issues and changes/additions in technology.	District Technology Committee/Curriculum Council Committee	Jan 2014
Update State survey of technology.	Site Principals	Feb 2014
Assess electronic learning resources to support Adult	EL/CBET Coordinator	Feb-Jun 2014

Action Step	Person Responsible	Completion Date
literacy; share concerns and ideas with District Technology Committee.		
Monitor progress against computer ratio benchmarks and report to District Technology Committee.	Site Principals	Jun 2014
Evaluate and implement action plans, as necessary, for additional technical support and report results to District Technology Committee.	Business Manager	Jun 2014

5d. The process that will be used to monitor whether the annual benchmarks including roles and responsibilities.

The Assistant Superintendent of Business Services will monitor the overall Infrastructure, Hardware, Technical Support and Software component of the plan through Administrative Council meetings and Technology Committee meetings. Site Principals, the EL/CBET Coordinator, members of Curriculum Council, District Computer Technicians, and members of the Technology Committee will be responsible for reporting information from their area of responsibility to the Assistant Superintendent of Business Services. The Assistant Superintendent of Business Services will report the findings to stakeholders and make modifications to the plan as necessary.

6. FUNDING AND BUDGET COMPONENT

6a (1). Established and potential funding sources and cost savings, present and future.

All technology objectives are and will be obtained through current and potential funding resources at Cucamonga School District and sites. These include but are not limited to:

District Funding Sources	Established(E), Potential (P)
General Fund	E
Title I	E
Title II	E
Grants	P
E-Rate	P
Block Grants	P
Categorical	E
EETT	E
BTSA	E
Educational Technology Vouchers	P
Special Education	E
Lottery funds	P
Community/Business Partners	P
Donations/Fundraisers	P
Foundations/Corporations	P

School Site Funding Sources	Established(E), Potential (P)
General Fund	E
Title I	E

Grants	P
Block Grants	P
Categorical	E
EETT	E
School Improvement	E
Special Education	E
Lottery funds	P
Community/Business Partners	P
Donations/Fundraisers	P
Foundations/Corporations	P

6a(2). Options for Reducing Cost

Options for reducing costs include:

- Standardization of hardware and software
- In-house warranty work
- Centralized networked-based software applications
- Hardware and software purchasing agreements
- Partnerships with industry experts
- Advertising potential purchases to ensure best price
- Standard bids (CMAS, WISCA, etc)
- Integrating technology training into content professional development

6a(3). Grants

Currently, technology grants are pursued and written on an ad-hoc basis. By June 2014, Cucamonga will define and implement a proactive system for identifying and pursuing grants.

6a(4). Priorities

Although the intent is to provide all of the aforementioned technology and training, this can only be done if funding exists. In the event that there is a lack of funds, Cucamonga has identified which items take priority. Training has been identified as the top priority. The following information highlights the items that will be completed first.

1. Professional Development for teachers
2. Upgrade technology

6b. Estimated implementation costs for the term of the five year plan.

Cucamonga addresses Total Cost of Ownership (TCO) through standardization and working together with school sites to collectively evaluate electronic resources for purchase.

6b(1). Hardware, Infrastructure, and Electronic Learning Resources Cost Estimates

The following chart breaks down estimated costs associated with any needed hardware, infrastructure upgrades, and electronic learning resources. **Please note that all of these figures are estimates and will only be spent once funding becomes available.**

Student Computer Hardware and Peripherals	2010	2011	2012	2013	2014	Funding Source
Student computers	40,000	40,000	56,000	56,000	56,000	Title I/II, Categorical, General/Educational Technology Vouchers

Electronic Learning Resources						
Accelerated Reader	4,000	4,000	4,000	4,000	4,000	Title I/SIP
Accelerated Math	2,000	2,000	2,000	2,000	2,000	Title I/SIP
Software-Operating System & Productivity Suite		26,000				Title I/SIP Microsoft funds
Writing software		3,000	3,000	3,000	3,000	Title I/SIP
Enrichment software	1,000	1,000	1,000	1,000	1,000	Title I/SIP
Library software (Follet)	2,000	2,000	2,000	2,000	2,000	Title I/SIP
Star Reading		800	800	800	800	Title I/SIP
Star Math		800	800	800	800	Title I/SIP
Interwrite Pads		8,000	8,000	8,000	8,000	Title I/SIP
Student Response Systems		18,000	18,000	18,000	18,000	Title I/SIP
Media Servers				24,000		General Fund
Networking Monitoring System		4,500				General Fund
Email Archiving System		18,000				General Fund
Higher capacity network switches					14,000	General Fund

Infrastructure Upgrades	2010	2011	2012	2013	2014	Funding Source
VOIP PBX		30,000				ERATE

6b(2). Professional Development Cost Estimates

The following chart breaks down estimated costs associated with professional development. ** Please note that all of these figures are estimates and will only be spent once funding becomes available.

