Val Verde Unified School District
Educational Technology Plan
For July 1, 2005 to June 30, 2009

Section 1a: The district technology plan describes the next four years of Val Verde Unified School District's technology vision, from July 1, 2005 to June 30, 2009.

The Val Verde Unified School District serves a wide area of Riverside County that includes the suburbs of Moreno Valley and Perris and a large unincorporated area that includes Mead Valley. The fall enrollment for 2004-2005 was 16,000 students and climbing at a rapid rate do to enormous growth from economic development. The Val Verde Unified School District is currently made up of ten elementary schools, three middle schools, one comprehensive high school, one continuation high school and an opportunities school. In the fall of 2005 two additional elementary schools and another comprehensive high will be opened.

Overview and Summary of the Plan
Val Verde Unified School District (VVUSD) needs to revise the technology plan since undertaking a major revision effort in 2002. VVUSD recognizes the need for inclusion of all stakeholders (See Appendix B) in the process to ensure that curriculum and technology are appropriately integrated to serve the needs of the district's students. There is a need to revise and make additions to all the required sections of the plan in order to provide direction of our technology implementation to support student learning and achievement.

Curriculum
VVUSD's curriculum is aligned to state standards in all four core areas – English language arts, mathematics, science, and social science. State adopted materials (K-8) and standards aligned materials are used in all instructional programs. Technology is used as a tool to support the district's instructional program.

Professional Development
The Technology Plan involves all stakeholders in coordinating Staff Development in such a fashion that curriculum is aligned with standards and that technology is used to support the delivery of the standards-based curriculum. An important component of the professional development outlined in this technology plan is training and support for administrators and teachers in using technology to inform the instructional decision making process.

Infrastructure
Installation of the infrastructure is based on a general plan that is implemented depending on money available. Critical projects are identified, studied, planned, and implemented to the degree that funding allows. The VVUSD believes in technology equity for all our school and the development of our network since 1991 .In spite of the inadequacy of state and federal funding, VVUSD is committed to providing a stable and secure infrastructure which supports instructional, administrative, and support needs for the district.

Technical Support and Software
VVUSD established an Information Technology Department back in 1992 which was made up of four people. Since 1992 the department under the leadership of David Bazan has grown to include a dozen people to support all facets in the use of technology and software. With the upgrading and addition of more

hardware and software to the system, strategically planned use of present and future support personnel are critical to the success of the district's mission. The district is committed to the technology and software support of the plan as funding allows.

Funding and Budget
VVUSD general funds support the plan through salaries of certificated and classified employees, hardware and software purchases and technical support. Currently, funding of hardware, infrastructure, and professional development is dependent in large part on E-Rate and grant funds and the upcoming Microsoft settlement.

Monitoring and Evaluation
A structured evaluation and monitoring process has been built with the input of stakeholders from throughout the district and the community which allows for periodic assessment and re-direction. Each component of the plan has been assigned a specific tool for evaluation and persons responsible for the assessment and re-direction.

Effective Collaborative Strategies
VVUSD is committed to pursuing funding opportunities that will enable us to leverage resources and expand our ability to serve the adults in our community. Adult literacy providers will be involved with particular emphasis on expanding the role of existing school resources such as computer labs for use by literacy providers

Research Strategies
A bibliography of relevant research is presented with analysis on the implications the research will have on the effective and positive changes technology
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Section 2a: Three distinct groups of stakeholders contributed to the development of this plan.

1. The community: We conducted a survey of community political and business leaders, parents and teachers. Survey results are in Appendix B.
2. The District Technology Committee: This committee usually meets monthly and consists of teacher representatives from all our schools. At our meetings we discuss the technology issues that directly affect the educational process.
3. The Planning Team: Representatives of Education Services, Business Services, Information Technology and one board member served on the team that created and guided the development of this plan.

The School Board of Education - The school board reviewed and accepted this plan.

Section 3a: District teachers and students have access to the following technology tools:

Every teacher desk is equipped with a multimedia computer with components commensurate with District IT standards (see section 5). Every VVUSD site has at least one computer lab capable of serving a minimum of 32 students. In addition, several classrooms at each site are equipped with small groups of computer stations (from 4-10 computers) for student use. Libraries at every site have multiple computers for students to use to access the library system and to use for research. All computers meet the district standard and have a high-speed (T-1) connection to the Internet. Students use computers during class time, designated lab periods, and in before school or after school programs sponsored by each site. District resources are also available from home computers by accessing www.valverde.edu and clicking on the "Students" tab. Teachers can access their work desktops through an Intranet link at the www.valverde.edu Internet site. Using this link they can access their stored documents, grade book, databases and many other teacher resources normally available on the district Wide Area Network. Information Technology ensures computer and Internet services for all students (Special Education, GATE, ELL, etc.).

Section 3b: Administrators, teachers and students use the following software on district computers to support teaching and learning:

Student Assessment
Daily: Teachers utilize our Student Information System and a district created database to track student attendance, grades and to monitor student progress on state educational standards.

Quarterly/Tri-Annually: Administrators and teachers use district created databases, consultants and commercial software to administer, score and access student progress on local and state assessments that are designed to monitor student progress on the state educational standards, further informing instructional decisions.

Teaching Technology Skills
Daily: Secondary level - Classes are offered in the computer labs that teach keyboarding and technology skills. The standards taught are based on the National Education Technology Standards (N.E.T.S.) published by ISTE.

Weekly: Elementary level - Students are taught and exposed to the N.E.T.S. through lab time where they use keyboarding, word processing, presentation and supplemental learning software. Bethune Elementary has purchased Learning.com (online software that teaches to N.E.T.S.). Each elementary school also has Inspiration and Kidspiration (software for mapping and graphing).

Educational Software
Daily Secondary - Classes are offered in a variety of subjects in the computer labs:

Read Naturally - software designed to help students achieve grade level reading skills.
Microsoft Office - classes are offered in business technology, word processing and presentation technology.
Core and elective subjects - Teachers use mini classroom and wireless labs equipped with Internet access and supplemental software to teach

English, math, science, video production, publications and photography

Daily Elementary – Library and classroom computers are used by students to supplement English and math skills.
Weekly Elementary - Teachers utilize the internet and supplemental software in the classroom and site labs to reinforce English and math skills.

Section 3c: Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.

Power Standards represent "the core of the core" of our adopted state standards K-12. Val Verde Unified School District graduates must be able to demonstrate proficiency of power standards in order to receive a high school diploma and be prepared to face the challenges of the world in which they will have to navigate. Power Standards represent categories of standards that students must demonstrate mastery in order to graduate from high school.

The Need: Every school district in the nation has some form of local or state academic content standards. These standards describe what a student is expected to know and be able to do. These standards do not, however, give the student, the classroom teacher and principal clarity about which standards are the most important for future success. Students, teachers, and leaders need that focus and clarity due to the limitations of time, varied backgrounds of students and mandated accountability.

The Process and Descriptors: The Power Standards were chosen in a collaborative effort of over 250 VVUSD teachers. These teachers working in small groups dialogued and came to consensus. Selections were shared and narrowed down to five major categories. The Power Standards were selected using the following criteria:

1. Is the standard ESSENTIAL? What do we as professional educators recognize as essential and necessary for our particular Val Verde students to know and be able to demonstrate at a level of proficiency?
2. Will the standard ENDURE? Will this standard provide students with knowledge and skills that go beyond a "test date" and have value throughout life?
3. Does this standard have LEVERAGE? Does this standard provide knowledge and skills that can cross and be used in a variety of disciplines?
4. Does this standard provide READINESS? Will essential knowledge and skills be provided that allows for success in the next level of learning?
5. Does this standard hold students ACCOUNTABLE? Are Norm and Criterion Reference testing annually assessing this standard?

The Purpose: Power Standards are guidelines to give focus and clarity in determining meaningful curriculum and instruction and aid in creating a seamless K-12 curriculum. Teachers will know what is important to teach and students will know what is expected of them. Power Standards will be an important document for development of Focus and Essential Standards, accreditations, PQRs, and budget justifications.

Val Verde Unified School District Power Standards

Graduates will demonstrate:

1. Communication and comprehension skills:
   - 1.1 Reading: comprehension of newspapers, magazines, journals, and texts
   - 1.2 Writing: write a variety of essays, job applications, and letters
   - 1.3 Speaking: give oral presentations to select groups
   - 1.4 Creative expression: communicates meaning through visual and/or performance art
   - 1.5 Technology: demonstrate literacy through utilization of various media

2. Computation skills:
   - 2.1 Number sense: demonstrate basic mathematical computations
   - 2.2 Algebra: demonstrate basic algebraic functions and solves for unknowns
   - 2.3 Measurement and geometry: differentiate units of measure, shapes, time, and money
   - 2.4 Statistics, analysis, and probability: collect, record, display on graphs, and interpret data
   - 2.5 Mathematical reasoning: demonstrate organization and solution to problems

3. Critical thinking and problem solving skills:
   - 3.1 Recognition: ability to find and identify the problem
   - 3.2 Hypothesis: ability to propose and form educated opinions
   - 3.3 Experiment: design and perform an experiment to test hypotheses and collect data
   - 3.4 Analysis: evaluate data to provide evidence that leads to the solving of problems
   - 3.5 Synthesis: combine parts into a whole and make decisions based on data

4. Social skills and civic responsibility:
   - 4.1 Historical: process knowledge of historical and current events
   - 4.2 Interpersonal: collaborate with others as a team, resolve conflicts, and develop relationships
   - 4.3 Diversity: develop and exhibit a knowledge, respect, tolerance, and acceptance of the cultures of others
   - 4.4 Citizenship: participate and exhibit responsibility in a democratic society
   - 4.5 Ethics: behave in an accountable manner of rectitude

5. Physical and emotional wellness:
   - 5.1 Health: reflect healthy life choices and respond to health issues affecting wellness
   - 5.2 Fitness: demonstrate routines that lead to physical and emotional fitness
   - 5.3 Lifestyle: establish a pattern of living that reflects the quality of life

5.4 Environment: recognize man's impact and his limits within the environment

Technology Foundation Standards for All Students

This curriculum is taken from the N.E.T.S. (See appendix A). The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication and life skills.

