

**CAMPTONVILLE UNION
ELEMENTARY SCHOOL
DISTRICT TECHNOLOGY PLAN**

**Steve Kelly
Superintendent**

July 1, 2009 to June 30, 2012

**CAMPTONVILLE UNION ELEMENTARY SCHOOL DISTRICT
TECHNOLOGY PLAN
JULY 1, 2009 – JUNE 30, 2012**

District Overview:

In the Sierra Nevada foothills of rural Yuba County, the Camptonville Union Elementary School District administers a K-8 school—Camptonville Elementary School—located in Camptonville, California that serves approximately 55 students on site.

According to the school's most recent California Basic Educational Data System (CBEDS) total enrollment, 2008-09, .3% are Pacific Islander, 91% are white, 2% are American Indian, and 4% are Hispanic. Four teachers provide a pupil/teacher ratio 14:1; class size averages 18 students. Six classified employees provide clerical, cafeteria and maintenance support as well as instructional assistance. There are no reported English Language Learners. We have numerous computers in the library and in classrooms for student use. The use of technology in teaching and learning and in communication with parents is frequent, and the school's Academic Performance Index Base is 764, which is up 11 points from 2007.

1. Plan Duration

This district plan is envisioned to guide the school for the next three years, from July 1, 2009 until June 30, 2012. As a result we anticipate that by June of 2012:

Every student will have access to a computer with online connectivity through the school;

Students will use technology tools to advance and disseminate their understanding of relevant skills and knowledge, including the California Content Standards in the core curriculum;

Students will use technology to support placed-based education, exploring local community issues;

Students will use technology to enhance their preparation for careers in the 21st century;

School-based computers, software and connectivity, as well as other technology-based materials, will be fully operative and compatible;

Information literacy proficiencies will allow students to discern truth and relevance from a flood of information.

Expected student outcomes in 3 years as a result of technology use:

Increased student access to technology learning resources will improve their mastery of California Content Standards as measured by STAR and local assessments;

Students will be proficient in essential computer skills and applications;

Students will routinely use the Internet for research purposes.

Proficient information literacy skills will allow students safe and relevant use of technological learning resources;

Proficient students will mentor and assist lesser-skilled students in the operation and application of technological resources;

Selected students will provide basic computer trouble-shooting and tech support for computers and other technologies at school.

OUTCOMES: Access to technology has improved, mainly due to a continuing decline in enrollment. Proficiency in technology usage is an ongoing goal. Many students are close to what might be called proficient, and are able to aid their classmates in getting closer to this goal.

Expected staff outcomes in 3 years as a result of technology use:

Teachers and administration will routinely use technological tools to organize, teach and assess student learning in California Content Standards.

School staff will use technological tools to store, sort and evaluate student and schoolwide data, including student achievement related to the California Content Standards.

School staff will explore and implement new technological resources;

All teachers will meet Technology Proficiency Standards set by the California Commission on Teacher Credentialing.

OUTCOMES: All teachers and administrators have met these standards.

Expected technology outcomes; infrastructure, hardware, tech support and software:

The district will maintain/upgrade its classroom complement of 5 computers, 1 printer and one scanner.

The District will maintain/upgrade its current complement of 4 computers in the library, which will be made available for use by the Camptonville Elementary Learning Community.

Our target is a 2:1 student to computer ratio, with 5 computers and supporting peripherals in the library and at least 5 computers, one printer and one scanner in each classroom.

The district will have its own T-1 line, which will provide wide-area network services for the district/school staff, and the classrooms via the Yuba County Office of Education.

The district/school will have developed and adopted a hardware acquisition plan that includes 1) equipment specifications to guide future purchases and 2) a technology specific database to prevent equipment loss and track replacement timelines.

Additional software applications supporting student learning in California Content Standards will be acquired. The Technology Committee will review software requests on a routine base, and make recommendations for purchase.

Expected funding/budget outcomes in 3 years:

Technology curriculum, professional development, software, books and Internet access are supported by the District's General Fund, SIP and Title VI, Federal CSR and PAR funds.

General district revenue and categorical funds supported initial computer purchases, Internet connectivity and ongoing connection to our wide-area network and Internet service provider, the Yuba County Office of Education.

Expected monitoring and assessment outcomes in 3 years:

Students' progress in mastering the California Content Standards in the core curriculum will be monitored and assessed by the classroom teacher;

Students' progress in acquiring information literacy skills will be monitored and assessed by the classroom teacher;

Overall school wide progress will be monitored and assessed by the Superintendent;

Annual maintenance and infrastructure upgrade activities will be reviewed and adjustments made as indicated; input is provided by staff and students, with the School Site Council making decisions based on the recommendations of the Technology Coordinator and Superintendent.

OUTCOMES: Overall improvement in reaching Proficiency on all the Content Standards is seen in improved STAR Test scores in each year's testing cycle, and higher API Numbers.

2. Stakeholders**Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.**

The Technology Planning Team for the school includes the Superintendent (Steve Kelly), one classified staff member (Pam Wilcox), Technology Coordinator (Reid Luhman). As a small rural school, the Principal/Superintendent also serves as the curriculum director. A Technology Coordinator serves the Camptonville Elementary learning community one full day a week, and is responsible for technology maintenance and organization, student instruction, and staff development. The District works closely with the "Camptonville Community Partnership," a local, non-profit group, which operates an office, counseling center, and school readiness program on the Elementary School campus. The school also works with the Camptonville Community Web Site. The technology plan began as a proposal from the Technology Planning Team. It was then developed through discussions conducted through ongoing dialogue at the informal level, as well through formal dialogue and discussion at all-staff meetings (including community members and parents), certificated staff meetings, school site council meetings and school board meetings. Camptonville is a very small community; this combination of formal and informal meetings provides for full involvement throughout the community.

