Elk Grove Unified School District

"Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential."

District Technology Plan

July 1, 2009 – June 30, 2012

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Introduction

The Elk Grove Unified School District is the fifth largest school district in California and the largest in Northern California. Located in southern Sacramento County, the district covers 320 square miles. For the 2007-08 school year, the district will serve more than 62,000 students. More than 80 languages and dialects are spoken by over 10,000 Elk Grove Unified students.

The district has 64 schools: 39 elementary schools, nine middle schools, nine high schools, four alternative education schools, an adult school, a special education school, and one charter school.

Elk Grove Unified is a top performing district recognized throughout California and the nation as a leader in progressive education. It is one of the few districts in California to offer class size reduction for all students in kindergarten through sixth grade. Academic achievement takes place through classes that are rigorous, relevant and build strong relationships. Elk Grove Unified schools focus on meeting the needs of each child. This focus includes college and career preparation, wellness and safety.

Elk Grove Unified is a district of excellence by design, with a mission to provide a learning community that challenges **ALL** students to realize their greatest potential.

1. Plan Duration

This plan will support our mission to challenge all of our students and our technology decision making for the next three years. It will also be focused on supporting "Our Work" and the achievement of the District's Bold Goals initiative. The Technology Plan will take effect on July 1, 2009 and end on June 30, 2012.

2. Stakeholders

This Technology Plan represents input from a range of stakeholders.

The following EGUSD committees were invited to participate and review this plan:

- Secondary Principals Committee
- Elementary Leadership Committee
- Parent Advisory Committee
- Certificated Advisory Committee
- Facilities Committee

Our Elementary Technology Advisory Committee (ETAC) and Secondary Technology Advisory Committee (STAC) contribute feedback and recommendations on technology issues at alternating monthly meetings conducted by Technology Services staff. Members of these committees are appointed from each school by their principal and are primarily teachers. Our regional site technicians also provide feedback on technology issues at all sites. These groups play an active role in identifying current realities and advising on technological goals. In addition to these groups, the Technology Services Department and Curriculum and Professional Learning Department work very closely together to review and revise technology goals in the district's curriculum.

EGUSD currently has partnerships with nearly 400 local and locally based businesses and non-profit organizations such as Apple Corporation, Hewlett-Packard Corporation, River City Internet, Los Rios Community Colleges, University of California at Davis, California State University at Sacramento, and the Kiwanis Club. Each of our schools partners with various organizations based on their specific needs, programs, and resources. Due to the large number of partners, it was logistically challenging to get their direct input into the Technology Plan. However, through the regular communication ETAC and STAC members have with their site programs, site personnel, site councils, site PTA's, site partners and the district's Technology Services Department, there are numerous opportunities for input and feedback. Additionally the public was asked to comment on the plan via a wiki that was publicized via a press release, on our web site, and other various meetings.

All units within Technology Services meet regularly in response to feedback from these stakeholders to address the immediate and future challenges of maintaining and updating the infrastructure and to develop appropriate, systematic ongoing professional learning goals.

The award-winning district web site is designed to increase communication with parents and the community at large (www.egusd.net). Each page features parent and community links to provide information about all aspects of K-12 education.

The district recognizes that the collaborative efforts by the administration, staff, students, parents, and community enrich our planning processes, provide valuable insight for enhancing learning environments, and accelerate achievement of objectives. It is therefore a priority to encourage the widest possible involvement of these representative parties in as many aspects of technology as possible.

The Technology Planning Team consists of a variety of individuals who represent all those who will

contribute to the implementation of this plan. This group includes staff members, many of whom are also parents of students in the Elk Grove Unified School District. We have also received input from the parent advisory group listed in the chart below.

Name	Position	Department
Greg Lindner	Director of Technology Services	EGUSD
Bart Hubbard	Programming Manager	Technology Services
Ben Anderson	Director - CTAP Region 3	Sacramento County Office of Education
Superintendent's Cabinet	Associate Superintendents	12 Cabinet Members
EGUSD Administrators	Principals and Vice Principals	80+ School Site Representatives
EGUSD Leadership Team	Senior Administrators	40
EGUSD Superintendent's Parent Advisory Committee	Parent Representatives	59 Parents
Elementary Technology Advisory Committee (ETAC)	Teacher Representatives	52 School Site Representatives
Gail Desler	Technology Integration Support Specialist	EGUSD
Heather Shannon	Technology Integration Support Specialist	EGUSD
Kathy Hamilton	Program Administrator	EGACE – Elk Grove Adult and Community Education
Secondary Technology Advisory Committee (STAC)	Teacher Representatives	29 School Site Representatives
Skip Brewer	Computer Security & Special Project Manager	Technology Services
Steve Mate	Technology Integration Manager	Technology Services
Traci Albee	Assessment and Evaluation Analyst	Research & Evaluation
Wally Stropp	Centralized Technical Services Manager	Technology Services

3. Curriculum

Introduction/ Overview

Technology provides teachers and students with effective productivity tools and extensive resources for increased learning in the classroom. Across Elk Grove Unified School District, new technologies are being used in a variety of ways and settings. From the teacher who enters attendance and grades electronically, to the student who locates, questions, evaluates, and presents online and multimedia sources as part of an assignment, to the site administrator who accesses up-to-date budget information, technology has become an integral part of the school day.

As teachers increase their proficiency levels, they begin to weave technology into the content areas. Within EGUSD, a growing number of teachers are exploring technology as a tool for taking student learning to a higher level:

- By connecting their students to classrooms in other locations for collaborative research around inquiry-based topics.
- By employing multiple presentation tools that are coordinated with their course of study.
- By designing or implementing standards-based assessments using technology tools.
- By designing and teaching networking classes that have enabled a number of students the opportunity to be qualified for outstanding employment in the technology industry directly out of high school.
- By developing computer animation classes that introduce students to science, technology, engineering, mathematics (STEM) careers and have resulted in students winning regional design awards .
- By opening up new possibilities in learning and employment for disabled students.
- By teaching students to tap into a vast array of online primary documents, requiring them to become critical consumers of information and allowing them to become critical producers of information.
- By connecting students to classrooms, universities, museums, and other public and private organizations and resources across the state, nation, and world through interactive video conferencing (IVC).

Technology is widely used in our district. Teachers at many of our schools are utilizing technology in diverse and innovative ways. Computers are used during direct instruction and independent and collaborative student work. Teachers incorporate computers by using multimedia as an illustration tool, simulation software for instruction and various telecommunications projects. Teachers have access to student performance data on various assessments and are using that data to inform instruction. Teachers use technology to take attendance and post grades. Report cards are generated electronically and parents have access to student grades via the Internet by way of our grade book applications.

Technology is an important part of our curriculum. Our students are learning real world computer skills that will enable them to be more productive when they exit high school. We have networking classes which enable a number of students to be qualified to obtain outstanding employment in the technology

industry, directly out of high school. Technology certifications available to our students include Nortel, Web/HTML A+ for Hardware and Operating Systems and Microsoft Office Specialist. We have teachers who have helped their special education students excel by using computers to aid master curricular objectives. Teachers are constructing units integrating technology with History/Social Science, with an emphasis on primary source research. Language Arts teachers employ the use of an online tool to evaluate student essays. Specialized teachers, involved with our GATE (Gifted and Talented Education), MESA (Mathematics, Engineering, Science Achievement), After School Education and Safety Program (ASES-formerly Twilight), Project Lead the Way, and Adult Education ELL Programs, employ technology as a tool to reach our goals, using labs and equipment at many of our school sites. As the number of innovative classrooms/programs continues to grow, it is vital that we establish clear standards for implementing technology projects in the Elk Grove Unified School District. For this purpose, we have adopted ISTE NETS Standards for Teachers and Students.

3a. Description of access to technology tools for all instructional staff and students during and outside the school day

We currently have 15,000 computers on our network, so that every classroom has at least one computer that meets our minimum standards and is connected to the Internet, has the ability to access e-mail, and has the ability to run our student information system, SISWEB.

With the use of Microsoft Outlook Web Access, all district employees with district e-mail accounts can access, receive, and send e-mails from any location via the Internet and EGUSD's website. Many staff members also receive email on their mobile phones.

In our elementary schools, many of our classrooms have at least one computer dedicated for student use and all of our elementary libraries and computer labs have computers that are accessible to students. Computer access beyond the regular school day is limited to only those children involved in extended day activities such as After School Education and Safety Program (ASES-formerly Twilight) or Mathematics, Engineering, Science Achievement (MESA) or filmmaking clubs.

Enhancing Education Through Technology (EETT) Grant (Rounds 1, 2 and 4), funded five of our eight middle schools to reduce the student to computer ratio to 5:1, either within the classrooms with desktop computers or laptop carts, or as an English/Language Arts Technology classroom. The Goal of Rounds 1, 2 and 4 was to reduce the student to computer ratio in the targeted classrooms (Language Arts) and in round 4, brought Interactive whiteboards to the classroom for instruction. All of the middle school libraries and computer labs have computers that are available to students. Computer access beyond the regular school day was made available four days a week at the five EETT sites during the grant. At our remaining middle schools, after school lab access is available to those students involved in extended day activities.

As funding for EETT Round 7 Grant becomes available, we will reduce the computer ratio at three elementary schools, grades 4 and 5, with laptop computer carts. We will also provide teachers with the video equipment needed to incorporate multimedia literacies into the curriculum.

Currently most elementary students learn their technology literacy skills in a lab setting from a computer resource teacher. The amount of computer literacy instruction a student receives in a lab

setting over the course of a school year varies from site to site. The vision of this Technology Plan is to support elementary computer lab teachers as well as classroom teachers in the meaningful integration of appropriate technologies tools, including Web 2.0 programs, into the core curriculum.

The middle school campuses have 2 - 3 computer labs that are used for instruction. Each middle school offers a class in its Fine Arts rotation that introduces students to many of the skills required for the high school technology proficiency. Technology programs vary in length, content and grade level, based on site needs and goals. At three of the middle schools, “Project Lead the Way” offers students basic Pre-engineering classes as part of the science curriculum. Within the core curriculum, recent textbook adoptions provide students with software and/or online resources to support the core subject areas. The plan recognizes the need to provide students with access to updated equipment and programs within the computer lab and - equally important - within core curriculum classes.

The majority of our high school classrooms have at least one computer available for student use. There are also several open labs available in various departments such as Fine Arts, Math and Science. Our high schools have a minimum of two computer labs/library media centers that are open to students during the school day. In some cases, these computer labs are open for after school programs as funding is available. A growing number of high school sites now offer video editing and production courses during and after the school day.

All of our high schools offer comprehensive technology related courses through various departments. Each high school has at least 2 labs; many have 3 – 4 labs. Academy programs offered include:

- Agriculture Science
- Biotechnology
- Business Careers
- Business Education Technology
- AVID
- Communication Connection
- Engineering/Building Trades
- EQUITAS (Government/public policy)
- Health TECH
- Manufacturing Production Technology
- School of Technology, Engineering, and Media
- ARTSWORK (visual/performing arts)

In this technology plan, we recognize the value of computer lab programs in a K12 district. We also recognize that a growing number of elementary, middle, and high school teachers are struggling to provide students with access to technology within the core subject areas. From the 4th grade teacher wishing to connect via a blogging and podcasting project that would connect her students with a group of tribal elders in exploring the concept of multiple storytellers/perspectives in historical events to the 12th grade Government teacher hoping to provide his students with a worldwide audience for their "Letters to the Next President" (Google's partnership project with the National Writing Project), classroom teachers are finding it increasingly difficult to provide Internet access within their instructional time based on limited availability of free computer lab time or laptop carts.

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

Computers are used in various ways to support instruction and student learning in all curricular areas. Depending on computer access at individual sites and within individual classrooms, for example, our students access math practice activities stored on district servers and via the Internet. Depending on the availability of computers during core content classes, students also regularly access web based language arts, science and social studies activities provided by newly adopted textbooks. A growing number of classroom teachers, despite computer access scheduling challenges, are providing students with opportunities for online research, collaboration, and presentation activities (as defined by ISTE NET*S) within the content area.

EGUSD recognizes that technology changes quickly and that more and more students have access to laptop computers and other computer technology outside of school. In an effort to provide more access to computers within the instructional day, we propose that, rather than requiring students to leave their technology at the door to our classrooms, EGUSD will work towards creating avenues whereby these devices may be utilized in a safe and monitored manner on the district network.

The Vision for Technology in EGUSD centers around five standards. Meeting these standards ensures that all employees in the district have access to reliable technology and training on how to use it.

The specific standards listed support our future direction with respect to technology. The purpose of these standards is to meet the needs of and to provide leadership to the Elk Grove Unified School District.

- Standard One: Develop and implement a plan to ensure that 100% of our employees have access to email. This means all employees would have access to computers that meet our minimum standards and all would have an email account.
- Standard Two: Provide quick and convenient access to data for all with a verifiable need for such access. This would include parent/student access to appropriate student information data in addition to teacher and administrator access to such data. Over the next three years, our data warehousing effort will greatly increase to allow authorized access to not only test data but also to other data currently strewn throughout several systems in the district.
- Standard Three: Strive towards providing support that is readily available to all within reasonable response times. This would include keeping equipment running and operating at a level necessary to meet our minimum hardware and software standards. Technology must become as reliable as turning on the lights.
- Standard Four: Develop a professional learning plan that links and synergizes state requirements with our district needs.
- Standard Five: Develop an implementation plan to focus on powerful, proven, instructional software and its implementation across the district.

Standard One:

Maintain our implementation plan ensuring that 100% of our employees have access to email. This would require that each classroom has at least one computer meeting our minimum standards and that at least each work area has a communal computer that employees could use to check their email (for those that do not have traditional office areas). Providing email to all our employees on computers that meet our standards is the single most important thing we can do to support the process of integrating

technology in our district. It has an immediate impact on improving service to our schools.
Email provides employees a practical benefit to using technology. It saves them time. It increases the speed at which they are informed with district news and information. It increases all employees' ability to gather information quickly (online surveys). It lowers the cost of distributing information (electronically versus paper). Parents, students, and staff benefit from improved communication and access to teachers.

Standard Two:

Continue to provide quick and convenient access to data for all with a verifiable need for such access. Most visibly at the sites, this has come about through our migration to our web based student information system, SISWEB. By integrating "Making the Grade," our standard grade book software, with this system we are in effect providing quick and convenient access to data for teachers, administrators, and parents.

Teachers and Administrators throughout the district save time because they are able to:

- Complete attendance online in the classroom.
- Upload their grades automatically.
- Access test score histories on their students very quickly.
- Access a variety of data they need to improve their instruction.

Many of our parents have secure access to grades and homework assignments via the Internet. In addition to SISWEB, we will continue to provide quick and convenient access to data no matter where it is located. This will include our Business System (QSS), our documents and policies, and our professional learning materials and inventories of texts and computers (asset tracking per Governmental Accounting Standards Board Statement 34 (GASB34). We will also be embarking on the implementation of a data warehouse system to incorporate data not only from our student information system but our other data systems as well such as HR and Finance. This will allow those with a need for such data to answer difficult questions and analyze trend data easily within the warehouse.

Standard Three:

We need to continue to ensure that our technology is well supported and sustainable. Technology must become as reliable as turning on the lights. Just as we have custodians for every school in our district, if we are to implement and maintain a technology system to support our rapidly growing district, we must become the custodians of our technology. Our infrastructure and machines must be supported and maintained if any plan for its sustainability is to be prudent.

In December of 2001, inventory and remote control software (Intel LANDesk and Apple Network Assistant) was deployed to inventory the computers on the network. This software also provides remote control capabilities. These remote control capabilities have allowed our support staff to reach out over the network to a remote computer at a school site to control it and even install new software packages. This has already provided a tremendous benefit to schools by lowering response times for support and by aiding in problem solving. It also serves as an invaluable training tool for our Technology Integration Support Specialists when they are providing one-on-one support.

While the deployment of remote control software has greatly improved our efficiencies in response time to support issues, with the rapid growth in the district it will not solve all our support issues. Staff will need to be added over time to ensure that response times are maintained at a reasonable level and

that our infrastructure is properly supported and managed. We will also look towards alternative technologies such as virtual desktops in order to expand usage without expanding support requirements.

Standard Four:
Develop an implementation plan to provide a professional learning plan that links and synergizes state requirements with our district needs. In order to use computers and accompanying software productively, teachers need access to initial and ongoing training. Professional development is an extremely important item in the process of integrating technology in the district. We recognize the need to provide a variety of training opportunities and models in order to support the individual learning styles and needs of our growing school. We also recognize that professional development continues to be a key element in enhancing teacher effectiveness and school improvement. As we move forward we will expand opportunities for online learning for our employees.

Standard Five:
Develop an implementation plan to support instructional software by grade level and subject matter. Standards currently exist in the district for hardware and for administrative software. Minimal standards exist for instructional software. The development of these standards is critical. Technology Services will work closely with the Office of Curriculum and Professional Learning so that any adopted software will support teachers' instruction of the content standards.

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

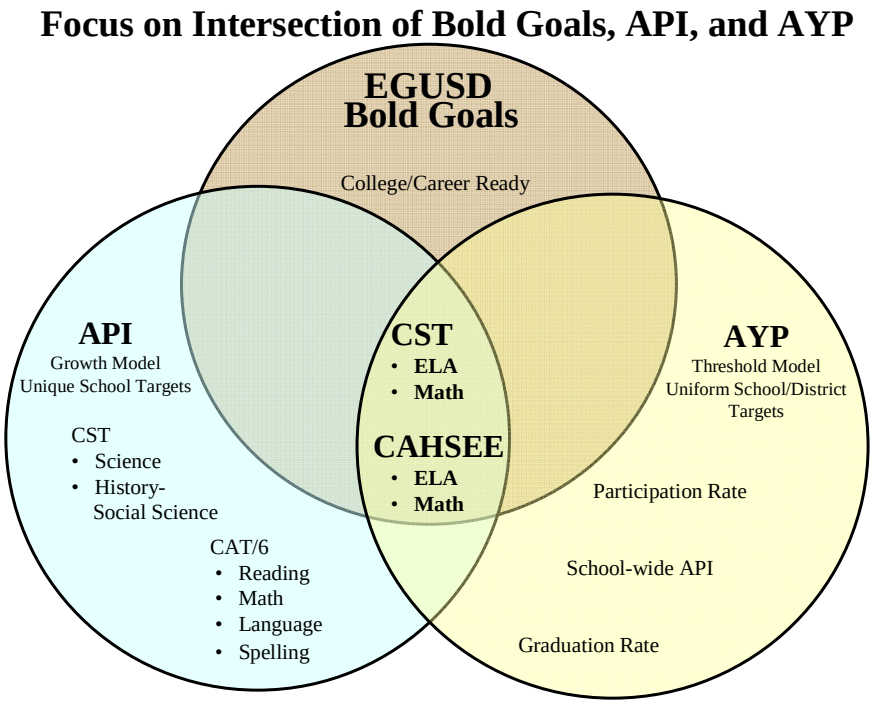
Our district's curricular efforts center around the Bold Student Achievement Goals and Performance Targets and "Our Work" – a detailed ten point plan to improve student achievement and close the achievement gap. These targets were developed to provide student achievement guidelines to our instructors, with the expectation that 100% of ALL students would score at the proficient or advanced performance level in English Language Arts and in Math on the CST (California Standards Test).

The EGUSD Bold Student Achievement Goals:

- 100% of students will be "proficient" or "advanced" in math and English Language Arts (ELA) as measured by the California Standards Test (CST)
- 100% of 12th graders will pass the California High School Exit Exam (CAHSEE)
- 100% of Students will be college or career ready
- 100% of schools will meet annual Adequate Yearly Progress (AYP) and Academic performance Index (API) targets

Technology Services plays a pivotal role in helping students achieve these goals by providing ways in which teachers, staff, and administrators can access student test score data through SISWeb. Teachers and administrators can access student test data (CST, CAPA, CAHSEE, CSRE, CELDT) for multiple years and can section data into subgroups for further analyses. By providing student level data, teachers and administrators are able to assess their program strengths and weaknesses and can determine how to best allocate resources. We will continue to enhance SISWEB with systems such as FAST to allow for periodic student assessment in our efforts to support the Bold Goals.

The chart below illustrates the connection and intersection of the district's API and AYP with EGUSD's Bold Goals:



Assessment	EGUSD Curricular Goals
CAHSEE	• 75% of 10th graders in each subgroup will pass the CAHSEE • 100% of 10th graders will participate in CAHSEE to meet AYP
California Standards Test	• 50% of all students in each subgroup scoring " Far Below Basic" and "Below Basic" will improve and exit those categories in Math and English Language Arts (ELA) • 60% of students in each subgroup will be "proficient" or "advanced" in Math and ELA • 100% of students scoring "proficient" or "advanced will maintain or improve in Math and ELA • 100% of all schools will meet annual Math and ELA targets specified in their School Plan to Achieve Bold Goals • 100% of students in grades 2 through 8 will participate in CST testing to meet AYP
English Language Development (ELD)	• 100% of English Language Learner students at ELD 4/5 (Early Advanced/Advanced will be re-designated as FEP within 2 years • 100% of English Language Learner students will progress at least one EL level as measured by the California English Language Development Test (CELDT)

3d. Goals for Using Technology to Improve Teaching and Learning

Our curriculum goal is to deliver technology rich instruction in all appropriate areas. All those who design, develop, and implement the district curriculum strive to infuse technology standards (ISTE NET*S/NET*S) into the instructional programs by:

- Using technology as a learning tool.
- Matching technology use objectives to the curriculum standards and benchmarks in appropriate subject areas.
- Reinforcing student technology user skill standards.
- Requiring the student to acquire hardware and software user skills.
- Integrating the use of technology into the body of lesson plans.
- Using teaching strategies that are based on current learning theory.
- Requiring the student to solve authentic problems through project-based assignments with technology.
- Providing an effective library/media technology resource program to all students and targeted groups.
- Coordinating activities among teachers who are integrating technology into the curriculum.

Technology offers students possibilities for exploration, reinforcement, remediation, acceleration, creativity, and collaboration across the curriculum. Teachers are seeking and discovering innovative ways to meet the needs of an increasingly diverse student population. GATE students, MESA students, Special Education students, and EL students will benefit from increased access to technology with opportunities to:

- Engage in a wide variety of multimedia and telecommunications projects
- Master curricular objectives.
- Develop real-world computer skills that will enable them to be more productive when they exit high school.

Our adoption of ISTE NETS complements research provided by the Partnership for 21st Century Learning, whose findings confirm that in increasingly complex life and work environments of the 21st century, a "focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future." Technology integration into the curriculum is aligned to ISTE NETS Standards for Students and Teachers included in the chart below:

*National Educational Technology Standards and Performance Indicators for Students (NETS*S)*	*National Educational Technology Standards and Performance Indicators for Teachers (NETS*T)*
1. Creativity and Innovation	1. Facilitate and Inspire Student Learning and Creativity
2. Communication and Collaboration	2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Research and Information Fluency	3. Model Digital-Age Work and Learning
4. Critical Thinking, Problem Solving, and Decision Making	4. Promote and Model Digital Citizenship and Responsibility

5. Digital Citizenship	5. Engage in Professional Growth and Leadership
6. Technology Operations and Concepts	

Goals 3.d.1 Technology will be integrated into the curriculum to improve target areas of English/Language Arts an Mathematics

Objective: By June 2012

3.d.1 75% of primary grade teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics. Students will benefit from the incorporation of adopted software.
3.d.2 75% of intermediate grade teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics. Students will benefit from the incorporation of adopted software.
3.d.3 85% of middle school teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics. Students will benefit from the incorporation of adopted software.
3.d.4 85% of high school teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics. Students will benefit from the incorporation of adopted software.

Benchmarks:

3.d.1.a By June 2010, 65% of primary grade teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics
3.d.1.b By June 2011, 70% of primary grade classroom teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate supplemental software, into subject areas to improve targeted areas in Language Arts.
3.d.1.c By June 2012, 75% of primary teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics

3.d.2.a By June 2010, 70% of intermediate grade classroom teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate supplemental software, into subject areas to improve targeted areas in Language Arts.
3.d.2.b By June 2011, 75% of intermediate grade teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics
3.d.2.c By June 2012, 80% of intermediate grade teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics

3.d.3.a By June 2010, 75% of middle school teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate supplemental software, into courses that utilize mathematical skills in order to improve basic mathematical proficiency.
3.d.3.b By June 2011, 80% of middle school students will incorporate software supplied by vendor of the

adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics.
3.d.3.c By June 2012, 85% of middle school students will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics.

3.d.4.a By June 2010, 75% of secondary school students will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics.
3.d.4.b By June 2011, 80% of secondary school students will incorporate software supplied by vendor of the adopted textbook, or other appropriate software, into subject areas to improve targeted areas in Language Arts and Mathematics
3.d.4.c By June 2012, 85% of secondary school teachers will incorporate software supplied by vendor of the adopted textbook, or other appropriate supplemental software, into courses that utilize mathematical skills in order to improve basic mathematical proficiency.

Implementation Action	Responsible Dept. or Position	Time Frame	**Monitoring and Evaluation activities**
Research software that supports the adopted English/Language Arts and Mathematics curriculum.	RED, Curriculum, ETAC/STAC Site Admin. Tech Integration	July 2009 – June 2012	List compiled of recommended supplemental software.
Design and offer professional learning opportunities for the integration of the recommended software into the appropriate curricular areas.	Grade level committees Tech Integration	July 2009 – June 2012	Professional learning catalog and feedback forms.
Assess staff use of technology and the integration of technology into the curriculum.	ETAC/STAC Site Admin. Tech Integration	July 2009 – June 2012	EdTechProfile Data

3e. Students will acquire technological and information literacy skills – as defined by ISTE NETS*S

Objective: By June 2012
3.e.1. By the end of Grade 3, 25% of the primary students will demonstrate proficiency in meeting NETS K-2 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3.e.2. By the end of Grade 6, 80% of intermediate elementary students will demonstrate proficiency in meeting NETS 3-5 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3.e.3. By the end of Grade 8, 90% of the middle school students will demonstrate proficiency in meeting NETS 6-8 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3.e.4. By the end of Grade 12, 100% of the secondary students will demonstrate proficiency in meeting

NETS 9-12 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)

Benchmarks:

3e.1.a. By June 2010, 25% of the 3rd Grade primary elementary students will demonstrate proficiency in meeting NETS K-2 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3e.1.b. By June 2011, 25% of the 3rd Grade primary elementary students will demonstrate proficiency in meeting NETS K-2 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3e.1.c. By June 2012, 25% of the 3rd Grade primary elementary students will demonstrate proficiency in meeting NETS 3-5 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Student)

3e.2.a. By June 2010, 70% of the 6th Grade intermediate elementary students will demonstrate proficiency in meeting NETS 3-5 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3e.2.b. By June 2011, 75% of the 6th Grade intermediate elementary students will demonstrate proficiency in meeting NETS 3-5 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Student)
3e.2.c. By June 2012, 80% of the 6th Grade intermediate elementary students will demonstrate proficiency in meeting NETS 3-5 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)

3.e.3.a. By June 2010, 75% of the 8th Grade middle school students will demonstrate proficiency in meeting NETS 6-8 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3e.3.b. By June 2011, 85% of the 8th Grade middle school students will demonstrate proficiency in meeting NETS 6-8 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3.e.3.c. By June 2012, 90% of the 8th Grade middle school students will demonstrate proficiency in meeting NETS 6-8 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)

3.e.4.a. By June 2010, 80% of the 12th Grade secondary students will demonstrate proficiency in meeting NETS 9-12 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3.e.4.b. By June 2011, 90% of the 12th Grade secondary students will demonstrate proficiency in meeting NETS 9-12 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students)
3.e.4.c. By June 2012, 100% of the 12th Grade secondary students will demonstrate proficiency in meeting NETS 9-12 Performance Indicators for Technology-Literate Students (See Appendix for NETS Performance Indicators for Technology-Literate Students

Implementation Timeline

Implementation Plan/Activities	Timeline	Responsible Dept. or Position	**Monitoring & evaluation**

Integrate 21st century skills into standards-based units of practice (e.g., creativity, critical thinking, communication and collaboration)	July 2009 – June 2012	Classroom & computer teachers, curriculum specialists & coaches, Tech Integration	ETAC/STAC committee reviews lessons and outcomes.
Implement model lessons from district-adopted textbooks and curriculum that scaffold skills for teaching technology and information literacy.	July 2009 – June 2012	Classroom & computer teachers, curriculum specialists & coaches, Tech Integration Specialists	ETAC/STAC committee reviews lessons and outcomes.
Collect student data by site.	July 2009 – June 2012	Site computer teacher , Site admin, ETAC/STAC contact, Tech Integration	EdTechProfile Student Survey

3f. Lawful Use of Technology, Copyright Laws, Downloading, File Sharing and Plagiarism

EGUSD's Technology Services has long recognized the need to inform both teachers and students about issues of copyright and fair use prior to the passage of AB 307. We are currently in our third year of offering a Copyright & Fair Use workshop. The workshop includes an introduction to the US Department of Justice's ***iSafe.org*** program. The ***iSafe*** curriculum includes a comprehensive unit that specifically addresses copyright issues. All teachers, site administrators, and parents are encouraged to become "***iSafe*** certified."

In addition to our workshops, students, teachers, and parents have access to information on copyright and fair use via our district website, which includes a number of links to our Internet Safety page (http://www.egusd.net/students_parents/isafety.cfm). In September 2008, EGUSD also launched an interactive website (http://2webwatchers.edublogs.org) that provides students, teachers, administrators, and the community at large with resources on the ethical use of the Internet.
We also include the lawful, ethical use of the Internet in our multimedia workshops (e.g., PowerPoint, web design, movie editing) and all Web 2.0 workshops (e.g., blogs, podcasting, wikis, social bookmarking).

Goal 3.f.1.a: By June, 2012, 100% of all teachers and staff will receive training on the appropriate and ethical use of information technology.
Benchmarks:

- By June of 2010, 80% of all teachers and staff will receive training on the on the appropriate and ethical use of information technology.
- By June of 2011, 90% of all teachers and staff will receive training on the on the appropriate and ethical use of information technology.
- By June of 2012, 100% of all teachers and staff will receive training on the on the appropriate and ethical use of information technology.

Implementation Timeline

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Continue to offer Copyright & Fair Use workshops for teachers and administrators	July 2009-June 2012	Technology Services	Periodic review of EdTechProfile
Continue to offer Copyright & Fair Use workshops for parents	July 2009-June 2012	EGACE (Elk Grove Adult Community Education)	Parent surveys
Continue to incorporate lawful and ethical use of Internet in multimedia and Web 2.0 workshops	July 2009-June 2012	Technology Services	Periodic review of EdTechProfile
Evaluation Instrument(s) — Data To Be Collected: EdTechProfile, parent surveys			

Goal 3.f.1.b By June 2012, 100% of all students in grades 4-6 will report on the Student Technology Survey that they have received instruction on the appropriate and ethical use of information technology and the Internet and 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.

Benchmarks:

- By June of 2010, 80% of all students in grades 4-6 will receive training on the on the appropriate and ethical use of information technology.
- By June of 2011, 90% of all students in grades 4-6 s will receive training on the on the appropriate and ethical use of information technology.
- By June of 2012, 100% of all students in grades 4-6 will receive training on the on the appropriate and ethical use of information technology.

Implementation Timeline

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Computer lab instructors will assist teachers in using lessons that incorporate appropriate and ethical use of information technology	July 2009-June 2012	ETAC (Elementary Technology Advisory Committee) representative	Student-centered, age appropriate online quizzes (e.g. Hall Davidson's) Student Technology Survey
Evaluation Instrument(s) — Data To Be Collected: EdTechProfile, parent surveys			

Implementation Timeline

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Computer lab instructors will assist	July 2009-	ETAC	Student-centered, age

teachers in using lessons that incorporate lessons on cyberbullying and how to protect online privacy and avoid online predators	June 2012	representative	appropriate online quizzes (e.g. at&t's Internet Safety Connections) Periodic review of CTAP student survey
Continue to seek partnerships to sponsor Internet safety events and competitions for students	July 2009-June 2012	Technology Services	Event surveys
Evaluation Instrument(s) — Data To Be Collected: EdTechProfile Student Survey, event surveys			

3g. Internet safety, including how to protect online privacy and avoid online predators - AB 307

As stated in 3f, EGUSD has an established professional development program in place for teachers, administrators, and parents on issues of Internet safety. The Internet Safety workshops include an introduction to the US Department of Justice's iSafe.org program. Our district website includes a broad list of Internet Safety resources (www.egusd.net/students_parents/isafety.cfm). In addition to covering online privacy and online predators, an important focus of our Internet safety programs is educating students, teachers, and parents about the serious and growing problem of cyberbullying.

In addition to our Internet safety workshops, our district website, and Internet safety blog (http://2webwatchers.edublogs.org), our recent partnership with the US Attorney's Office has allowed us to promote Internet Safety across the district by providing resources such as posters and brochures and sponsoring an annual Internet Safety Video Contest. We have also partnered withWebWiseKids.org (http://www.webwisekids.org/) to bring several of their national online programs (Missing Game and Cyber Cops) into 6th grade classrooms.

Goals: 3.g.1 By June 2012, 100% of all teachers will receive training on Internet safety, including cyberbullying and how to protect online privacy and avoid online predators.

Benchmarks:

- By June of 2010, 80% of all teachers will receive training on Internet safety, including cyberbullying and how to protect online privacy and avoid online predators.
- By June of 2011, 90% of all teachers will receive training on Internet safety, including cyberbullying and how to protect online privacy and avoid online predators.
- By June of 2012, 100% of all teachers will receive training on Internet safety, including cyberbullying and how to protect online privacy and avoid online predators.

Implementation timeline

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Continue to offer Internet Safety workshops for teachers and administrators	July 2009-June 2012	Technology Services	Periodic review of EdTechProfile

Continue to offer Internet Safety workshops for parents	July 2009-June 2012	EGACE (Elk Grove Adult Community Education)	Parent surveys
Continue to incorporate Internet safety in multimedia and Web 2.0 workshops	July 2009-June 2012	Technology Services	Periodic review of EdTechProfile
Evaluation Instrument(s) — Data To Be Collected: EdTechProfile, parent surveys			

Objective: By June 2012

3.g.2 By June 2012, 100% of all students will receive training on Internet safety, including cyberbullying and how to protect online privacy and avoid online predators.

Benchmarks:

- By June of 2010, 80% of all students will receive training on Internet safety, including cyberbullying and how to protect online privacy and avoid online predators.
- By June of 2011, 90% of all students will receive training on Internet safety, including cyberbullying and how to protect online privacy and avoid online predators.
- By June of 2012, 100% of all students will receive training on Internet safety, including cyberbullying and how to protect online privacy and avoid online predators.

Implementation Timeline

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Computer lab instructors will assist teachers in using lessons that incorporate lessons on cyberbullying and how to protect online privacy and avoid online predators	July 2009-June 2012	ETAC representative	Student-centered, age appropriate online quizzes (e.g. at&t'sInternet Safety Connections) Periodic review of CTAP student survey
Continue to seek partnerships to sponsor Internet safety events and competitions for students	July 2009-June 2012	Technology Services	Event surveys
Evaluation Instrument(s) — Data To Be Collected**:** EdTechProfile Student Survey, event surveys			

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

EGUSD is committed to providing students with access to technology within the content areas. We will continue to seek funding, such as EETT Competitive Grants, to reduce computer-to-student ratios and to increase computer access for elementary, middle, and high school English/Language Arts, Mathematics, History/Social Science, Science, and Fine Arts classrooms. Additionally the district will explore funding opportunities for technology via any new future bond initiatives.

We also actively support hardware and software programs to make the core curriculum truly accessible to all students, including English language learners, GATE students, and special education students who qualify for assistance under Individuals with Disabilities Education Act (IDEA '04).

As detailed in Section 5a, the district continues to provide resources to computer labs and to seek funding that will also increase the number of workstations in the classroom, thereby lowering the student-to-computer ratios.

The district is incorporating the latest in multimedia technology. Sites are widely using various pieces of equipment and software such as, document cameras, LCD projectors, interactive white boards, streaming video, video conferencing equipment and online meeting applications.

Implementation Timeline

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Committee will review current technology access and use across the district in all content areas, with a focus on English/Language Arts and Math	ETAC/STAC, Tech Integration, appropriate curriculum coordinators, district grant writer	July 2009-June 2010	A list of possible district wide groups will be complied and distributed for review by the committee.
Committee will develop strategies to increase access and utilization by all students	ETAC/STAC, Tech Integration, appropriate coordinators, district grant writer	June 2010 – January 2011	Plans and strategies will be distributed to members of committee
Committee will compile and review data on student access and use of technology as reported by the EdTechProfile and the CDE Survey.	ETAC/STAC, Tech Integration, appropriate coordinators, district grant writer	July 2011 - June 2012	Review EdTechProfile and the CDE Survey data annually

3i. Continue to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet each student's academic needs

Objective: By June 2012
By June 2012, 100% of all elementary teachers will receive training on the electronic version of COOP/CAST SISWEB Utilities.

Benchmarks:
3.i.1. By June 2010, 100% of all teachers will have access to and training on electronic record keeping.
3.i.2. By June 2011, 100% of English/Language Arts and Math teachers (Pre-K-12) will receive training on how to access and interpret student data to inform instruction.
3.i.3. By June 2012, 100% of all elementary teachers will receive training on the electronic version of COOP/CAST SISWEB Utilities.

3.i.1.a. By June of 2010, 80% of Pre-K-12 teachers will be able to upload student records and/or grades electronically.
3.i.1.b. By June of 2011, 90% of Pre-K-12 teachers will be able upload student records and/or grades electronically.
3.i.1.c. By June of 2012, 100% of Pre-K-12 teachers will be able to upload student records and/or grades electronically.

3.i.2.a. By June of 2010, 100% of Pre-K-12 teachers will be able to access and interpret student data to inform instruction.
3.i.2.b. By June of 2011, 100% of Pre-K-12 teachers will be able to access and interpret student data to inform instruction.
3.i.2.c. By June of 2012, 100% of Pre-K-12 teachers will be able to access and interpret student data to inform instruction.

3.i.3.a By June of 2010, 90% of K-6 teachers will be able to utilize all features of COOP/CAST.
3.i.3.b By June of 2011, 95% of K-6 teachers will be able to utilize all features of COOP/CAST.
3.i.3.c. By June of 2012, 100% of Pre-K-6 teachers will be able to utilize all features of COOP/CAST.

Implementation Timeline

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Continue to provide ongoing training on electronic grading program in conjunction with SISWeb enhancements.	Tech Services	July 2009 - June 2012	Feedback from site administrators
Continue to provide ongoing training on EGUSD Reporting as well as the data warehousing system being deployed.	Tech Services, Research/Evaluation/Development Dept (RED), Curriculum and Professional Learning (CPL)	July 2009 - June 2012	Periodic testing of the usability, functionality, and data conversion and feedback from the STAC, ETAC, and site administrators.
Revise the pre-school and primary report to include appropriate SISWeb capabilities and enhancements as are now available with the elementary and secondary report cards. Provide ongoing training on all enhancements.	Tech Services, Learning Support Services (LSS)	July 2006 - June 2009	Periodic testing of the usability , functionality, and data conversion and feedback from the Elementary Report Card focus group

3j. Technology will be utilized to increase and to improve two-way communication between home and school.

Objective: By June 2012

3.j.1. 100% of school sites and relevant district departments will have websites that contain pertinent information for teachers, administrators, parents and students. To facilitate the two-way flow of information between school and home, school websites may include teacher-maintained interactive websites (e.g., blogs, wikis), as well as district administered e-mail address for teachers and administrators.

Benchmarks:

3.i.1.a.By June of 2010, 90% of school sites and district office departments will have websites accessible from the district's home page.

3.i.1.b.By June of 2011, 90% of school sites and district office departments will have websites accessible from the district's home page.

3.i.1.c. By June 2012, 100% of school sites and district office departments will have websites accessible from the district's home page**.**

Implementation Timeline

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Continue on-going web design workshops and seminars for site and department webmasters.	Tech Services, Appropriate site or department webmaster	July 2009 - June 2012	Information compiled by the Profession Learning feedback form and sign-in sheets. Professional Learning course catalogue.
Continue on-going Web 2.0 workshops (i.e., blogs, wikis, podcasts) and seminars for classroom teachers and administrators.	Tech Services, Appropriate site or department webmaster	July 2009 - June 2012	Information compiled by the Profession Learning feedback form and sign-in sheets. Professional Learning course catalogue.
Continue trainings on e-mail.	Tech Services	July 2009 - June 2012	Information compiled by the Profession Learning feedback form and sign-in sheets. Professional Learning course catalogue.

3k.Description of the monitoring process

The implementation of district curriculum goals for technology access, professional development, and integration will be overseen by the EGUSD Superintendent and the Director of Technology Services.

Collecting and evaluating relevant data regarding the scope, sequence, and outcomes of the above goals will be conducted annually by the Technology Integration Support Specialists Team, Elementary and Secondary Technology Advisory Committees (ETAC /STAC) and site administrators, Research and Development (RED), Learning and Support Services (LSS) and Curriculum and Professional Learning (CPL).

4. Professional Development

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

Data compiled by the state EdTechProfile survey provides the district with up-to-date assessments of teachers' proficiency levels and integration of technology into the curriculum. EGUSD teachers are required to update their EdTechProfile annually. Recent survey results indicate that teachers and administrators are "proficient" in word processing skills; "intermediate" in general computer knowledge and skills, Internet skills, email skills, presentation skills, and spreadsheet skills; and are at the "introductory" level in the use of databases. Teachers and administrators have indicated that they are "intermediate" or "proficient" in CCTC Standards 9d, 9e, 16 c, 16 d, and 16f, but only at "beginning" levels for the rest the elements.

A central goal of EGUSD is to ensure that all staff members have access to professional development opportunities to increase their use of technology – and to support their endeavors to reach advanced levels. Professional learning and support must be structured to meet the needs of newly hired teachers and staff as well as experienced teachers and staff. It must also be structured in a hierarchical sequence so that teachers can progress to highly proficient users of computer-based technology with the skills and knowledge to help students become lifelong learners. It also must be aligned with state requirements for ongoing professional learning. A comprehensive professional learning plan is essential to:

- Increasing teacher productivity through the use of technology.
- Effective use of existing and new hardware and software.
- Seamless integration of technology into the curriculum to facilitate the learning process.
- Ensuring that the development, delivery, and continuum of a technology-rich curriculum are content-based.

In order to deal with rapid changes in technology, our learning models will need to be evaluated and updated on a regular basis. Through input from ETAC, STAC, Curriculum and Professional Learning and others, EGUSD will continue to align technology training and integration with state-approved content and performance standards and district textbooks, curricula and programs. Additionally, Technology Services will continue to expand online learning opportunities for teachers and staff. Online classes for students will be explored and procedures/policies recommended for implementation.

4b. Goals and implementation of professional development activities.

During monthly meetings of the Elementary Technology Advisory Committee (ETAC) and Secondary

Technology Advisory Committee (STAC), discussions have focused on the skills and technological competency of teachers at a variety of sites. Committee members continue to request technology training in order to advance teachers on all proficiency levels.

All of these factors have contributed to the district's continued support of the EdTechProfile as a district-wide standard for monitoring staff technology competencies and the use of technology to improve student learning. The data collected through the use of the annual survey will allow the district to track improvement in teachers' technology proficiencies over time.

Objective: By June 2012

4.b.1: Ensure that all teachers and administrators reach an intermediate level of proficiency with software pertinent to their job descriptions.
4.b.1.a. 85% of teachers and administrators will reach an intermediate level of proficiency with software pertinent to their job descriptions.

Benchmarks:

4.b.1.a.1. By June of 2010, 70% of teachers and administrators will reach an intermediate or proficient level of competency in a majority of the areas addressed by the EdTechProfile.
4.b.1.a.2. By June of 2011, 75% of teachers and administrators will reach an intermediate or proficient level of competency in a majority of the areas addressed by the EdTechProfile.
4.b.1.a.3. By June of 2012, 85% of teachers and administrators will reach an intermediate or proficient level of competency in a majority of the areas addressed by the EdTechProfile.

Implementation Timeline

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	**Monitoring and Evaluation activities**
Continue EdTechProfile implementation throughout the district.	Tech Services Site Admin	July 2009 – June 2012	Periodic review of EdTechProfile participation.
Continue to offer applicable training models to address needs of staff as identified by the EdTechProfile and by staff requests.	Tech Services	July 2009 – June 2012	Information compiled by the Profession Learning feed back form and sign-in sheets.
Compare and review EdTechProfile data with baseline data.	Tech Services	July 2009 – June 2012	Review of EdTechProfile participation.
Modify applicable training models and material to address adjusted needs of staff as identified by staff requests and the Ed Tech Profile.	Tech Services	July 2009 – June 2012	Professional Learning workshop participation and evaluations.

Objective: By June 2012

4.b.2. Professional learning opportunities will support software that accompanies or complements district adopted textbooks/curriculum.

4b.2.a. 100% of core subject/classroom teachers will learn the tools necessary to integrate appropriate software and technology into the reading, writing, and /or mathematics foci.

Benchmarks:
4.b.2.a.1. By June of 2010, 90% core subject/classroom teachers will learn the tools necessary to integrate appropriate software and technology into the reading, writing, and /or mathematics foci.
4.b.2.a.2. By June of 2011, 95% core subject/classroom teachers will learn the tools necessary to integrate appropriate software and technology into the reading, writing, and /or mathematics foci.
4.b.2.a.3. By June of 2012, 100% core subject/classroom teachers will learn the tools necessary to integrate appropriate software and technology into the reading, writing, and /or mathematics foci.

Implementation Timeline

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	**Monitoring and Evaluation activities**
Continue to facilitate district-wide administration of the EdTechProfile Survey.	Tech Integration Site Admin	July 2009-June 2012	Review data from EdTechProfile .
Continue to provide professional learning workshops to promote tech integration skills pertinent to approved software.	Tech Integration	July 2009-June 2012	Professional Learning catalog and feedback forms.
Modify workshops to address changes in the needs of the staff.	Tech Integration	July 2009-June 2012	Professional Learning catalog and feedback forms

Objective: By June 2012
4.b.3.a. 100% of English/Language Arts and Math teachers (Pre-K-12) will receive training on how to access and interpret student data to inform instruction.

Benchmarks:
4.b.3a.1. By June of 2010, 90% of teachers will receive training on how to access and interpret student data to inform instruction.
4.b.3.a.2. By June of 2011, 95% of teachers will receive training on how to access and interpret student data to inform instruction.
4.b.3.a.3. By June of 2012, 100% of teachers will receive training on how to access and interpret student data to inform instruction.

4c. Description of the monitoring process

The implementation of district goals for professional development and curriculum integration within this plan will be overseen by the EGUSD Superintendent and the Director of Technology Services. Collecting and evaluating relevant data regarding the scope, sequence, and outcomes of the above goals will be conducted annually by the Technology Integration Support Specialists Team, Elementary and Secondary Technology Advisory Committees (ETAC /STAC) and site administrators, Research and Development (RED), Learning Support Services (LSS) and Curriculum and Professional Learning (CPL).

5. Infrastructure, Hardware, Technical Support, and Software

5a. Existing Hardware:

Currently our district has approximately 15,000 desktop and laptop computers and 200 servers. The overall student to computer ratio for student-accessible computers connected to our network and included in our LANDesk reporting software is 7:1. The desktop computers are currently both Windows and Macintosh, but starting in the 2008/09 school year, all new desktop computers will be Windows based. In September 2008, we introduced a plan to "refresh" all computers running obsolete operating systems (OS 9, Windows 98, and 95), all computer labs/ library labs computers greater than 5 years old and all teacher computers greater than 5 years old starting November 2008. The refresh will also replace all servers within the district that are greater than five years old. This "refresh" will take approximately two years to complete and will deploy 5,500 new district standard computers and 55 servers by June, 2010.

Most of our 40 elementary school sites have a computer lab adjacent to the school library with 25-35 workstations available for student use. Classrooms all have at least one workstation that meets district minimum standards. The overall student to computer ratio for elementary computers connected to our network is 6:1. As funding becomes available, our goal is to continue to "refresh" computers not meeting our minimum standard and to add new computers to lower the student to computer ratio.

Our middle school classroom configurations vary with the instructional use of the classrooms. Our 9 middle school sites have an average of 2 computer labs at each site. The overall student to computer ratio for middle school computers connected to our network is 6:1. As funding becomes available, our goal is to continue to "refresh" computers not meeting our minimum standard and to add new computers to lower the student to computer ratio.

Similar to our middle school configurations, our high school classroom configurations vary with the instructional use of the classrooms. Our 9 comprehensive high schools and 4 alternative high schools have an average of 3.5 computer labs at each site. The overall student to computer ratio for high school computers connected to our network is 5:1. As funding becomes available, our goal is to continue to "refresh" computers not meeting our minimum standard and to add new computers to lower the student to computer ratio.

The district employs Windows 2003 servers for various applications including SISWEB, Microsoft Exchange, DNS/WINS, file/print services, SQL server, Proxy, Firewall, Internet/Intranet, Anti-Virus and LANDesk. Active Directory log-on services are provided by Windows 2003 domain controller servers. EGUSD has also implemented server virtualization in an effort to better utilize server hardware and minimize infrastructure costs.

The voice services consist of full function PBX systems at the larger sites (administration, high schools and middle schools) which are networked together to provide 4-digit dialing capability between sites. The elementary sites have independent hybrid key systems providing intercom, total direct outbound and limited direct inbound access. Primary life-safety objective is to provide direct dial-tone to the

classroom so that outbound calls can be placed without attendant intervention.

EGUSD covers over 320 square miles and is serviced by two carriers for telephone and data services - AT&T and Frontier Communications. Both carriers provide simple telephone lines, digital trunks, DID services, T-1 data services and high speed metropolitan Ethernet circuits. Additionally, they also provide technical support and consulting services to help us design and implement a more robust infrastructure.

Voicemail has been implemented at the two administrative sites, five secondary school sites and several elementary sites. These are systems that are integrated with the site's telephone system.

Cell phones are used by administrators and technical and support staff to provide communications while away from their respective sites. This includes both voice-only phones and phones with data access capability to provide connectivity to the district's email services. The ultimate goal is to provide for safety and enhanced communications between administrators, staff, teachers, parents, students and the community.

Existing Network and Telecommunications Access:

The district Wide Area Network (WAN) backbone consists of a SONET ring capable of running at OC-48 (2.488 Gbps). The backbone currently consists of all administrative and high school/middle school sites and is operating at 100mbs. One backbone site has two microwave links, each carrying a 100 Mbps data channel + two T-1 voice channels to a middle school site. Each middle school has five elementary sites that they support via T-1 (1.544 Mbps) circuits.

EGUSD connects to the Sacramento County Office of Education for Internet access. This access is filtered for content, viruses and SPAM to adhere to the CIPA requirements so that staff and students can depend on a safer and more productive environment.

A majority of the elementary school sites have Metropolitan Ethernet links (10 Mbps), which carry data traffic.

All individual school and administrative sites are networked via Ethernet Local Area Networks. All of these LAN's are implemented in a switched 1 Gbps environment with 100 Mbps to the desktop. The district network provides a common infrastructure, much like an automobile highway, for moving voice, data and other electronic communications to and from the Internet and between EGUSD sites. Applications include, but are not limited to:

- Voice services - including long distance, 4 digit dialing, voice mail and other telephone services.
- Student Information System (SISWEB)
- Computer Assisted Food Service (CAFS)
- Financial System (QSS)
- E-mail and Internet access
- Library systems

The telecommunications services consist of full function PBX systems at the larger sites (administration, high schools and middle schools) which are networked together to provide 4-digit dialing capability between sites. The elementary sites have independent hybrid key systems providing intercom, total direct outbound and limited direct inbound access. The primary life-safety objective is to provide direct dial-tone to the classroom so that outbound calls can be placed without attendant intervention.

Existing Electronic Learning Resources:

Most of our 40 elementary school sites have a computer lab adjacent to the school library with 25-35 workstations available for student use. All of our elementary classrooms have at least one workstation that meets district minimum standards. All district computers are imaged with Microsoft Office prior to site deployment. Sites select additional software to meet needs of their student populations. Many of our elementary computer labs and classrooms use the following software programs: *Making the Grade*, *Inspiration/Kidspiration*, *Accelerated Reading* or *Reading Counts*, and *Rosetta Stone*. Over the past few years, more sites are tapping into free downloads such as Microsoft's *Movie Maker 2* and open source Web 2.0 software for blogs, podcasts, and wikis.

Our middle school classroom configurations vary with the instructional use of the classrooms. Our 9 middle school sites have an average of 2 computer labs at each site. In addition to *Microsoft Office*, *Making the Grade* or *Schoolloop*, and *Read 180*, many middle school computer labs and classrooms are also taking advantage of free video editing and Web 2.0 tools.

Similar to our middle school configurations, our high school classroom configurations vary with the instructional use of the classrooms. Our 9 comprehensive high schools and 4 alternative high schools have an average of 3.5 computer labs at each site. In addition to using grade book software (*Making the Grade* or *Schoolloop*), our secondary sites teach a variety of course-specific software programs, such as *DreamWeaver*, *Photoshop*, and *Autocad* – and are also exploring free Web 2.0 programs.

Existing Technical Support:

Technical Support for the Elk Grove Unified School District is provided by Technology Services. The department has 61 staff members in various technical positions.

Support for the instructional workstations is provided by our Desktop Support team and Middle School Site Technicians. The 17 Desktop Support Technicians focus on on-site support for computers, printers and software demands at all district locations: 39 Elementary, 9 Comprehensive High Schools, 4 Alternative Ed. High Schools, District Office/ Support centers and 2 Middle Schools. The other 7 Middle Schools each have their own technician that reports to the school site. Desktop support is broken up in two regional teams, East and West to better support the surrounding district locations. The team prioritizes calls and handles them as appropriate on a daily basis with their primarily assigned sites. Each technician is assigned 3 to 6 primary sites to support.

There are three dedicated General Helpdesk personnel answering phones, processing email and Heat Self Service (HSS) requests, assigning the requested help to the appropriate group and technician. The helpdesk is available 7-5, Monday through Friday.

Technology Integration and the training of teachers on the use of technology in the classroom is done by two Technology Integration Support Specialists.

The Operations unit is made up of a staff of 14 that includes 1 Operations Manager, 1 Senior Computer Training and Support Specialist, 2 Computer Training and Support Specialist III's, 4 Computer Training and Support Specialist II's, 1 Computer Technician III, 2 Computer Technician II's, 1 Computer Technician I, and 2 Data Entry Operators. The unit is responsible for day to day administration and maintenance of all District servers, server based applications, and Active Directory network accounts. Helpdesk support is provided for mission critical applications such as the student system SISWeb, the financial system QSS, the library system Destiny, and the email system Exchange. Production printing services are also provided for items such as Accounts Payable, Payroll, and Elementary and Secondary Report Cards.

The Programming Unit is comprised of 12 Programmer Analysts, 1 Web Specialist, and 1 Data Archivist. Many of the positions have overlapping duties or shared responsibilities and the various positions all work together to provide a continuity of development and support of district information systems. Eight Programmer Analysts develop and maintain the Student Information System (SISWeb) and other auxiliary systems such as the Principal's Online Evaluation Tool (POET) and the district's issue tracking system (HEAT). Two Programmer Analysts maintain the accounting and financial system (QSS) and other auxiliary systems such as Financial Companion and develop and maintain the Mello-Roos tax system. Additionally these positions provide support for users of the accounting and financial system in the form of data extracts, ad hoc reports, data corrections, and customized tools and system extensions. Two Programmer Analysts develop and maintain the district's databases. Additionally these people transfer data electronically to various government entities and their electronic systems, such as CBEDS reporting through CSIS and eventually Calpads, and handle ad hoc requests for district data. One Data Archival Technician manages the long term permanent storage of district archives of student and personnel data. This process includes handling requests for archived records and managing and cataloguing the transfer of records from paper to electronic archival. One Web Specialist designs, develops, and maintains the district's website, Intranet, provides support and templates for all of the district's individual school websites, and trains personnel and the district community on Internet Safety and best practices. Additionally, this person works closely with the Communication Department on district public relations and informational projects.

The Centralized Technical Support Unit is responsible for the support and maintenance of the data network, telephone systems and general technical infrastructure. Additionally, there is support for special projects which require technical research and expertise (for example, video and other multimedia applications). The unit consists of a Senior Network Administrator and a Network Administrator III, who are responsible for the design, implementation and support of the district's data network – both LAN and WAN. A Telecommunications Technician II provides support for all telephone system support, adds, moves and changes working with local telephone carriers. There is also a Senior Technology Planning Specialist who is responsible for the design and implementation of technical infrastructure including building cabling, MDF, IDF layout and environmental requirements. The unit also has a Computer Training and Support Specialist III who is responsible for special project support, technical research and also provides backup for other functions in the Centralized Technical Support

Unit.

5b. Hardware Needed:

With technology, there is always a need to update and supplant old equipment with newer equipment. Teachers will need continued access to desktop computers that meet district standards to use the district supported software and student information system (SISWeb) and also add new computers to lower the student to computer ratio. Servers will continue to need to be updated and data storage increased as technology is used more and more. New technologies come to light every day and EGUSD must be able research and adopt these technologies as needed. Additionally, LCD projectors and multi-media boards are being utilized more and more throughout the district but are not yet standardized in every classroom. Future expansion of these technologies will be investigated pending research outcomes and as funds allow and as a possible component of any new future bond initiatives. Alternative technologies such as virtual desktops will also continue to be explored and researched as possible alternatives to the high cost of computer refreshes.

Electronic Learning Resources Needed:

The district continues to provide resources to computer labs and is also looking to add to the number of workstations in the classroom to lower the student-to-computer ratios.

The district is incorporating the latest in multimedia technology. Sites are widely using various pieces of equipment and software such as, document cameras, LCD projectors, interactive white boards, streaming video, video conferencing equipment and online meeting applications.

Networking and Telecommunications Infrastructure Needed:

The district is going to upgrade the existing network infrastructure from its current 100 Mbps backbone architecture to a fiber-based architecture that will support a minimum of 1 Gbps and higher as needs require. This will be implemented via our participation in BESTNet, a county wide network provided via a partnership with the Sacramento Educational Cable Consortium and the Cable Franchise holders in the county. The elementary school sites will be upgraded from the existing T-1 (1.544 Mbps) circuits to a minimum of 10 Mbps and higher. This upgrade will support video content across the network (Video streaming, Video conferencing, etc.).

EGUSD plans to deploy wireless access at several school sites to provide secured network access to authorized laptops and other wireless devices. The district is also investigating wireless access via cell phone carriers ("air cards") to provide secured VPN access from any location for those applications that are appropriate (police services for example).

The district is working to upgrade existing telephone technologies to be more network-aware and also begin working on a foundation to support and possibly deploy Voice-over-IP (VoIP). The existing

telephone systems are capable of supporting VoIP when upgraded to the latest releases of hardware and software.

The district has been involved in various security efforts such as networked Closed Circuit TV surveillance, physical access control ("Card lock", etc.) and other network and physical security initiatives.

Physical Plant Modifications Needed:

In our effort to provide leading-edge technology, we must also provide the proper environment for this technology. With more workstations being deployed and the increased processing power of the servers, heat load and power consumption become significant factors in the design of the physical plant. More resources are being directed toward HVAC and power management, including emergency backup power. We are pursuing the design and implementation of environmental systems where technology is installed. Additionally we are deploying green technologies to manage power consumption.

Technical Support Needed:

As the schools bring in more and more technology and rely on it more and more for instruction, more technical support will be needed to meet the demands of faster response time and the sheer volume of equipment growth. Through the budget development process, we hope to move to a formula based process for hiring new FTE based on new school openings and application development/ support. We anticipate needing to add new technical support positions each of the next three years to meet the goals and support needs of the district or change how we provide support or what systems and areas we do support.

5c. Goals and a implementation timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

EGUSD recognizes in order to provide all students with a 21 century learning environment, we must increase technology access within all classrooms. Along with using general and bond funds to support the acquisition of technology, we are also actively continuing to pursue grants and endowments that extend technology access for students during and after the school day. Additionally we are researching the feasibility of allowing students to bring their own laptops to class. We are also researching the effectiveness of Interactive whiteboards in the classroom and the impact they have on student learning. We will also pursue technology components with any new future bond initiatives.

Goal 5.c.1. The district's infrastructure will be upgraded to meet the growing needs and demands of current and future technology resources.

Objective: By June 2012

5.c.1.a By June of 2012, administrative sites and secondary sites will be connected to the district's Metropolitan Area Network (MAN) via a dedicated BESTnet fiber network operating at a minimum of 1 Gbps. All elementary school sites will be connected at 100 Mbps fiber, including all necessary equipment, depending on needed capacity and funding.

Benchmarks:

5.c.1.a.1. By June 2010, 100% of administrative and secondary sites will be connected to the district's Metropolitan Area Network (MAN) via a dedicated BESTnet fiber network operating at a minimum of 1 Gbps.

5.c.1.a.2. By June 2011, 50% of elementary sites will be connected to the district's Metropolitan Area Network (MAN) via local carrier fiber network operating at a minimum of 100 Mbps.

5.c.1.a.3. By June 2012, 100% of elementary sites will be connected to the district's Metropolitan Area Network (MAN) via local carrier fiber network operating at a minimum of 100 Mbps.

Implementation Timeline

Goal	Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
5c1	Collaborate with local telephone carrier and CATV carrier in the design and upgrade of the MAN infrastructure.	Tech Services, Facilities	July 2008 – June 2009	Review plan and verify milestones have been achieved.
5c1	Design and begin implementation of plan to install new switching equipment at administrative and school sites.	Tech Services, Facilities	July 2008 – June 2009	Review plan and verify milestones have been achieved.
5c1	Connect administrative and secondary sites to the MAN.	Tech Services, Facilities	July 2008 – June 2010	Review plan and verify milestones have been achieved.
5c1	Complete design and begin implementation of local carrier fiber networks for the elementary sites	Tech Services, Facilities	July 2010 – June 2011	Review plan and verify milestones have been achieved.
5c1	Connect remaining elementary sites to local carrier fiber network.	Tech Services, Facilities	July 2011 – June 2012	Review plan and verify milestones have been achieved. Periodically measure network performance and fine-tune as required.

5.c.2. The district will continue to "refresh" obsolete computers that do not meet current district minimum standards and add new computers to lower the student to computer ratio.

Objective: By June 2012
5.c.2.a. All computers will meet the current minimum district standard

Benchmarks:
5.c.2.a.1 By June 2010, 70% of computers in grades k though 12 will meet our current minimum standard.
5.c.2.a.2 By June 2011, 80% of computers in grades k though 12 will meet our current minimum standard.
5.c.2.a.3 By June 2012, 100% of computers in grades k though 12 will meet our current minimum standard.

Implementation Timeline

Goal	Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
5c2	Complete district "refresh" of 5,500 computers. Replacing all Teacher and Lab computers greater than five years old and all obsolete (OS9, Win 9x) computers.	Tech Services	Complete by June 2010	LANDesk Hardware report by site and age
5c2	Evaluate computer replacement priorities	Tech Services, Sites	June 2010 - November 2010	LANDesk Hardware report by site, Student Information System.
5c2	Student to computer rankings at all grade levels are identified.	Tech Services, Sites	November 2010 – January 2011	LANDesk Hardware report by site, Student Information System.
5c2	Priority assigned based on needs and rankings.	Tech Services, Sites, ETAC/STAC	January 2011 – March 2011	LANDesk Hardware report by site, Student Information System.
5c2	Strategic Plan developed for computer deployment of Refresh "phase 2"	Tech Services, ETAC/STAC	March 2011	Review of project plan, LANDesk Hardware report by site, Student Information System.

Goal 5.c.3. The district will provide technical support to all staff and sites within a reasonable timeframe to support productivity and student learning.

Objective: By June 2012
5.c.3.a. The average close time for all non-project calls will be less than three working days.

Benchmarks:
5.c.3.a.1. By June 2010, the average time to close non-project calls will be less than five work days.
5.c.3.a.2. By June 2011, the average time to close non-project calls will be less than four work days.
5.c.3.a.3. By June 2012, the average time to close non-project calls will be less than three work days.

Implementation Timeline

Goal	Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
5c3	The Technology Use section of the CDE Technology Survey will be implemented to benchmark HEAT* data against perceptions on Technical Support performance.	Tech Services/ETAC/STAC Committee	July 2010 - June 2012	Periodic review of EdTechProfile participation.
5c3	Continual review/ monitoring of HEAT assignments and average days to close non-project calls	Tech Services	July 1010 – June 2012	Periodic review of HEAT reports
5c3	The data collected in the survey will be shared with the Technology Services Department and the ETAC and STAC Committees.	Tech Services/ETAC/STAC Committee	July 2010 - June 2012	Periodic review of EdTechProfile participation. Data will be preserved over time to show progress made toward goal.
5c3	Technology Services support staff FTE's will be increased to support the growing number of school sites in our district.	Tech Services	July 2010 - June 2012	Periodic review of HEAT reports.

**HEAT is a third-party call tracking service developed by FrontRange Solutions.*

Goal 5.c.4. District approved software will be evaluated for compliance to district technology infrastructure standards.

Objective: By June 2012

5.c.4.a. 100% of software titles listed on the Technology Services Equipment and Software Standards Price List will continue to be evaluated – prior to approval- for compliance with technology infrastructure and desktop standards.

Benchmarks:

5.c.4.a.1. By June 2010, 100% of software titles listed on the Technology Services Equipment and Software Standards Price List will be evaluated - prior to approval - for compliance with technology infrastructure standards

Implementation Timeline

Goal	Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
5c4	Continue to track software orders through district Software Request Form.	Tech Services	July 2009 - June 2012	Reviewed by ETAC/STAC.
5c4	Maintain District Software Price List	Tech Services	July 2009 - June 2012	Software Request Form
5c4	Publish database of software used in the district as a reference for staff members.	Tech Services	July 2009 - June 2012	Software Request Form

5d. Description of the monitoring process:

The implementation of district curriculum goals for technology access, professional development, and integration will be overseen by the EGUSD Superintendent and Director of Technology Services. Collecting and evaluating relevant data regarding the scope, sequence, and outcomes of the above goals will be conducted annually by the Technology Integration Support Specialist Team, Curriculum and Professional Development, Research and Evaluation, ETAC, STAC, and site administrators.

6. Funding and Budget

We are in the midst of a digital revolution, and all of our students must be computer literate. The goal of our technology plan is to ensure all district computers meet at least minimum standards — plus allow for buying new computers purchased for growth — so that every school has computers that meet our district standard.

As part of this plan, as funding allows, we plan to replace computers older than five years each year, typically about 2000-3000 computers per year at an average cost of approximately $3.5 million per year. Over the last eight years, we have met this goal through general fund sources as well as through bond funding sources. We are currently in the middle of a two year plan, replacing 5,500 computers. We will continue to investigate lowering our costs by aggressively negotiating pricing as well as looking at alternatives such as virtual desktop technologies and possibly new future bond initiatives.

Setting long-term priorities and providing ongoing funding to match them is a bold step, but it is the right one. We do not know of another district that is attempting to combine multiple state funding sources toward key, long-term priorities that will make a major difference for all students.

Thanks to the strong leadership of our board and our employee associations, we are confident that we will be able to build the bridge that connects today's students to a future of strong academic achievement and participation as good citizens in our community.

The Elk Grove Unified School District is committed to a long-term financial plan, one that provides students and teachers with suitable technology to support learning, and at the same time, protects the community's investment. Responding to the financial realities presented by the need to make technology available to students is a significant challenge. Providing and maintaining technology resources not only includes the initial purchase price of the equipment but must also include the infrastructure to maintain and support equipment as well as to connect each school to the district and every student and staff member to the Internet. Professional learning is essential, both in the use of equipment and software, as well as in instructional strategies for the integration of this technology into the curriculum. The district has met the challenge of developing a comprehensive plan to upgrade and replace both software and hardware as required by obsolescence and district growth over the last eight years. Our monumental task is to continue to work towards a reliable and sustainable funding source to ensure that our refresh program continues. Replacement and upgrading will ensure that staff and students have access to the current software products they need. In addition to providing for the upgrade and replacement of existing computers, the district is committed to improving the student/computer ratio as funding becomes available. Additionally we are committed to standardizing non-computer technologies such as LCD projectors and multi-media interactive boards as funding allows.

6.a. List of established and potential funding sources and cost savings:

Funding Source	Established	Potential	Description
District General Fund	Yes	Yes	Pays for the salaries of Technology Department and for hardware and software.
No Child Left Behind	Yes	Yes	Pays for a large part of professional development

(EETT Competitive Grants)			and hardware at three of our elementary schools.
Enhancing Education Through Technology Formula Grant	Yes	Yes	Provides funding for district to pay for technology-related professional development.
E-Rate	Yes	Yes	Pays for a significant amount of district's technology data goals - $600-700,000 on average per year in discounts applied towards district data technology goals.
Local Bonds	Yes	Yes	Provides funding for district Refresh Program to replace computers 5+ years old.
Various State and Federal Categorical Funds and Grants	Yes	Yes	Provides funding for select projects/staffing to improve access to data.
Private grants	Yes	Yes	Provides professional development funding to implement technology integration within the subject content areas.

Using technology in education requires steady funding to succeed. Priorities have been clearly stated in order to best direct funds as they become available from a variety of sources.

6.b. Estimate implementation costs for the term of the plan (3 years):

EGUSD recognizes that one of the greatest challenges is to continually reinvest in upgrading the district's technology assets. EGUSD will continue to aggressively seek additional funding sources to expand its support of technology in schools.

The current funding model is:

DESCRIPTION	Average Annual Cost	2009- 2010	2010- 2011	2011-2012
Network and Phone Infrastructure	$1,950,000.00	$1,850,000.00	$1,950,000.00	$2,050,000.00
Mission Critical Operations Equipment Average Combined Renewal Costs	$555,406.67	$503,400.00	$553,720.00	$609,100.00
Refresh all computers 5 years old or older	$3,500,000	$5,500,000.00	$3,500,000.00	$3,500,000.00
Earmark money for E-rate consultant to assist in process and appeals (paid out of E-rate funds)	$37,333.00	$36,000.00	$38,000.00	$38,000.00

Increase EGGMAN Bandwidth (1 gig to secondary, 6-10mb to elementary) to provide for increased need and video conferencing/streaming	$100,000.00	$100,000.00	$100,000.00	$100,000.00
Total	$6,142,740	$7,989,400.00	$6,141,720.00	$6,297,100.00
*Total Staffing Needs (Formula Based)		8.0	8.0	8.0
Average Cost of FTE		$ 100,000.00	$ 100,000.00	$ 100,000.00

**Note: Staffing needs are reviewed and analyzed each year and adjusted based upon the changing needs of the district.*
· Formula site-based support staff (1.00 FTE per new high school)
· Formula for centralized support staff (1.00 FTE per new school)
· 1.00 FTE Office Assistant II
· 3.00 FTE Computer Training and Support Specialist II
· Formula for site-based support staff (.20 FTE per new elementary school)

6.c. Description of obsolete policy:

Through its Refresh Program, EGUSD will attempt to replace existing computers as inventoried in LANDESK on a five-year cycle to ensure that every school has computers that meet our district's minimum standard as funding allows. The district will continue this program pending funding availability. Additional computers will be purchased with various site funds and grants in accordance with each site's technology plan and goals. Obsolete computers will be recycled as well as made available to charitable organizations affiliated with the district to provide to students per Board Resolution 34, 2006-7.

6.d. Feedback loop for evaluating budget:

The EGUSD Technology Plan budget will be reviewed annually by the Superintendent, Fiscal Services and Technology Services. Upon review, funding for professional learning and technology needs will be assessed and revised according to funding availability.

An annual summary report will be compiled by Technology Services and distributed to stakeholders via the local school board meetings and the district website. Stakeholders' input will be sought through board meetings, Technology Advisory Committees, public information resources, and through the Community Link on the district's website. The plan and budget priorities will be revised based on stakeholders' input.

7. Monitoring and Evaluation

7a. Technology Plan Evaluation Process:

Our evaluation process addresses the following four components:

- Integrating technology into all aspects of curriculum and teaching provides new avenues for introducing, reinforcing, and extending student learning. Our plan focuses specifically on evaluating and implementing software programs in the content area, particularly in Language Arts and Mathematics. On an on-going basis, Technology Services will work with Curriculum and Professional Learning Department, Research and Evaluation Department, and our Elementary and Secondary Technology Advisory Committees to evaluate the impact of current technologies on student performance, as measured by the CST's and CAHSEE, and to seek direction on how technology can support the district in meeting academic goals.
- Teachers and administrators increasingly use computer and information technologies to improve their roles in the educational process. The district recognizes the importance of providing on-going training and continuing education based on individual needs and skill levels. Through periodic review of district-wide EdTechProfile data and formalized participant feedback from technology-training workshops, Technology Services will continue to develop and adapt workshops to meet the current and future needs of staff.
- In order to provide and maintain an infrastructure that allows students, teachers, and staff to become proficient users of technology, it is essential that the milestones laid out in Part 3 of this plan are completed according to the timeline. Technology Services, the EGUSD Grant Writer's Office, Facilities, and school sites will use data provided by LANDesk and the EGUSD Student Information System (SISWEB) to monitor the number of computers meeting our minimum standards as well as our student-to-computer ratios. Technology Services and ETAC/STAC will conduct periodic reviews of reports from HEAT (EGUSD's Help Desk system) and EdTechProfile participation to ensure that adequate technical support, within a reasonable timeframe, is being provided to all staff and sites.
- Funding/Budget – Technology Services will assume a lead role in disseminating technology funding and budget information to all district stakeholders. Information will be provided in the context of the goals and objectives designated funds support. Through regular monitoring of new funding sources, such as state, federal, and private grants, EGUSD will work with the Sacramento County Office of Education and the California Department of Education to ensure that EGUSD avails itself of all possible funding sources.

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

The Technology Planning Team will meet annually and review the technology plan as a whole, per the components listed above, for necessary modifications or unforeseen needs. Bi-monthly reports on

specific areas of specific components will be provided to the appropriate bodies (ETAC and/or STAC committees) as the plan progresses.

7c. Frequency of communicating evaluation results to tech plan stakeholders:

The Technology Planning Team will communicate progress and recommendations for change to the stakeholders for consideration and feedback. Opportunities for the stakeholders to give input and voice concerns will be provided via the district website. On-going evaluation will continue throughout the duration of the plan. For detailed information on the ongoing evaluation strategies of each component, please refer to the prior sections of the technology plan.

8. Collaborative Strategies with Adult Literacy Providers

Despite the perception that Elk Grove Adult and Community Education (EGACE) and the Elk Grove Unified School District have a largely suburban, middle-class population, the EGACE and its community are actually quite diverse. The annual R-30 census for EGUSD shows that more than 10,000 students are English language learners, one of the largest EL student bodies in the state. EGACE allocates one-third of its limited state apportionment to providing English-as-a-second (ESL) language instruction and offers 12 classes in the community with support from the state community-based English tutoring program. About 37% of 1,732 ESL students are at the literacy or beginning level. Nearly 50% are at the intermediate level, and the remainder are at the advanced level.

All EGACE ESL classrooms have access to computers and a printer, and are connected to the Internet. Some classes have up to 15 computers that are available for student use. Additionally, each classroom at EGACE is equipped with a media cart. Teachers regularly use document cameras and LED projectors to deliver instruction. Teachers have also received training in the use of Discovery Education Streaming, and are using live-streaming videos in classrooms.

ESL students have access to English language software and programs that are available at several levels in order to accommodate all student needs. Also, EGACE has incorporated technology into its English literacy/civics education lessons. Students use class computers to complete regular assignments and unit projects. In completing many of their civic education projects, students conduct research on the Internet and extend their information literacy skills. Some projects require students to use digital cameras and to scan pictures to import into documents on which they are working. ESL students attending four of the community-based sites have easy access to on-campus computer labs and instruction at one of those sites is entirely computer-based. During the 2008-09 school year, EGACE plans to open at least one computer-based ESL class at a district high school featuring a 72-module on computer basics , including lessons on how to use School Loop.

Furthermore, students can enroll in one of several ESL computer basics courses in EGACE's on-campus technology classroom, which is equipped with 22 workstations. In these classes, students learn basic keyboarding, word processing and spreadsheet skills, as well as presentation software and the use of the Internet. Adult basic skills, secondary, and career technical education students also enroll in these computer-assisted classes.

EGACE's Even Start and Migrant Even Start Family Literacy Programs are designed to help break the cycle of poverty and improve the literacy of low-income families through academic services that include adult literacy instruction, parenting education, and early childhood education. As of September 30, 2008, federal funding for the MEES program ended and those families have been referred to other ESL classes in the community. The Even Start program, however, continues to provide a number of services and strategies to help parents and children meet their educational goals, and to support parents in their role as their child's first teacher. Technology is one of these strategies. The adult family literacy classrooms are equipped with class sets of portable computers, while there are two workstations in the children's early literacy classroom. Using interactive ESL software and learning to access the Internet, parents and children will learn to use literacy- and math-based software. Even Start families access

services at Prairie Elementary School. Currently, EGACE has 35 adults and 43 children enrolled in its family literacy program. In 2006-07, 72 adults and 108 families participated.

Another technology-based service EGACE provides is a Parent Internet Safety class in collaboration with EGUSD's Technology Services Department.

EGACE also offers an adult basic and secondary education (ABE/ASE) program for students seeking their high school diploma or GED. Through technology these students get individualized computer-assisted training to help prepare for the rigors of EGACE's classroom and the California high school exit exam (CAHSEE). Students have access to GED and CAHSEE instructional software programs and the Internet in order to enhance their educational experience. Students also have access to Lexia, a reading and comprehension instructional software program as well as Hot Math, used to strengthen mathematical skills. In 2007-08, EGACE served 1,180 students in its ABE/ASE program.

EGACE also offers an office technology program, leading to MOS certification, and a general accounting course in a classroom equipped with 24 computers and a medication billing and coding program in a classroom equipped with 19 computers. Other CTE and community education courses offered at EGACE, a district high school, a district middle school, and the Senior Center of Elk Grove include Microsoft Word and Excel and Movie Maker.

EGACE provides a distance learning program for ESL, Citizenship, GED preparation and career technical education (CTE) students. Students check out DVDs, VHS cassettes, audio cassettes, cassette players or CDs with other materials, supported by one-on-one instruction at the EGACE main campus, elementary and middle schools in the community and one local church. Of the 417 distance learning students in 2007-2008, more than 77% were ESL learners, 16% were GED learners and the remainder were CTE learners. Almost one quarter participated at one of the community-based sites. Ninety EL learners were active in the online ESL class in 2007-2008. Many of them kept in regular contact with the distance learning resource teacher through email and website messaging as well as completing online quizzes and other supplementary activities on the class Moodle site.

Finally, EGACE offers GED preparation and general office skills instruction to incarcerated adults at the Sacramento County Rio Cosumnes Correctional Center in two classrooms equipped with more than 20 computers each.

9. Effective, Researched-Based Methods and Strategies

9a Summary of how plan supports curricular and professional development goals:

As part of our review process for updating our Technology Plan, we revisited the research pieces that were central to our 2006-2009 plan. We found that a number of documents are still relevant to our 2009-2012 plan – and are still referenced in the 2008 list posted by the Center for Applied Research in Educational Technology (CARET). The guidelines, for instance, provided by Jamie McKenzie's 1999 How Teachers Learn Best, Sandholtz and Ringstaff's 1997 Teaching with Technology: Creating Student Centered Classrooms and Ringstaff's 2003 research for WestEd: The Learning Return on Our Educational Technology Investment still inform the curriculum and professional development goals we have laid out in this plan (see Appendix A for more detailed descriptions of sources). The key research pieces we have added to our updated plan include white papers (epapers) published by the Partnership for 21st Century Skills, along with guidelines for copyright and fair use, as well as current resources on the safe, effective, and ethical use of the Internet.

In recognition that our plan must respond to the needs of a rapidly changing society and workforce and must, therefore, support creativity, critical thinking, communication and collaboration, our 2009-2012 Technology Plan reflects the research contained in four studies from the Partnership for 21st Century Skills: Curriculum and Instruction, Professional Development, Standards, and Skills Assessment.

As a district we embrace the possibilities for teaching and learning afforded by emerging, highly interactive technologies, but we are also well aware of the need to introduce teachers and students the requirements of AB 307. For safety and privacy issues, we have drawn mainly from the research available from the Center for Responsible Internet Use and the National Center for Missing and Exploited Children. Our Copyright and Fair Use workshops are based on guidelines provided by both U.S. Copyright Office and the Stanford Copyright and Fair Use Center.

9b. Description of how plan extends or supplements curriculum:

To accommodate the technology training needs of the district's rapidly growing and diverse population, we have incorporated into our Technology Professional Learning Plan, a wide variety of technology trainings. As part of the Implementation Plan and Activities Tables, we have developed Monitoring and Evaluation Activities to ensure that all technology trainings are subject to review and evaluation for their effectiveness. The EdTechProfile and Professional Learning Feedback Forms currently offer the most readily available data on the effectiveness of our trainings.

As a district, we have a firm commitment to resist buying into the latest tools and strategies unless we can justify through professional wisdom and/or empirical evidence that EGUSD students and staff will benefit from the investment. Under the guidance of the Sacramento County Office of Education, the California Department of Education and the US Department of Education, we intend to monitor and document how our technology programs are facilitating student learning and achievement, teaching, and technology management. Technology strategies and methods are by their very nature dynamic

works in progress and must be periodically revised and adapted to changing technologies and changing educational environments.

The appropriate district and site committees annually review K-12 course offerings and content. Teachers are invited to propose and/or implement new courses utilizing innovative strategies and technologies. At each elementary school, for instance, a computer lab teacher works closely with classroom teachers to integrate technology in ways that correlate with and complement adopted textbooks. At our middle schools, all students benefit from instant feedback on essays available through a publisher's web-based language arts program. At our high schools, students are doing advanced work in a variety of technological fields ranging from computer animation to networking to video production and website building. Teachers from grades K-12 are taking advantage of our bandwidth to tap into distance learning opportunities, particularly through the use of interactive videoconferencing (IVC). From the kindergarten IVC field trip to the California Parks tide pools to the group of 6th grade accelerated students receiving advanced mathematics instruction from a high school teacher, teaching and learning in EGUSD is no longer limited by the physical location of resources. Technology Services works closely with the Curriculum and Professional Learning and the district grant writer to incorporate distance learning opportunities into innovative grant proposals.

Appendix A – Supporting Research: Bibliography

Curriculum Component

"21st Century Skills Assessment." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_assessment.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on assessment. 21st 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 student.

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on curriculum and instruction.

"21st Century Skills Standards." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_skills.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on standards.

"21st Century Skills Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_development.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on skills.

"Copyright." Copyright and Fair Use. (2008). US Copyright Office. 4 Sep 2008 <http://www.copyright.gov/>.

Site introduces copyright basics, copyright laws, fact sheets and FAQs, along with a link to Taking the Mystery out of Copyright – a tour for students and teachers. Site also provides guidelines for Fair Use.

"Copyright & Fair Use." Stanford Copyright & Fair Use Center. (2008). Stanford Copyright & Fair Use Center. 4 Sep 2008 <http://fairuse.stanford.edu/>.

Site provides primary materials, guide books, articles, and even videos on copyright laws and fair use issues.

Geisert, P., Futrell, M. (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. A curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers (e.g., Classroom Computer Connections, Bossing a CPU).

Hubbard, L. (2000). Technology-based math curriculums, custom built for today's classroom [Feature]. Technology Horizons in Educations Journal, 28 (3). Retrieved from http://www.thejournal.com/magazine/vault/A3129.cfm.

High school principal Lawrence Hubbard shares the history of a project involving his algebra teachers with top cognitive psychologists from nearby Carnegie Mellon University. The Carnegie Mellon team believed that "students were more successful in solving problem in which they had solid numbers for their starting point, but did not know the ending point, instead of starting from a unknown point to reach a known goal." They developed a software program called Cognitive Tutor that presents students with problems based on real world context and tracks their leaning style and pinpoints flaws in reasoning. Langley High School students who participated in this program outperformed those students in traditional classes.

McKenzie, J. (1999). How teachers learn technology best. Bellingham, WA: FNO Press

Jamie McKenzie looks at how educators learn technology effectively, outlining the myths and realities of professional learning and clearly spelling out the necessary steps to engage teachers with technology. He discusses issues of adult learning ("androgogy") and explains that adult learning should involve the learners in activities that match their individual interests, needs, and developmental readiness. For readers wanting more depth in particular aspects, McKenzie includes many website addresses.

National Center for Missing & Exploited Children. (2008). National Center for Missing & Exploited Children. 4 Sep 2008 <http://www.missingkids.com/>.

Site provides resources and comprehensive training program on Internet safety with a focus on predator issues.

Sandholtz, J., Ringstaff, C., & Dwyer, D. (1997). Teaching with technology: Creating student-centered classrooms. New York, N.Y., Teachers College Press.

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist, that the authors believe takes place as teachers become expert technology users, leading to new levels of confidence and willingness to experiment with instruction.

WestEd (2003). The learning return on our educational technology investment. San Francisco: WestEd.

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily in computer-based technology, they can benefit from the experiences and research of others focusing on the

impact of this technology on student learning." This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-based technology to have the most impact on student learning.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sep 2008 <http://www.cyberbully.org/documents/>.

Director Nancy Willard provides provides research and outreach services to address issues of the safe and responsible use of the Internet. Articles are pertinent to parents, educators, librarians, policy-makers, and others regarding effective strategies to assist young people in gaining the knowledge, skills, motivation, and self-control to use the Internet and other information technologies in a safe and responsible manner.

Professional Learning Component

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on curriculum and instruction. 21st 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 student.

"21st Century Professional Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_professional_development.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on professional development.

"Copyright." Copyright and Fair Use. (2008). US Copyright Office. 4 Sep 2008 <http://www.copyright.gov/>.

Site introduces copyright basics, copyright laws, fact sheets and FAQs, along with a link to Taking the Mystery out of Copyright – a tour for students and teachers. Site also provides guidelines for Fair Use.

"Copyright & Fair Use." Stanford Copyright & Fair Use Center. (2008). Stanford Copyright & Fair Use Center. 4 Sep 2008 <http://fairuse.stanford.edu/>.

Site provides primary materials, guide books, articles, and even videos on copyright laws and fair use issues.

Geisert, P., Futrell, M., (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. Its curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers(e.g., Classroom Computer Connections, Bossing a CPU).

McKenzie, J., (2000). Beyond technology: Questioning, research and the information literate school. Bellingham, WA: FNO Press.

Jamie McKenzie voices his concerns that once they install networks, many schools discover they've paid too little attention to learning goals and a purpose that might mobilize teachers to embrace the new technologies with enthusiasm. McKenzie describes how questioning, research and information literacy can become driving forces so that even skeptics and late adopters acknowledge the value of the venture.

WestEd (2003). The learning return on our educational technology investment. San Francisco: WestEd.

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily in computer-based technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning." This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-based technology to have the most impact on student learning.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sept 2008 <http://www.cyberbully.org/documents/>.

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Infrastructure, Hardware, Technical support, and Software Component

Geisert, P., Futrell, M., (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. A curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a

focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers (e.g., Classroom Computer Connections, Bossing a CPU).

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The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist, that the authors believe takes place as teachers become expert technology users leading to new levels of confidence and willingness to experiment with instruction.

Tomei, L. (2002). The technology façade. Boston: Allyn and Bacon.

The author looks at human factors, financial investment, commitment of resources, and instructional strategy as essential components to effective technology planning. He emphases importance of technology tools connecting to classroom curriculum.

Appendix C – Criteria for EETT Funded Technology Plans

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	4	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** **Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	8	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	10	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	12	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	13	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to	16	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

succeed in the classroom and the workplace.			

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)	18	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).	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.
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)	20	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology	22	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how

access for all students.		equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	22	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.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	24	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.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	24	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s):	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

5 and 12 (Appendix D).			
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**.	26	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	26	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	28	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	30	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	33	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	35	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.

d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	39	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List established and potential funding sources.	40	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	41	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	42	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	42	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	43	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	43	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	44	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or	45	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	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.)		indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	

9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	47	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	47	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: **34-67314 0000000**
School Code (Direct funded charters only): _ _ _ _ _ _ _
LEA Name: **Elk Grove Unified School District**

*Salutation: Mr.**X** Ms. Dr.
*First Name: **Gregory**
*Last Name: **Lindner**
*Job Title: **Director Technology Services**
*Address: **9510 Elk Grove Florin Road**
*City: **Elk Grove**
*Zip Code: **95624**
*Telephone: **(916) 686-7710** Ext:
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*E-Mail: **glindner@egusd.net**

Please provide backup contact information.
1st Backup Name: **Steve Mate**
1st Backup E-Mail: **smate@egusd.net**
2nd Backup Name: **Gail Desler**
2nd Backup E-Mail: **gdesler@egusd.net**

*Required information in the ETPRS