Technology Foundation Standards for Students

1. Basic operations and concepts
    a. Students demonstrate a sound understanding of the nature and operation of technology systems.
    b. Students are proficient in the use of technology.
2. Social, Ethical and human issues
    a. Students understand the ethical, cultural, and societal issues related to technology.
    b. Students practice responsible use of technology systems, information, and software.
    c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
    a. Students use technology tools to enhance learning, increase productivity, and promote creativity.
    b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
    a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
    b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
    a. Students use technology to locate, evaluate, and collect information from a variety of sources.
    b. Students use technology tools to process data and report results.
    c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
    a. Students use technology resources for solving problems and making informed decisions.
    b. Students employ technology in the development of strategies for solving problems in the real world.

Section 3d: **Goals that will enable us to use technology to improve teaching and learning by supporting the district curricular goals and academic content standards.**

Goal 1 of 2: **By February 2009, 60% of all students will use educational software on district computers to supplement the mastery of district curricular goals and academic standards.**

Implementation Plan
Through systematic use of the district computer labs and classroom teachers using district-owned software, our students will increase mastery of district educational goals using technology. Students will be scheduled regularly in the labs and in their classrooms. Schedules of lab use and curriculum taught will be kept.

Monitoring Process
By tracking the schedules and curriculum taught we will be able to document this goal. Each site will keep this data and the IT department will compile it each April. We will evaluate the results and make adjustments as needed to meet the goal.

Benchmarks

1. By February 2006, 20% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. **Due Date: Feb, 01, 2006. Responsible party: Education Services Staff.**
2. By February 2007, 30% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. **Due Date: Feb, 01, 2007. Responsible party: Education Services Staff.**
3. By February 2008, 40% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. **Due Date: Feb, 01, 2008. Responsible party: Education Services Staff.**
4. By February 2009, 60% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. **Due Date: Feb, 01, 2009. Responsible party: Education Services Staff.**

Goal 2 of 2: **By February 2009, 80% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards.**

Implementation Plan
Through systematic use of the high-speed internet connected classroom computers attached to multi-media (TVs or video projectors) and classroom teachers using district-owned software and web resources, our teachers will be able to utilize technology to supplement teaching district curriculum.

Monitoring Process
Through periodic examination of lesson plans and yearly teacher questionnaires including CTAP[2], we will determine if this goal is being met. We will evaluate the results and make adjustments as needed to meet the goal.

Benchmarks
1. By February 2006, 20% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. **Due Date: Feb, 01, 2006. Responsible party: Education Services Staff.**
2. By February 2007, 40% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. **Due Date: Feb, 01, 2007. Responsible party: Education Services Staff.**
3. By February 2008, 60% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. **Due Date: Feb, 01, 2008. Responsible party: Education Services Staff.**
4. By February 2009, 80% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. **Due Date: Feb, 01, 2009. Responsible party: Education Services Staff.**

Section 3e: **Goals that will enable students to acquire the technology and information literacy skills needed to succeed in the classroom and the workplace.**

Goal 1 of 1: **By June 2009, 50% of students in grades 2, 5 and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.**

Implementation Plan
Each fall we will identify teachers who are trained to teach the N.E.T.S. In January of each year we will schedule classroom and/or lab time to teach the N.E.T.S. for the following year. By June of each year will be able to evaluate the success of this goal.

Monitoring Process
A list of teachers qualified to teach the N.E.T.S. will be maintained by the Education Services staff. Lab schedules and lesson plans will be evaluated to see if time is being spent teaching the N.E.T.S. Through classroom observations and testing results we will monitor our progress and make adjustments as necessary.

Benchmarks
1. By June 2006 20% of students in grades 2, 5, and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S. **Due Date: Jun, 15, 2006. Responsible party: Education Services Staff.**
2. By June 2007 30% of students in grades 2, 5, and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S. **Due Date: Jun, 15, 2007. Responsible party: Education Services Staff.**
3. By June 2008 40% of students in grades 2, 5, and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S. **Due Date: Jun, 15, 2008. Responsible party: Education Services Staff.**
4. By June 2009 50% of students in grades 2, 5, and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S. **Due Date: Jun, 15, 2009. Responsible party: Education Services Staff.**

Section 3f: **Goals for programs and methods of utilizing technology that ensures appropriate access to all students.**

Goal 1 of 2: **By June 2009, 100% of K-12 sites will have Internet access and Internet capable computers at a ratio of 1:8**

Implementation Plan
Each year (fall) the Information Technology Department will gather data collected from the California Technology Survey and from the district technology inventory to determine computer ratios district wide. The collected information will be used to determine funding priorities per site. The following table will be implemented to meet this goal as funds are available in district and site budgets. Further information on this plan is located in Section 5c, Goal 1, page 26.

Year	Site average ratio before:	Computers to be purchased	Site Average ratio after:
Year two	1:14	300	1:12
Year three	1:12	450	1:10
Year four	1:10	450	1:8

Monitoring Process
Site inventory will indicate success and the Director of IT will be responsible for monitoring this goal.

Benchmarks
1. By June 2007 100% of K-12 sites will have Internet access and Internet capable computers at a ratio of 1:12. **Due Date: Jun 15, 2007. Responsible Party: Director of IT.**
2. By June 2008, 100% of K-12 sites will have Internet access and Internet capable computers at a ratio of 1:10. **Due Date: Jun 15, 2008. Responsible Party: Director of IT.**
3. By June 2009 100% of K-12 sites will have Internet access and Internet capable computers at a ratio of 1:8. **Due Date: Jun 15, 2009. Responsible Party: Director of IT.**

Goal 2 of 2: **By June 2009, 100% of K-12 core classrooms will have LCD projectors capable of displaying Internet resources.**

Implementation Plan
Each fall we will identify sites that do not meet the benchmark and determine how we can meet it. Collaboration with Ed Services and Business Services will provide the necessary input.

Monitoring Process
Site inventory will indicate success and the Director of IT will be responsible for monitoring this goal.

Benchmarks

1. By June 2007, 50% of K-12 core classrooms will have LCD projectors capable of displaying Internet resources. **Due Date: Jun 15, 2007. Responsible Party: Director of IT.**
2. By June 2008, 100% of K-12 core classrooms will have LCD projectors capable of displaying Internet resources. **Due Date: Jun 15, 2008. Responsible Party: Director of IT.**

Section 3g: **Goals to ensure teachers and administrators are using technology to make student record keeping and assessment more efficient of their efforts to meet individual student academic needs.**

Goal 1 of 1: **By October 2007 100% of teachers and administrators will demonstrate proficiency in using EADMS, Inspect and the Multiple Measures database to track the educational progress of their students.**

Implementation Plan

Each year we will require teachers to produce data that they have collected from the assessment tools. The teachers will submit at least one (1) report from the tools (that apply to their grade level). Teachers will also administer tests using these tools. Each site administrator is responsible for their teachers' use of these tools and will use in-service time to discuss methods of gathering data from them.

Monitoring Process

Each site administrator will monitor the use of these tools and report to Education Services any need for further training in using them. We will collect test results and reports from all teachers that indicate their use of the assessment tools.

Benchmarks

1. By October 2006 75% of teachers and administrators will demonstrate proficiency in using EADMS and the Multiple Measures database to track the educational progress of their students. **Due Date: Oct, 15, 2006. Responsible Party: Education Services Staff.**
2. By October 2007 100% of teachers and administrators will demonstrate proficiency in using EADMS and the Multiple Measures database to track the educational progress of their students. **Due Date: Oct, 15, 2007. Responsible Party: Education Services Staff.**

Section 3h: **Goals to technology to make teachers and administrators more accessible to parents.**

Goal 1 of 3: **By April 2006 all teachers' will have a published email address on the district website.**

Implementation Plan

The district webmaster will create an email list of all teachers on the district website so that when their link is clicked, parents will create an email through which they can communicate with their student's teacher. **To be done by: Apr 01, 2006. Responsible party: District webmaster.**

Monitoring Process

Evidence that goal was achieved will be by examining the district web page for completion of the goal.

Goal 2 of 3: **October 2008 50% of district teachers will have their grade book accessible to parents on the internet.**

Implementation Plan

Currently, teachers have access to an online grade book to keep track of daily assignments, etc. The grade book is capable of being published to the community by distributing password protected accounts to parents and/or students. We will identify the most secure way to distribute accounts for those teachers who are using the online grade book and wish to participate in publishing of information. Site staff will monitor the accounts.

Monitoring Process

A query of the student information system will indicate how many teachers have made their grade book available to parents and how many parents have taken advantage of it. Adjustments to the process will be made as needed.

Benchmarks

1. By October 2007 25% of district teachers will have their grade book accessible to parents on the Internet. **Due Date: Oct 15, 2007. Responsible Party: Education Services Staff.**
2. By October 2008 50% of district teachers will have their grade book accessible to parents on the Internet. **Due Date: Oct 15, 2008. Responsible Party: Education Services Staff.**

Goal 3 of 3: **By May 2009 50% of district teachers will have a classroom presence on the internet using School Center.**

Implementation Plan

Currently, the district owns licenses to School Center (a web template software program). District Teachers will be trained and encouraged to use the templates to publish classroom and web resources for their students. There are district approved policies and administrative regulations that guide the use of the web in this manner. All teachers will know and abide by them. Links to these web pages will only be available by navigating through the district web site.

Monitoring Process

A search of the district web site will provide information as to whether this goal is being accomplished. Adjustments to the process will be made as needed.

Benchmarks

1. May 2008 30% of district teachers will have a classroom presence on the internet using School Center. **Due Date: May 15, 2008. Responsible party: IT Staff.**
2. May 2009 50% of district teachers will have a classroom presence on the internet using School Center. **Due Date: May 15, 2009. Responsible party: IT Staff.**

Section 4a: Our district Administrators' and Teachers' technology skills and needs for professional development.