3. Curriculum

3.a. Staff and student access to technology

Students have access to computers throughout the day, and after-school as arranged with staff. The student to computer ratio **in classrooms** is approximately one computer for every two students, at all grade levels. Every teacher is assigned an individual computer for his or her exclusive use. The majority of the computers are newer model Apple iMacs purchased in (2007). Every classroom computer is connected to the Internet. The school's computers and peripheral devices are mainly less than three years old, with no purchase of desktop computers during the current school year. With over 61% of our students qualifying for Free or Reduced meals in the Child Nutrition Program. we estimate that fewer than 50% of students have access to computers and the Internet at home. The school library has 1 new iMac, and three older iMac computers. These computers are used by students during and after school, and are available for community use during the Twilight School program. Students with special needs utilize computers in the classrooms, and have access to the computers in the resource room.

3.b. District's current use of hardware and software to support teaching and learning

The superintendent met with each teacher to discuss his or her use of technology learning tools in the core curriculum in grades K-8. Greatest use of software occurred in the areas of Mathematics and English/Language. Students use Accelerated Reader and Accelerated Math on a daily basis. Students in grades K-1 use Kid Pix, as well as the A.R. programs. Student use in grades 2 and 3 emphasizes keyboarding skills and word processing applications. Students in grades four through eight use computers to type reports and do research on the internet to support the District's English/Language Arts, Science and Social Studies curricula. While 4th through 6th graders incorporate their word processing and Photo Shop into school newsletters, the seventh and eighth graders used word processing and publishing software to create the school's annual yearbook, in addition to addressing standards relating to summarizing, responses to literature, research and persuasive writing activities.

Science curriculum and field studies are supported by computer-generated student reports and presentations, as well as Internet research.

While occasional technological glitches and down time contribute to the frustration of students, staff and administration, all parties continue to move forward in their use of computers and peripherals. While students enjoy using available software that supports the district's curriculum, there is a need to upgrade the software. A function of the technology committee will be to review and recommend the purchase of current software.

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

The school's Single Plan for Student Achievement has set the goal of having all students achieve proficiency or better in reading and mathematics by 2013/2014. This plan had input from the Superintendent, teachers, parents, community members and the School Board. The appropriate goals for the school's plans are listed below:

- continuing to provide a high computer-to-student ratio
- providing classrooms with reading software and reading materials
- continuing to provide students with integrated tech/reading activities
- continuing to fund a tech specialist 1 day per week
- continuing to work closely with Family Outreach organizations
- continuing to work closely with 1-2-3 Grow program and staff
- continuing to provide test score results and interpretations to parents in a timely and understandable manner

The school has focused on making all instruction congruent with content standards. The school works closely with the on-campus Camptonville Community Partnership and intends to maintain its highly successful after-school Interventions program for student achievement. In addition, the school plans to increase the technological aspects of instruction, integrating that technology within the curriculum with an emphasis on mathematics and science.

Camptonville Elementary School's students continue to make significant gains in their core subject areas. The percentage of students at proficient or higher in the California Standards portion of the STAR test for 2007/08 in English Language Arts is 51.8 percent; in Math, 47.6 percent scored at that level. The 1999/00 API score was 709. This index increased to 751 in 2000/01, to 802 in 2001/02, and to 804 in 2004/05. In 2007, the API had dropped to 753 and by 2008 it rose to 764. This volatility is in part explained by the small student population at the school and the impact caused by just a few families moving into or out of the district.

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

As noted earlier, the students of Camptonville Elementary perform very well academically, especially considering the high percentages of free and reduced lunch student. We attribute part of that success to extensive use of technology and electronic learning resources in the academic program. Such resources are effective both in their scope and in their attractiveness to students.

Goal 3d: Students will improve to attaining proficiency or better with English Language Arts and math grade level content standards through teacher integration of technology into district's curriculum in support of the district curricular goals.

Objective 3d: By 2012, 80 percent of all district students will be proficient or better with state grade level standards in math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, and student achievement data-driven decision making.
Year 1 Benchmark: By June 2010, 60 percent of all district students will be proficient or better with state grade level standards in math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, and student achievement data-driven decision making.
Year 2 Benchmark: By June 2011, 70 percent of all district students will be proficient or better with state grade level standards in math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, and student achievement data-driven decision making.
Year 3 Benchmark: By June 2012, 80 percent of all district students will be proficient or better with state grade level standards in math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, and student achievement data-driven decision making.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Increase use of Accelerated Reader, Accelerated Math, and appropriate online instructional resources	June 2010, Ongoing	All staff, Superintendent	Evaluation of Teacher lesson plans Student work/portfolios CST data
Informal collaboration between Technology support staff, teachers and students.	June 2010, Ongoing; monitored annually	All staff	Technology Coordinator
Students will use technology for accessing information and creating reports as appropriate	Annually 2011-2012	All staff	Teachers, Superintendent
Evaluation Instrument(s) — Data To Be Collected: Teacher lesson plans Student work/portfolios CST Data			

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

The use of information literacy as a research process needs to be implemented across the grade levels to enhance students' safe and effective use of the Internet for research purposes. Camptonville Elementary School recognizes the need to adopt a continuum of technology proficiencies to guide and assess the introduction and development of technology proficiencies for all students.