Professional Development	2010	2011	2012	2013	2014	Funding Sources
Staff (subs, extra duty, stipends, incentives)	22,000	22,000	22,000	22,000	22,000	EETT/General/Title II/SIP
Training costs (online programs, outside vendors)	10,000	12,000	15,000	15,000	15,000	EETT/General/Title II/SIP

6b(3) and 6c. Systems Maintenance Cost Estimates and Technical Support

Technical support is provided by two full time district technical coordinators (classified FTE) who are supported by individual site technology coordinators (stipend teachers). Together they provide 2.9 FTE for administrative systems, classroom, library and media center desktop support and networks within 1-2 days. Schools also receive support by parent volunteers and outside vendors when needed. Thus the total ratio of support to computers approximates 1:184 (number of support persons per computer)

The majority of technical support issues revolve around “how-to” problems experienced by staff. With the incorporation of troubleshooting into training programs, Cucamonga expects to reduce the number of desktop problems and allow an increase in preventative maintenance efforts by technicians. Cucamonga will review technical support to ensure appropriate assistance continues to be provided. The following chart breaks down estimated costs associated with technical support and systems maintenance. **** Please note that all of these figures are estimates and will only be spent once funding becomes available.**

Technical Support	2010	2011	2012	2013	2014	Funding Sources
District Computer Technicians	124,500	124,500	124,500	169,500	169,500	General
Site Technology Coordinators	8,000	8,000	8,000	8,000	8,000	General/SBCP
Administrative Systems Maintenance	2010	2011	2012	2013	2014	Funding Sources
Student Information System	3,850	4,000	4,000	4,150	4,150	General
Anti-virus	6,250	6,350	6,450	6,500	6,500	General, Lottery
Firewall	3,500	3,500	3,500	3,500	3,500	General
Student Assessment	17,000	17,000	17,000	17,000	17,000	Title I/SIP

Administrative Systems Maintenance	2010	2011	2012	2013	2014	Funding Sources
Email software	600	600	600	600	600	ERATE
Network Software	8,000	8,000	8,000	8,000	8,000	ERATE
ISP	6,000	6,000	6,000	6,000	6,000	ERATE

6c. Description of the district’s replacement policy for obsolete equipment.

Cucamonga applies an overall 5-year lifespan for computers in order to maintain student-to-computer ratios and continue to achieve academic objectives related to technology. Once equipment surpasses its lifetime, the cost of ownership rises quickly in technical support costs.

Within the first three years of life, warranties often cover the costs of repair. Beyond the first three years of life, the technical support for computers will be limited to units that are not beyond economic repair. Typically, this decision is made by the district’s Technical Coordinators based on availability of parts or extensive time to fix the problem. For example, any damage to a computer’s motherboard or serious damage to a laptop’s LCD panel would be considered cost prohibitive to fix. Issues such as drive replacement however, would still be supported by the district and outside vendors within the lifespan of the unit. Beyond the 5-year lifespan of the unit, Cucamonga will determine on a case-by-case basis as equipment ages with equipment between 5-8 years of age considered for student loans or donations.

Once equipment is considered obsolete, Cucamonga declares the equipment surplus and disposes of it in accordance with District/board policies.

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 Assistant Superintendent of Business Services will monitor the overall Funding and Budget component of the plan through District Budget Review Advisory Committee meetings, Administrative Council meetings and Technology Committee meetings. Site Principals, the District Computer Technicians, and members of the Technology Committee will be responsible for reporting information from their area of responsibility to the Assistant Superintendent of Business Services. The Assistant Superintendent of Business Services will report the findings to stakeholders and make modifications to the plan as necessary.

Individual(s) Responsible	Responsibilities	Feedback Loop
Site administrators	<ul style="list-style-type: none"> Review plan progress annually to ensure goals are met Oversee site technology budget and expenditures Review site technology-based orders and purchases 	<ul style="list-style-type: none"> Provide progress to District Technology Committee along with recommended plan changes
Business Manager	<ul style="list-style-type: none"> Monitor budget estimates Coordinate district technical support 	<ul style="list-style-type: none"> Provide purchasing and budget report to district and site administrators Update administrators on obsolescence patterns and procedures Regularly survey site technology coordinators and administrators to determine changing technical support needs.

