

# GALT JOINT UNION HIGH SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

**JULY 1, 2011 – JUNE 30, 2014**



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# Galt Joint Union High School District District Technology Use Plan

## District Profile

The mission of the Galt Joint Union High School District is to ensure that each student graduates, achieves his/her goals, and becomes a contributing member of society, through effective, personalized, educational programs, and efficient facilities in partnership with family and community.

The Galt Joint Union High School District consists of three high schools:

Galt High School, a comprehensive high school of longstanding tradition serving 9th-12th graders of the Galt area in its historic site in central Galt with enrollment of 1194 for 2010-2011.

Liberty Ranch High School, a newly opened comprehensive high school serving just 9th and 11th graders in its second year of operation on the east side of town, with enrollment of 885 students for 2010-2011, set to add 12th grades next year.

Estrellita High School is a continuation high school with an enrollment of 185 students in 2010-2011.

Adult Education has a widely varying enrollment.

Students attending district schools come from the small city of Galt and the rural areas in southern Sacramento and northern San Joaquin counties. The district draws students from a large geographic area of 295 square miles that spread from Elk Grove to the north to Lodi to the south; and from the Staten Island and Walnut Grove delta area to the west to the Amador County line to the east. A large number of students are bussed to school, many from a long distance.

Students enrolling in Galt High School District as freshmen enter from four main feeder school elementary districts, from the two counties of Sacramento and San Joaquin. The four districts include Galt Elementary in Galt, Arcohe Elementary Union in Herald, Oak View Elementary in Acampo, and New Hope Elementary in Thornton.

The City of Galt retains much of the agricultural history that formed the basis for this once small community. Agriculture and the railroad dominated Galt's early history and Galt was a gateway to the mining areas during the Gold Rush years. Located along the Highway 99 corridor, Galt provides 2,792 jobs according to a City of Galt research report in November 2000. Many parents also commute to work in Sacramento or Stockton. However, the downturn in the economy has seen unemployment rise to 13% in Sacramento County in spring 2010.

A large segment of the community is involved in agriculture and field work, and nearly 96 students in the district qualify for Migrant Education services, 206 students are identified as English Learners, of which 98% are Spanish speakers who are first or second generation immigrants from Mexico. An increase in students qualifying for Free and Reduced Lunch status has taken place this year, with 1083 students now identified as Economically Disadvantaged, making up 47.9% of the total district enrollment of 2,264.

According to the 2000 Census, the City of Galt has a population of 19,471 with a median age of 30.6 years. The median annual family income is \$47,848 and the median home value is \$171,900. The recent economic downturn suggests that many area families have faced loss of employment and foreclosures. The student population of the district is 45.46% White, 46.87% Hispanic/Latino, 2.29% Asian, 1.28%

African American/Black, 0.84% Hawaiian and Pacific Islander, and 0.79% Native American, 2.42% multiple ethnicity.

The Galt High School District offers a variety of programs for students, including an extensive choice of Advanced Placement courses, the Agriculture Academy, Project Lead the Way/BEST Academy, AVID, an array of Career Technical Education programs, and Adult Education, and other focus programs in development.

Demographics:

GJUHS D has a diverse student population with a 47% Hispanic, 45% White, 2% Asian, 1% Black/African-American, 5% all others.

School Code	School Name	Grade	Gender	Total		Hispanic		Am Indian/Alskn Nat		Asian		Black/African Am		Nat Hwain/Othr Pac Islndr		White		Multiple		Missing	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total - Selected Schools				2270	100%	1064	46.87%	18	0.79%	52	2.29%	29	1.28%	19	0.84%	1032	45.46%	55	2.42%	1	0.04%
3432903	Estrella Continuation High	Total		185	100%	105	56.76%	1	0.54%	1	0.54%	2	1.08%	2	1.08%	74	40.00%	0	0.00%	0	0.00%
3433471	Galt High	Total		1194	100%	585	48.99%	10	0.84%	31	2.60%	16	1.34%	10	0.84%	520	43.55%	21	1.76%	1	0.08%
0119131	Liberty Ranch High	Total		885	100%	372	42.03%	7	0.79%	20	2.26%	11	1.24%	7	0.79%	434	49.04%	34	3.84%	0	0.00%

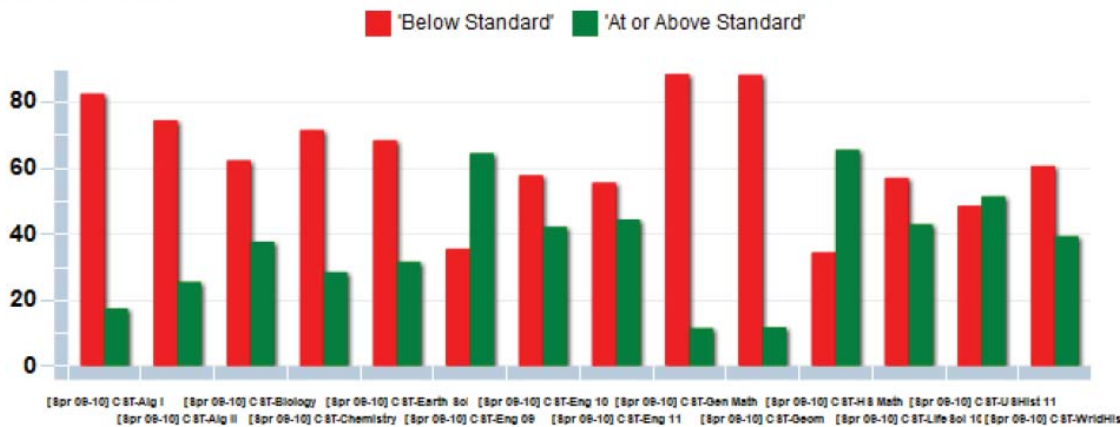
### Summary of test scores

Test scores for the 2010 CST's:

#### Student performance summary

04 February, 2011 @ 9:15 AM

Galt Joint Union HSD



Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
1 [Spr 09-10] CST-Alg I	484	82.45	287.47	103	17.55	376.57	587	100	303.1
2 [Spr 09-10] CST-Alg II	225	74.5	294.73	77	25.5	391.64	302	100	319.43
3 [Spr 09-10] CST-Biology	447	62.34	301.85	270	37.66	389.61	717	100	334.9
4 [Spr 09-10] CST-Chemistry	181	71.54	305.76	72	28.46	375.67	253	100	325.65
5 [Spr 09-10] CST-Earth Sci	290	68.4	303.32	134	31.6	376.82	424	100	326.54
6 [Spr 09-10] CST-Eng 09	187	35.48	311.6	340	64.52	398.23	527	100	367.49
7 [Spr 09-10] CST-Eng 10	296	57.81	298.32	216	42.19	389.77	512	100	336.9
8 [Spr 09-10] CST-Eng 11	282	55.62	292.17	225	44.38	396.86	507	100	338.63
9 [Spr 09-10] CST-Gen Math	38	88.37	280.54	5	11.63	381	43	100	292.2
10 [Spr 09-10] CST-Geom	371	88.12	289.92	50	11.88	378.48	421	100	300.44
11 [Spr 09-10] CST-HS Math	42	34.43	310.76	80	65.57	394.55	122	100	365.69
12 [Spr 09-10] CST-LifeSci 10	281	57	299.22	212	43	397.5	493	100	341.48
13 [Spr 09-10] CST-USHist 11	243	48.6	288	257	51.4	410.41	500	100	350.91
14 [Spr 09-10] CST-WrldHist	307	60.67	286.61	199	39.33	413	506	100	336.32

# 1. Plan Duration

July 1, 2011 – June 30, 2014

Galt continues to integrate technology across a variety of curriculums district wide. Currently we have classes to improve student skills in computer applications on all campuses. We envision that all stakeholders will be able to effectively use the technology that is available now and in the future within the time frame of this plan.

This plan is written to satisfy the EETT and E-rate Technology plan requirements.

# 2. Stakeholders

Representatives from the district, teachers and administrators were active in the design of the technology plan. Committee members met at various times to collaborate on the plan as a whole. Various members were assigned individual areas to work on and bring back to the committee to fine tune recommendations. CTAP resources were utilized to gather data for this plan as well as CBEDS, CALPADS, PowerStudio and various internet resources. The business community was also active in the process. CDWG, Startforce and EMC Corporations were involved by providing us with technical advice and input.