Staff will look at a variety of technology proficiency continuums and begin the process of adopting a continuum for developing and assessing technology proficiencies that is appropriate for Camptonville Elementary students. It is anticipated that the research and adoption process will last through January of 2012. We anticipate that the development of an implementation plan and grade level appropriate strategies will take through September of 2009. Implementation will take place at the appropriate grade levels will begin with the 2009-2010 school year.

Goal 3e: Students will be proficient or better with the National Education Technology (NETS) grade level profile standards for students or a county office equivalent to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Objective 3e: By June 2012, 80% of students in grades 3-8 will be proficient or better with grade level NETS standards.
Year 1 Benchmark: By June, 2010, 60% of students in grades 3-8 will be proficient or better with grade level NETS standards.
Year 2 Benchmark: By June, 2011, 70% of students in grades 3-8 will be proficient or better with grade level NETS standards.
Year 3 Benchmark: By June, 2012, 80% of students in grades 3-8 will be proficient or better with grade level NETS standards.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Staff will be trained in strategies for increasing student use and integration of technology	Annual training to reach target	Technology Coordinator Superintendent	Sign up sheets, input at follow up sessions

Students will use Internet for research and reporting of their studies.	Annually 2009- 2012	Teachers	Student folders Course grades
Eighth grade students will demonstrate technology competency via a major senior project.	Annually 2009- 2012	Teachers Parents	Projects
Students will have access to Accelerated Reader and Math to help improve reading comprehension scores and mathematics skills	Weekly	Superintendent, Teachers	Student Assessment Data
Evaluation Instrument(s) — Data To Be Collected: Sign-up Sheets Student Projects Student assessment data			

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

Goal 3f and 3g: Eighty percent of students will be proficient or better with grade level ethical use of technology and Internet safety standards (NETS #5- Digital Citizenship).

Objective 3f and 3g: By June 2012, 80% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).
Year 1 Benchmark: By June, 2010, 60% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).
Year 2 Benchmark: By June, 2011, 70% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).
Year 3 Benchmark: By June, 2012, 80% of students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Create PowerPoint presentation addressing Internet ethical use and	June 2009	Tech Coordinator	Completed presentation approved by School

safety.			Superintendent
Teachers will show PowerPoint presentation to students in a classroom setting.	By August 2009	Teachers	Superintendent
Each teacher will discuss Internet safety and ethics with students following viewing of the PowerPoint presentation.	Ongoing 2009-2012	Teachers	Superintendent
Students will take a quiz on their understanding of Internet safety and ethics	Ongoing 2009-2012	Technology Coordinator, Teachers	Superintendent
Evaluation Instrument(s) — Data To Be Collected: PowerPoint presentation addressing appropriate and ethical use of technology information Sign in participation sheets for class rosters			

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

It is district policy to provide ALL students and teachers with equal access to all of the school's technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. Student subgroups will have access to the same NETS integration activities and high standards expected of all other students, although the programs and methods for achieving the objectives may be adapted to best meet individual student needs. Students with an active Individualized Education Program (IEP) have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals.

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

Current use of technology for student record keeping and assessment is at a minimum. The district secretary employs an attendance program on a local workstation and maintains attendance record keeping with the Yuba County Office of Education via terminal access. Individual teachers and the superintendent employ spreadsheet programs for grading, tracking student achievement (SAT9, CAT6, etc.) and for Special Needs (IEPs/SSTs, etc.). This is generally perceived to be an area for improvement. Three teachers are currently maintaining grade records with Micrograde software. By June 2009, 100% of teachers will be trained in use of computer assisted software for student record keeping.

Goal 3i: District administrators and teachers will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

Objective 3i.1: By June, 2012, 80 percent of teachers will employ technology in student record keeping and assessment.
Year 1 Benchmark: By June, 2010, 60 percent of teachers will integrate technology into their student record keeping.
Year 2 Benchmark: By June, 2011, 70 percent of teachers will integrate technology into their student record keeping.
Year 3 Benchmark: By June, 2012, 80 percent of teachers will integrate technology into their student record keeping.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Teacher training in the use of computerized student record keeping software	Fall, 2009	Teacher Trainer, Technology Coordinator	Superintendent
Integration of attendance software in the district office	Fall, 2010	District Secretary	Superintendent
Analysis and evaluation of CST data	Yearly	Technology Coordinator, Superintendent, District Secretary	Secretary
Evaluation Instrument(s) — Data To Be Collected: Digital student assessment records STAR data evaluations			

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

Goal 3j: Teachers, administrators and school information will be accessible to parents via electronic communication.

Currently all staff members have e-mail and use it to transact business. Some students and parents have e-mail at home and use it to communicate with teachers. The school also maintains a web site that contains both general and classroom specific information.

The lack of broadband Internet in Camptonville coupled with the relatively high percentage of families without any Internet connectivity has led to school to employ an automated phone message system capable of calling every staff member and family with important school information. It is projected that this system will remain in place even as Internet communication increases.