Current Technology Skills

1. Basic Computer Use – 100% of teachers and administrators have received basic training in the Windows XP operating system and are required to use their computers daily for attendance, email and grade reporting.
2. Email - Microsoft Outlook. 100% are trained in basic use.
3. Data gathering and assessment tools:
    a. EADMS – this is a commercial database that is used to access and analyze all student state and local standardized test scores. Administrators are 100% trained in its use and are required to use it. Approximately 50% of classroom teachers are trained in its use.
    b. Multiple Measures/Grade book – 100% of elementary teachers and administrators use this district created database to track and analyze local student assessments and produce standards-based report cards.
    c. Aeries – this is a commercial database that 100% of teachers and necessary support staff use daily to track student information – from emergency contacts to demographics to student test scores and grades. Secondary report cards are generated from this database.
4. Office Applications. All district employees use Microsoft Office 2003 and IT offers training for all staff. However, we do not have a certification program.
5. PDAs. All principals use Palm OS based PDAs to evaluate their teaching staff.
6. General computer use and skills. Over 90% of our teachers have taken the $CTAP^2$ computer knowledge and usage survey with the following sampling of results
    a. 9% consider themselves to have basic computer skills and 43% intermediate skills
    b. 61% use technology daily and 18% use technology 2-4 days a week to create curriculum or track and share data information with colleagues.
7. Other Applications – Many teachers and staff have received training based on site use of the following technology in the classroom and labs to supplement instruction.
    a. Read Naturally – reading remediation software for secondary students
    b. Inspiration and Kidspiration – graphic organization software
    c. Miscellaneous English and Math supplemental software (i.e., Accelerated Reader/Math, Leaf Frog)
    d. Type to Learn – keyboarding
    e. Miscellaneous English and Math supplemental software (i.e., Accelerated Reader/Math, Leap Frog, etc.)

Summary of Needs for further professional development in technology skills

1. To continue training new staff in basic Windows, email, Aeries and data gathering tools.
2. To train all teachers in the use of EADMS.
3. To monitor the increase in teachers' facility and use of technology.
4. To train all teachers and administrators on School Center, the district owned web page creation tool.
5. To provide MS Office training for all district staff.
6. To train all teachers and administrators in the use of Learning.com or similar software to supplement the teaching of District Curriculum and N.E.T.S.
7. To train all teachers and administrators in the use of Smart Boards or similar technology for use in the computer labs.
8. To train all teachers and administrators in the use of Digital Curriculum or similar software.

Section 4b: Goals for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline.

All new staff currently receive training in basic Windows, email, and Aeries as part of the hiring process. Data gathering tools and EADMS training are also provided as part of the teacher and administrator on the job training at each site by site administrators and teacher technicians. Each year all teachers are required to take the CTAP^2 assessment that allows us to monitor the increase in teachers' facility and use of technology.

Goal 1 of 5: By May 2009, 80% of classroom teachers and administrators will receive advanced training in School Center.

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Benchmarks

1. By May 2006, 20% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May, 15, 2006. Responsible Party: IT Technology Integration Coordinator.**
2. By May 2007, 40% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May, 15, 2007. Responsible Party: IT Technology Integration Coordinator.**
3. By May 2008, 60% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May, 15, 2008. Responsible Party: IT Technology Integration Coordinator.**

4. By May 2009, 80% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May, 15, 2009. Responsible Party: IT Technology Integration Coordinator.**

Goal 2 of 5: **By June 2009, 100% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills**

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Benchmarks
1. By June 2006, 25% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. **Due Date: Jun, 15, 2006. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2007, 50% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. **Due Date: Jun, 15, 2007. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2008, 75% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. **Due Date: Jun, 15, 2008. Responsible Party: IT Technology Integration Coordinator.**
4. By June 2009, 100% of district staff will receive training in the use of Learning.com or similar software for online professional development in Microsoft Office Skills. **Due Date: Jun, 15, 2009. Responsible Party: IT Technology Integration Coordinator.**

Goal 3 of 5: **By June 2009, 100% of district teachers will have received training to use Learning.com or similar software to help teach and reinforce district curriculum and N.E.T.S.**

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Benchmarks

1. By June 2006, 30% of district teachers will have received training to use Learning.com or similar software to help teach and reinforce district curriculum and N.E.T.S. **Due Date: June, 15, 2006. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2007, 60% of district teachers will have received training to use Learning.com or similar software to help teach and reinforce district curriculum and N.E.T.S. **Due Date: June, 15, 2007. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2008, 90% of district teachers will have received training to use Learning.com or similar software to help teach and reinforce district curriculum and N.E.T.S. **Due Date: June, 15, 2008. Responsible Party: IT Technology Integration Coordinator.**
4. By June 2009, 100% of district teachers will have received training to use Learning.com or similar software to help teach and reinforce district curriculum and N.E.T.S. **Due Date: June, 15, 2009. Responsible Party: IT Technology Integration Coordinator.**

Goal 4 of 5: **By June 2009, 100% of district teachers will have received training to use Smart Boards or similar hardware for use in the computer labs.**

Implementation Plan

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

Monitoring Process

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Benchmarks

1. By June 2006, 30% of district teachers will have received training to use Smart Boards or similar hardware for use in the computer labs. **Due Date: June, 15, 2006. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2007, 60% of district teachers will have received training to use Smart Boards or similar hardware for use in the computer labs. **Due Date: June, 15, 2007. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2008, 90% of district teachers will have received training to use Smart Boards or similar hardware for use in the computer labs. **Due Date: June, 15, 2008. Responsible Party: IT Technology Integration Coordinator.**
4. By June 2009, 100% of district teachers will have received training to use Smart Boards or similar hardware for use in the computer labs. **Due Date: June, 15, 2009. Responsible Party: IT Technology Integration Coordinator.**

Goal 5 of 5: **By June 2009, 100% of district teachers will have received training to use Digital curriculum or similar software to help teach and reinforce district curriculum.**

Implementation Plan

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff

and continuing education credits and professional growth hours will be given.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Benchmarks
1. By June 2006, 30% of district teachers will have received training to use Digital curriculum or similar software to help teach and reinforce district curriculum. **Due Date: June, 15, 2006. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2007, 60% of district teachers will have received training to use Digital curriculum or similar software to help teach and reinforce district curriculum. **Due Date: June, 15, 2007. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2008, 90% of district teachers will have received training to use Digital curriculum or similar software to help teach and reinforce district curriculum. **Due Date: June, 15, 2008. Responsible Party: IT Technology Integration Coordinator.**
4. By June 2009, 100% of district teachers will have received training to use Digital curriculum or similar software to help teach and reinforce district curriculum. **Due Date: June, 15, 2009. Responsible Party: IT Technology Integration Coordinator.**

Section 5a. The following hardware, infrastructure, networking, e-learning resources, technical support and physical plant are necessary to support this technology plan:

Hardware

1. Computers: Minimum of a Pentium III class 1 GHz processor with 512 MB of RAM, CD-RW/DVD player, 100 MB Ethernet card, keyboard, mouse and at least a 15" monitor. All computers are Dell.
    a. One for each teacher and office staff.
    b. Student computers sufficient to meet the state recommended ratio.
2. Multimedia: At least a 1200 lumen video projector, VCR/DVD player and sound system in every classroom. Teacher computers and VCR/DVD player project on the video projector.
3. Servers: Configuration varies depending on the software installed and the function of the server. All current production servers meet the minimum specifications needed for this plan. All servers are Dell.
4. Network - IDF: Cisco Catalyst 3500 series Switches. Cat-6 patch panels.
5. Network - MDF: Cisco 3640 or 3745 core routers and Cisco Catalyst 6509 layer 3 core switches with gigabit module. Cat-6 patch panels.
6. Printers: Workgroup printers, (Xerox or HP) placed as needed throughout each site.

Infrastructure

1. 100 MB Cat-6 connection from the computer to the edge switches.
2. 802.11g and 802.11b wireless access points where needed.
3. Gigabit backbone from the core switch to the edge switches.
4. Dedicated T-1 (multiple T-1s if needed) circuits connecting each site to the district office.
5. Internet connection via dedicated DS-3 connected to the CENIC node at the Riverside County of Education.

Networking

1. Server platform: Windows 2003 server running Active Directory
2. Desktop OS: Windows XP professional
3. Web Browser: Microsoft Internet Explorer
4. Email: Microsoft Exchange 2000
5. Database platform: Microsoft SQL 2000
6. Terminal Services platform : Citrix
7. Firewall: PIX box
8. Anti-virus software: McAfee VirusScan
9. Internet use monitoring, filtering and spam control software

E-learning Resources

Installed on every computer:

1. Microsoft Office 2003
2. The latest versions of Adobe Acrobat, QuickTime, Windows Media, and Real Media Player

Installed on every teacher computer:

1. EADMS (Web based Student Standardized Testing Assessment Software)
2. School Center (Web page authoring tool)
3. Learning.com (web-based on-line instructional software)
4. Type to Learn (keyboarding software)
5. Aeries browser interface grade book, grading and attendance software
6. Custom grade book and assessment software (elementary only)
7. Micrograms lab applications (elementary only)

Miscellaneous applications (installed where licensed)

1. Accelerated reader/math
2. Read Naturally (secondary remedial reading software)
3. IEP creation software (web-based)
4. Inspiration/Kidspiration (graphic organization tools)

Technical Support

1. Centralized general computer help desk with 1 technician for every 500 computers
2. Centralized database, student information and student assessment help desk with one (1) technician for every 250 teachers
3. Site-based support by Teacher technicians
    a. High schools: 1 full-time teacher
    b. Middle schools: 2 @ 5 hours weekly (paid by stipend)
    c. Elementary schools: 1 @ 5 hours weekly (paid by stipend)

Plant modifications: none needed.

Section 5b. The following hardware, infrastructure, networking, e-learning resources, technical support and physical plant are already owned by the district and available for use to fulfill the goals of this plan:

Hardware

1. Computers: Minimum of a Pentium III class 500 MHz processor with 256 MB of RAM, CD-RW, 100 MB Ethernet card, keyboard, mouse and at least a 15" monitor. All computers are Dell.
    a. One for each teacher and office staff.
    b. Student computers sufficient to meet a 1:15 ratio
2. Multimedia: At least a 1200 lumen video projector, VCR/DVD player and sound system in 20% of classrooms. Teacher computers and VCR/DVD player project on the video projector.
3. Servers: Configuration varies depending on the software installed and the function of the server. All current production servers meet the minimum specifications needed for this plan. All servers are Dell.
4. Network - IDF: Cisco Catalyst 3500 series Switches. Cat-6 patch panels.
5. Network - MDF: Cisco 3640 or 3745 core routers and Cisco Catalyst 6509 layer 3 core switches. Cat-6 patch panels.
6. Printers: Workgroup printers, (Xerox or HP) placed as needed throughout each site.

Infrastructure

1. 100 MB Cat-6 connection from the computer to the edge switches.
2. 802.11g and 802.11b wireless access points where needed.
3. Gigabit backbone from the core switch to the edge switches.
4. Dedicated T-1 (multiple T-1s if needed) circuits connecting each site to the district office.
5. Internet connection via dedicated DS-3 connected to the CENIC node at the Riverside County of Education.