Implementation of the plan will involve representatives from all stakeholders. On-going training will be held for staff on utilizing PowerStudio and PowerSchool for data analysis and classroom management. Additional trainings are planned for appropriate and safe use of the internet and utilizing available software such as Microsoft Office. Training for parents and students is underway to familiarize them with how to access PowerSchool and PowerStudio from home and school. Plans are underway to provide all students with email access.

# 3. Curriculum

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

Students and staff have access to computers throughout the day. Student access also occurs in after school programs, such as 21<sup>st</sup> Century and Florida Virtual School, or as arranged with staff. Each classroom has at least one teacher workstation and several classrooms have at least one student workstation connected to the Internet. The district's computers vary widely in age and functionality. Most are now older than 3 years old. Galt High has seven permanent computer labs, networked, multimedia computers with Internet access. As well as five mobile labs that are networked with internet access. Liberty Ranch High School has five labs, networked with multimedia computers and Internet access and one mobile lab. Estrellita Continuation High school has one permanent lab networked, and one mobile lab with multimedia computers with Internet access. Adult Ed has one permanent lab, networked, multimedia with internet, two mobile lab networked, multimedia computers with Internet access. Several computer labs are available for remediation of students with reading and math difficulties. The library has dedicated student workstations networked to the Internet, and the Destiny library management software. Students with special needs and English Language Learners utilize computers in the classrooms and computer labs. SDC and RSP teachers have a teacher computer and several student computers, which are networked to obtain Internet and other online resources. Windows XP or 2000 Operating systems, Microsoft Office Suite, the internet and Internet Explorer are installed on all of the District Computers.

The library and 21<sup>st</sup> Century club on the Galt High campus provide access to computers before and after school.

<b>Galt High School</b>	
Total # of Computers for Instructional Use	<b>478</b>
Total # of Computers in Classrooms	<b>412</b>
Total # of Internet Connected Computers in Classrooms	<b>412</b>
Total # of Computers in Classrooms older than 48 months	<b>412</b>
Total # of Computers in Classrooms 48 months old or newer	<b>0</b>
Student to Computer Ratio – Computers 48 months old or newer only	<b>N/A</b>
Total # of Computers in Computer Labs	<b>234</b>
Total # of Computers in Library/Media Center	<b>47</b>
Internet Access Connection Speed (DSL, T-1, >T-1)	<b>&gt;T-1</b>
Before & After School Student Access to Computers – Days & Time	<b>Main computer lab 7:30 to 4:00, 21<sup>st</sup> century 3:00 to 6:00 M-F</b>

<b>Liberty Ranch High School</b>	
Total # of Computers for Instructional Use	<b>239</b>
Total # of Computers in Classrooms	<b>205</b>
Total # of Internet Connected Computers in Classrooms	<b>205</b>
Total # of Computers in Classrooms older than 48 months	<b>0</b>
Total # of Computers in Classrooms 48 months old or newer	<b>205</b>
Student to Computer Ratio – Computers 48 months old or newer only	<b>4.1</b>
Total # of Computers in Computer Labs	<b>162</b>
Total # of Computers in Library/Media Center	<b>30</b>
Internet Access Connection Speed (DSL, T-1, >T-1)	<b>&gt;T-1</b>
Before & After School Student Access to Computers – Days & Time	<b>As needed M-F</b>

<b>Estrellita High School</b>	
Total # of Computers for Instructional Use	<b>42</b>
Total # of Computers in Classrooms	<b>42</b>
Total # of Internet Connected Computers in Classrooms	<b>42</b>
Total # of Computers in Classrooms older than 48 months	<b>27</b>
Total # of Computers in Classrooms 48 months old or newer	<b>15</b>
Student to Computer Ratio – Computers 48 months old or newer only	<b>12:1</b>
Total # of Computers in Computer Labs	<b>33</b>
Total # of Computers in Library/Media Center	<b>n/a</b>
Internet Access Connection Speed (DSL, T-1, >T-1)	<b>&gt;T-1</b>
Before & After School Student Access to Computers – Days & Time	<b>7:00 to 5:00 M-F</b>

Adult Education	
Total # of Computers for Instructional Use	70
Total # of Computers in Classrooms	68
Total # of Internet Connected Computers in Classrooms	68
Total # of Computers in Classrooms older than 48 months	38
Total # of Computers in Classrooms 48 months old or newer	30
Student to Computer Ratio – Computers 48 months old or newer only	13:1
Total # of Computers in Computer Labs	56
Total # of Computers in Library/Media Center	n/a
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	8:00 to 7:00 M-Th, 9:00 – 2:00 F

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

All teachers have networked computers with access to the Internet and e-mail on the district's server. They also have the entire Microsoft Office suite of products installed on their computers. Multimedia computer labs with Internet access are located at each site. 100% of the classrooms at Liberty Ranch and Estrellita have ceiling mounted LCD projectors. 90% of classrooms have ceiling mounted or cart mounted LCD projectors. 38% of the classrooms in Adult Education have LCD projectors. BEST Academy at GHS has 5 SmartBoards, AG Department at GHS has 2 SmartBoards. Liberty Ranch has 5 student response systems. AG Department at GHS has 1 student response system.

Teachers use Pearson’s PowerSchool for attendance, class management, grades, parent contacts and student information. Teachers have publishers’ supplemental software for developing standards based assessments and for monitoring student progress on these assessments. Students use Florida Virtual School program to recover missing units for graduation, Destiny for magazine database needs; and publishers’ supplemental software in support of standards-based activities. Ten computer labs are available for students research, Microsoft Office training, Internet access, and for a variety of other curriculum related software programs.

The district’s curriculum is fully aligned to California State Standards in English/language arts, math, science and history/social science. The district has developed quarterly and semester assessments for testing student progress in meeting the standards in math and language arts. These are reviewed and updated as needed. All teachers have access to PowerStudio an online student information management program that allows teachers to view disaggregated data to monitor class progress on the quarterly assessments. Supplemental programs for reading, mathematics, and science, provided by publishers, establish clear connections between standards and learning activities. They provide students with online activities based on their proficiency on state standards.

Technology Standards will be developed for students by the Technology Committee for adoption by the GJUHS Board of Trustees. These skills will be taught in the classrooms and reinforced in the computer labs. The integration and development of technology skills into the curriculum is encouraged by the inclusion of a variety of online applications available in most classrooms and all computer labs.

School Program	Typical Uses of Technology	Typical Frequency
Teachers: All	Microsoft Office Suite Pearson PowerStudio Pearson PowerSchool	Daily

	DataLink Internet Resources	
Teachers: Core Subjects	ExamView Test Generator TestGen Test Generator Google SketchUp Google Earth	2-3 times a week
Students:	PASCO SparkVue PASPort My World GIS Videopoint Google SketchUp Google Earth Autodesk Design Academy LabView LoggerPro MultiSim Xilinx ISE EdgeCAM RoboCell RoboPro MDSolids CorelDraw Adobe Creative Suite CS2 Adobe Production Suite CS2 MicroType Inspiration PlasmaCam Florida Virtual Academy Destiny	Varies by class and program, 1-5 times a week

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

The District goals are as follows:

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

Each school site has a Single Plan for Student Achievement that follows the federal guidelines of No Child Left Behind and the state guidelines for the Single Plan for Student Achievement. To develop the plan, a thorough needs assessment was done reflecting academic data desegregation for all significant subgroups, students, parents, and staff surveys, and other sources of information such as attendance

and suspension rates. Each plan is written with measurable objectives for continual improvement of students' proficiencies with state content standards as they are measured by the STAR CSTs and the CAHSEE. Technology plays a critical role in assisting school sites to meet Single Plan for Student Achievement goals. For example, Single Plans for Student Achievement that are reflective of technology use include: using data analysis to identify intervention classes; purchasing computer software to assist the learning of English language learners, special education students, and students with deficiencies in reading and mathematics; and using technology to enhance instruction (e.g. PowerPoint presentations, SmartBoards, classroom access to textbooks online, LCD projectors, ELMOS, Geometry Sketch pad, etc.), and to assess student learning (e.g. student response systems, server access to standards instruction and benchmarks, benchmark scanner, etc.).