Objective 3j.1: By 2012, 80 percent of parents will utilize e-mail in communication with teachers and will access course information on the school's web site.
Year 1 Benchmark: By 2010, 40 percent of parents will utilize electronic communication with the school.
Year 2 Benchmark: By 2011, 60 percent of parents will utilize electronic communication with the school.
Year 3 Benchmark: By 2012, 80 percent of parents will utilize electronic communication with the school.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Ensure that all teachers and administrators have e-mail accounts.	August, annually 2009-2012	Tech Coordinator	Presence of accounts EdTech Survey of teachers
Maintain and enrich district website and designate person to maintain	Summer 2009	Technology Committee, Teachers	http://www.cville.k12.ca.us Superintendent
Maintain automated phone message system	Ongoing, 2009-2012	Superintendent	Superintendent
Evaluation Instrument(s) — Data To Be Collected: Web site will be reviewed by the Technology Committee Students and Parents will be surveyed regarding their knowledge of and satisfaction with school technology			

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

Formative process monitoring:

The Technology Committee will meet two times per year to discuss the progress of the project. These meetings will serve to determine if implementation strategies are being undertaken. If implementation strategies are not being completed in a timely manner the

committee will be responsible for determining what the difficulty is and provide necessary support to implement or change strategy as needed.

Annual summative monitoring:

The information about completed activities and progress toward benchmarks will be reviewed annually. The first step in annual evaluation will be to determine if annual benchmarks have been met. This will be determined by collecting the data noted in the benchmarks tables above. This information includes:

Academic progress

Review of work samples such as projects, reports and electronic portfolios.

STAR testing

CAHSEE

Grades in selected courses and technology projects

Usage of resource centers

Professional development

Annual review of course goals and objectives

CTAP self assessment

Monthly Staff meetings

Student records

Classroom and monthly student review observations

Student technology use/access

Student observations

Annual Student Technology survey

Periodic observation by technology coordinator and administrator

Review of work samples such as projects,, reports and electronic portfolios.

Computer Applications classes

Technology resources

Equipment Inventory

Report on technology needs

IEP

E-mail Accounts

Directory available to parents

Websites

If benchmarks are not being met then the team will determine whether or not implementation strategies were completed. This will allow the team to determine whether lack of progress on benchmarks is due to failure to implement necessary strategies or failure of strategies to result in the hoped-for outcomes.

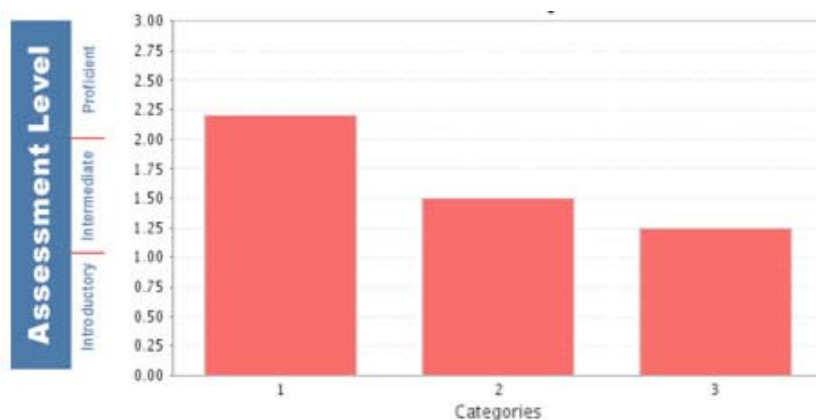
4. Professional Development

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

Camptonville Elementary School is located in a rural area, some distance from typical technology training resources. Courses offered at the Sacramento County Office of Education and the Yuba County Office of Education are not always practical solutions to professional development. While the teachers and administrators of Camptonville Elementary School have developed considerable skills primarily through informal means, enhancing these skills is perceived to be needed area of improvement. Nevertheless, their high level of motivation is strengthened by the strong technological bent of the school. The technology is available and staff has arisen to meet that potential.

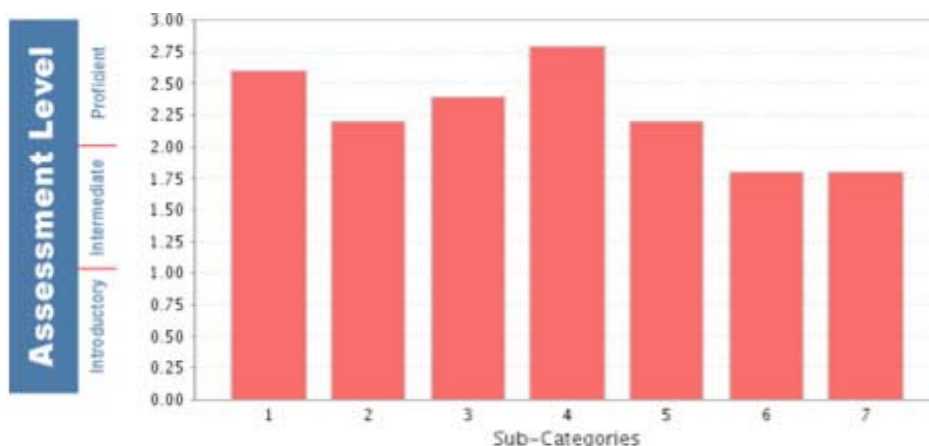
Teacher and administrator's current technology skills and needs for professional development.