7. MONITORING AND EVALUATION COMPONENT

7a., 7b., and 7c. Monitoring and Evaluation

The following section outlines evaluation instruments, data to be collected, schedule for evaluation, and program analysis and modification process for every objective in this plan.

The charts below detail how each objective will be monitored and evaluated through the life of this plan. Modifications to this plan will be made semi-annually as needed in response to the data collected during the monitoring and evaluation of each component. The progress of the plan and the evaluation results will be reported to the Board and community on an annual basis.

Curriculum Component

Benchmark Evaluation Data by Objectives	Schedule	Data to be Collected	Program Analysis
<p>Obj 3d.1 –Percentage of students using enrichment software</p> <p>Obj 3.d.2 - Percentage of students using technology in writing process</p> <p>Obj 3d.3 - Percentage of students completing multimedia projects</p>	Semi-Annual in Oct/June	Rubric Sample projects	Site principals will evaluate data with teachers and report progress and applicable District Tech plan change recommendations to District Curriculum Council and District Technology Committee.

<p>Obj 3e.1 Amount of time k using technology</p> <p>Obj 3e.2 Amount of time 1-2 using technology</p> <p>Obj 3e.3 Amount of time 3-5 using technology</p> <p>Obj 3e.4 Amount of time 6-8 using technology</p> <p>Obj 3e.5 Percentage of students meeting tech skills</p>	Semi-Annual in Dec/June	Rubric Student projects Lesson plans Lab/classroom computer logs	Site principals will evaluate data with teachers and report progress and applicable District Tech plan change recommendations to District Curriculum Council and District Technology Committee.
<p>Obj. 3f Distinguish lawful from unlawful uses of copyrighted works</p>	Semi-Annual in Dec/June	Rubric Student projects Lesson plans Lab/classroom computer logs	Site principals will evaluate data with teachers and report progress and applicable District Tech plan change recommendations to District Curriculum Council and District Technology Committee.
<p>Obj 3g Apply internet safety rules</p>	Semi-Annual in Dec/June	Rubric Student projects Lesson plans Lab/classroom computer logs	Site principals will evaluate data with teachers and report progress and applicable District Tech plan change recommendations to District Curriculum Council and District Technology Committee.
<p>Obj 3i.1 Staff trained in DataDirector/AERIES</p> <p>Obj 3i.2 Staff using DataDirector/AERIES</p>	Semi-Annually Dec/June	Teacher training logs Agenda, meeting notes of RESULTS meetings	Site principals will evaluate data with teachers and report progress and applicable District Tech plan change recommendations to District Curriculum Council and District Technology Committee.
<p>Obj 3j.1 Percentage of teachers creating webpages</p> <p>Obj 3j.2 Percentage of teachers using email</p>	Semi-annually Dec/June	Webpages Email	Site principals will evaluate data with teachers and report progress and applicable District Tech plan change recommendations to District Curriculum Council and District Technology Committee.

Professional Development Component

Benchmark Evaluation Data by Objectives	Schedule	Data to be Collected	Program Analysis and Modification Process
<p>Obj 4b.1 Percentage of staff proficient to teach technology skills</p> <p>Obj 4b.2– Percentage of teachers integrating technology</p> <p>Obj 4b.3 Percentage of teachers w/classroom strategies for using technology</p> <p>Obj4b.4 Proficient at posting information on the internet</p> <p>Obj 4b.5 Proficient at teaching technology laws</p>	Semi-Annual in Dec/June	CTAP survey Training logs Sample student projects Lesson plans PO's/training logs	Site principals will evaluate data with teachers and report progress and applicable District Tech plan change recommendations to District Curriculum Council and District Technology Committee.