Not only are teachers and other school staff expected to demonstrate proficiencies with technology use as it relates to teaching and learning, but GJUHSD is developing curricular requirements designed to ensure all graduates have technology use literacy reflective of 21st Century learning and working environments.

The District is developing a District Strategic Plan to ensure the district curriculum and goals are data driven.

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

Galt Joint Union High School District has had mixed results in regards to testing the past few years. These mixed results have had a profound effect on curriculum, funding and course offerings. In 2010 one high school was identified as a Year 1 Program Improvement (PI), and another high school is in Year 2 Program Improvement under the federal No Child Left Behind (NCLB) Act of 2001. The District is developing a District Strategic Plan to ensure the district curriculum and goals are data driven.

### Goal 3d:

Student achievement in grades 9-12 will increase with the use of technology to analyze test data tracked in Pearson PowerStudio. Teachers will use technology to increase student achievement.

<b>Objective 3d.1:</b>
Students will use technology to improve their knowledge of California Content Standards in Language Arts and will increase the percent of proficient and advanced STAR testing results by 3%.
<b>Year 1 Benchmark:</b>
For all grade levels, with the help of technology, the percentage of students scoring proficient or advanced in Language Arts will increase by 3%.
<b>Year 2 Benchmark:</b>
For all grade levels, with the help of technology, the percentage of students scoring proficient or advanced in Language Arts will increase by 3%.
<b>Year 3 Benchmark:</b>
For all grade levels, with the help of technology, the percentage of students scoring proficient or advanced in Language Arts will increase by 3%.

<b>Objective 3d.2:</b>
Through the use of PowerStudio, departments will develop common benchmark exams to better evaluate student progress across the district. Core Curriculums will have 100% of their course work aligned to a common series of benchmarks by 2014.
<b>Year 1 Benchmark:</b>
Through the use of PowerStudio, departments will develop common benchmark exams to better evaluate student progress across the district. Core curriculums will have 60% of their course work aligned to a common series of benchmarks by 2012
<b>Year 2 Benchmark:</b>
Through the use of PowerStudio, departments will develop common benchmark exams to better evaluate student progress across the district. Core curriculums will have 80% of their course work aligned to a common series of benchmarks by 2013
<b>Year 3 Benchmark:</b>
Through the use of PowerStudio, departments will develop common benchmark exams to better evaluate student progress across the district. Core curriculums will have 100% of their course work aligned to a common series of benchmarks by 2014

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Teachers will create state standard aligned benchmark tests to be administered to students	2011-2014	Staff Teachers	Reports of benchmark tests from Powerstudio
Train teachers to create state standard aligned benchmark tests in Powerstudio	Jan 2011- June 2012	IT Staff Staff Teachers	Sign in Sheets
Teachers will meet in their departments to evaluate effectiveness of benchmark created in Powerstudio	2011-2014	Staff Teachers	Department Meeting Minutes
English Department will continue to provide after school tutoring in computer lab to assist and aide students with term papers	2011-2014	Staff Teachers	Teacher progress reports
English Department will continue to provide after school tutoring in computer lab to aide students who are below proficient with their reading skills	2011-2014	Staff Teachers	Teacher progress reports
<b>Evaluation Instrument(s) — Data To Be Collected:</b>			
Reports from Powerstudio, sign in sheets, department meeting minutes, teacher progress reports			

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

The District is establishing Technology Standards for Students. These standards will provide a clear scope and sequence of student skills required by our curriculum and instructional program. They provide guidance to all program planners in the district in the area of curriculum development, technology development, and staff development. As part of our current district assessment plan, student progress toward meeting District Standards are assessed.

**Goal 3e:**

<b>Objective 3e.1:</b> By June 2014 75% of students in the Galt Joint Union High School District will be proficient in the Technology Standards adopted by the district
<b>Year 1 Benchmark:</b> By January 2012, initial technology standards will be presented to the board for approval and adoption.
<b>Year 2 Benchmark:</b> By August 2012, standards will be approved and a plan for implementing them will be established. 30% of students will be proficient in the Technology Standards adopted by the district
<b>Year 3 Benchmark:</b> By August 2013, Standards will included into class curriculum, with 75% of students proficient in the designated skills by June 2014

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Technology committee will develop technology guidelines and standards	By Dec 2011	Technology Committee, IT Staff	Technology Committee, IT Staff
Continued training of department designees in technology, guidelines and standards	2011-Jan 2012	IT Staff, Site Staff Development Committees	IT Staff/Technology Committee, Site Staff Development Committees
Department designees train staff in technology, guidelines and standards	Jan 2011- June 2014	IT Staff/designees, Site Staff Development Committees	IT Staff/Technology Committee, Site Staff Development Committees
Staff will implement curriculum with technology, guidelines and standards and begin training students on the Technology Standards.	2012-2014	IT Staff/designees, Site Staff Development Committees	IT Staff/Technology Committee, Site Staff Development Committees
<b>Evaluation Instrument(s) — Data To Be Collected:</b>			
Department chair reports, annual district survey, observations and data analysis			

**3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. (AB 307)**

**Goals:**

**All students will be proficient with District ethical use of technology and NETS #3, Research and Information Fluency**

**Objective 1:** By 2014 100% of students will be proficient in District ethical use of technology, including copyright, downloading and peer to peer file sharing, and avoiding plagiarism.

**Objective 2:** By 2014 100% of students will be proficient in NETS #3, Research and Information Fluency

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Students will be informed of copyright and plagiarism laws in the student handbook they receive at the beginning of the school year	2011-2014	Technology Committee/ IT Staff/Curriculum Committee	Technology Committee
Students will be informed of the copyright and plagiarism laws in their English classes and will use Turnitin.com to check for plagiarism for all essay assignments	2011-2014	Curriculum Committee	Technology Committee
Students will use Turnitin.com to check for plagiarism for all essay assignments	2011-2012	Curriculum Committee	Technology Committee
<b>Evaluation Instrument(s) — Data To Be Collected:</b> Student Handbook, English curriculum, reports from Turnitin.com, bibliographies, works cited.			

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

Goals:

GJUHSD is committed to providing safe and appropriate access to Internet resources for all teachers and students. As a high school district all of our students have a need to access the Internet for the purposes of research and project development. As a result it is critical that we continually maintain the safety of that resource. Areas such as social networking, online predators, phishing and maintaining privacy need to be addressed strongly in the curriculum and standards established. On-going reinforcement of these issues will need regular updating and modifying as new threats and behaviors are discovered.

**Objective 1:** Develop and implement appropriate curriculum and guidelines to meet online safety issues, online privacy, and cyber-bullying.

**Objective 2:** Train teachers and students in the ethical use of the internet, including copyright and fair use issues, peer-to-peer file sharing, illegal downloads and software piracy, and plagiarism.

<b>Implementation Plan:</b> Develop and implement appropriate curriculum and guidelines			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Evaluate various curriculum for use in the district such as: MS Digital Citizenship Curriculum, CyberSmart curriculum or resources at MyCTAP	July 2011	Director of Technology	Tech Committee
Present recommended curriculum to stakeholders	July 2011	Director of Technology	Tech Committee
Establish timeline and class presentations	Aug 2011	Director of Technology	Tech Committee
Implement curriculum in the district	Sept 2011	School site personnel	Tech Committee
<b>Evaluation Instrument(s) — Data To Be Collected:</b> Stakeholders evaluation of the curriculum through surveys, pre and post tests.			

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

The Galt Joint Union High School District is continually striving to make technology available to all students. Currently Galt High Schools library lab is open before, during and after school for student use. The 21<sup>st</sup> Century grant program makes computers available after school for students in the tutoring program. Various teachers at all campuses provide access to computers and the internet on an as needed basis.

The Galt Joint Union High School District is conducting research into the feasibility of 1 to 1 computing. As technology becomes more affordable, as textbooks become available in digital format and other districts are successful in implementing these programs, the Galt Joint Union High School District actively researches the best practices to achieve equitable technology access for all students.

District IT staff is evaluating the use of cloud computing to provide better access for students to use technology. As the systems prove to be secure enough to be used with the appropriate aged students, it's benefits become more obvious, i.e. no cost to students, accessibility from any web connected computer, ease of use and compatibility with Office Suites.