Five members of the staff took the EdTech assessment of technology proficiencies in 2009. The overall results are displayed in the figure below:



- 1 Computer Knowledge and Skills (Includes 5 in calculation)
- 2 CCTC Program Standard 9: Using Technology in the Classroom (Includes 4 in calculation)
- 3 CCTC Program Standard 16: Using Technology to Support Student Learning (Includes 4 in calculation)

Increased use of technology over the years coupled with professional development has resulted in the highest overall levels for computer knowledge and skills we have seen with average ratings at the level of proficiency. The figure below breaks down the types of knowledge and skills into component categories:



- 1 General computer knowledge and skills (Includes 5 in calculation)
- 2 Internet skills (Includes 5 in calculation)
- 3 Email skills (Includes 5 in calculation)
- 4 Word processing skills (Includes 5 in calculation)
- 5 Presentation software skills (Includes 5 in calculation)
- 6 Spreadsheet software skills (Includes 5 in calculation)
- 7 Database software skills (Includes 5 in calculation)

We can see from this breakdown that only spreadsheet and database software skills drop down below the average level of proficiency.

Returning to the first figure, we see two areas in need of improvement: using technology in the classroom and to enhance student learning. While staff members rate themselves on average in the intermediate range, technology currently does play a significant role in classroom instruction. Students use word processing software and typing practice software in grades 2-3. By the 4th and 5th grades, students add skills in scanning, image rendering (with programs like Photoshop and iPhoto), and even produce newsletters with software such as Adobe InDesign and Microsoft Word. Also by these grades, students are learning how to do research on the Internet, evaluate their results, and integrate that research into school essays. Middle school students have added technology skills to their science research skills, above and beyond the skills mentioned above. The school also provides server based software such as Accelerated Reader, Accelerated Math, Star Reading and Star Math. More recently, online educational resources have been integrated such as United Streaming and ALEKS (a Web-based, artificially intelligent assessment and mathematics learning system).

While Camptonville Elementary has had a strong technology component for many years, particularly so for a small and rural K-8 school, it is part of our plan that the use of technology in the classroom increase in the coming years.

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

All staff and administrators need to become more aware of their current level of technological skill and more focused on raising that skill. Toward this end, all staff and administrators need to perform the EdTech self assessment and subsequently develop a Personal Technology Learning Plan with the assistance of the Technology Coordinator. In addition, the Technology Coordinator will provide ongoing assistance with professional development, both through regular classroom assistance and through school organized technology workshops. In particular, teachers will be aided in moving toward computerized student record keeping and office staff will be assisted in upgrading computerized attendance.

Goal 4b: Teachers will increase their proficiency with educational technology and increase their integration of technology with classroom instruction.

<p>Objective 4b.1: By 2012, 90 percent of teachers will have completed a self evaluation of their technology skills and educational applications through a Personalized Learning Technology Plan</p>

<p>Year 1 Benchmark: By 2010, 50 percent of teachers will have completed a self evaluation of their technology skills and educational applications through a Personalized Learning</p>

Technology Plan
Year 2 Benchmark: By 2011, 70 percent of teachers will have completed a self evaluation of their technology skills and educational applications through a Personalized Learning Technology Plan
Year 3 Benchmark: By 2012, 90 percent of teachers will have completed a self evaluation of their technology skills and educational applications through a Personalized Learning Technology Plan

Objective 4b.2: By 2012, 70 percent of teachers will have reached a level of proficiency with basic computer applications.
Year 1 Benchmark: By 2010, 50 percent of teachers will have reached a level of proficiency with basic computer applications.
Year 2 Benchmark: By 2011, 60 percent of teachers will have reached a level of proficiency with basic computer applications.
Year 3 Benchmark: By 2012, 70 percent of teachers will have reached a level of proficiency with basic computer applications.

Objective 4b.3: By 2012, 60 percent of teachers will have reached a level of proficiency with integrating technology with educational instruction.
Year 1 Benchmark: By 2010, 40 percent of teachers will have reached a level of proficiency with integrating technology with educational instruction,
Year 2 Benchmark: By 2011, 50 percent of teachers will have reached a level of proficiency with integrating technology with educational instruction,
Year 3 Benchmark: By 2012, 60 percent of teachers will have reached a level of proficiency with integrating technology with educational instruction,

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
EdTech Online Technology Self-Assessment	Yearly	Teachers, Administrators	Technology Coordinator
Technology Training for Teachers (including computerized student record keeping)	Ongoing	Technology Coordinator	Superintendent
Evaluation Instrument(s) — Data To Be Collected: EdTech online technology self-assessment Personal Technology Learning Plan			

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

Staff Training for Computer Knowledge and Skills

Year 1 (2010)	Year 2 (2011)	Year 3 (2012)
30 % of staff will have received training in computer knowledge and skills (word processing, e-mail, Internet use, spreadsheet/database, multimedia/electronic publishing and course specific software, information literacy).according to their personal technology plan submitted in the yearly professional goals.	60 % of staff will have received training in computer knowledge and skills (word processing, e-mail, Internet use, spreadsheet/database, multimedia/electronic publishing and course specific software, information literacy).according to their personal technology plan submitted in the yearly professional goals.	90 % of staff will have received training in computer knowledge and skills (word processing, e-mail, Internet use, spreadsheet/database, multimedia/electronic publishing and course specific software, information literacy).according to their personal technology plan submitted in the yearly professional goals.
Evaluation Instrument/Data to Be Collected	Schedule for Evaluation	Program Analysis And Modification Process
Training Records Personal Technology Plan	Semiannually Y1, Y2, Y3 Annually	Administrator will work with Technology coordinator to evaluate ongoing group and individual training needs. Modifications and adjustments will be made as required.