Infrastructure, Hardware, Software, and Technical Support Component

Benchmark Evaluation Data by Objectives	Schedule	Data to be Collected	Program Analysis and Modification Process
Obj 5c.1 sufficient technology to meet elementary school 11:1 ratio Obj 5c.2 sufficient technology to meet middle school 10:1 ratio	Annually June Annually June	Site inventories Pos Site inventories Pos	Site principals will review data with site technology coordinators and report progress and applicable District Technology Plan changes to District Technology Committee
Obj 5c.3 assess and implement electronic help-desk	Quarterly beg in June 2009 – June 2014	Electronic system installed	Business Manager will review progress monthly with District Computer Technicians and report status of helpdesk upgrade to District Technology Committee quarterly along with applicable district technology plan changes until project completed.
Obj 5c.4 school site technology plan updates	Annually October 10-14	Site plans/site action plans	Site principals will create/revise site technology plans annually and submit to Educational Services.
Obj 5c.5 Number of computer upgrades to MS Office 07 Obj 5c.6 Interactive projection	Annually June Annually June	Site inventories Pos Site inventories Pos	Business Manager will review progress monthly with District Computer Technicians and report status of upgrade to District Technology Committee quarterly along with applicable district technology plan changes until project completed.
Obj 5c.7 Student response systems	Annually June	Site inventories Pos	
Obj 5c.8 Evaluation of media servers and products	Annually June	Site inventories Pos	
Obj 5c.9 VOIP telephone system	Quarterly beg in Sept 2010- June 2012	Site inventories Pos	

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.

Description of How Program Has Been Developed in Collaboration with Providers

Cucamonga School District provides adult literacy classes through the Community-Based English Tutoring (CBET) program and ESL classes. The EL/CBET coordinator offers basic computing and email training classes to interested adults, but literacy programs have not yet incorporated the use of technology into their curriculum.

The EL/CBET Coordinator will begin to evaluate appropriate strategies during the 2009-10 school year. As an active member of the District Technology Committee, the EL coordinator will

share concerns and ideas involving the use of technology in adult literacy programs with other committee members in order to select appropriate tools and identify ways to maximize resources among the sites.

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 annotated bibliography that is included below describes the research that was used in the development of this plan and how Cucamonga School District has and will use the research findings in the development and implementation of the district technology plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

Research Literature and Utilization of Strategies

The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century. (2001). The CEO Forum
<http://www.ceoforum.org/downloads/report4.pdf>

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and Cucamonga School District accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

Cordes, C. & Miller, E. (Eds.) (1999). Fool's gold: [A critical look at computers in childhood.](http://www.allianceforchildhood.org/projects/computers/computers_reports_fools_gold_download.htm) Alliance for Childhood.
http://www.allianceforchildhood.org/projects/computers/computers_reports_fools_gold_download.htm

This report focuses on children in early childhood in elementary education and states that computers are changing and reshaping children's lives, at home and at school, in profound and unexpected ways. It also suggests that consideration be given to the potential harm, as well as the promised benefits, of these changes in the lives of children.

How the research has been and will be used: Consistent with this research, Cucamonga has and will continue to carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Additionally, the district will continue to evaluate the use of technology to ensure its use provides the benefits and academic achievement improvements expected and documented with this plan. Through ongoing data collection and analysis, Cucamonga will continuously monitor its attainment of the goals and objectives of the 2010-2014 Technology Plan, and will report results annually to the board, and the public through quarterly/annual meetings. Throughout the plan, attention is paid to providing equitable access to all students in the community, including students in special populations.

The CEO Forum school technology and readiness report. The power of digital learning: Integrating digital content. (2000). The CEO Forum.
<http://www.ericit.org/fulltext/IR020402.pdf>

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st century skills. The report presents a vision for digital learning. The power of digital learning is discussed, including the need for digital learning, the power and potential of digital learning, reasons why digital content is essential to digital learning, digital learning environments, digital learning develops 21st century skills, shifting to digital learning environments, models from the business community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content.

How the research has been and will be used: Consistent with this research, in the development of this technology plan, Cucamonga has followed, and will continue to follow, the steps recommended in the report. In alignment with the report, the district has identified educational goals and linked technology resources to those objectives; established student outcomes and performance standards that will be achieved by the inclusion of technological resources; and determined a process for measurement and evaluation of the outcomes and a process to modify the plan accordingly.

Connecting the bits. A reference for using technology in teaching and learning in K-12 schools. (2000). The National Foundation for the Improvement of Education.
<http://www.ericit.org/fulltext/IR021362.pdf>

This book provides information for integrating technology into teaching and learning in K-12 schools, based upon findings from two past programs of the National Foundation for the Improvement of Education. "The Road Ahead" program explored how technology can facilitate teaching and learning in both formal and informal education settings, and the "Learning Tomorrow" program funded pilot projects that investigated how technology can improve teaching and learning for underserved students.

How the research has been and will be used: The research in this book was used in the discussion and development of ideas for integrating technology. As recommended throughout this document, Cucamonga focused its attention first on establishing learning goals for students, not technology goals. The emphasis of this plan is to help teachers become comfortable and highly competent in the integration of technology throughout the curricula and project-based learning. Integral to the plan, and supported by this research and others, is the belief that successful integration of technology depends on teachers who are knowledgeable, have opportunities for continuous learning, and who challenge their students academically while providing the support necessary to ensure their success. The professional development programs at Cucamonga have been designed to incorporate these concepts.

Designs for learning: An introduction to high quality professional development for teachers. (1997). The California Department of Education.
<http://www.cde.ca.gov/pd/pdf/designsintro.pdf>

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement.

How the research has been and will be used: Cucamonga School District has designed a professional development program consistent with the recommendations made in this document. The professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed in the plan. All professional development activities will be monitored, evaluated and modified, as described in the plan.

Ringstaff, Cathy; Kelley, Loretta. (2002). The learning return on our educational technology investment. A review of findings from research. West Ed.
http://www.wested.org/online_pubs/learning_return.pdf.

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

How the research has been and will be used: Consistent with this research, this plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring of the plan is built into the plan.

Valdez, G., McNabb, M., et. al. (May, 2000). Computer-based technology and learning: Evolving uses and expectations. North Carolina Regional Educational Laboratory.
<http://ericit.org/fulltext/IR021368.pdf>

This research report takes an in-depth look at the three distinct phases in technology uses and expectations: Print Automation, Expansion of Learning Opportunities, and Data-Driven Virtual Learning and, for each, addresses two very important and highly interrelated questions facing educators as they try to determine the best use of technology in K-12 settings: (1) What evidence is there that the use of computer-based technology in each phase has a positive effect on learning?; and (2) What significance do the findings from each phase have for educators today as they try to make technology-related decisions that have an impact on student learning?

How the research has been and will be used: Consistent with this research, and following the recommendations made in the report, Cucamonga has designed and will continue to: implement a plan that provides for a rigorous program and an opportunity for technology to make learning more interactive; individualize and customize the curriculum to match learners' developmental needs as well as personal interests; capture and store data for informing data-driven decision making; enhance avenues for collaboration among family members and the school community; and improve methods of accountability and reporting.

Goldberg, A. Russell, M. and Cook, A. The Effect of Computers on Student Writing: What the Research Tells Us. The Journal of Technology, Learning, and Assessment. 2[1], 2003
http://www.bc.edu/research/intasc/jtla/journal/pdf/v2n1_jtla.pdf

This study reviewed 99 recent studies related to the effect of word processing on student writing. From this initial body of studies, researchers selected 26 for meta-analysis. These studies generally suggest that when students used word processors, the writing process became more collaborative and involved increased peer editing; revision began earlier in the writing process, with students actively revising as they drafted; student motivation to write improved; and students with greater access to word processors performed better over time than students with less access.

How the research has been and will be used: Consistent with this research, and following the recommendations made in the report, Cucamonga has identified strategies for improving language arts skills through the use of applications which target the writing process and provide an opportunity for technology to make learning more interactive; individualize and customize the process to match students' needs as well as personal interests; capture and store data for informing data-driven decision making; enhance avenues for collaboration among family members and the school community; and improve methods of accountability and reporting.

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 (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).

The Cucamonga School District will explore resources for extending and supplementing the district's curriculum through online learning opportunities for the students. Distance learning through pen pals where students can communicate with students in other states and countries for the purpose of researching other areas of the world is in alignment with the district writing goal. The district will explore using Moodle for the purpose of providing online teacher resources, assistance with lesson planning and content area information.

Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “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
<i>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)</i>	5	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>	5	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, 12 (Appx 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.	6	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.	6-7	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	7-8	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.	8-10	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.	10-16	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
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	16	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use,	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.

<p>classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)</p>		<p>plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)</p>	<p>17-18</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>18-19</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>19-23</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</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>23-28</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</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</p>		<p>The monitoring process, roles,</p>	<p>The monitoring process either</p>

that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	28-29	and responsibilities are described in sufficient detail.	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.	29	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	29-40	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 through 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.	41	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.	41-45	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.	45-46	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 as identified in Section 5b.	47-49	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	55	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.

including roles and responsibilities.			
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.	55-56	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.	56-58	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.	58	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.	59	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.	59-61	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.	59-61	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.	59-61	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.)	61	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	62-65	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>65</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>
--	-----------	--	--