Networking

1. Server platform: Windows 2000 server running Active Directory
2. Desktop OS: Windows XP professional
3. Web Browser: Microsoft Internet Explorer
4. Email: Microsoft Exchange 2000
5. Database platform: Microsoft SQL 2000
6. Terminal Services platform : Citrix
7. Firewall: PIX box
8. Anti-virus software: McAfee VirusScan
9. Internet use monitoring, filtering and spam control software

E-learning Resources

Installed on every computer:

1. Microsoft Office 2003
2. The latest versions of Adobe Acrobat, QuickTime, Windows Media, and Real Media Player.

Installed on every teacher computer:

1. EADMS (Web based Student Standardized Testing Assessment Software)
2. School Center (Web page authoring tool)
3. Type to Learn (keyboarding software)
4. Aeries browser interface, grade book, grading and attendance software
5. Custom grade book and assessment software (elementary only)
6. Micrograms lab applications (elementary only)

Miscellaneous applications (installed where licensed)

1. Accelerated reader/math
2. Read Naturally (secondary remedial reading software)
3. IEP creation software (web-based)
4. Inspiration/Kidspiration (graphic organization tools)

Technical Support

1. Centralized general computer help desk with 1 technician for every 500 computers
2. Centralized database, student information and student assessment help desk with 1 technician for every 250 teachers
3. Site-based support by Teacher trainer technicians
    a. High schools: 1 full-time teacher
    b. Middle schools: 2 @ 5 hours weekly (paid by stipend)
    c. Elementary schools: 1 @ 5 hours weekly (paid by stipend)

Plant modifications: none needed.

Summary

The VVUSD is well equipped to meet the needs of this plan. Much of the above necessary resources are already in place. However, to meet the needs of this plan we will need to acquire the following.

Hardware

1. Student computers (to meet the state recommended ratio)
2. Gigabit modules for our core switches
3. We need to replace hardware as it becomes obsolete
4. Smart boards (or similar technology) for all labs
5. Multimedia hardware (video projectors, amplifiers, speakers) for all classrooms

Infrastructure

1. We need to replace wiring, routers and switches as they become obsolete.

Networking

1. MS Windows Server 2003 upgrade

E-learning Resources

1. Learning.com (or similar software) for all sites
2. Digital Curriculum (or similar software) for all sites
3. Annual licenses and support for all district installed software

Section 5c: Goals for obtaining the hardware, infrastructure, learning resources and technical support required to support the plan.

Goal 1 of 14: By June 2009, to increase the student to computer ratio to 8:1 for all schools.

Benchmarks

1. By June 2007 to increase the Student:Computer ratio to 12:1 for all schools. **Due Date: Jun 15, 2007. Responsible Party: Director of IT. Cost: $600,000.**
2. By June 2008 to increase the Student:Computer ratio to 10:1 for all schools. **Due Date: Jun 15, 2008. Responsible Party: Director of IT. Cost: $700,000.**
3. By June 2009 to increase the Student:Computer ratio to 8:1 for all schools. **Due Date: Jun 15, 2009. Responsible Party: Director of IT. Cost: $700,000.**

Goal 2 of 14: By June 2008, to have gigabit capability in all core switches.

Implementation Plan

Determine need, examine available funding sources, purchase and deploy gigabit switches (if funds are available). **Due Date: Jun 15, 2008. Responsible Party: Director of IT. Cost: $144,000.**

Monitoring Process

At the end of each fiscal year the Director of IT will produce a report indicating the progress in reaching this goal.

Goal 3 of 14: To replace computers that are broken or obsolete.

Benchmarks

1. By January 2006, to replace computers that are broken or obsolete. **Due Date: Jan 15, 2006. Responsible Party: Director of IT. Cost: $100,000.**
2. By January 2007, to replace computers that are broken or obsolete. **Due Date: Jan 15, 2007. Responsible Party: Director of IT. Cost: $200,000.**
3. By January 2008, to replace computers that are broken or obsolete. **Due Date: Jan 15, 2008. Responsible Party: Director of IT. Cost: $400,000.**
4. By January 2009, to replace computers that are broken or obsolete. **Due Date: Jan 15, 2009. Responsible Party: Director of IT. Cost: $500,000.**

Goal 4 of 14: By June 2007, to purchase Smart Boards or similar technology for all computer labs.

Benchmark
By June, 2007, to purchase Smart Boards or similar technology for all computer labs. **Due Date: Jun 15, 2007. Responsible Party: Director of IT. Cost: $34,000.**

Goal 5 of 14: By April 2008, to equip all classrooms with Multi-media projectors and related components capable of displaying Internet resources.

Benchmarks
1. By April 2007, to equip all secondary classrooms with Multi-media projectors and related components capable of displaying Internet resources. **Due Date: Apr 15, 2007. Responsible Party: Director of IT. Cost: $418,000.**
2. By April 2008, to equip all elementary classrooms with Multi-media projectors and related components capable of displaying Internet resources. **Due Date: Apr 15, 2008. Responsible Party: Director of IT. Cost: $398,000.**

Goal 6 of 14: To upgrade or replace infrastructure that is obsolete or broken.

Benchmarks
1. By April 2007, to upgrade or replace infrastructure that is obsolete or broken. **Due Date: Apr 15, 2007. Responsible Party: Director of IT. Cost: $50,000.**
2. By April 2008, to upgrade or replace infrastructure that is obsolete or broken. **Due Date: Apr 15, 2008. Responsible Party: Director of IT. Cost: $80,000.**
3. By April 2009, to upgrade or replace infrastructure that is obsolete or broken. **Due Date: Apr 15, 2009. Responsible Party: Director of IT. Cost: $50,000.**

Goal 7 of 14: By September 2007, to upgrade our main server OS to Windows Server 2003.

Benchmark
By September 2007, upgrade our main server OS to Windows Server 2003. **Due Date: Sep 15, 2007. Responsible Party: Director of IT. Cost: $20,000.**

Goal 8 of 14: To upgrade or replace servers that are obsolete or broken.

Benchmarks

1. By June 2007, to upgrade or replace servers that are obsolete or broken. **Due Date: Jun 15, 2007. Responsible Party: Director of IT. Cost: $10,000.**
2. By June 2008, to upgrade or replace servers that are obsolete or broken. **Due Date: Jun 15, 2008. Responsible Party: Director of IT. Cost: $15,000.**
3. By June 2009, to upgrade or replace servers that are obsolete or broken. **Due Date: Jun 15, 2009. Responsible Party: Director of IT. Cost: $20,000.**

Goal 9 of 14: By October 2005, to purchase Learning.com or similar technology for all sites.

Benchmark

By October 2005, to purchase Learning.com or similar technology for all sites. **Due Date: Oct 15, 2005. Responsible Party: Director of IT. Cost: $90,000.**

Goal 10 of 14: By March 2006, to purchase Digital Curriculum or similar technology for all sites.

Benchmark

By March 2006, to purchase Digital Curriculum or similar technology for all sites. **Due Date: Mar 15, 2006. Responsible Party: Director of IT. Cost: $45,000.**

Goal 11 of 14: To renew district-owned software and licenses.

Benchmarks

1. By September 2006, to renew district-owned software and licenses. **Due Date: Sep 15, 2006. Responsible Party: Director of IT. Cost: $200,000.**
2. By September 2007, to renew district-owned software and licenses. **Due Date: Sep 15, 2007. Responsible Party: Director of IT. Cost: $225,000.**
3. By September 2008, to renew district-owned software and licenses. **Due Date: Sep 15, 2008. Responsible Party: Director of IT. Cost: $250,000.**

Goal 12 of 14: To provide stipends for the Teacher trainer Technicians

Benchmarks

1. By June 2005, to provide stipends for the Teacher Technicians. **Due Date: Jun 15, 2006. Responsible Party: Director of IT. Cost: $48,000.**
2. By June 2006, to provide stipends for the Teacher Technicians. **Due Date: Jun 15, 2006. Responsible Party: Director of IT. Cost: $50,000.**
3. By June 2007, to provide stipends for the Teacher Technicians. **Due Date: Jun 15, 2007. Responsible Party: Director of IT. Cost: $58,000.**
4. By June 2006, to provide stipends for the Teacher Technicians. **Due Date: Jun 15, 2008. Responsible Party: Director of IT. Cost: $64,000.**

Goal 13 of 14: To provide salaries and benefits for the technical staff needed to support the plan.

Benchmarks

1. By June 2005, to budget salaries and benefits for the technical support staff needed to support the plan. **Due Date: Jun 15, 2005. Responsible Party: Director of IT. Cost: Salaries, $750,000; Benefits $78,000.**
2. By June 2006, to budget salaries and benefits for the technical support staff needed to support the plan. **Due Date: Jun 15, 2006. Responsible Party: Director of IT. Cost: Salaries, $775,000; Benefits $80,000.**
3. By June 2007, to budget salaries and benefits for the technical support staff needed to support the plan. **Due Date: Jun 15, 2007. Responsible Party: Director of IT. Cost: Salaries, $795,000; Benefits $83,000.**
4. By June 2008, to budget salaries and benefits for the technical support staff needed to support the plan. **Due Date: Jun 15, 2008. Responsible Party: Director of IT. Cost: Salaries, $835,000; Benefits, $89,000.**

Goal 14 of 14: To add to the technical staff to support district growth.

Benchmarks

1. By June 2007, to budget salaries and benefits for one (1) additional computer technician. **Due Date: Jun 15, 2007. Responsible Party: Director of IT. Cost: Salary, $42,000; Benefits, $8,000.**
2. By June 2008, to budget salaries and benefits for one (1) additional computer technician and one (1) additional database technician... **Due Date: Jun 15, 2008. Responsible Party: Director of IT. Cost: Salaries, $90,000; Benefits, $18,000.**

Section 6a: Established and Potential Funding Sources and Cost Savings

General Fund
General Fund supports the plan through salaries of certificated and classified employees, hardware and software purchases and technical support.

E-Rate
The Educational Rate, or E-Rate, Program is a program under the auspices of the Federal Communications Commission (FCC), which provides special discounts to K-12 educational entities for the development of networks and classroom connectivity. When approved, discounted rates are applied to telephone service, Internet access, cabling, wiring and certain communications hardware, software and services required providing this connectivity. Educational entities seeking funds are required to apply for funding annually. E-Rate Supplemental Technology Plans will be completed prior to submission of form 470 each year and retained for five years following delivery of services.