Staff Training To Teach Computer Knowledge & Skills

Year 1 (2010)	Year 2 (2011)	Year 3 (2012)
30 % of all staff will have received training to teach and reinforce computer knowledge and skills to assist students.	60 % of all staff will have received training to teach and reinforce computer knowledge and skills to assist students.	90 % of all staff will have received training to teach and reinforce computer knowledge and skills to assist students.
Evaluation Instrument/Data to Be Collected	Schedule for Evaluation	Program Analysis And Modification Process

Training Records Learning Logs Samples Of Student Work Lesson Plans	Semiannually Y1, Y2, Y3 Annually	Administrator will work with Technology Coordinator to evaluate on going group and individual training needs. Adjustments will be made as required.
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Staff Training To Integrate Computer Knowledge & Skills

Year 1 (2007)	Year 2 (2008)	Year 3 (2009)
30 % of all staff will have received training in skills to effectively integrate technology across the curriculum.	60 % of all staff will have received training in skills to effectively integrate technology across the curriculum.	90 % of all staff will have received training in skills to effectively integrate technology across the curriculum.
Evaluation Instrument/Data to Be Collected	Schedule for Evaluation	Program Analysis And Modification Process
Training Records Learning Logs Samples Of Student Work Lesson Plans	Semiannually Y1, Y2, Y3	Administrator will work with Technology Coordinator to evaluate on going group and individual training needs. Modifications and adjustments will be made as required.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware:

Every classroom of the school contains desktop computers, all of which are linked to the Internet and school network.

K-1-2: Three computers, including a five-year-old Mac G-5 and two one-year-old Mac iMacs. The room also contains two monochrome laser printers, one of which is networked.

3-4-5: Nine computers, including two eight-year-old Mac eMacs, two five-year-old Mac G-5 computers, and five one-year-old Mac iMacs. The room also contains two networked laser printers – a color and a monochrome.

6-7-8: Six computers, including two five-year-old Mac G-5 computers and four one-year-old Mac iMacs. This classroom also makes the primary use of a mobile cart containing fifteen four-year-old Toshiba laptops. The room also contains one networked monochrome laser printer.

Library: Two computers, including a five-year-old Mac G-5 and a two-year-old Mac iMac. The Library also contains two non-networked laser printer – a monochrome and color.

Special Education: Two computers, including an eight-year-old Mac G-4 and a one-year-old Mac iMac. The room also contains a networked monochrome laser printer.

Multipurpose Room: Two computers, both eight-year-old Mac eMacs. The room also contains two monochrome laser printers, one of which is networked.

Main Office: Five computers, including two six-year-old HP computers, one eight-year-old Mac G4, one one-year-old Mac iMac, and one one-year-old Mac Book Pro. The office contains a networked color laser printer.

The network also contains one Macintosh server that functions as a web, mail and file server. The server allows students to store and access their work, permitting them to use any school workstation. It also allows teachers to make immediate changes to the school web site. Additionally, the network contains a Canon monochrome multipurpose copier/printer.

Existing Internet Access:

The Camptonville Elementary School maintains a partial T1 frame relay Internet connection to the Yuba County Office of Education. This Internet connection is available throughout the school site on a wired/wireless network to which every computer is attached.

Existing Electronic Learning Resources:

The school server also the data files for Accelerated Reader, Accelerated Math, Star Math and Star Reading—educational resources that are available to students on every school computer.

Existing Technical Support:

Technical support, staff training, and classroom instruction is provided by a volunteer technology coordinator.

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

Hardware Needed:

Replacement of six computers per year

Electronic Learning Resources Needed:

Update of traditional software

Update of educational software and/or online contracts

Networking and Telecommunications Infrastructure Needed:

None

Physical Plant Modifications Needed:

None

Technical Support Needed:

The current support is sufficient.

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

Note: The following purchases will be contingent upon funding.

Year 1 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase six computers	Fall, 2009	Technology Coordinator
Purchase upgrades to traditional and educational software	Fall, 2009	Technology Committee, Teachers

Year 2 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase six computers	Fall, 2010	Technology Coordinator
Purchase upgrades to traditional and educational software	Fall, 2010	Technology Committee, Teachers

Year 3 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase six computers	Fall, 2011	Technology Coordinator
Purchase upgrades to traditional and educational software	Fall, 2011	Technology Committee, Teachers

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

All of the above purchases and installations will be the responsibility of the Superintendent and the Technology Coordinator. The purchases and installations will be monitored by the Technology Planning Team on an annual basis.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

The primary source of funding for all technology in the Camptonville Elementary School is district funds. Other important sources include lottery funds and School Improvement Monies. In the past, we have also received some important technological upgrades through e-rate which funded the current router and server. The Superintendent of the district attends many meetings which keep him abreast of other funding sources. We are also part of the Microsoft Voucher Program.

Potential Funding Sources:

Camptonville School applied for and received a Beaumont Foundation Grant during the previous technology plan period. Given the relatively high percentage of free and reduced lunch students at the school coupled with the demonstrable academic success of these students, we hope to augment our technology budget with grants in the future.

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

Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries					
2000-2999 Classified Salaries					
3000-3999 Employee Benefits					
4000-4999 Materials & Supplies	Computer and Software Purchases	\$11500	\$12000	\$12500	
5000-5999 Other Services & Operating Expenses	Internet Connectivity Online software contracts	\$6360 \$6000	\$6360 \$6500	\$6360 \$7000	\$6360

6000-6999 Equipment					
	Totals	\$23860	\$24860	\$25860	\$6360

6.c Replacement policy for obsolete equipment.