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

GJUHS currently uses Pearson PowerStudio student information system to track and maintain student data. Teachers use PowerStudio to take student attendance and for grading. STAR data has recently been attached to site data and PowerStudio reporting features are used to better assess student performance on standardized assessments. PowerStudio allows teachers to view and track student data via the Internet. Additional training is necessary at all sites within the district. Department designees are currently trained in PowerStudio.

PowerStudio is being upgraded and modified to make it more user friendly. As modules are developed, they will be incorporated into the system.

### Goal 3i:

To have all teachers proficient in PowerStudio by June 2014

**Objective:** By June 2014, 100% of staff will be proficient in all aspects of PowerStudio and using the tools to plan and implement course curriculum

Objective 3i.1:			
<b>Year 1 Benchmark:</b> By June 2012, 100% of staff will be trained and will be accessing the analytics portion of PowerStudio to analyze student performance by running state test and course grade reports.			
<b>Year 2 Benchmark:</b> By June 2013, 100% of staff will be trained in the course management portion of PowerStudio, such as Document sharing, Homework DropBox, and Live Chat to communicate students.			
<b>Year 3 Benchmark:</b> By June 2014, 100% of staff will be proficient in all aspects of PowerStudio and using the tools to plan and implement course curriculum			
Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Train staff on how to use analytics portion of PowerStudio	2011-2012	IT Staff	This will be monitored by sign-in sheets for the training
Train staff on how to use course management portion of PowerStudio	2012-2013	IT Staff/designees	This will be monitored by sign-in sheets for the training
Periodic refresher training of all aspect of PowerStudio	2011-2014	IT Staff/designees	This will be monitored by sign-in sheets for the training
Evaluation Instrument(s) — Data To Be Collected:			
Parent and student survey of PowerStudio. Minutes from Department meetings where they'll be talking about state test scores.			

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

We currently have several programs in place to maintain effective two-way communications between parents and staff. GJUHS currently uses Pearson PowerSchool student information system to track and maintain student data. Parents can use PowerSchool to check student attendance, grades, homework, test scores, graduation progress, class registration and school bulletins. Powerschool will also email parents with their childs' attendance, homework, current grades and school bulletin. Two way communication is also accomplished with Blackboard Connect Phone Dialer. Each school uses the phone dialer regularly to communicate important information with parents. Websites for the district and each of the high schools are updated with new information on a regular basis for parents.

### Goal 3j:

<p><b>Objective 3j.1:</b> Communicate with 80% of parents by Powerschool and email.</p>
<p><b>Year 1 Benchmark:</b> By August 2011, we will obtain 80% of parent email address and they will be entered into Powerschool. We will continue using Blackboard Connect Phone Dialer and maintaining the website with current information.</p>
<p><b>Year 2 Benchmark:</b> By September 2012, Inservice parents on how to use Powerschool. We will continue using Blackboard Connect Phone Dialer and maintaining the website with current information.</p>
<p><b>Year 3 Benchmark:</b> By November 2013, 80% of parents will be using Powerschool. We will continue using Blackboard Connect Phone Dialer and maintaining the website with current information.</p>

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Make changes to the registration forms and District mailers to ask for email information from parents	2011-2014	School site Principals, Registrar and Counselors.	Registrar and IT department will monitor the email entry to Powerschool and run reports to make sure that we have email address from as many parents as possible.
Develop and schedule Powerschool inservice for parents	Summer 2011	IT Staff, Tech Committee	IT department will monitor the progress of the task by looking at the agenda items for the inservice and the training schedule dates and time created by the persons responsible.
Powerschool Inservice for Parents	2011-2014	IT Staff, Tech Committee	We will use a sign in sheet to monitor parents' participation in the inservice.
<p><b>Evaluation Instrument(s) — Data To Be Collected:</b> Sign in sheets, Powerschool parent access reports, Report of how many email addresses are registered in Powerschool, Parent survey. We will continue using Blackboard Connect Phone Dialer and maintaining the website with current information.</p>			

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

Each identified objective will be reviewed, evaluated, and revised every year per the measurement instruments described in the implementation section of each respective curriculum benchmark. In addition, ad hoc reporting will occur as benchmarks are met and as implementation steps are completed.

Data collection, analysis, the communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent who will report to the superintendent and Board of Trustees.

Data collection will be coordinated by Technology Committee, and reported to district and school site staff. The Technology Committee will review all plan components, timelines, and the budget at least once annually and will present the revised plan, along with recommendations, to the superintendent and Board of Trustees on an annual basis.

## 4. Professional Development

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

Based on a survey of the GJUHSD staff conducted using SurveyMonkey, the majority of the teachers and administrators feel comfortable using many of the technology tools available, including: Windows operating system, Microsoft Word and other word processing programs, Microsoft PowerPoint, Email and Microsoft Outlook, the internet and Internet Explorer, and PowerTeacher. However, a majority of the teachers and administrators self identified themselves as either beginners or in need of training with the following tools: spreadsheets and databases, Web 2.0 tools, PowerStudio, test generating software, graphic editing, desktop publishing, and United Streaming. All staff indicated on the survey that they use their computer daily for such things as accessing email, word processing, using PowerSchool, and the internet.

<b>Galt Technology Assessment Survey</b>				
<b>Please indicate your proficiency level for each basic technology skill below.</b>				
<b>Answer Options</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Need Training</b>
Managing Files	6%	35%	50%	10%
Word Processing	2%	40%	58%	0%
Spreadsheets and Databases	25%	38%	25%	10%
Presentation Software (Powerpoint)	12%	50%	37%	2%
Email	0%	38%	62%	0%
Accessing and using the network	8%	54%	37%	2%
Using the internet	0%	42%	58%	0%
Searching the internet	0%	38%	62%	0%
Bookmarking and organizing favorites	13%	29%	56%	2%
Use Web 2.0 tools for collaboration (e.g.: Google docs)	31%	23%	17%	23%
PowerTeacher	12%	50%	19%	12%
PowerStudio	37%	17%	8%	35%
Resolving commonly occurring technology problems (e.g.: printer jam)	8%	63%	29%	0%
Test generating software	25%	35%	13%	19%
Graphic Editing	37%	19%	17%	21%

Desktop Publishing	40%	17%	19%	15%
United Streaming	38%	15%	10%	21%
Using Help Desk	8%	40%	52%	0%

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

**Goal 4b:**

GJUHSD will fully integrate the new technology standards, ethical and safe use of technology guidelines and PowerStudio into the curriculum and daily lives of staff and students. To accomplish this all staff will need to be highly trained.

<b>Objective 4b.1:</b> 100% staff will be fully trained on PowerStudio by June 2014
<b>Year 1 Benchmark:</b> 100% of staff and administrators will be trained on how to use analytics portion of PowerStudio to be able to run state test and course grade reports.
<b>Year 2 Benchmark:</b> 100% of staff will be trained on how to use course management portion of PowerStudio and 75% of the staff will be using course management on regular bases.
<b>Year 3 Benchmark:</b> 100% of staff will be proficient in all aspects of PowerStudio and using the tools to plan and implement course curriculum.
<b>Objective 4b.2:</b> 75% of staff will know and be using the district Technology Standards
<b>Year 1 Benchmark:</b> 100% of Staff will be made aware of technology standards
<b>Year 2 Benchmark:</b> 100% of Teachers will be trained on how to integrate standards into the curriculum and 50% of Teachers will begin implementing the technology standards into curriculum.
<b>Year 3 Benchmark:</b> 75% of Teachers will have fully integrated standards into the curriculum
<b>Objective 4b.3:</b> 90% of teachers will have fully integrated ethics, safety issues, guidelines, information literacy, copyright, fair use and plagiarism for student use of the computers into the curriculum.
<b>Year 1 Benchmark:</b> 65% of Staff will be made aware of ethics, safety issues and guidelines for student use of computers
<b>Year 2 Benchmark:</b> 75% of Teachers will work on integrating these ethics, safety issues and guidelines for student use of computers into the curriculum
<b>Year 3 Benchmark:</b> 90% of teachers will have fully integrated ethics, safety issues, guidelines, information literacy, copyright, fair use and plagiarism for student use of the computers into the curriculum.

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Technology committee will develop guidelines and standards including literacy and internet safety.	By Dec 2011	Technology Committee, IT Staff	Technology Committee, IT Staff
Continued training of department designees in PowerStudio, guidelines and standards including literacy and internet safety.	2011-Jan 2012	IT Staff, Site Staff Development Committees	IT Staff/Technology Committee, Site Staff Development Committees
Department designees train staff in PowerStudio, guidelines and standards including literacy and internet safety.	Jan 2011-June 2014	IT Staff/designees, Site Staff Development Committees	IT Staff/Technology Committee, Site Staff Development Committees
Staff will implement curriculum with PowerStudio, guidelines and standards including literacy and internet safety.	2012-2014	IT Staff/designees, Site Staff Development Committees	IT Staff/Technology Committee, Site Staff Development Committees
<b>Evaluation Instrument(s) — Data To Be Collected:</b> Annual district survey, observations and data analysis			

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

The technology committee will work with the staff development committees at each school site to ensure at all staff are receiving effective training in the new technology standards, the ethical and safe use of technology guidelines, and PowerStudio. Progress among staff members in their professional development will be assessed quarterly by the technology committee and respective staff development committees. Annually, the staff will be surveyed about their competency with and progress in integrating the standards, guidelines, and PowerStudio into their curriculum. The technology committee will then assess the progress of the district toward achieving its benchmarks and will, at that time, make recommendations on how to proceed to ensure that our objectives are reached as planned.

## 5. Infrastructure, Hardware, Technical Support, and Software

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

### Existing Hardware:

The District has approximately 902 computers spread out over the four school sites and District Office. This number includes administration, all staff and student computers. There are approximately 506 computers at Galt High School, with 478 being used for instruction and 28 being used for administration. Liberty Ranch High School has 254 computers, with 239 being used for instruction and 15 being used for administration. Estrellita High School has 50 computers, with 42 being used for instruction and 8 being used for administration. Adult Education has 76 computers, with 70 being used for instruction and 6 being used for administration. The District Office currently has 16 computers being used for administration.

### Existing Internet Access:

Galt Joint Union High School District's WAN starts with HSN Internet coming into ASA firewall at the district office providing inside-outside DMZ security. District office is located at Liberty Ranch High School site. District office connects to Galt High School by 1 gigabit dark fiber. Estrellita high school is connected to Liberty Ranch High School by 10 gigabit dark fiber. Galt Adult Education is connected to Galt High School by 1 gigabit dark fiber.

### District Office:

District Office houses 13 servers, 2 switches, 1 Firewall. Servers consist of HP, Gateway and Dell servers ranging from 1 to 11 years old. Both switches are HP Procurve switches and they are 2 years old. Cisco ASA firewall was purchased 3 years ago. This office houses one Domain Controller. District office houses Exchange and email content filtering server, DNS, DHCP, and backup server, internet content filtering server, Web server, District staff file server, Deepfreeze and SIS server, Library Circulation Desk server, Help Desk server and general file server.

### Galt High School:

Galt High School houses 5 servers and 30 switches. Servers are Dell servers and they range from 4 to 10 years old. All switches at Galt High School are HP Procurve switches and they range from 4 to 7 years old. All switches are connected to each other by 1 gigabit fiber and 100 MB to the desktops. Galt High School houses Domain Controller, two file servers, NComputing server and an application server.

### Liberty Ranch High School:

Liberty Ranch High School houses 4 servers and 13 switches. All servers and switches are made by HP and they are 2 years old. All switches are connected to each other by 10 gigabit fiber and 1 gigabit to the desktops. Liberty Ranch High School houses Domain Controller, file server and NComputing server.

### Estrellita High School:

Estrellita High School houses 3 servers and 5 switches. All servers are Gateway servers and switches are HP switches. Switches and servers are 4 years old. All switches are connected to each other by 1 gigabit fiber and 100 MB to the desktops. Estrellita Houses Domain Controller, File server and Application server.

### Adult Education:

Adult Education houses 1 server and 4 switches. Server and switches are made by HP. Server is less than year old and all the switches are 4 to 7 years old. All the switches are connected to each other by 1 gigabit fiber and 100 MB to the desktops. Adult Education houses Ncomputing server.

### **Existing Electronic Learning Resources:**

Powerschool Studio Edition which has two parts, LimeLight which lets teachers create tests aligned to state standards and Inform which analyzes teacher created tests and state standardized tests. Powerschool is used to maintain student information at all schools except for Adult Education where they use ASAP to keep track of student information. PowerTeacher is used by teachers to maintain attendance and grades for students. All computers at this district have either Windows 2000, Windows XP or Windows 7 as operating systems and also have Office 2003, Office 2007 or Office 2010 installed. As online course we offer Florida Virtual School provided by NCS Pearson for our students. English department and Special Education Department utilize Online Coach software to better serve our students needs. Students and staff also have access to Discovery Education Streaming and Turnitin.com. We have upgraded our library software from Athena to Destiny and Destiny is currently utilized for library circulation and textbook circulation.

### **Existing Technical Support:**

Support for existing Computers, Network Infrastructure, Telecom and Servers are provided by Director of Technology, Technology Coordinator and Information Systems Technician.

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

### **Hardware Needed:**

Older computers and servers need to be replaced at all sites. To help with classroom instruction, District will need to purchase document cameras, smartboards and personal response systems where needed. District will also need to look at 1 to 1 computing to better student access to technology and communication.

### **Electronic Learning Resources Needed:**

Renewals (annual): Subscriptions to Powerschool, Powerstudio, Florida Virtual School, Unitedstreaming and ParentConnect must be kept current to enable teachers and administrators to monitor and evaluate students' progress on state standards. ParentConnect must be kept current to enable teachers and administrators to communicate with parents about student attendance and grades.

New software acquisition: ConnectEDU is the web-based leader in empowering students to manage their education. The company is devoted to helping students find and enroll in the right college, get a degree, and launch their careers. Created, developed and run by people who have worked in every area of college counseling, admissions, and career development, ConnectEDU uses information technology to connect real students and real data with real colleges, and real career opportunities. We also need to find and evaluate student email system along with digital locker for students.

### **Networking and Telecommunications Infrastructure Needed:**

Galt High School will need to have old fiber replaced to be able to handle greater network traffic. Galt High School will also need to have underground phone lines replaced and PA systems need to be upgraded to include synchronized clock systems for each classroom.

### **Physical Plant Modifications Needed:**

At all sites, minor addition of electric power, phone lines, and data lines to new or current classrooms may be needed.

### **Technical Support Needed:**

Due to increases in technology use at all sites there is a need for at least one more full time IT staff at District level. Additional training needs to be provided to teachers and support staff to improve their abilities to handle minor workstation and application problems.

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

<b>Year 1 Benchmark: Review the process and criteria for the replacement, selection, purchase, maintenance and upgrading of hardware and software for instruction, matching software with state standards.</b>		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Replace teacher and administration computers at Galt High School	December 2011	IT Department
Annual Renewals of electronic learning resources	Annually July 2011-June 2012	IT Department

<b>Year 2 Benchmark: Technical Support</b>		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Research and analyze the need for additional technology staff	July 2012	IT Department, Technology Committee
Approval from District to hire additional technology staff	September 2012	IT Department, CBO
Hire new staff	December 2012	IT Department, CBO, Board
Annual Renewals of electronic learning resources	Annually July 2012-June 2013	IT Department
Replace teacher and administration computers at Estrellita High School, Adult Education and District Office	July 2012-August 2012	IT Department
Acquire ConnectED software	July 2012	IT Department

<b>Year 3 Benchmark: Replacement of network infrastructure at Galt High School</b>		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Research and identify network components to be replaced	July 2013	IT Staff
Identify funding and timeline for project	December 2013	IT Staff, CBO
Replacement of network infrastructure	June 2014	IT Staff, Contractor
Annual Renewals of electronic learning resources	Annually July 2013-June 2014	IT Department
Replace teacher and administration computers at Liberty Ranch High School	July 2013-August 2013	IT Department

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

All projects will be monitored by a combination of the CBO, IT Department and Technology Committee. A member from the technology committee will attend budget meetings and obtain funding reports from those meetings so that the technology committee can monitor the progress of the above mentioned projects. The technology committee will meet quarterly to discuss progress and the information will be documented in the minutes of the technology meetings.

## 6. Funding and Budget

### **6a. List of established and potential funding sources.**

Our school district receives varied federal, state, and local sources of funding. These include state general funds-unrestricted, categorical funds, lottery funds, K12 Voucher, E-rate discounts, Agriculture Academy funds and Agriculture Incentive funds. However, economic conditions in California and the nation will continue to impact K-12 education budgets and grants through the duration of our technology plan. Therefore, our established and potential funding sources to implement our educational technology plan will be impacted as well.

#### **Established Funding Sources:**

##### ***Funding Categories***

<i>A Administration/Management</i>	<i>In Kind</i>
<i>C Categoricals</i>	<i>20,265</i>
<i>D District Technology Department</i>	<i>1,209,738</i>
<i>E E-Rate Discounts</i>	<i>108,429</i>
<i>F Facility Funding</i>	<i>0</i>
<i>G General Fund</i>	<i>0</i>
<i>K K-12 Voucher</i>	<i>6,670</i>
<i>L Lottery</i>	<i>56,787</i>
<i>S Government Entities Settlement</i>	<i>6,946</i>
	<hr/>
	<i>1,408,835</i>

#### **Potential Funding Sources:**

EETT Funding  
K-12 Voucher Funding

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

<b>Budget Category</b>	<b>Item Descriptions</b>	<b>Est. Year 1 Cost</b>	<b>Est. Year 2 Cost</b>	<b>Est. Year 3 Cost</b>	<b>E-rate Eligible Amount</b>
1000-1999 Certificated Salaries	N/A	0	0	0	0
2000-2999 Classified Salaries	Technology Classified Staffing	185,792	230,792 (additional staff)	230,792 (additional staff)	0
3000-3999 Employee Benefits	Benefits to related salaries	61,429	70,429 (additional staff)	70,429 (additional staff)	0
4000-4999 Materials & Supplies	Technology supplies, equipment under \$5,000	192,603 (computer replacement)	192,603 (computer replacement)	192,603 (computer replacement)	0
5000-5999 Other Services & Operating Expenses	Network services, Training and conferences, Licensing for software programs used by the district	231,178	231,178	231,178	325,287
6000-6999 Equipment	Servers and other equipment per item costs exceeding \$4,999	18,610	18,610	518,610 (Network Infrastructure)	0
<b>Totals</b>		<b>\$689,612</b>	<b>\$743,612</b>	<b>\$1,243,612</b>	<b>\$325,287</b>

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

Director of Technology and Chief Business Official meet monthly to review District technology needs and review of potential obsolete equipment. Board policy and Administration Regulations are established for the handling of obsolete equipment. We do not have specifics as to when equipment is to be replaced once it is obsolete. We have a general policy and administrative regulation that talks about the process of obsolete equipment but we do not have a set timeline for replacement. Typically we like to try and replace equipment every four years.

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

Principals at each site stay current with general funds. The Director of Technology researches and applies for technology grants. The Chief Business Official attends workshops to stay current on categorical programs and is responsible for budget development and allocation of funds to implement the goals set by the Board. The district will look to CTAP to provide cost effective staff development, advice on hardware and software purchases, and help with training needs. Principals are responsible for tracking site technology budgets. CBO is responsible for overall district technology funding and overall budgets.

## 7. Monitoring and Evaluation

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

The district is developing this technology plan to focus on teaching and learning, as well as monitoring and evaluating student data. This plan will be reviewed by the Technology Committee each year to determine progress and needs. The current technology planning process needs to address increased use of existing and future technology tools in curriculum, instruction and assessment. The technology infrastructure will be monitored by annual meetings with the Superintendent, CBO and Director of Technology. The budget will be monitored by monthly meetings of the Director of Technology and CBO. Curriculum will be monitored by the District Curriculum Committee. Staff Development will be monitored by the Staff Development Committee, Site Principals and Director of Technology.

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

To monitor adequately the school/district’s progress in utilizing technology tools for teaching and learning, data will be collected in the following areas and evaluated by district staff and Technology Committee:

- Annual increases in teachers’ technology proficiencies per district survey.
- Annual increases in teachers’ use of technology to enhance curriculum.
- Students’ progress in mastering the California Content Standards.
- Students’ progress in acquiring technology proficiency skills;
- Annual maintenance and infrastructure upgrade activities;
- Adequacy of Tech Support training;
- Analysis of rate of repair/placement in order to determine computer life expectancy;

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

The district Technology Committee and IT Staff, will annually review data and make recommendations for revisions to this plan.

The Technology Committee will prepare annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in April-June and the semi annual report in January. The final report will be presented to the Board and the School Site Councils at regularly scheduled meetings.

May annually	The Technology Committee will present data and summary of progress toward meeting goals at the May Board meeting.
January annually	The Technology Committee will gather data and present a status report to the administrators. Principals will disseminate the information to their staff and School Site Council.
Ongoing	Modifications to the plan and activities are based on the data gathered, funding availability and changing priorities.

## 8. Collaborative Strategies with Adult Literacy Providers

Galt Adult School operates within the Galt Joint Union High School District. The City of Galt is located twenty-five miles south of Sacramento. Founded in 1869, Galt is the southernmost city in Sacramento County. There is a large Hispanic population within the Galt community and surrounding rural areas. While district high school students are learning through a variety of school-based programs, the Galt Joint Union High School District has recognized the need to reach out to the parents of our students as well.

Galt Adult School serves adults in our community. Students can enroll in English as a Second Language classes to obtain English skills, literacy skills, life skills, as well as the acquisition of job search skills. Students are also able to take courses to obtain Citizenship, a High School Diploma, or a GED certificate. Students participate in Career and Technical Education training as well. The teaching strategies used to foster student success are enhanced by the use of technology. Galt Adult Education has two Dell mobile computer labs. These labs contain 30 laptop computers (all of which have wireless internet connection). Additionally, the school has an NComputing classroom lab, which houses twenty six computers, dedicated solely to student use. Computers are also available for student use in the Administration building and the Workforce Development Center.

Galt Adult School utilizes a variety of computer educational software for our English as a Second Language students including: English for All, a multimedia system for adults seeking to learn English as a second language. English for All is a fully integrated learning system with videos, print materials, CD-ROM, and the English for All website. The EASY ESL Beginner Series and The EASY ESL Intermediate Series are also a fully integrated learning systems used to facilitate skill attainment. English as a Second Language classes are literacy based learning incorporated with a civic participation component. The ESL program supports the design, creation, implementation, and delivery of instructional activities that integrate civics education with the existing ESL program. This program connects literacy to the lives of learners and reflects their experiences as community members, parents, and participants in the workforce. Through Galt Adult School's ESL program, adults understand and deal with social issues through community research projects, collecting and analyzing information, and interpreting findings in ways that connect school based learning with personal knowledge and community experience. The materials in this program aim to support learners who want to improve their English skills, as well as those who come to:

- Foster their children's education
- Get a better job or get off public assistance
- Improve their ability to participate in their community
- Obtain Citizenship
- Simply lead a fuller life.

Additionally, Galt Adult School has expanded the use of technology and furthered adult literacy by establishing a computer based program for our GED students. Currently we offer GED test preparation classes in both English and Spanish and we are looking for additional software to benefit both student populations. Galt Adult School offers a high school diploma program, a Career and Technical Education Program, an Adults with Disabilities Program, and an Older Adults Program. The Career and Technical Education Program provides training in the areas of Medical Assistant and Basic Emergency Medical Technician. Students in both programs have access to classroom based instruction which is supported by CD-ROM companion curriculum as well as web-based computer lessons in conjunction with our El Sevier medical text book curriculum. Consumers in our Adults with Disabilities class also have access to four computers in the classroom. These computers are utilized by students to enhance their reading abilities and strengthen other cognitive skills. Computers are equipped with touch screens and adaptive curriculum. Student learning and skill attainment is enhanced by utilizing technology in the classroom.

Lastly, we have installed two computers in the Adult School office and four computers in our Workforce Development Center primarily for student use. Students may utilize these computers to search for jobs, complete homework, apply for citizenship appointments, and complete a plethora of additional tasks. All

of this contributes to our students expanding their skills and creating better lives for themselves and their families. By creating strong instructional programs and incorporating technology into our classrooms, we are providing quality literacy based instruction and working to close the digital divide.

## 9. Effective, Researched-Based Methods and Strategies

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

### **1. Technology in Schools: What the Research Says: A 2009 Update By John Cradler**

Technologies Addressed:

- Interactive white boards and devices such as; SmartBoards and response clickers.
- Handheld technologies
- 1:1 laptop program, computer assisted instruction.

Major findings:

- Interactive whiteboards can bring out creativity but, students play a passive role.
- Clickers are positive in there effect in the classroom.
- 1:1 laptop programs are popular with all stakeholders. Only seems to improve writing skills and technology skills.
- Computer assisted instruction has mixed results in improving basic skills.

Practical Implications:

- The author concluded the potential of technology to improve has not been met.
- More scientific documentation is needed to determine student learning.

<http://www.myctap.org/index.php/administrators-and-data/edtech-research-reviews/191-technology-in-schools-what-the-research-says>

### **2. Report Shows U.S. Schools Can't Meet Technology Demands of Teachers, Students**

According to research presented at FETC 2011 by PBS and Grunwald Associates, more and more teachers are using technology in their classrooms. The upside is that resources on the internet and digital media have the potential to help stimulate and challenge students to achieve more, most school districts cannot meet the challenge of providing the infrastructure to accommodate the increased demands.

A second area of concern was the lack of professional development opportunities for many of the staff to gain the skills necessary to implement the technology. In the Galt Joint Union High School District teachers are at different skill levels and motivational levels to use technology in the classroom. District resources are often stretched to accomplish to the goals some of the teachers have established for their curriculum.

A snapshot of the findings as reported in THE Journal follows.

- 97 percent of K-12 teachers use digital media in classroom instruction. Sixty-two percent report using it frequently, and 24 percent report using it daily.

- 46 percent of teachers surveyed cited cost as the main barrier to using fee-based digital resources, while 33 percent cited time constraints.
- Three out of four teachers stream or download TV and video content, up from 55 percent in 2007.
- Approximately two-thirds of survey participants indicated they believe digital resources help them differentiate learning for individual students; an equal proportion said such resources increase student motivation; 68 percent said video content stimulates discussion; 47 percent said it stimulates student creativity; and 31 percent said it is more effective than other types of instructional resources or content.
- 48 percent of teachers found value in student-created Web sites, while 37 percent valued student submission Web sites.
- Of the 197 pre-K teachers surveyed, 82 percent reporting use of digital content. Half of pre-K teachers indicate that fee-based content is not age-appropriate for their students.
- 69 percent of pre-K teachers value digital cameras for allowing them to be more creative, while 62 percent say the devices aid them in being more effective.
- Teachers use interactive whiteboards more than any other technology, and those without access to devices cite them as their first choice among desired technology. Educators also see strong potential for educational use in laptops, tablets, e-readers, and handhelds.

There are as many ways to utilize technology to improve education as there are teachers and subject matter. Students are more comfortable with technology, although the question may remain as to whether that comfort will extend to marketable skills remains to be seen.

<http://www.pbs.org/teachers/grunwald/pbs-grunwald-2010.pdf>

<http://thejournal.com/articles/2011/02/04/report-shows-u.s.-schools-cant-meet-technology-demands-of-teachers-students.aspx>

**3. Butler, Kevin. (2010). Cybersafety in the Classroom, District Administration. Retrieved February 9, 2011, online <http://www.districtadministration.com/viewarticle.aspx?articleid=2428>.**

This article discusses the role administrators and teachers should play in teaching students how to safely navigate the internet. The article suggests that web usage education should begin as early as possible in a child's education and should continue throughout their educational career. The article mentions that, for a high percentage of students, this kind of instruction may be the only message they receive on the dangers associated with internet usage and how to avoid them. They suggest a mixed approach to teaching cybersafety that minimizes the time impact on curriculum and pulls all stakeholders into the process. The article suggests three strategies:

- Integrate cybersafety into the curriculum where appropriate
- Involve parents in the discussion
- Enlist Web 2.0 tools to teach internet safety, security, and ethics.

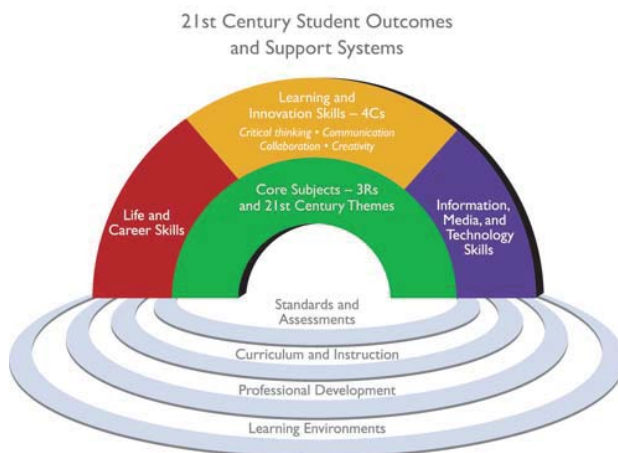
As indicated in our Technology Use Plan, the GJUHS D technology committee will be developing a set of guidelines for the safe and ethical use of technology in the classroom. Once developed, staff will be trained on the guidelines and will be expected to incorporate them into their curricula. To help with this, the technology committee will research various internet safety and digital citizenship curricula and will adopt a curriculum which teachers can use in their classroom. Beyond this, the technology committee will begin to explore how to best inform parents about the issues surrounding internet safety, security, and ethics. Several teachers in the district have already started using Web 2.0 tools in their classrooms and those teachers have already started incorporating and developing guidelines for internet safety. The technology committee will enlist the help of these teachers to develop the guidelines, train staff, and find creative ways of using Web 2.0 tools to deliver this curriculum in the classroom.

#### 4. Using a Technology Framework Effectively

Galt's focus for the next three years is educating students and staff on the safe and ethical use of the internet and additionally educating staff on utilizing available software to maximize our student's learning experiences. The Partnership for the 21<sup>st</sup> Century, or P21 is a national organization that advocates for 21st century readiness for every student. To help schools determine a focus they have put together a framework outlining technology skills for the 21<sup>st</sup> century.

P21 has developed the following graphic with the attached explanation. The Framework presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

The key elements of 21st century learning are represented in the graphic and descriptions below. The graphic represents both 21st century skills *student outcomes* (as represented by the arches of the rainbow) and 21st century skills *support systems* (as represented by the pools at the bottom).



While the graphic represents each element distinctly for descriptive purposes, the Partnership views all the components as fully interconnected in the process of 21st century teaching and learning.

In addition P21 has identified the elements described below as the critical systems necessary to ensure 21st century readiness for every student. Twenty-first century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning.

This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

#### **Core Subjects and 21st Century Themes**

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness

- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### **Learning and Innovation Skills**

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

### **Information, Media and Technology Skills**

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

### **Life and Career Skills**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

### **In conclusion:**

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them.

The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

Partnership for 21<sup>st</sup> Century Skills is a site that presents a framework for technology skills specific to education in technology. (<http://www.p21.org/>)

## **5. Schools Using technology to increase graduation rates EDTECH Magazine February/March 2011**

### **Crossing the Threshold by Wylie Wong**

Several school districts are using technology as a tool to track student progress and as an incentive to stay in school and graduate. Project Graduation in the Tucson, AZ area employs a six strand attack to cut down on student drop out rates.

- District administrators develop graduation awareness plans
- Credit recovery was made more available, both after and during school

- Freshmen intervention
- Monitor attendance
- Students paired with advisors to monitor progress
- Students can earn a free netbook
  - 2.5 grade-point average with no more than 1 F
  - 95% attendance
  - After-school extracurricular activity
  - No suspensions

Some of the results of these steps have been

- Graduates increased from 598 in 2008 to 821 in 2010
- 50% decrease in unexcused absences

New technologies for the classrooms included tablet computers for the teachers, document cameras, projectors and interactive whiteboards in all classrooms.

The district is offering to help replicate Project Graduation in other districts with similar demographics.

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

The Galt Joint Union High School District is in the process of incorporating PowerStudio into all classrooms and curricula. PowerStudio is, among other things, an online course management system, similar to Blackboard or Web CT, which is designed for use in a K-12 setting. The vision is that over the next three years all teachers will be using PowerStudio to augment their curriculum and to create an online environment in which students can interact with each other, the teacher, and the curriculum. In addition to PowerStudio, the district has uses Florida Virtual School and the PASS program as a means of credit recovery for students that may be behind in credits for whatever reason.

The IT staff has also been investigating the feasibility of implementing 1-to-1 computing throughout the district. This would be a major change in the way technology is viewed and used throughout the district and would require extensive training for staff and students and would require a significant investment of resources, which in this economic climate, would prove difficult. If the district does decide to go down this road, it would still be several years of planning before it is implemented.

## Appendix C – Criteria for EETT Funded Technology Plans

1. <b>PLAN DURATION CRITERION</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)</b>	<b>5</b>	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.  Plan duration is 2011-2014.
<b>2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</b>	<b>5</b>	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. <b>CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>	<b>5</b>	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>b. Description of the district's current use of hardware and software to support teaching and learning.</b>	<b>7</b>	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.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>	<b>8</b>	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
<b>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>	<b>9</b>	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curricular goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
<b>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</b>	<b>11</b>	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p><b>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</b></p>	<p><b>12</b></p>	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</b></p>	<p><b>13</b></p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>	<p><b>14</b></p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p>i. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</b></p>	<p><b>14</b></p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</b></p>	<p><b>15</b></p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. <b>Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>	<p><b>16</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

<p>4. <b>PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. <b>Summary of the teachers' and administrators' current technology proficiency and</b></p>	<p><b>17</b></p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and</p>

<p><b>integration skills and needs for professional development.</b></p>		<p>for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.</p>	<p>administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p><b>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</b></p>	<p><b>18</b></p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p><b>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>	<p><b>19</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p><b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p><b>a. Describe the existing hardware, Internet access, electronic learning resources, and technical</b></p>	<p><b>20</b></p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum</p>

<p><b>support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</b></p>		<p>infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p><b>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</b></p>	<p><b>21</b></p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district’s Curriculum and Professional Development Components.</p>	<p>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.</p>
<p><b>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.</b></p>	<p><b>22</b></p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p><b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b></p>	<p><b>23</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. <b>FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. List established and potential funding sources.</b>	<b>24</b>	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
<b>b. Estimate annual implementation costs for the term of the plan.</b>	<b>25</b>	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>	<b>25</b>	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.
<b>d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</b>	<b>25</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>  <b>26</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	<b>26</b>	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<b>b. Schedule for evaluating the effect of plan implementation.</b>	<b>26</b>	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.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	<b>26</b>	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>  <b>27</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</b>	<b>27</b>	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or	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.

		potential future outreach efforts.	
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9. <b>EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>  <b>28</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</b>	<b>28</b>	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>b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</b>	<b>32</b>	The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district’s curriculum offerings.

# Appendix I – Technology Plan Contact Information

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

County & District Code: 34 - 67355

School Code (Direct funded charters only): \_\_\_\_\_

LEA Name: Galt Joint Union High School District \_\_\_\_\_

\*Salutation: Mr. Ms. Dr.

\*First Name: Tsugufumi \_\_\_\_\_

\*Last Name : Furuyama \_\_\_\_\_

\*Job Title: Director of Technology \_\_\_\_\_

\*Address: 12945 Marengo Road \_\_\_\_\_

\*City: Galt \_\_\_\_\_

\*Zip Code: 95632 \_\_\_\_\_

\*Telephone: (209) 745-3061 Ext: 1013 \_\_\_\_\_

Fax: 209-745-0881 \_\_\_\_\_

\*E-Mail: Tfuruyama@ghsd.k12.ca.us \_\_\_\_\_

Please provide backup contact information.

1<sup>st</sup> Backup Name: Jacquie Heath \_\_\_\_\_

1<sup>st</sup> Backup E-Mail: Jheath@ghsd.k12.ca.us \_\_\_\_\_

2<sup>nd</sup> Backup Name: Audrey Kilpatrick \_\_\_\_\_

2<sup>nd</sup> Backup E-Mail: Akilpatrick@ghsd.k12.ca.us \_\_\_\_\_

\*Required information in the ETPRS

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**  
and **retained locally** for E-rate audit purposes.

<b>PART 2: E-rate Eligible Services Requested and Identified in EETT Technology Plan: Description of Specific E-Rate Service(s):</b>

<b>PART 3: EETT Technology Plan Goal(s) That Will Be Addressed by the E-rate Service(s) Described in Part 2:</b>	
<b>EETT Technology Plan Goal(s) addressed by E-Rate:</b>	<i>Page in Plan</i>

<b>PART 4: Description of Level/Amount of Service Change</b>			
<b>Describe current level/amount of service:</b>	<b>Describe new level of service after E-Rate request is granted:</b>	<b>Budget amount for district's share (for each charge involved in the service):</b>	<b>Planned budget source or line item for each budget amount:</b>

**PART 5: Analysis of Non E-rate Eligible Resources**  
 Required to Meet EETT Technology Plan Goals  
 This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.  
**Check the current SLD/USAC Eligible Services List at:**  
<http://www.sl.universalservice.org/reference/eligible.asp>

<b>Part 5 a Infrastructure required to achieve EETT Technology Plan:</b>			
<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description of Major Items to be purchased, and/or refer to page number in tech plan.</b>
\$:	\$:		
%	%		

**Guidance and Sample for Completing an**

**E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**  
and **retained locally** for E-rate audit purposes.

<b>Part 5 b Hardware required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description of Major Items to be purchased, and/or refer to page number in tech plan.</b>
	\$:	\$:		
	%:	%:		
<b>Part 5 c Software required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non-E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Items to be purchased, and/or refer to page number in tech plan.</b>
	\$:	\$:		
	%:	%:		
<b>Part 5 d Professional development required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted Cost of Training:</b>	<b>Source of funds:</b>	<b>Number of Staff:</b>	<b>Description of Training: Reference page in technology plan.</b>	<b>Services or Contracts to be purchased, and/or refer to page number in tech plan.</b>
\$:				
<b>Part 5 e Retrofitting required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.</b>
	\$:	\$:		Inside-wiring:
	%:	%:		Construction:

(Continued next page)

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**  
and **retained locally** for E-rate audit purposes.

<b>Part 5 f Maintenance required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Services/Contracts to be purchased, and/or refer to page number in tech plan.</b>
	\$:	\$:		
	%:	%:		

**Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan:**

The sheet is in Microsoft Word format. Cells will increase in size to contain the necessary information.

SLD/USAC requires that an E-rate applicant’s EETT technology plan be supplemented by a budget-analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support.

For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant’s EETT technology plan for clarity and to avoid redundancy.

For any item in a part, if you have no information to provide, enter “NONE.”

PART 1: Fill in the identifying information, certification, and signatures.

PART 2: List the service for which you are requesting E-rate support. For example, “cell phone service” and “interactive video service” are each logical groupings of E-rate requested services.

Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant’s E-rate eligible services.

PART 3: List the educational technology plan goals that will be addressed using the service(s)

from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART4: Briefly describe the current level/amount of service. Then indicate the level/amount of service that will be available after the E-rate discount is approved. Note the budget amount for the district's share for each charge involved in the service. In the final column enter the budget source or line item for each amount.

PART 5: Instructions for Part 5 d follow immediately below. In the Analysis of Non E-rate Eligible Resources, for each of the following categories: (a) infrastructure; (b) hardware; (c) software; e) retrofitting; (f) maintenance; indicate:

- the total amount of funds the applicant will need to achieve its technology aims;
- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the specific funding source(s) the applicant will be able to secure to pay for the Non E-rate eligible portion of the total amount of funds budgeted; and
- a description of the major items or services covered under categories a through f above.

5.d: For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service.  
(Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title II, Part D (Formula and Competitive) funds must be used for technological professional development.)

5.e: For Retrofitting, indicate any construction, electrical work, or rewiring that would be required to use the E-rate requested service along with an estimated cost and a budget source. If none is required, indicate "None" in the block for that part.

### **Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

5.f. For Maintenance, indicate any SEPARATE maintenance contracts with the type and location of equipment to be maintained along with estimated cost and a budget source. This amount may be eligible for discount IF the equipment involved is eligible equipment. For maintenance contracts that are part of an eligible E-rate contract, indicate that maintenance is limited to the service and equipment listed in the E-rate request.

**A copy of the applicant's EETT technology plan, including an E-rate Supplemental Analysis (Addendum) for a State-approved EETT Technology Plan and supporting documentation, should be kept with the applicant's E-rate documentation at the applicant's site for audit purposes.**

This E-rate Supplement is to be completed annually and retained locally for audit purposes.