California TeleConnect Program Fund
The California TeleConnect program is a California state program which provides discounts to K-12 education similar to the federal E-Rate program. It provides discounted telecommunications services for qualifying schools, libraries, hospitals, and community-based organization.

CENIC LAST MILE Connectivity Grant
The state grant applied and awarded to the district to increase our bandwidth from the district office to the RCOE by allowing the addition of a T3 line. The allotment of funds was over a period of three years and is in its final fiscal year.

State and Federal Categorical
Each school site submits a technology use plan in its site plan that defines its staff development, technical support, maintenance, software, and hardware acquisition. All plans must comply with and support the District Technology Plan.

EAST Grant
The EAST Initiative assists school districts and communities across the nation in establishing and maintaining a technological educational environment. As a non-profit 501(c)(3) organization, the EAST Initiative is supported by a dynamic collaboration of government, education , and business partnerships. Follow up funding from the initial amount is waiting on additional state and partnership funding.

EETT Formula Grant Funds
Title II Part D
Formula funds are reserved to enhance classroom learning through the use of technology. 25% of the total funds are mandated for use in high-quality professional development intergrading technology into state-adopted curriculum.

Competitive funds are funds received from a successful competitive grant application. The funds are restricted to five middle schools as a comprehensive reform effort to integrate technology into state-adopted curriculum and standards-based classroom lessons. 25% of the total funds are mandated for high quality

professional development of teaching staff.

Microsoft Settlement Funding
A Settlement Agreement between California and the Microsoft Corporation is pending. Outcome of the court determination may mean more than $600 million in vouchers to schools for technology funding to provide non-platform-specific hardware and software, technical support, and professional development. The district is working closely with the California Technology Assistance Project on this important and future source of funding.

Other Sources
VVUSD uses other sources beyond state and federal funding to support our technology program such as corporate donations of funds, training and resources such as World COM Marco Polo Internet Resources and Intel Teach to the Future Program. We have many parents who work for Southern California Edison, Pac Bell, Target and other companies who can have a portion of donations taken out of their checks and sent to their child school site that can be used for technology. We have in the pass utilized mini- grants from Panasonic and Best Buys to purchase technology and will continue to do so.

Volume Hardware Purchasing Discounts
VVUSD secures volume discounts through Dell Computers, Inc. and Xerox.

Volume Software Purchasing Discounts
VVUSD secures volume discounts through Microsoft and Dell and through the services of C-SMART and other vendors through long term partnerships.

Section 6b: Estimate of Implementation costs.

All costs found in Section 5 are based on either real budget numbers or legitimate estimates. All projected expenditures are based on available funds. We projected what funds provide possible funding for each item.

Resource	Certificated Personnel Salaries	Classified Personnel Salaries	Employee Benefits	Books and Supplies	Services (Other Operating)	Capital Outlay	Total Budget
General Fund	$0	$750,000	$78,000	$100,000	$0	$0	$928,000
Title II -EETT Formula Funds	$43,000	$0	$0	$0	$0	$0	$43,000
Other Funds (Grants, Awards, etc.)	$0	$0	$0	$0	$135,000	$0	$135,000
Total for Fiscal Year 2005	$43,000	$750,000	$78,000	$100,000	$135,000	$0	$1,106,000
General Fund	$0	$775,000	$80,000	$200,000	$0	$0	$1,055,000
E-Rate Funds	$0	$0	$0	$0	$0	$60,000	$60,000
Title II -EETT Formula Funds	$50,000	$0	$0	$0	$0	$0	$50,000
Other Funds (Grants, Awards, etc.)	$0	$0	$0	$1,018,000	$0	$34,000	$1,052,000
Total for Fiscal Year 2006	$50,000	$775,000	$80,000	$1,218,000	$0	$94,000	$2,217,000
General Fund	$0	$837,000	$91,000	$400,000	$0	$0	$1,328,000
E-Rate Funds	$0	$0	$0	$0	$0	$239,000	$239,000
Title II -EETT Formula Funds	$58,000	$0	$0	$0	$0	$0	$58,000
Other Funds (Grants, Awards, etc.)	$0	$0	$0	$1,098,000	$20,000	$0	$1,118,000
Total for Fiscal Year 2007	$58,000	$837,000	$91,000	$1,498,000	$20,000	$239,000	$2,743,000
General Fund	$0	$925,000	$18,089	$500,000	$0	$0	$1,443,089
E-Rate Funds	$0	$0	$0	$0	$0	$70,000	$70,000
Title II -EETT Formula Funds	$64,000	$0	$0	$0	$0	$0	$64,000
Other Funds (Grants, Awards, etc.)	$0	$0	$0	$700,000	$0	$0	$700,000
Total for Fiscal Year 2008	$64,000	$925,000	$18,089	$1,200,000	$0	$70,000	$2,277,089
Grand Total	$215,000	$3,287,000	$267,089	$4,016,000	$155,000	$403,000	$8,343,089

Section 6c: Description of level of ongoing technical support.

The VVUSD IT department is a robust department that will provide superior support of this technology plan. We support all aspects of technology in the district.

Our mission statement is "To provide reliable and productive technology tools and services to all district students and employees." We value outstanding service, effective communication, maximum productivity, demonstrated empathy and thorough documentation.

As we grow our goals are to increase staff to meet the growing need for tech support. It is our goal to maintain a 1:500 technician to computer ratio and a 1:250 Student Information System Technician to Teacher ratio.

We are comprised of 3 units:

1. Network services – this unit is comprised of 2 network engineers, 1 help desk supervisor and 3 field technicians who are responsible for the infrastructure, hardware and networking side of the IT operation. Wiring is outsourced as needed.
2. Application Services – this unit is comprised of 2 application engineers, a webmaster and two Student information system support technicians.
3. Technology Integration – this unit is led by a Teacher on Assignment who is the Technology Integration Specialist, trainer and coordinates staff development. Each site has one or more teacher technicians to work with teachers to insure technology is being used in the classroom.

We have an IT Director and department secretary to complete the team. Consultants are contracted as necessary for high level technical operations and temporary help is added when we need to install hardware in large quantities (i.e., when we open a new school)

We maintain a centralized help desk that supports all district technology. We have benchmarks for response times to help requests that are based on the urgency of the request.

Section 6d: Description of district's replacement policy.

We have set a benchmark for computers and infrastructure that enables us to determine when to replace equipment (see section 5). We purchase only Dell computers and Cisco infrastructure and always purchase the most current and robust configurations. We plan for a 5 year life cycle for all our equipment. If during the life-cycle we change our benchmark we upgrade existing computers that fall short of the benchmark. Included in Section 5 are goals to replace equipment that completes its life cycle.

Section 6e: Description of process to monitor progress and update funding and budget decisions.

We have 3 processes that coordinate to monitor this plan:

1. The technology committee. This committee meets monthly during the school year to monitor technology use and to discuss issues relating to

classroom use of technology. They are the first level of feedback and will be apprised of the technology plan.

2. Collaboration between Education Services and Business Services. The IT director meets regularly with the leaders of Business and Education services to monitor and update funding decisions as well as to determine how technology is working to improve student achievement.
3. Annual Report. The IT Director makes an annual report as part the **Business Services Annual Report to the Superintendent** that includes department goals and whether they are being met.

Section 7a and 7b:

The Director of Information Systems/Technology, Network Administrator, System Administrator and the Teachers On Assignment for Secondary and Elementary levels will meet regularly and review instructional issues and the progress of the adopted Technology Plan and call in other stakeholders on an as needed basis to ensure that the plan is being appropriately carried out.

Inventories of equipment and hardware will be used to guarantee adequate distribution of resources to provide equity of access and equipment for all students and staff. Curriculum alignment will require the collection and analysis of data from state assessment and student products to refine the use of technology in curriculum alignment with standards and have the greatest effect on student achievement. Tracking of trends in Technology Service Requests by the help desk and discussions with vendors will facilitate timely technical support. Tracking of purchase orders and budget documents will assist in future budgeting and priorities.

Benchmark Timelines for fiscal Year 2005

Due by:	Benchmark	Assigned to:	Cost (if any):
15-Jul-05	By July 2005, to budget salaries and benefits for the technical support staff needed to support the plan	Business Services Director	$78,000.00
15-Jul-05	By July 2005, to budget salaries and benefits for the technical support staff needed to support the plan	Business Services Director	$750,000.00
30-Sep-05	By September 2005, to provide stipends for the teacher trainer technicians	IT Director	$43,000.00
15-Oct-05	By October 2005, to purchase Learning.com or similar technology for all sites.	IT Director	$90,000.00
15-Jan-06	By January 2006, to replace computers that are broken or obsolete.	IT Director	$100,000.00
01-Feb-06	By February 2006, 20% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards.	Education Services Staff	
15-Feb-06	By February 2006, 20% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards.	Education Services Staff	
15-Mar-06	By March 2006, to purchase Digital Curriculum or similar technology for all sites.	IT Director	$45,000.00
01-Apr-06	By April 2006 all teachers' will have a published email address on the district website.	District Webmaster	

Due by:	Benchmark	Assigned to:	Cost (if any):
15-May-06	By May 2006, 20% of classroom teachers and administrators will have received advanced	Tech Integration Coordinator	

	training in School Center.	
15-May-06	By May 2006, 25% of district staff will receive training to use Learning.com for online professional development training in Microsoft Office skills.	Tech Integration Coordinator
15-Jun-06	By June 2006, 30% of district teachers will have received training to use Digital Curriculum or similar software to help teach and reinforce district curriculum.	Tech Integration coordinator
15-Jun-06	By June 2006, 20% of students in grades 2, 5 and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.	Education Services Staff
15-Jun-06	By June 2006, 30% of district teachers will have received training to use Learning.com to help teach and reinforce district curriculum and N.E.T.S.	Tech Integration Coordinator