The school's Technology Planning Team, in consultation with the Superintendent and Technology Coordinator, review the technological resources of the school on a semi-annual basis. Replacement is determined by factoring in the age of equipment and budgetary limitations. In general (and in practice), the useful age of a computer for this school is about five years. The district currently has no formal obsolescence plan.

6.d Monitoring progress and updating funding and budget decisions.

The Superintendent will develop an annual tech budget as part of the annual budget cycle, citing various sources of funding. The district budget is developed in May/June. He will prepare a mid year report in January of each year to update the Technology Planning Team on the progress of funding for technology.

The Superintendent is responsible for monitoring all aspects of the budget. He oversees the day to day budget, plans for the expenditure of the various funds and programs, prepares the monthly budget reports as well as the state required semi annual Interim Reports for the Board, develops the budget annually, and in the process advises the Board about state and grant funds available. One big advantage of a one school district is that there are no levels of administration and bureaucracy to go through to find out what is happening and to make corrections as needed.

BENCHMARKS

June annually	Superintendent develops Technology budget as part of the annual budget process
January annually	Superintendent reports to Board, Tech Committee, SSC on progress of funding and status of budget

IMPLEMENTATION PLAN/ACTIVITIES	RESPONSIBLE POSITION	TIMELINE	BUDGET SOURCE	MONITORING AND EVALUATION ACTIVITIES
Prepare annual Tech budget to implement the Tech Plan goals and activities	Superintendent	May/June annually	No additional cost	Budget document
Report/update progress of the annual Tech budget	Superintendent	January annually	No additional cost	Minutes of meetings
Update tech funding as	Superintendent	Ongoing	No	Budget documents

new dollars are available			additional cost	
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7. Monitoring and Evaluation

7.a and b The process and schedule for evaluating technology's impact on student learning and attainment of the plan's goals.

The school's superintendent regularly meets with the Technology Planning Committee and with teachers. As such, he serves in part as a conduit between the two groups and is able to best assess the interplay between technology and student learning. Recommendations from the Technology Planning Committee are brought before teachers during staff meetings for assessments and feedback.

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

- Annual evaluations of teachers' technology proficiencies per the EdTech online profile;
- Annual evaluations of teachers' use of technology to enhance curriculum;
- Students' progress in mastering the California Content Standards in Reading/LA;
- Students' progress in acquiring technology proficiency skills.
- Annual maintenance and infrastructure upgrade activities.
- Adequacy of Tech Support.

7.c How the information obtained through monitoring and evaluation will be used.

The Technology Coordinator and the Superintendent will prepare semi annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in May/June and the semi annual report in January. The report will be presented to the Technology Planning Team and the Board at regularly scheduled meetings.

May annually	The Superintendent and the Technology Coordinator present data and summary of progress toward meeting goals at staff and Board meetings.
January annually	The Superintendent and the Technology Coordinator gather data and present a status report to staff and Board.
Ongoing	Modifications of the plan and activities are made based on the data gathered, funding available and changing priorities.

8. Collaborative Strategies with Adult Literacy Providers

If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are

indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)

According to Spring 2008 STAR data, 60% of the parents of students served by the Camptonville Elementary School have no more than a high school education, 3% have some post-secondary education, 30% have a college degree and 7% have not completed high school.

Camptonville Elementary School District provides adult education courses through its monthly community Twilight School classes. The geographical isolation of Camptonville makes such efforts all the more important with the nearest high school and public library located in Nevada City, some thirty miles to the south. During the fall of 2009, Camptonville Elementary School District will reexamine its adult education efforts and consider extending its current program. In particular, new equipment acquired by the school through a grant from the Beaumont Foundation of America will be made available for community outreach. The school will also consult with local county and school adult literacy programs and offer to work with them. Such collaboration could include outreach, facilities for classes, and use of equipment.

9. Effective, Researched-Based Methods and Strategies

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

Students at Camptonville Elementary School continue to score well in core subject areas. The 1999/00 API score was 709. This index increased to 751 in 2000/01, to 802 in 2001/02, and to 804 in 2004/05. The district's goal is to continue improvement in the core curriculum areas, and to improve those areas that show decreases. In 2007, the API dropped to 753 and by 2008 it rose to 764. This volatility is in part explained by the small student population at the school and the impact caused by just a few families moving into or out of the district.

CURRICULAR AREA	RESEARCH CONSULTED	ANNOTATION
Reading	<ul style="list-style-type: none"> ➤ Moats, <i>Educational Leadership</i>, March 2001 pp 36-39; <i>Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve</i>. Chapter 4, pp 98-199, 1999; ➤ Fielding and Person, <i>Educational Leadership</i>, vol 51, no 5 February 1994, pp 62-68 (see extensive bibliography of research referenced). 	<p>Researched-based reading strategies can build a foundation for reading success in students of all ages.</p> <p>These include:</p> <ul style="list-style-type: none"> • phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. • Administer measures of assessment and assign students materials and programs that will enable them to read with 90 to 95 percent accuracy. • Teach individually or in small groups as much as possible.

		<ul style="list-style-type: none"> • Monitor progress and adjust instruction and time allocations accordingly.
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Staff development in teaching writing has focused on teaching the writing process to all students. This strategy is based on years of research and field-testing first by California teachers, then by teachers across the country.

CURRICULAR AREA	RESEARCH CONSULTED	ANNOTATION
Writing	See Gray, Thomas, D' Aoust, Willet and others, in Olson, <i>Practical Ideas for Teaching writing as a Process at the Elementary School and Middle School Levels</i> , 1996. See also the bibliography, including referenced research. Shelfelbine and others, <i>Reading/Language Arts Framework for California Public Schools</i> , 1999	<ul style="list-style-type: none"> • Children possess the requisite linguistic knowledge to write. • Teachers need to use every possible means to give student confidence in their linguistic knowledge. • Writing is a process and teaching writing is the process of helping students use and perfect their linguistic knowledge and get it on paper.

A Technology Audit as well as a Curriculum Audit was conducted in preparation for writing Camptonville Elementary School's Technology Plan. The results of those audits led to the goals, benchmarks and timelines of the grant.

Implementation of the Tech Plan will rely heavily on California Technology Assistance Project. Its research, models and strategies are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies. Examples of the type of research CTAP accesses follow:

COMPONENT REINFORCEMENT	RESEARCH SOURCE	RESEARCH SUMMARY
Curriculum, Reading and Writing Technology skills,	Sandholtz, Ringstaff and Dwyer, in <i>Teachinig with technology; Creating student-centered classrooms</i> , 1997	"Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum." instruction and time allocations accordingly.
Information Literacy Skills History/Social Studies	<i>Critical Issue: Using technology to improve students achievement</i> , 1999 NCREL web site	Using technology within the curricular framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core content, including Math and Science	Li-Ling Chen et al., "Designing and Implementing Technology Collaboration Projects: Lessons Learned." <i>Tech Trends</i> , 2004	In the U.S., several large-scale technology collaboration projects are going on with a common attempt to increase K-12 students' math and science performance. Technology collaborations provide ways to heighten student learning by exposing

		the educator/student to new content and technology, real world experiences, career guidance and community resources.
Integration Strategies to Improve Teaching and Learning	Dwyer, <i>ACOT: History, findings, impact</i> . 1992	Technologies provided. . . a conceptual environment where children could collect information in multiple formats and then organize, play, visualize, link and eventually construct new ideas about relationships among facts and events. The same technology could then be used . . . by students to communicate their ideas to other students.
Staff Development: Adult Learning Models	Schacter, <i>The impact of education technology on student achievement Milken Family Foundation web site</i> , 1999	The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.
Internet Safety	www.wiredsafety.org – “ <i>Helping to Make You Cyber Safe and Information Literate</i> ”, 2006; www.techlearning.com “ <i>Cyberbullying – Responsibilities & Solutions</i> ”, 2008.	“Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers.” “What differentiates cyber bullying from physical and verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while abusing their victims.”
Ethical Issues/ Copyright	www.techlearning.com - “ <i>Educators Guide to Copyright and Fair Use</i> ”, 2003. “ <i>Net Wise Teens: Safety, Ethics and Innovation</i> ”, by Poftak, 2002.	“Write an AUP from a "positive versus negative" perspective. For example, in addition to telling kids not to copy another's work, words, or images without permission, Bloomfield's AUP states: "Always correctly quote your sources for reports, projects, or Web pages. Use free clip art sites or create your own graphics for projects."

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

CTAP Region 3 has been and will continue to be Camptonville Elementary School’s most important source of information about quantity and quality of instructional technology. All software purchased and used will be CLRN and/or state approved as meeting California content standards and/or aligned to the standards. As an elementary school, Camptonville Elementary School will have to coordinate with its local high school to ensure students’ advanced coursework is approved for high school credit.

Our district is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of free or low cost Open Source and Web 2.0 tools and resources for students, teachers, and administrators such as those offered on edZone (<http://www.k12hsn.org/edzone/>) via the California High Speed

Network. We will continue to work with CTAP Region 3 and the Yuba County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our students.

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)	2-4	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.	4	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	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			

<p>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</p>	<p>5</p>	<p>The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.</p>	<p>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.</p>
<p>b. Description of the district's current use of hardware and software to support teaching and learning.</p>	<p>5</p>	<p>The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).</p>	<p>The plan cites district policy regarding use of technology, but provides no information about its actual use.</p>
<p>c. Summary of the district's curricular goals that are supported by this tech plan.</p>	<p>5-6</p>	<p>The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).</p>	<p>The plan does not summarize district curricular goals.</p>
<p>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.</p>	<p>6-7</p>	<p>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.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>7-9</p>	<p>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.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>

<p>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)</p>	<p>9-10</p>	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>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)</p>	<p>10</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable</p>	<p>10</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how</p>

technology 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.	10-11	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.	11-12	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.	12-13	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	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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<p>CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>			
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>13-15</p>	<p>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.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. 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.</p>	<p>15-16</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>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.</p>	<p>17-18</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	18-19	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the	19-20	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

plan.			
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.	20	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.	20	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.	21	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.	21	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.	22	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.	22	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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.	23	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.	23	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.	23	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	23-24	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	24-26	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	26	The plan describes the process the district will use	There is no plan to use technology to extend or

use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.		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).	supplement the district's curriculum offerings.
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Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 58-72728

School Code (Direct funded charters only): 6056600

LEA Name: Camptonville Elementary School District

*Salutation: Mr.

*First Name Steve

*Last Name: Kelly

*Job Title: Superintendent

*Address: 16585 School St.

*City: Camptonville

*Zip Code: 95922

*Telephone: (530) 288-3277 Ext: _____

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Please provide backup contact information.

1st Backup Name: Reid Luhman

1st Backup E-Mail: reid@cville.k12.ca.us

2nd Backup Name: Pam Wilcox

2nd Backup E-Mail: pwilcox@cville.k12.ca.us

*Required information in the ETPRS