Benchmark Timelines for fiscal Year 2006

Due by:	Benchmark	Assigned to:	Cost (if any):
15-Jul-06	By July 2006, to budget salaries and benefits for the technical support staff needed to support the plan	Business Services Director	$80,000.00
15-Jul-06	By July 2006, to budget salaries and benefits for the technical support staff needed to support the plan	Business Services Director	$775,000.00
15-Sep-06	By October 2006 75% of teachers and administrators will demonstrate proficiency in using EADMS, Inspect and the Multiple Measures database to track the educational progress of their students	Education Services Staff	
15-Sep-06	By September 2006, to renew district-owned software and licenses.	IT Director	$200,000.00
30-Sep-06	By September 2006, to provide stipends for the teacher trainer technicians	IT Director	$50,000.00
15-Jan-07	By January 2007, to replace computers that are broken or obsolete.	IT Director	$200,000.00
01-Feb-07	By February 2007, 40% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards.	Education Services Staff	
15-Feb-07	By February 2007, 40% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards.	Education Services Staff	
15-Apr-07	By April 2007, to upgrade or replace infrastructure that is obsolete or broken.	It Director	$50,000.00

Due by:	Benchmark	Assigned to:	Cost (if any):
15-Apr-07	By April 2007, to equip all secondary classrooms with Multi-media projectors and related	It Director	$418,000.00

	components capable of displaying Internet resources.		
15-May-07	By June 2007, 50% of district staff will receive training to use Learning.com for online professional development training in Microsoft Office skills.	Tech Integration Coordinator	
15-May-07	By May 2007, 40% of classroom teachers and administrators will have received advanced training in School Center.	Tech Integration Coordinator	
15-Jun-07	By June 2007 to increase the Student:Computer ratio to 12:1 for Elementary and 8:1 for Secondary schools.	IT Director	$600,000.00
15-Jun-07	By June 2007, 50% of K-12 core classrooms will have LCD projectors capable of displaying Internet resources.	Director of IT	
15-Jun-07	By June 2007, 60% of district teachers will have received training to use Learning.com to help teach and reinforce district curriculum and N.E.T.S.	Tech Integration Coordinator	
15-Jun-07	By June 2007, 100% of K-12 core classrooms will have Internet access and Internet capable computers at a student to computer ratio of 1:12.	Director of IT	
15-Jun-07	By June 2007, 60% of district teachers will have received training to use Digital Curriculum or similar software to help teach and reinforce district curriculum.	Tech Integration coordinator	
15-Jun-07	By June 2007, 30% of students in grades 2, 5 and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.	Education Services Staff	
15-Jun-07	By June 2007, to upgrade or replace servers that are obsolete or broken.	IT Director	$10,000.00
15-Jun-07	By June 2007, to purchase Smart Boards or similar technology for all computer labs.	IT Director	$34,000.00

Benchmark Timelines for fiscal Year 2007

Due by:	Benchmark	Assigned to:	Cost (if any):
15-Jul-07	By July 2007, to budget salaries and benefits for the technical support staff needed to support the plan	Business Services Director	$83,000.00
15-Jul-07	By July 2007, to budget salaries and benefits for the technical support staff needed to support the plan	Business Services Director	$795,000.00
15-Jul-07	By July 2007, to budget salaries for 1 additional computer technician	Business Services Director	$42,000.00
15-Jul-07	By July 2007, to budget salaries for 1 additional computer technician	Business Services Director	$8,000.00

Due by:	Benchmark	Assigned to:	Cost (if any):
15-Sep-07	By September 2007, to renew district-owned software and licenses.	IT Director	$225,000.00

15-Sep-07	By September 2007, to upgrade our main server OS to Windows Server 2003	IT Director	$20,000.00
30-Sep-07	By September 2007, to provide stipends for the teacher trainer technicians	IT Director	$58,000.00
15-Oct-07	By October 2007 100% of teachers and administrators will demonstrate proficiency in using EADMS, Inspect and the Multiple Measures database to track the educational progress of their students	Education Services Staff	
15-Oct-07	By October 2007 250% of district teachers will have their gradebook accessible to parents on the internet.	Education Services Staff	
15-Jan-08	By January 2008, to replace computers that are broken or obsolete.	IT Director	$400,000.00
01-Feb-08	By February 2008, 60% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards.	Education Services Staff	
15-Feb-08	By February 2008, 60% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards.	Education Services Staff	
15-Apr-08	By April 2008, to equip all elementary classrooms with Multi-media projectors and related components capable of displaying Internet resources.	It Director	$398,000.00
15-Apr-08	By April 2008, to upgrade or replace infrastructure that is obsolete or broken.	It Director	$80,000.00
15-May-08	By May 2008, 60% of classroom teachers and administrators will have received advanced training in School Center.	Tech Integration Coordinator	
15-May-08	By June 2008, 75% of district staff will receive training to use Learning.com for online professional development training in Microsoft Office skills.	Tech Integration Coordinator	
15-Jun-08	By June 2008, to upgrade or replace servers that are obsolete or broken.	IT Director	$15,000.00
15-Jun-08	By June 2008, 40% of students in grades 2, 5 and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.	Education Services Staff	
15-Jun-08	By June 2008 to increase the Student:Computer ratio to 10:1 for Elementary and 7:1 for Secondary schools.	IT Director	$700,000.00
15-Jun-08	By June 2008, 90% of district teachers will have received training to use Learning.com to help teach and reinforce district curriculum and N.E.T.S.	Tech Integration Coordinator	
Due by:	**Benchmark**	**Assigned to:**	**Cost (if any):**
15-Jun-08	By June 2008, 90% of district teachers will have received training to use Digital Curriculum or similar software to help teach and reinforce district curriculum.	Tech Integration coordinator	
15-Jun-08	By June 2008 to have gigabit capability in all core switches	IT Director	$144,000.00

15-Jun-08	By June 2008, 100% of K-12 core classrooms will have Internet access and Internet capable computers at a student to computer ratio of 1:10.	Director of IT

Benchmark Timelines for fiscal Year 2008

Due by:	Benchmark	Assigned to:	Cost (if any):
15-Jul-08	By July 2008, to budget salaries and benefits for the technical support staff needed to support the plan	Business Services Director	$835,000.00
15-Jul-08	By July 2008, to budget salaries for 1 additional computer technician and 1 additional database technician.	Business Services Director	$90,000.00
15-Jul-08	By July 2008, to budget salaries for 1 additional computer technician and 1 additional database technician.	Business Services Director	$18,000.00
15-Jul-08	By July 2008, to budget salaries and benefits for the technical support staff needed to support the plan	Business Services Director	$89.00
15-Sep-08	By September 2008, to renew district-owned software and licenses.	IT Director	$250,000.00
30-Sep-08	By September 2008, to provide stipends for the teacher trainer technicians	IT Director	$64,000.00
30-Oct-08	By October 2008 50% of district teachers will have their gradebook accessible to parents on the internet.	Education Services Staff	
15-Jan-09	By January 2009, to replace computers that are broken or obsolete.	IT Director	$500,000.00
01-Feb-09	By February 2009, 80% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards.	Education Services Staff	
15-Feb-09	By February 2009, 80% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards.	Education Services Staff	
15-Apr-09	By April 2008, to upgrade or replace infrastructure that is obsolete or broken.	It Director	$50,000.00
15-May-09	By May 2009, 800% of classroom teachers and administrators will have received advanced training in School Center.	Tech Integration Coordinator	

Due by:	Benchmark	Assigned to:	Cost (if any):
15-Jun-09	By June 2009 to increase the Student:Computer ratio to 8:1 for Elementary and 6:1 for Secondary schools.	IT Director	$700,000.00
15-Jun-09	By June 2009, 100% of district teachers will have received training to use Digital	Tech Integration coordinator	

	Curriculum or similar software to help teach and reinforce district curriculum.		
15-Jun-09	By June 2007, 100% of K-12 core classrooms will have LCD projectors capable of displaying Internet resources.	Director of IT	
15-Jun-09	By June 2009, 100% of district staff will receive training to use Learning.com for online professional development training in Microsoft Office skills.	Tech Integration Coordinator	
15-Jun-09	By June 2009, to upgrade or replace servers that are obsolete or broken.	IT Director	$20,000.00
15-Jun-09	By June 2009, 50% of students in grades 2, 5 and 8 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.	Education Services Staff	
15-Jun-09	By June 2009, 100% of K-12 core classrooms will have Internet access and Internet capable computers at a student to computer ratio of 1:8.	Director of IT	
15-Jun-09	By June 2009, 100% of district teachers will have received training to use Learning.com to help teach and reinforce district curriculum and N.E.T.S.	Tech Integration Coordinator	

7c: Information will be obtained through our system of monitoring and evaluation set up by the plan. The data will then be gathered and organized based on the specific goals for each component in the plan. Yearly comparisons will demonstrate progress and/or need for revision. This information will be reported on a bi-annual basis to the District Technology Committee, the VVUSD Board of Education, and Superintendent's Cabinet. Mid-course modifications will be made with the input of stakeholders as needed.

8a Effective Collaborative Strategies with Adult Literacy providers to maximize the use of technology

The Val Verde Unified School District recognizes the need for adult literacy services in our community. According the 2003-2004 District Profile data collected through the annual STAR test, 15.3 % of Val Verde parents have less than a high school education, no more than 50 % of the parents served has a high school education, 17.1 have some college / post secondary.

Needs:
According to the October 2004 CBEDs, API data, and free and reduced lunch data, the average adult population in Moreno Valley has graduated from high school. However, there are some populations served by various schools that fall below the district average. Many schools serve areas where the average adult population education level has less than a high school education. The needs of these populations vary from poverty to the lack of basic English language skills.

Current Adult Literacy Providers:
Adult literacy needs are served within the school district by a wide range of agencies and programs. A variety of programs are offered through our Riverside County ROP classes at both our high school and our continuation school that range from office skills such as basic word processing, databases and Internet search skills and other technology skills such as video editing and soon adobe products training. Additional literacy classes in reading and technology are provided by both the county library system in both Perris and Moreno Valley and the Mead Valley Community Center.The Val Verde district also provides ESL classes twice a year for adults. Many area churches in our district offer various classes on reading and keyboarding for adults. The Val Verde Unified School District finds value from input by adult literacy providers in our planning. Additional adult literacy services are provided by the county library, and Housing and Urban Development (HUD). These agencies generally provide basic reading instruction and General Education Development (GED) preparation.

Collaboration:
Many facilities and labs are used by K-12 students during the traditional school day, and used by Adult Education and ROP courses to utilize technology during after school hours at all of our secondary schools. In addition, VVUSD is committed to pursuing funding opportunities such as the 21st Century Community Learning Center Grant which we have at Manuel Real Elementary school and Community Technology Centers Grant that will enable us to leverage resources and expand our ability to serve the adults in our community. The Val Verde Unified School District is currently building capacity to produce and broadcast television content and is already providing limited content through Teen Vision and GOTV to the community. We are in a collaborative relationship with the Moreno Valley Unified School District and share the 24 hour local cable Channel Sixteen in which we will provide up to 12 hours in programming to the community. We believe this will open up new avenues for us to host a variety of literacy instruction programs aimed at adults in the community.

Another excellent example of collaboration with Adult Literacy Providers is through one of our grant programs. The EAST Program located at Val Verde Continuation High School has assisted the City of Perris in designing brochures and promotional posters to promote English literacy classes for the Spanish speaking population. This resulted in additional classes being added to serve increased demand due to our collaboration. As a component of our ongoing evaluation and modification procedures, adult literacy providers will be involved with particular emphasis on expanding the role of existing school resources such as computer labs for use by literacy providers. Another component is to better utilize the district web site using School Center to provide adult literacy training and practice for our instructional aides to meet NCLB standards.

Section 9a: Effective Research–Based Methods and Strategies

Bibliography Resources that support our plan:

Houghton Mifflin Publishing – District adoption for K-5
This publisher has done many forms of research in multiple settings, including urban settings with diverse ethnic populations - Each theme has a technology component which supports VVUSD's technology plan.

McDougal Littell Publishing-District Adoption for 6-8.
This publisher has done many forms of research in multiple settings, including urban settings with diverse ethnic populations - Each theme has a technology component which supports VVUSD's technology plan.

WestEd Regional Technology in Education Consortium (June, 2002). *The learning return on our educational technology investment.* http://www.wested.org/cs/wew/view/rs/619

This report seeks to answer the question "What do we need to do to maximize the return on our technology investment?" It offers suggestions related to issues such as professional development, access to technology, and long term planning.

District specific analysis of how the research will be used: These issues are addressed within the development of our district technology plan, and we have considered the ten lessons from this research that address the conditions under which technology has the most benefits for students. Specifically teachers must gain an understanding of how to use technology effectively and how to integrate its use in our district power standards and state frameworks.

Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

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

Education Commission of the States. (2000). *Smart desktops for teachers.* Denver, CO: Author. Retrieved June 18, 2002, from http://www.ecs.org/clearinghouse/18/47/1847.htm.

This report provides guidance in the selection and implementation of Smart Desktops, which are web-based software programs intended to "close the accountability loop between standards, classroom practice and testing" (p.3).
The study found: Elements of smart desktops that contribute most to higher student achievement are the capacity to collect, archive, analyze, and report information on:

- Standards
- Assessment
- Professional Development
- Access and Reporting Levels for all stakeholders

District specific analysis of how the research will be used: As shown through our plan we have put emphasis on tools and training that will give our teachers the smart desk tops they will need to meet the demands of No Child Left Behind. For example both SASI Grade books and EDAMS and the Bazan Multiple Measures Program allows our teachers to help all students achieve educational goals. We have the use of all data programs a high priority in staff development. The district will soon widen access to parents as teachers start posting grades online and more teachers start using the district blackboard server to post assignments, links and notes.

Technology Support: Its Depth, Breadth and Impact in America's Schools by Ronnkvist, Amy M., Dexter, Sara L., & Anderson, Ronald E.
Center for Research on Information Technology and Organizations; University of California, Irvine, University of Minnesota (1998)

This research describes levels of technical and instructional support currently available in the nation's schools for integrating computers in the classroom. Analyses of interviews with teachers, school administrators, and technology coordinators identify the resources required for, and the components of, high-quality technical support and staff development associated with effective integration of technology with curricula. The research is part of a major institutional effort supported by federal and private funds to conduct surveys and analyze data pertaining to the extent, quality of, and outcomes associated with technology use in the nation's schools.

District specific analysis of how the research will be used: The ***VVUSD*** realizes that without proper technical support for both hardware and software technology integration cannot take place. That is why in our technology plan infrastructure and support is the third pillar of our district wide vision.
Staff development is our second pillar of the technology plan is a high priority focus. The plan is consistent with the research in the following: (1) Teachers are provided training in technology integration activities offered by our teacher on assignment through out the school year at locations throughout the district (2) Courses are designed for different levels from beginning to advance in order to meet people where they are at. (3) Additional training beyond course offerings is offered on desktop critical software by teachers from the technology committee.

Using Technology to Enhance Connections Between Home and School: A Research Synthesis. By Penuel, W. R., Kim, D. T., Michalchik, V., Lewis, S., Means, B., Murphy, R., Korbak, C., Whaley, A., & Allen, J. E.
Planning and Evaluation Service, U. S. Department of Education, DHHS Contract #282-00-008-Task 1 (2002)

Major implications for educators/decision makers:
Based on an examination of 19 collected effect size measures, Penuel et al. (2002) conclude that: Technology integration programs designed to improve home – school connections typically result in:

- **A modest increase in student reading ability.** However, this improvement is smaller than in other sorts of intervention programs, such as class-size-reduction, computer-assisted instruction, tutoring, individualization, increased homework, coaching for achievement tests, and parental involvement programs.
- **A substantial increase in student writing ability.** This improvement is comparable in size to that typically found in integration programs that stress computer-assisted instruction, and is larger than the effect sizes associated with intervention programs that stress class-size reduction, individualization, or coaching for achievement tests.
- **A modest increase in student mathematics ability.** This improvement is comparable in size to that typically found in integration programs that stress coaching for achievement tests, and is larger than that typically found in class-size reduction, and individualization intervention programs.
- **Significantly improved communications between parents and school.**

District specific analysis of how the research will be used: *The VVUSD believes CAI is important in increasing student achievement. Our technology plan demonstrates this core belief of this matter by supporting educational software for use in the labs and the classroom*

Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). Teaching with technology: Creating student-centered classrooms. New York: Teachers College Press.
"And in the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum."

District specific analysis of how the research will be used: The VVUSD finds that success of technology to engage students needs to be used throughout the curriculum to raise student achievement.

Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001, from North Central Regional Educational Laboratory Web site: http://www.ncrel.org/sdrs/areas/issues/methods/ technlgy/te800.htm
Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments."

District specific analysis of how the research will be used: The VVUSD finds that technology is an essential skill set for all students to have success in the workplace.

Bain, A., & Ross, K. (1999). School reengineering and SAT-I performance: A case study. International Journal of Education Reform, 9(2), 148–153.
In an eight-year longitudinal study of SAT-I performance at New Hampshire's Brewster Academy (Bain& Ross, 1999), students participating in the technology-integrated school reform efforts (School Design Model) demonstrated average increases of 94 points in combined SAT I performance over students who participated in the traditional school experience.

The State Department of Education, Bureau of Technology Services. Mark, Cornesbise, & Wahl (1997)
Community Technology Centers had a positive impact on participants' job skills, access to employment opportunities, education and outlook on learning, technological literacy, academic skills and knowledge, personal efficacy, use of time and resources, civic participation, and social and community connections. District specific analysis of how the research will be used: The VVUSD has found that our two schools that have the federal 21st Century grant benefits from the parent participation with the student's benefits in job skills and general learning. The district is working in cooperation with Moreno Valley Parks and Recreation and the Police Activities League for three of our elementary schools on the other side of the district to receive the same kind of funding to impact our educational community.

National Center for Educational Statistics. (2000a). Teachers' tools for the 21st century: A report on teachers' use of technology [Online]. Washington, DC: Author. Available: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000102.
66% of teachers who received more than 32 hours of technology related training felt well to very well prepared to use technology in their classrooms (NCES, 2000a). The percentage who felt well to very well prepared to use technology dropped to 34% for those who received from 9 to 32 hours and to 24% for those who received less than 9 hours of technology-related professional development.

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2002). Conditions for classroom technology innovations. Teachers College Record, 104(3), 482–515.

District specific analysis of how the research will be used: The district technology plan design was aimed at the importance of extensive teacher training.

Considerable **time for collaborative learning and practice** is required for teachers to gain confidence in using technology
Coley, R. J., Cradler, J., & Engel, P. K. (1997). Computers and classrooms: The status of technology in U.S. schools (Policy Information Report). Princeton, NJ: Educational Answer: ***Being mentored*** *by an experienced teacher who is proficient with technology,****sufficient time*** *for collaborative learning and practice with technology,* ***active participation*** *in professional meetings, and use of computers at home by teachers.*

Mentors who can help teachers adapt technology applications to their classroom needs are important to the success of innovative uses of technology
District specific analysis of how the research will be used: Professional learning and training needs are important to our teachers as they study best practices. The district offers flexible choices (sufficient time) to help our teachers to achieve these goals in technology. The Information Technology

Department offers classes at the district training lab and at site by using a mobile lap top lab on a wide range of integration topics (mentoring/active participation) on minimum days or after school. VVUSD offers a discount through a partnership with Dell for teachers to purchase computers and equipment for home use.

Process for incorporating research-based methods and models into ongoing program evaluation and modification:
Annually, the Curriculum and Instruction Department and the District Technology Committee will examine the studies in the What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.
- An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.
- An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.
- A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.
- An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.

District specific analysis of how the research will be used: These resources will be utilized and incorporated as appropriate to ensure that the education technology program in the VVUSD consistent with current scientifically-based research regarding technology, teaching, and learning. .

Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

Bailey, M. et al. *The impact of integrating visuals in an elementary creative writing process.* ERIC# ED391492. This paper describes a study that sought to measure the effects of the introduction of computer clip art and graphical presentation software on the writing process. The study examined 25 second-graders who used clip art and icons as aids for mapping sequences and chronologies and as trial-and-error aids in story planning. Evidence supports the conclusion that length and quality of compositions increased, as well as organizational skills.

District specific analysis of how the research will be used: As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills in all content areas. As described in the research, graphic representations are highly effective tools for supporting new concepts and vocabulary.

9c Process for incorporating research-based methods and models into ongoing program evaluation and modification:

Annually, the Curriculum and Instruction Department and the District Technology Committee will examine the studies in the What Works computer database and adopt relevant methods, innovative content delivery, and technologies as supported by the research. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.
- An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.
- An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.
- A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.
- An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.

District specific analysis of how the research will be used: These resources will be utilized and incorporated as appropriate to ensure that the education technology program in VVUSD is consistent with current scientifically based research regarding technology, teaching, and learning and expand our offerings via technology which would include distance learning, television production and broadcasting, videoconferencing, and web-based courses as dictated by district needs. Relevant research evaluating the effectiveness of distance learning and expanded curriculum will be matched with current district offerings and innovative strategies to improve delivery will be implemented. Through the use of web-based curriculum such as Digital Curriculum, AP Online, and adult literacy content, the district will continue to expand outreach through technology. The district will also incorporate videoconferencing through the addition of equipment at all school sites and pairing capabilities with the most recent, educationally relevant research on effectively using the technology.
Software evaluation and selection in the area of literacy will be consistent with research with our textbook adoptions of our district. The software Read Naturally and mini e-books would be an example of this approach

Appendix A: N.E.T.S. Performance Indicators by grade level:

Grade Span	Performance Indicators	N.E.T.S Standards					
		Basic operations and concepts	Social, ethical, and human issues	Technology productivity tools	Technology communications tools	Technology research tools	Technology problem-solving and decision-making tools
Grades K-2							
1	*Introduce use of* input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	■					
2	Use a variety of media and technology resources for directed and independent learning activities illustrating thoughts, ideas, stories, problem solving, and communication skills.	■		■	■	■	■
3	Communicate about technology using developmentally appropriate and accurate terminology.	■					
4	Using and creating developmentally appropriate multimedia resources with support from teachers, family members and student partners (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.	■		■			
5	Work cooperatively and collaboratively in gathering information and communicating with peers, family members, and others when using technology. (eg. E-mail, authoring software, telecommunications)		■		■		
6	Demonstrate responsible, positive social and ethical behaviors when using technology systems and software.		■				

Grade Span	Performance Indicators	N.E.T.S. Standards					
		Basic operations and concepts	Social, ethical, and human issues	Technology productivity tools	Technology communications tools	Technology research tools	Technology problem-solving and decision-making tools
GRADES 3-5							
1	Reinforce use of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	■					
2	Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.	■	■				■
3	Communicate about technology using appropriate and accurate terminology.	■					
4	Use technology tools to remediate skill deficits, and facilitate learning throughout the curriculum.			■	■		
5	Use technology resources efficiently to access information, communicate with others to participate in collaborative problem-solving , self-directed, and extended learning activities.				■	■	■
6	Demonstrate responsible, positive social and ethical behaviors when using technology systems and software.		■				

Grade Span	Performance Indicators	N.E.T.S. Standards					
		Basic operations and concepts	Social, ethical, and human issues	Technology productivity tools	Technology communications tools	Technology research tools	Technology problem-solving and decision-making tools
GRADES 6-8							
1	Master use of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	■					
2	Apply strategies for identifying and solving routine software problems that occur during everyday use.	■					
3	Continual development of grade level appropriate technological vocabulary.	■					
4	Select and use content-specific tools and technology resources that support learning and research throughout the curriculum.			■		■	■
5	Collaborate with peers, experts, and others to design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts.				■	■	■
6	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.		■			■	■
7	Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.		■				

Grade Span	Performance Indicators	N.E.T.S. Standards					
		Basic operations and concepts	Social, ethical, and human issues	Technology productivity tools	Technology communications tools	Technology research tools	Technology problem-solving and decision-making tools
GRADES 9-12							
1	Mastery of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	■					
2	Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole to make informed choices.		■				
3	Continual development of grade level appropriate technological vocabulary.	■					
4	Use technology tools and resources for managing and communicating information (e.g., finances, schedules, purchases, correspondence, presentations).			■	■		
5	Evaluate technology-based options, including distance and distributed education, for lifelong learning.					■	
6	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity to disseminate information, models, and other creative works.				■	■	■
7	Select, investigate, and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.			■	■	■	■
8	Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.		■				

The following survey was given to the Superintendent's Advisory council which is made up of teachers, parents, and community business and government leaders. Results can be found after at the end of the survey.

Val Verde USD Community Computer Survey

As a member of the Superintendent's Advisory Council we need your anonymous input as part of the process for developing our district technology plan. Please circle the number that most closely indicates your response. You may use the back of the page for any comments or ideas about how we could use technology more effectively or how the Val Verde community could assist the district in it's use of technology. Thank you for your input.

1. Technology use in a school district is very important.

   1 2 3 4 5

   Strongly Disagree Strongly Agree

2. The use of email is vital to my work and/or home life.

   1 2 3 4 5

   Strongly Disagree Strongly Agree

3. I have visited the Val Verde Website:

   0 1 2 3 4 or more times

4. I am familiar with the how the district uses technology to assess and instruct students.

   1 2 3 4 5

   Strongly Disagree Strongly Agree

5. I believe that VVUSD has adequate technology resources.

   1 2 3 4 5

   Strongly Disagree Strongly Agree

6. Val Verde USD students should learn **computer** skills.

   1 2 3 4 5

   Strongly Disagree Strongly Agree

7. Val Verde students should use computers to help learn **reading and math** skills.

   1 2 3 4 5

Strongly Disagree Strongly Agree

8. Val Verde graduates should all have basic computer skills.

1 2 3 4 5

Strongly Disagree Strongly Agree

9. A school district should partner with their community to help provide technology solutions.

1 2 3 4 5

Strongly Disagree Strongly Agree

10. It is important for parents in our community to be able to communicate with the district teachers and administration through the Internet.

1 2 3 4 5

Strongly Disagree Strongly Agree

Summary of Community Survey Results

The survey results of the Superintendents Advisory Council (SAC) were found to be valuable in the direction of our plan. The stakeholders that make up the council showed strong support for the use of technology in the district. The stakeholders that make up the council validated from the survey results our districts web strategy indicating that the district web site (www.valverde.edu) is valuable in communication with the community.

The survey showed a strong interest in parents being able to communicate with teachers and access grades and attendance online. This shows the significance of selecting School Center and Aeries for carrying out this task as outlined in our technology plans goals and objectives.

The SAC believes that technology skills are important to teach to students so that they can experience success in the work force. The data also showed that Computer Aided Instruction serves a purpose in the core curriculum and in developing basic computer instruction. This shows the significance of selecting appropriate software and online resources such as Learning.Com.

The survey data also indicated that we need to do a better job in communicating our success in using technology in student achievement.

Appendix C - Enhancing Education Through Technology Formula Grant Program

Criteria for EETT-Funded Education Technology Plans

In order to be approved, an EETT-funded plan needs to have "Adequately Addressed" each of the following:

For corresponding EETT Requirements, see Appendix F

1. PLAN DURATION CRITERION	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. The plan should guide the district's use of education technology for the next 3-5 years.	2,3	The duration of the plan does not describe the education technology plan for the next 3-5 years.	The plan is less than 3 years or more than 5 years in length.

2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F).	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3, Appendix B, 35-40	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.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F).	**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.	5	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	5,6	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 and academic content standards in various district and site comprehensive planning documents.	6-8 35-40	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	9 35-40	The plan delineates clear, specific and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	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 and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	11 35-40 Appendix A	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT District Education Technology Plans

3. CURRICULUM COMPONENT CRITERIA-Continued	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	12, 35-40	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	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.
g. List of clear goals and a specific 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.	13, 35-40	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	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.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	14,15 35-40	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	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.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	35-40	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	35-40 and included with each goal.	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

4. PROFESSIONAL DEVELOPMENT COMPONENTCRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	16,17 35-40	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills in order to facilitate providing professional development that meets the identified needs and plan goals.	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 4-8 are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	17-20 35-40	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan will clearly supports accomplishing the goals.	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. List of benchmarks and a timeline for implementing planned strategies and activities.	35-40	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	35-40 and included with each goal.	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 & 12 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the technology hardware, electronic learning resources, networking and telecommunication 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.	21,22	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	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.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	23-25	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 current level of technical support is clearly explained.	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.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	26-29	The 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 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. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	26-29 35-40	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.	30,31	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (3-5 years).	32	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	33	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included; is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	33	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and	33-40	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

budget decisions.			

* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.
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Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	35	The plan describes the process for evaluation utilizing 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.	35-40	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. Description of how the information obtained through the monitoring and evaluation will be used.	35-40	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as the 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.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	41	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.	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.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	42-46	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	42-46	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver 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).	47	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

Appendix I – Education Technology Plan Benchmark Review

California Department of Education **EETT-F02BR** Enhancing Education Through Technology (EETT)

Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

Education Technology Plan Benchmark Review

For the grant period ending June 30, __2005____

IDENTIFYING INFORMATION:
CDS # _33-75242_____
Applicant Name: Val Verde Unified School District

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

Val Verde USD has made significant progress in reaching the goals of our plan to use technology to enhance teaching and learning. The curriculum goals of the plan were guided by our district power standards and other district documents. The goals of Section 3d have been met even though the evaluation tools of our previous plan have changed. The benchmarks of our plan revision build upon the previous documents' successes. The focus of our curriculum goals remains reading and written language. The revision of our plan further reflects the on going development of district documents and student needs. Students will continue to be impacted by evolution of the network and by being taught by teachers who have been trained in curriculum integration of technology. Students will continue to demonstrate proficiency in technology and information literacy by continued completion of activities listed in our goals. Measurement of goals in this area will continue to progress through projects and activities assigned from curriculum materials. Student achievement monitoring continues to increase and improve by the establishment of a wider use of the student information system and the use of data driven tools by our administrators and teaching staff.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

Participation in CTAP2 is 82% district-wide. All staff development trainings included some form of technology integration as stated in the goals of the plan and in fact expanded beyond them. The district focus is on raising standardized test scores and staff development emphasis has been the focal point . The professional development goals of the plan were reached to some degree from the baseline by extensive training done by the Teacher on Special Assignment and the Teacher Technician Trainers. It should be noted that similar providers such as School Center and Aeries replaced Blackboard and SASI CLASS XP in order to best meet district needs. These decisions were impacted by reduced funding from the state and federal budgets. The EETT formula funding was essential in helping reach staff development goals in the plan. All teachers are using the student information system to take attendance and use the electronic grade book to manage student grades. Training for administrators in data driven decision making has taken place along with staff development opportunities offered to classified and confidential employees. The district continues to ensure that all technology staff is receiving extensive training to stay current. The revised plan reflects the district's commitment to lower our computer ratio to meet the needs of students and faculty as suggested by the state.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Michael F. Boyd

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Assistant Superintendent of Business Services

TITLE OF AUTHORIZED REPRESENTATIVE

Mike Boyd April 5, 2005

SIGNATURE DATE

For CDE Use Only

Date Added: _____

Selected For Random Review: _____

Comments: