

# **KING CITY UNION SCHOOL DISTRICT**

## **DISTRICT TECHNOLOGY PLAN July 1, 2009 – June 30, 2012**

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## **1. EXECUTIVE SUMMARY**

The King City Union School District is located in Central California's agriculturally rich Salinas Valley. The district educates 2,407 students in Pre-K through eighth grade. Thirty-one percent of our students' parents completed high school and nine percent completed college or attended graduate school. Forty-one percent of our students' parents did not complete high school. Eighty-eight percent of the district's students are identified as Hispanic, with ten percent classified as White. Sixty percent of our district's students are English learners. Spanish is spoken by ninety-nine percent of the English learners enrolled in the district; the other one percent speak Filipino, Arabic, Cebuano, Gujarati, and other non-English languages. Many of the students who transfer to King City Union School District from Mexico have lived in rural areas of the country and have had intermittent academic instruction.

KCUSD is designated as a Program Improvement district and Reading First district. Though there are significant fiscal incentives tied to these designations, these two distinctions require KCUSD to show substantial, yearly improvement in the academic achievement of its students. KCUSD has seen average yearly Academic Performance Index (API) gains of 21 points between the years of 2002 to 2007, with all subgroups showing significant growth. Though KCUSD currently has a 2007 API base score of 668 and a total of 105 points have been gained during the past five years, the goal of 800 is elusive.

Given the high rates of poverty in the area, the King City Union School District participates in the National School Lunch Program as a Provision 2 Free Lunch District. Participation in the Provision 2 program allows all students enrolled at all district schools to receive free lunch, though the overwhelming majority would qualify for free or reduced lunch under federal guidelines.

During the 2008-09 school year, 153 teachers are employed in the district. The percentage of teachers considered to be highly qualified under NCLB and appropriately certified by the state of California to teach English learners is currently under review by the Director of Human Resources. Teachers average 14.2 years of experience. The district provides a number of professional development opportunities throughout the school year to increase teachers' understanding of the academic and linguistic knowledge necessary for instructing our students.

Many families have settled in the Salinas Valley permanently, as the temperate climate makes the production and harvest of vegetables a year-round endeavor. Some families migrate from the Salinas Valley to Arizona, Texas, or Southern California on a yearly schedule. As a result, our district's Migrant Education Program serves approximately 230 students in grades K-8, a number that has decreased in recent years.

## **VISION**

The King City Union School District is committed to providing both students and staff with the necessary technological resources and training to promote positive and current learning

experiences using the most relevant teaching tools in our classrooms. Every student in our district will use technology as an everyday communication and information gathering tool. They will be able to create their own educational projects and will use data in its various forms to solve problems and explain solutions that utilize our libraries, our community, and the world in which we live. Our staff will have the necessary skills to promote and facilitate student's learning in this technological environment.

## **MISSION FOR TECHNOLOGY**

The King City Union School District learning community will be technologically literate life-long learners. Learners will be able to interact successfully in a technological environment to achieve their personal, educational, and workplace goals. They will skillfully use technology to access, retrieve, and use information to think conceptually, solve complex problems, acquire knowledge, communicate ideas, and work individually and collaboratively. Information technology will allow the school itself to become a networked organization focused around student achievement.

### **Background**

King City is a rural agricultural town located in southern Monterey County with a significant Hispanic and migrant population. King City Union School District consists of two elementary schools and a middle school. The district is located 45 miles south of Salinas and the Monterey County Office of Education.

Currently there are 2409 students in the King City Union School District. Del Rey serves 732 students, Santa Lucia Elementary has 761 students, and Chalone Peaks Middle School has 723 students on a traditional calendar. The student population is 56% Limited English Proficient, and the district qualifies for Provision 2 access where all students receive free lunch. There are 40 credentialed teachers at Santa Lucia, 43 at Del Rey, and 35 at Chalone Peaks Middle School. Each school has a Principal. An Assistant Principal is shared between Del Rey and Santa Lucia. All instructional areas are wired for internet access, and 7% of the district's computers are four years old.

### **1a. Plan Duration**

The plan will guide the district's use of education technology for the next three years. This technology plan covers the period July 1, 2009 to June 30, 2012.

## **2. Stakeholders**

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

This plan was developed with input from Board Members, site administrators, LEA Coordinator, teachers, community members, the Director of Educational Services, the Director of Technology, the District Network and Technology Specialist, and a Technology Coordinator

from the Monterey County Office of Education/California Technology Assistance Project (MCOE/CTAP). Parents had a limited role in the planning process. In the future we will try to involve more parents in the process via surveys, meetings and e-mails.

Stakeholders contributed to this Technology Plan through meetings, questionnaires, informal discussions and written responses provided to the Director of Technology. This information was incorporated into the plan, which was then presented back to them for feedback in editing the final draft.

### **3. Curriculum**

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

All sites have access to the Internet, cable television, and telephones in most classrooms and support buildings. Current use of technology varies widely and student access is highly dependent on staff proficiency in that technology.

Approximately 15 percent of the student population has access to the Internet at home. The King City Public Library provides Internet access at no charge to students during regular operating hours.

All students, including those with special needs, share equal access to technology in the district. However, assistive technologies need to be made available to students with special needs, as well as specific English language development software for the English language learners.

Most teachers currently have a dedicated computer in their classroom for their use, either in the form of a desktop or laptop. They also have access to portable labs as well as a stationary lab. Students have access to one or two computers in each classroom, and computers that are located in the library. Before and after-school use also varies by site anywhere between one to two hours. Currently before and after-school student computer use is dependent on staff availability or through a site specific program.

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

Technology is currently being used in various ways at each of the school sites. Classroom computers are used for drill and practice and some word processing. The Accelerated Reader program is available on the elementary classroom computers as well as the Library computers. A Read Naturally lab is used on the Del Rey campus to reinforce fluency skills.

Students at Chalone Peaks Middle School have been exposed to various technologies to include: word processing, outlining, presentation software, digital photography, movie making, image creation applications, web authoring and guided Internet research. Students have also had access to multimedia desktop computers and laptops supported by wireless connections to the network. Broadband Internet access has promoted webquest creation and usage, podcasting, and web

design. Students also use interactive white boards in conjunction with projectors to project and interact with presentations.

Currently, all curricular areas use the Internet for research, but information literacy skills are not addressed for most students. Teachers use a computer attendance program, the middle school uses a computer grade book program, and the district is investigating more effective systems to collect and manage student data. Telephone voice mail and email are the technologies used to foster two-way communication between home and school.

At Chalone Peaks Middle School, as in the elementary schools, staff members have access to the same resources as the students, but lack sufficient training to implement most of the applications. The district needs to establish levels of proficiency in technology and technology integration that are woven into the academic curriculum

Students can access computers during school in classrooms, libraries, and labs. Access to computers is available at:

School	Total	Classroom	Library	Lab	Other	Student to computer ratio
Santa Lucia	119	92	3	24	5	7:1
Del Rey	145	96	4	35	10	6:1
Chalone Peaks Middle School	157	122	5	30	30	5:1

The district has invested heavily in computers, but they are rapidly aging.

School	Total	<1 Year	1-2 Years	2-3 Years	3-4 Years	>4 Years
Santa Lucia	119	10	12	28	30	--
Del Rey	145	40	55	50	29	15
Chalone Peaks Middle School	187	40	45	37	50	15

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

This technology plan has been developed to integrate with district needs and the Local Education Agency Plan (LEAP). The areas targeted for improvement are Instructional Program and Integration to Standards, Monitoring Student Achievement, Professional Development, Ongoing Program Support, and Fiscal Support. To have English Language learners utilize research-based, standards aligned English Language Development (ELD) software to increase English Language

Proficiency and achieve Reclassification. For all students in math and language literacy to achieve the Proficient level on the STAR.

As teachers and administrators work to more clearly align teaching content to the California Academic Content Standards, this plan will concentrate on using technology to increase student achievement in Reading/Language Arts, Mathematics, and English Language Development. It will focus on the effective use of instructional materials in a systematically planned instructional schedule. The goal will be that all students will develop and demonstrate knowledge, skills and values necessary for success in the workplace and in higher education. And, that all students will pass the California High School Exit Exam as well as meeting grade level proficiency, as measured by the California Standards Test and increasing English language fluency, as measured by the California English Language Development Test.

**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.**

**Goal 3d: Student will demonstrate proven use of technology by increasing test scores in STAR.**

<b>Objective 3d.1: By June 30, 2012, 100% of students in reading language arts will utilize standards aligned software, adopted program software to achieve the Proficient level on the STAR</b>
<b>Year 1 Benchmark:</b> 30% of students in reading language arts will utilize standards aligned software, adopted program software, and research to achieve the Proficient level on the STAR.
<b>Year 2 Benchmark:</b> 60% of students in reading language arts will utilize standards aligned software, adopted program software, and research to achieve the Proficient level on the STAR.
<b>Year 3 Benchmark:</b> All students in reading language arts will utilize standards aligned software, adopted program software, and research to achieve the Proficient level on the STAR.

<b>Objective 3d.2: By June 30, 2012, 90% of students in math and science will utilize standards aligned software, adopted program software, and research-based math software such to achieve the Proficient level on the STAR</b>
<b>Year 1 Benchmark:</b> 30% of students in math will utilize research-based math software programs to achieve basic level on STAR.
<b>Year 1 Benchmark:</b> 30% of students in science will utilize standards aligned and adopted science program software programs to achieve basic level on STAR.

<b>Objective 3d.2: By June 30, 2012, 90% of students in math and science will utilize standards aligned software, adopted program software, and research-based math software such to achieve the Proficient level on the STAR - <i>continued</i></b>
<b>Year 2 Benchmark:</b> 60% of students in math will utilize research-based math software programs to achieve basic level on STAR.
<b>Year 2 Benchmark:</b> 60% of students in science will utilize standards aligned and adopted science program software to achieve proficient and above on the STAR.

<b>Year 3 Benchmark:</b> 90% of students in math will utilize research-based math software programs to achieve proficient and above on the STAR.			
<b>Year 3 Benchmark:</b> 90% of students in science will utilize standards aligned and adopted math program software to achieve proficient and above on the STAR.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Teachers, Administrators, and coaches will review adopted curricular programs, including ELD, supplementary software to support student learning	Summer of 2009	Director of Curriculum, Instruction & Assessment (CIA), Director of Technology, Teachers & Principals	Teachers, Administrators and coaches will review and discuss program effectiveness and make recommendations.
Purchase and install software programs. Review software management data coordination with new programs.	Fall of 2009	Director of Technology, District Tech, principals, Director CIA & Teachers.	Teachers will collect and submit management and assessment reports to the administration/teacher collaboration meetings.
Train teachers and administrators on the use of ELD support materials and software for each language level.	Fall of each year	MCOE Tech support, Director of Technology, site Tech Lead Teachers	Assessment data will be reviewed and classroom visits will be made by Administrators to determine instructor knowledge of programs.
Train students in use of regular classroom time for implementation of student computer use and assigned software	Fall of each year	Teachers	Teachers will collect and submit reports and program progress to the teacher/principal collaboration meetings.
A site committee will meet regularly to identify strategies that improve student performance through the use of these software programs and assessments.	Each Quarter	Teachers, Administrators, Director of Technology	Committee will make recommendations to administrators and staff for program improvement.
<b>Evaluation Instrument(s) — Data To Be Collected:</b> Data will be collected from Online Assess Reporting System (OARS), Accelerated Reader, Management Tools, CELDT, program assessment tools and STAR.			

**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.**

**Goal 3e:** Students will use technology as tools for problem solving, conceptual development, data analysis, communication, research and critical thinking.

<b>Objective 3e.1: By June 30, 2012, all students will be knowledgeable about basic computer and technology use as measured by ISTE.</b>
<b>Year 1 Benchmark: 30% of students will be introduced to operating a TV, VCR; start and shut down a computer system; open and close applications.</b>
<b>Year 2 Benchmark: 60% of students will be introduced to operating a TV, VCR; start and shut down a computer system; open and close applications.</b>
<b>Year 3 Benchmark: 100% of students will be introduced to operating a TV, VCR; start and shut down a computer system; open and close applications.</b>

<b>Objective 3e.2: By June 30, 2012, all students will demonstrate understanding in word processing skills to develop documents that communicate effectively as measured by ISTE.</b>
<b>Year 1 Benchmark: 40% of students will be able to create, format, save, delete, edit and print electronic documents.</b>
<b>Year 2 Benchmark: 70% of students will be able to create, format, save, delete, edit and print electronic documents.</b>
<b>Year 3 Benchmark: 100% of students will be able to create, format, save, delete, edit and print electronic documents.</b>

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Teachers, site Tech Lead Teacher and administrators will discuss and collaborate in grade level meetings and content area groups about student use, understanding and project-based learning activities students complete.	Quarterly	Teachers, Administrators, Site Tech lead Teachers	Administrators and site Tech Committee will monitor and assist teachers with modification plans.
Teachers will collect and discuss student produced documents and grades at teacher level or content area meetings	Quarterly	Teachers	Teachers, site Tech Lead Teacher, and administrators will review and collaborate on student work, grades and student learning to make recommendations for improvement.
Meet and discuss whether necessary equipment and software are in place to adequately teach students word processing skills.	Summer of 2009	Teachers, site Lead Teachers, Administrators, Director of Technology	Inventory current equipment and determine student/computer ratio. Investigate what software is installed on each computer.

Purchase necessary computer equipment and software so that students will have equal and adequate access to learn word processing.	Summer of 2009	Administrators, Director of Technology, Director of CIA, Assistant Superintendent-Business	Tech committee will meet quarterly to determine if necessary equipment and software is installed so that students can effectively learn word processing.
<b>Evaluation Instrument(s) — Data To Be Collected:</b> ISTE evaluation and student produced documents will be reviewed; computer equipment will be inventoried as well as software installed.			

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

**King City Union School district is Children’s Internet Protection Plan (CIPA) compliant and ensures equal and appropriate access to all students.**

1. All internet activity is monitored and restricted by the local firewall devices as well as the Monterey County Office of Education intrusion detection system and Internet filtering device.
2. The technology department will utilize current firewalls and web filtering devices to ensure that appropriate content is accessed. Peer-to-peer file sharing and copyright infringement will be eliminated by the restrictions on the network.
3. All staff and students are required to sign a Acceptable Use Policy that was recently updated and approved by the board.
4. Posters will be placed in the labs and libraries informing students of copyright laws, cyber bullying, copyright laws, fair use, plagiarism and peer-to-peer file sharing.
5. A course of study will be offered for students to learn lawful from unlawful uses of copyrighted works, including: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.
6. Issues of legal and ethical use of technology and Internet safety will be addressed for all age groups in the Information/Technology literacy skills embedded in the Instructional Guides.

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>

District will ensure all teachers have an appropriate computer dedicated to their use available in their classrooms	2008	Director of Technology	Yearly inventory results will show if adequate computers are in place for teachers.
All staff and students will be provided with their own network accounts with secure log-ins.	Ongoing	Director of Technology/ Technology Technicians	Director of Technology will oversee acquisition of data servers at each school, and will monitor use of the accounts.
An Acceptable use Policy will be signed by staff and students before their network or e-mail accounts are created	Ongoing	Director of Technology/ Site Secretaries/ Technology Technicians	Director of technology will oversee all AUP's received and account creations. Site secretaries will maintain student accounts.
Provide in service for teachers on ethical use.	Yearly during the Summer	Director of CIA, Director of Technology, Administrators	Teachers and Administrators will discuss knowledge gained through in service and whether further training is needed.
A course of study will be offered for students to learn lawful from unlawful uses of copyrighted works, including: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.	Ongoing	Director of CIA, Administrators, Teachers	Monitor student reports and internet activity to make sure students understand ethical use.
<b>Evaluation Instrument(s) — Data To Be Collected:</b> Professional development evaluation and student course evaluation.			

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

1. Staff and students are required to sign a CIPA-compliant Acceptable Use Policy (AUP) before their network account is created. The AUP states that the network usage is to be used for educational purposes only.
2. Currently KCUSD has a firewall at each school site filtering inappropriate internet content. In addition to the firewall at each site, all Internet activities are filtered through Monterey County Office of Education.
3. Teachers will receive professional development on Internet safety, cyber bullying, and how to protect online privacy and avoid online predators.

4. A course of study will be offered for students to learn Internet safety, cyber bullying, and how to protect online privacy and avoid online predators. Students will also be informed of online safety as part of computer lab usage.

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Monitor internet logs that show usage by student log in to make sure inappropriate content is not being accessed	Ongoing	Director of Technology/ Technology Technicians	Director of technology will monitor internet logs on a weekly basis.
Keep the AUP updated with new technologies and threats.	Ongoing	Director of Technology	Monitor the AUP and update agreement as new threats appear.
Keep firewalls and internet filtering updated	Ongoing	Director of Technology	Add new threats to firewall so they are not accessed again.
A course of study will be offered for students to learn Internet safety, Cyber bullying, and how to protect online privacy and avoid online predators. Students will also be informed of online safety as part of computer lab usage.	Sept 2009	Director of Technology	Monitor student reports and internet activity to make sure students understand ethical use.
Teachers will be in serviced on Internet safety, Cyber bullying, and how to protect online privacy and avoid online predators.	Aug 2009	Director of Technology	Teachers and Administrators will discuss knowledge gained through in service and whether further training is needed.
<b>Evaluation Instrument(s) — Data To Be Collected:</b> Review internet logs weekly and proceed accordingly. Student course evaluation.			

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

King City Union School District provides assistive technology to accommodate student needs regardless of economic standing, including English Language Learners, Special Education students. Macs and PCs provide assistive tools in their operating system; magnification, control for movement of mouse, tactile controls for keyboard and text to speech. Other assistive devices are provided as per IEP's. Student will have convenient, consistent and frequent access to classroom computers at a ratio of 5:1 to support curricular goals. Students will also have access to appropriate peripherals to support technology implementation and use.

**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.**

**Goal 3i: Student record keeping and assessment will be enhanced through electronic data tools.**

<b>Objective 3i.1: By June 30, 2012, 100% of All teachers will use adopted textbook data tools and district data management systems to individualize learning and to analyze student strengths and weaknesses.</b>
<b>Year 1 Benchmark: 35% of teachers will use adopted textbook data tools and district data management systems to individualize learning and to analyze student strengths and weaknesses.</b>
<b>Year 2 Benchmark: 65% of teachers will use adopted textbook data tools and district data management systems to individualize learning and to analyze student strengths and weaknesses.</b>
<b>Year 3 Benchmark: 100% of teachers will use adopted textbook data tools and district data management systems to individualize learning and to analyze student strengths and weaknesses.</b>

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Adopted tools will be identified purchased.	Summer of each year	Director of CIA, Admin	Teacher teams will analyze student data and make recommendations for continuous improvement cycle.
The data systems will be used to record grades. Analysis of data will be used to individualize learning.	Ongoing	Teachers, Admin	Administrators and Teachers will review reports, discuss successes and needs, and make recommendations for improved use
Teachers and site Administrators will utilize Pulliam/Oars/Power School/Program assessment tools to analyze student and program data.	Ongoing	Teachers, Admin	Teacher teams will analyze student data and make recommendations for continuous improvement cycle.
<b>Evaluation Instrument(s) — Data To Be Collected:</b> Pulliam, Online Assessment Reporting System, Power School and Program assessment tools.			

**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: King City Union School District will use electronic tools to enhance home and school communication**

<b>Objective 3j.1: By June 30, 2012, King City Union School District will maintain a dynamic website, including teacher, student, and parent resources to enhance home/school communication. Each school will continue to maintain and update the school website. Teacher websites at each school will be built and used for teaching/communicating purposes.</b>
<b>Year 1 Benchmark: Launch basic district and site websites. 30% of teachers will launch their websites.</b>
<b>Year 2 Benchmark: Maintain district and site websites. 80% of teachers will launch their websites.</b>
<b>Year 3 Benchmark: Update and get feedback on district and site websites. 100% of teachers will launch and maintain their websites.</b>

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
District creates website as model for site and teacher websites.	Fall of 2009	Director of Technology, District Tech, Director of CIA	MCOE Tech representatives will review the sites using rubric and number of hits on the web sites and make recommendations to administrators, teachers, and webmasters for improvements.
Provide an in service teachers on using various programs to easily create their websites.	Summer of each year	Director of Technology, MCOE Tech, site lead Teachers	Records of training completed on tools and systems. Keep log of trainings.
Administrators and Teachers create and maintain websites.	Ongoing	Director of Technology, MCOE Tech, site lead Teachers, Administrators.	MCOE Tech representatives will review the sites using rubric and number of hits and make recommendations to administrators, teachers, and webmasters for improvements.
Designation of site webmasters	Administrators, Site Tech Lead Teacher	Fall of each Year	Responsibility assumed by site webmasters in collaboration with Tech Coordinator and MCOE IRT to coordinate, upgrade, and maintain websites.
<b>Evaluation Instrument(s) — Data To Be Collected: Review number of hits per website.</b>			

### **3k. Monitoring Curricular Goals**

The Director of Technology along with the tech committee will monitor curricular goals on a monthly basis. Computer equipment and peripherals will be maintained and monitored through the help desk system daily to assure that students have equitable access. The Director of Technology will work with the site administrators and lead teachers to develop and enhance site websites. The district website will also be updated frequently to enhance communication between the schools, parents and teachers. Sections 3d through 3j above each have a separate monitoring and evaluation section, those are included in the overall monitoring of the plan.

### **4. Professional Development**

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

#### **Current Technology Skills and Needs**

King City Union School District has 137 credentialed teachers. Less than a quarter of the credentialed teachers completed the EdTechProfile. Of the 34 teachers who attempted the EdTechProfile, this included fully completed and partially completed assessments. These teachers ranked in the Intermediate level in General Computer Knowledge, Internet Skills, Email Skills, and Word Processing Skills, and just above Introductory Level in Presentation, Spreadsheet and Database Software Skills. These statistics reinforce the need for substantial technology use training beginning with basic skills and extending into the higher levels of technology integration.

Teachers and administrators need additional training on basic technology skills, use of software programs including ELD support programs for each language level, and the use of technology as a tool for student learning. The previous focus has been on acquiring various hardware and peripherals. The current focus is how to use this equipment for curriculum integration to enhance student achievement.

Professional development is critical to the improvement of student learning and to the integration of technology into the curriculum. The district recognizes that effective instructional technology integration must begin with the staff. Student learning will not be enhanced if the staff lacks the skills to implement this learning. This professional staff development plan is on-going and consistent, supported with time for learning and collaboration, and with resources to provide support and guidance for technology and curriculum integration.

Teachers will be required to complete the EdTechProfile to determine their level of technology proficiency and to establish goals for self-study. The self-assessment examines the areas of General Knowledge and Skills, Internet, Email, Word Processing, Databases, Spreadsheets, Presentation, and Instructional Technology. Staff members will be asked to attend technology in-services to improve their skill levels. Each staff member must meet the minimum requirements of each level before moving on to the next level.

The teachers and administration will agree on planning that integrates technology use into a cohesive strategy aimed at support student learning goals. Teacher profession development is the key to successful technology use. In order for teachers to incorporate technology into their

daily teaching, they must become familiar with the equipment and software. More importantly, they need to see and practice the most productive ways of using technology to support learning. The majority of the technology budget must be spent on collaborative, hands-on teacher learning.

Administrators may mandate the use of technology and staff training, but often face staff resistance. Resistance is often the fear of change. Teachers are comfortable in their daily routines and teaching strategies, and find it difficult to risk adding something new. Each teacher has his/her own learning style and situation with different opportunities and challenges. The staff development plan needs to use a variety of techniques and resources to meet teacher needs.

Teachers should have access to models of exemplary classrooms where teachers can see the innovations of teachers who fully integrate technology in their curricula. The district will create a library of resources with examples of lessons and support material. Staff must be sensitive to each learner and realize that change takes time and is different for each person. Each school site can build a support team of mentors or coaches and site Tech Lead teachers who can provide support on planning and teaching a lesson with technology, provide additional training, and serve as a “translator” of technology applications and instructional integration.

Teachers will determine his/her level of technology proficiency and will receive training and coaching support through the Site Tech Lead Teacher to acquire the basic technology skills and gain the confidence to explore the more complex skills. The adopted language arts and math curriculum includes software programs to reinforce lessons and remediate instruction for intervention/at-risk students. The ELD curriculums also include supplemental software programs, or the program is presented in a technology format. These instructional software programs will be used as beginning level curricular technology integration with support from the Site Tech Lead Teacher and trained grade level or content area teachers.

Teachers will also receive in-depth training in telecommunications, troubleshooting, and using the software tools. Training on project-based learning, interdisciplinary strategies, intervention and ELD strategies will be provided to each teacher. If students are to be expected to use word processing, databases, spreadsheets, hypermedia, and multimedia as part of their everyday learning, teachers will be equally as fluent in these tools. On-going staff development will occur consistently through large group instruction, one-on-one, on-line training, and use of coaches/lead teachers. To fully achieve the impact of learning with technology, teachers will need to be supported to learn new instructional strategies and new teaching roles.

Administrators will monitor teacher progress and use of knowledge gained from professional development. Teachers will be expected to utilize the skills learned to integrate technology into every day curriculum.

In order to provide appropriate training, the district will contract with MCOE Instructional Resources and Technology Department (IRT) to provide CTAP training to our staff on site and through streaming media. Training opportunities will be made available during scheduled staff development days, and will be available for the staff in both group and individual settings. Training will be available to all personnel and will be initiated by the individual sites as well as the District.

Long term, structured professional development opportunities will be provided using several resources. First, principals and assistant principals are required to participate in AB 75, the Principal instructional Leadership Training Module 1, *Leadership and Support of Student Instructional Programs*, in language arts and mathematics. This 40-hour program includes an additional 40-hour practicum that can include technology integration of adopted software professional development. Further, district math and language arts teachers are required to participate in the AB 466 math and reading/language arts professional development. These 40-hour institutes also require 80 hours practicum, which can include technology integration of adopted software professional development.

Technology integration of adopted textbook materials training will be provided regularly through CTAP Region 5's integration content, using online instructional modules, including the integration of adopted textbook software and effective instructional strategies using technology. CTAP's plan also includes the training of site mentors/coaches in providing site support to teachers and administrators when using these same online modules. In addition, the district contracts with MCOE IRT for instructional resources support. This contract includes the delivery of standards aligned electronic resources, and a total of 7 days of Technology Coordinator support in any area of need to the district. District leadership will coordinate professional development needs with CTAP and MCOE IRT to include areas of need identified by administration and staff.

More immediate support for implementing the use and integration of technology will be provided using site Technology Lead Teachers assisted by CTAP5, the online curriculum delivered by CTAP5, and by contracting MCOE's IRT Technology Coordinators, who have a history of quick response to the district's needs. The online curriculum will provide quick access to professional development curriculum matching the district/staff need for the site Technology Lead Teachers as well as the classroom teachers.

A teacher/administrator Technology Committee will be established at each site. At monthly meetings, staff will analyze data, share teaching strategies, and identify areas of technology skills, integration strategies, data driven assessment and management issues of need. The administration and site technology leads will communicate staff targets to MCOE/CTAP representatives in order to plan to offer the needed professional development locally, online via the high speed network, or by leveraging related activities occurring at nearby districts if similar offerings are scheduled.

Teachers will also have opportunities to attend regional conferences, such as the Middle/High Schools Technology Conference in Monterey and the Asilomar Math and Reading conferences.

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

**Goal 4b: Teachers will integrate technology into classroom teaching and learning to improve academic achievement.**

<b>Objective 4b.1: By June 30, 2012, 100% of Teachers and Administrators will be proficient in word processing, email and Internet use to improve delivery of curricular content and administrators will be proficient in using data to analyze site progress.</b>
<b>Year 1 Benchmark: 40% of Teachers and Administrators will be proficient in word processing, email and Internet use to improve delivery of curricular content and 40% of administrators will be proficient in using data to analyze site progress.</b>
<b>Year 2 Benchmark: 70% of Teachers and Administrators will be proficient in word processing, email and Internet use to improve delivery of curricular content and 70% of administrators will be proficient in using data to analyze site progress.</b>
<b>Year 3 Benchmark: 100% of Teachers and Administrators will be proficient in word processing, email and Internet use to improve delivery of curricular content and 100% of administrators will be proficient in using data to analyze site progress.</b>

<b>Objective 4b.2: By June 30, 2012, 70% of all Teachers and Administrators will be proficient in database and spreadsheet use.</b>
<b>Year 1 Benchmark: 20% of Teachers and Administrators will be proficient in database and spreadsheet use.</b>
<b>Year 2 Benchmark: 45% of Teachers and Administrators will be proficient in database and spreadsheet use.</b>
<b>Year 3 Benchmark: 70% of Teachers and Administrators will be proficient in database and spreadsheet use.</b>

<b>Objective 4b.3: By June 30, 2012, All Teachers will be proficient in software data management tools to integrate program into the curriculum and provide appropriate intervention activities for students.</b>
<b>Year 1 Benchmark: 40% of teachers will be proficient in software data management tools to integrate program into the curriculum and provide appropriate intervention activities for students.</b>
<b>Year 2 Benchmark: 80% of teachers will be proficient in software data management tools to integrate program into the curriculum and provide appropriate intervention activities for students.</b>
<b>Year 3 Benchmark: All teachers will be proficient in software data management tools to integrate program into the curriculum and provide appropriate intervention activities for students.</b>

<b>Objective 4b.4: By June 30, 2012, 100% of Teachers and Administrators will be proficient in using Aeries and creating websites.</b>
<b>Year 1 Benchmark: 60% of Teachers and Administrators will be proficient in using Aeries and creating websites.</b>
<b>Year 2 Benchmark: 90% of Teachers and Administrators will be proficient in using Aeries and creating websites.</b>
<b>Year 3 Benchmark: 100% of Teachers and Administrators will be proficient in using Aeries and creating websites.</b>

<b>Objective 4b.5: By June 30, 2012, 100% of ELD Teachers will be proficient in ELD support material.</b>
<b>Year 1 Benchmark: 30% of ELD Teachers will be proficient in ELD support material.</b>
<b>Year 2 Benchmark: 70% of ELD Teachers will be proficient in ELD support material.</b>
<b>Year 3 Benchmark: 100% of ELD Teachers will be proficient in ELD support material.</b>

<b>Objective 4b.6: By June 30, 2012, 100% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.</b>
<b>Year 1 Benchmark: 30% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.</b>
<b>Year 2 Benchmark: 70% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.</b>
<b>Year 3 Benchmark: 100% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.</b>

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Staff participates in EdTechProfile assessment of technology proficiencies.	Fall of each year	Administrator, Site Tech Lead Teacher, Director of Technology	Tech committee will review EdTechProfile's completion data and proceed accordingly.
Technology Committees/Site administrator plan professional development activities based on teacher proficiency levels; professional targets analyzed for growth.	Summer of each year	Administrator, Site Lead Teacher, Technology Committee	Review Teacher achievement of proficiency levels.
Teachers will receive training on the use of supplemental support software for intervention students and English Language Learners.	Summer of each year	Administrator, Site Lead Teacher, Director of Director of CIA	Review student use of supplemental programs.
Teachers will receive training on the use of the assessment software included in adopted and supplemental programs.	Summer of each year	Administrator, Site Lead Teacher, Director of Technology & Curriculum, Instruction & Assessment	Review student use of supplemental programs.
Teachers will receive training on the software data management tools to record technology integration.	September and march of each year	Administrator, Site Lead Teacher, Director of Technology and Director of CIA	Observation of teacher implementation of training to integrate technology.

<b>Objective 4b.6: By June 30, 2012, 100% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.</b>			
<b>Implementation Plan .... <i>continued</i></b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Teachers participate in training on project-based learning and interdisciplinary strategies.	Summer of each year	Administrator, Site Lead Teacher, Director of Technology and Director of CIA	Observation of teacher implementation of trainings.
Teachers and administrators will develop and maintain the district/site/classroom websites.	Fall of 2009	Administrators, Site Lead Teacher	Websites will be reviewed in relation to objectives and recommendations made for improvement. Use and effectiveness of district/site/classroom websites.
<b>Evaluation Instrument(s) — Data To Be Collected:</b> Number of his per website, Ed Tech Profiles.			

#### **4c. Describe the process that will be used to monitor the Professional Development.**

The Director of Technology, Administrators and the District Technology Committee will revisit and monitor the progress made on the Curricular Component of the King City Union School District Technology Plan annually. A written progress report will be presented to the Superintendent, the Assistant Superintendent of Business Services and the Board of Trustees annually. Specific responsibilities, timelines and activities may be found in the Implementation Plan for each Curriculum Component.

Student and teacher assessments will be used to determine each site's future hardware and staff development needs.

### **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 & Electronic Learning Resources:

- **Santa Lucia School**

<b>Location</b>	<b>Older Computers</b>	<b>Newer Computers</b>	<b>Software</b>	<b>Peripherals</b>
Classroom	35	60	Apple Works Microsoft Office Accelerated Reader/Math	Printers, projectors  Digital cameras and camcorders
Computer Labs		25	Apple Works, MS Office	Printers, projectors, scanners, document cameras
Library		5	Apple Works Library software	Printers, projectors
Misc.	1	3	MS Office, FMS	Printers, projectors, Scanner
Servers			Apple version 10.4 Library software PowerSchool	

- **Del Rey School**

<b>Location</b>	<b>Older Computers</b>	<b>Newer Computers</b>	<b>Software</b>	<b>Peripherals</b>
Classroom	50	125	MS Office Accelerated Reader/Math	Printers, scanners  Digital cameras and camcorders
Computer Labs	15	25	MS Office	Printers, scanners
Library		5	MS Office Library software	Printers, scanners
Admin Office/Site		8	MS Office	Printers, scanners
Servers			Apple version 10.4 Library software Powerschool	

▪ **Chalone Peaks Middle School**

<b>Location</b>	<b>Older Computers</b>	<b>Newer Computers</b>	<b>Software</b>	<b>Peripherals</b>
Classroom	70	130	MS Office Appleworks	Printers, projectors, scanners  Digital cameras and camcorders
Computer Labs	25	30	MS Office i Work	Printers, scanners
Library	3	5	MS Office Library software	Printers
Admin Office/Site	5	3	MS Office	Printers, scanners
Servers			Apple Version 10.4 PowerSchool	

▪ **King City Arts Charter**

<b>Location</b>	<b>Older Computers</b>	<b>Newer Computers</b>	<b>Software</b>	<b>Peripherals</b>
Classroom	20	10	Apple Works Microsoft Office Accelerated Reader/Math	Printers, projectors, interactive white boards, document cameras, digital cameras and camcorders
Admin Office/Site	3	3	iWork, Microsoft Office, Adobe Suite, Financial Management System	Printers, scanners and projectors
Servers	1		Apple version 10.4, Library Software	Not applicable

**Existing Internet Access:**

Currently, King City Joint Union High School District is the Internet provider for King City Union School District. The High School District has a fiber optic Ethernet backbone with a minimum of 100MB speed with video conferencing capacity through MCOE. The elementary district sites are feed off of a 1GB connection from the King City High School campus.

**Existing Technical Support:**

The district has one Director of Technology, and one District Technology Technician for all three sites to maintain the network, respond to computer problems, and attend to miscellaneous technological repair needs. Each school site needs lead teachers who are available to support the

District Technology Technician with teacher computer problems and repairs. The District Technician's responsibility is to maintain and support the district technology inventory. On-going training is required for the Director of Technology, District Technology Technician and site lead teachers to keep current on new technologies.

Chalone Peaks Middle School and Del Rey currently have a Technology Lead Teacher to assist teachers on an as needed basis with hardware and software questions. One is still needed at Santa Lucia School. If each site has other personnel to respond to teacher questions, the role of the site Lead Technology Teacher can also include coaching in the area of using the supplementary extra support/intervention software, integrating the ELD software programs with the skills required for each language level, implementing curricular integration through technology in all content areas, and supporting project-based learning.

**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:**

Purchase additional computers to improve student ratio. Replace aging computers. Provide a server at each site. Surplus aging/failing computers. Replace critical switches, firewalls, intrusion detection system. Upgrade e-mail and helpdesk systems as well as the LAN. Purchase peripherals such as cameras, projectors, scanners, document cameras, interactive white boards and accessories, etc.

**Electronic Learning Resources Needed:**

Review current software needs and recommend for purchase, such as Odyssey Reading/ Language Arts, Compass Learning, etc. Software programs for the core academic programs will need to be regularly upgraded and new programs purchased and installed. The focus will be on language arts, math, and English Language Development.

**Networking and Telecommunications Infrastructure Needed:**

The district needs more substantial Ethernet backbone. Standardized switches which will allow for the large bandwidth needed for video conferencing, video streaming, to serve software from local servers, and other current and future applications. Voicemail systems are needed at each school site, currently only two sites have voicemail features.

**Physical Plant Modifications Needed:**

No plant modifications are foreseen to be needed during the term of this technology plan.

**Technical Support Needed:**

A Site Lead Teacher is needed in each school. Currently only two schools have a Site Lead Teacher. If each site has other personnel to respond to teacher questions, the role of the site Lead Technology Teacher can also include coaching in the area of using the supplementary extra support/intervention software, integrating the ELD software programs with the skills required for each language level, implementing curricular integration through technology in all content areas, and supporting project-based learning.

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

<b>Objective 5c.1: By June 30, 2012 surplus 100% of aging/failing equipment.</b>
<b>Year 1 Benchmark: Surplus 40% of aging/failing equipment.</b>
<b>Year 2 Benchmark: Surplus 60% of aging/failing equipment.</b>
<b>Year 3 Benchmark: Surplus 100% of aging/failing equipment.</b>

<b>Objective 5c.2: By June 30, 2012 replace 100% of aging/surplus computers, purchase additional computers and peripherals.</b>
<b>Year 1 Benchmark: By June 30, 2012 replace 25% of aging/surplus computers, purchase additional computers and peripherals.</b>
<b>Year 2 Benchmark: By June 30, 2012 replace 60% of aging/surplus computers, purchase additional computers and peripherals.</b>
<b>Year 3 Benchmark: By June 30, 2012 replace 100% of aging/surplus computers, purchase additional computers and peripherals.</b>

<b>Objective 5c.3: By June 30, 2012 upgraded LAN/WAN, switches and routers.</b>
<b>Year 1 Benchmark: Upgrade 30% of the LAN/WAN, switches and routers.</b>
<b>Year 2 Benchmark: Upgrade 70% of the LAN/WAN, switches and routers.</b>
<b>Year 3 Benchmark: Upgrade 100% of the LAN/WAN, switches and routers.</b>

<b>Objective 5c.4: By June 30, 2012 purchase and install new/additional software programs such as Odyssey Reading/Language Arts, etc.</b>
<b>Year 1 Benchmark: Purchase and install 30% of new/additional software programs needed such as Odyssey Reading/Language Arts, etc.</b>
<b>Year 2 Benchmark Purchase and install 80% of new/additional software programs needed such as Odyssey Reading/Language Arts, etc.</b>
<b>Year 3 Benchmark: Purchase and install 100% of new/additional software programs needed such as Odyssey Reading/Language Arts, etc..</b>

<b>Objective 5c.4: By June 30, 2012 provide all teachers professional development on technical support and training using software.</b>
<b>Year 1 Benchmark: Provide 40% of teachers professional development on technical support and training using software.</b>

**Year 2 Benchmark: Provide 80% of teachers professional development on technical support and training using software.**

**Year 3 Benchmark: Provide 100% of teachers professional development on technical support and training using software.**

<b>Implementation Activities</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Assessment</b>
Provide technical assistance and training to teachers using software.	Technology Committee/Tech Support	Fall of each year	Log of technical assistance and teacher training.
Implement pilot of yearly teacher technology plan.	Technology Committee Site Technology Lead Teacher Administrator	Fall 2009	Completed Technology plans and year summary report of implementation.
Provide technical support professional development for teachers.	Site Tech Lead Teacher/Site Tech Committee Administrator MCOE/CTAP	Fall of each year Quarter/ Trimester, as needed	District Technology Coordinator, site Tech Committees report on effectiveness of training and tech support to site/district administrators.
Purchase machines with 3+2 year extended warranties.	District Technology Coordinator	2009 – 2012 Ongoing	Purchase of warranties.
Develop partnerships for support of technology use.	Tech Committee Administration	2009 – 2012 Ongoing	Partnerships developed and summary of partnership activities reported to District Technology Committee.
Upgrading equipment: Purchase additional computers	Technology Committee/site Administrator	March of each year	Technology Committee and administrator will monitor the purchase and reassignment of equipment.
Replace aging computers	Technology Committee/site Administrator	March of each year	Technical Support will install test and monitor hardware.
Provide a server at each site	Technology Committee/site Administrator	Fall 2009	Technical Support will install test and monitor hardware.
Surplus aging/failing computers	Technology Committee/site Administrator	May of each year	Site Technology Committee  District Technical Support Administrator
Add textbook provided and CLRN approved adopted language arts and math websites to our resource portal through MCOE	Technology Committee/Site Administrators	August, 2010 And each August thereafter	Site Technology Committee  District Technical Support Administrator

<b>Implementation Activities</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Assessment</b>
Review current software needs and recommend for purchase, such as Odyssey Reading/ Language Arts, Compass Learning, etc.	Technology Committee/Site Administrators	Spring of 2010 and each Spring thereafter	Site Technology Committee District Technical Support Administrator
Install new/additional software programs.	Technical support	August of each year	Technical Support will install, test, and monitor hardware.
Replace critical switches	Technical support	July of each year	Switches replaced by Technical Support.
Update LAN	Technical support	As required	Modernized by Technical Support.
Upgrade productivity and curriculum software as needed.	Teacher Committee/ Site Administrator	March of each year	Purchase and implementation of software.
Purchase peripherals (camera, scanner, etc.)	Technology Committee/site Administrator	March of each year	Purchase and use of peripherals.

## **5d. Monitoring and Evaluation**

Ordering, installation and ongoing support will be monitored by the Director of Technology. They will meet regularly with the tech committee members to hear input of how installed technology is working, and hear of needs that will be compared to this plan. If needs are identified not in this plan, modifications will be discussed that will include need, curricular or operational applications, funding availability, and finally, action to be taken to support the academic needs using educational technology. The actual schedule for installations and maintenance will be monitored by the District Technology Coordinator with quarterly reports being made to district administrative leadership, who are ultimately responsible for the funding and academic decisions that improve academic achievement.

## **6. Funding and Budget**

6a. List of established and potential funding sources.

### **Established Funding Sources:**

Sources of funding include General Funds, Title funds, Program Improvement (PI), Enhancing Education Through Technology (EETT), K12 Voucher funding, educational technology partnerships with MCOE, CalREN, and CTAP Region V, as well as, E-Rate discounts.

**Potential Funding Sources:**

Apply for Grants, corporate donations, Microsoft Vouchers and sell surplus equipment.

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

<b>Major Object of Expenditure</b>	<b>Projected 2009/10</b>	<b>Projected 2010/11</b>	<b>Projected 2011/12</b>	<b>Projected 2012/13</b>	<b>E-rate Eligible Amount</b>
1000 Series: <ul style="list-style-type: none"><li>• Certificated Salaries</li></ul>	\$ 9,000	\$12,000	\$15,000	\$18,000	n/a
2000 Series <ul style="list-style-type: none"><li>• Classified Salaries</li></ul>	\$34,733	\$37,220	\$39,831	\$42,442	n/a
3000 Series <ul style="list-style-type: none"><li>• Benefits</li></ul>	\$14,303	\$15,475	\$16,077	\$16,679	n/a
4000 Series <ul style="list-style-type: none"><li>• Materials and Supplies</li></ul>	\$19,500	\$20,475	\$21,499	\$22,523	n/a
5000 Series <ul style="list-style-type: none"><li>• Other Services &amp; Operating Expenses</li></ul>	\$43,525	\$43,601	\$45,731	\$47,861	20,000
<b>Total</b>	<b>\$121,061</b>	<b>\$129,751</b>	<b>\$138,638</b>	<b>\$147,505</b>	<b>20,000</b>

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

The Replacement Policy of the District will target replacement of computers on a three year cycle. The older computers as they are removed from inventory will be used for replacement parts for remaining units of the same type.

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

The budget and funding process will be monitored by the Director of Educational Services, the Director of Instruction and Assessment, the Director of Technology, site administrators, and the Chief Business Official and/or Assistant Superintendent-Business. They will monitor how funds are being spent to accomplish the goals of the Technology Plan, will evaluate the effectiveness of budgeting decisions, and with input from the District Technology and Curriculum Committees, will make modifications to the proposed future budget based on need, plan implementation, and the availability of funding sources.

**7. Monitoring and Evaluation**

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

Each objective and outcome has corresponding evaluation methods, monitoring mechanism, and program modification and responsibilities. These activities will be used to measure the impact of technology use on student learning using teachers implementing and measuring instruction along with leadership teams. The Technology Committee will revisit and monitor the progress made on the Curricular Component of the King City Union School District Technology Plan annually. A written progress report will be presented to the Superintendent, the Assistant Superintendent of Business Services, and the Board of Trustees annually. Specific responsibilities, timelines and activities may be found in the Implementation Plan for each Curriculum Component. If goals are not made changes will be made accordingly.

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

The King City Union School will be reviewed annually through the tech committees. Our review will consist of compiling a summary of the goals met, a summary of unexpected outcomes and goals not met or in progress and a plan to address and adapt the unmet goals and objectives. This will be done to ensure that we are continually progressing in meeting our goals and objectives. Through this evaluation process, modifications can be made to our goals. Evaluation will be documented through successful project implementation and adaptation to address unmet goals and objectives. The plan will be a living document that is updated and adapted to our changing technology needs

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

The implementation of the overall plan will be overseen by the Director of Instruction and Assessment, with the assistance of the Director of Educational Services and the Director of Technology. A team consisting of members of the Technology and the Curriculum Committees will meet every six months to review data and results from teacher input and student progress. This information will be published on the district website and will offer a chance for feedback. This team will be expanded with members of the Board, community, and MCOE/CTAP staff as appropriate. The installation and use of equipment, use of software, student scheduling, technical support status, hardware needs and infrastructure issues will be compared to this plan’s timelines and implementation steps. If modifications are needed, the Director of Instruction and Assessment and the District Technology Coordinator will determine the specific steps needed to more successfully implement the program and who will be responsible for those steps. This process will allow integration of this Technology Plan with district and site requirements to best facilitate student academic achievement.

**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.)**

The King City Union School District in collaboration with the King City Joint Union High School District provides a limited CBET program through the high school Adult Education program to teach community members to learn English as a Second Language. The districts have no other adult literacy providers.

Establishing a program to provide training in adult literacy will entail extended collaboration time between the two district programs to coordinate funding, curriculum, goals and objectives, and implementation of such a program. The districts will collaborate to discuss strategies on providing this training during 2009-2010 and explore different avenues of collaboration with local colleges, libraries, state agencies, churches, etc.

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

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

The integration of technology into instruction is most effective “when student and teachers take advantage of its sophistication and versatility to support high-order thinking and conceptualization.” (Ringstaff and Kelly, 2002) Research and successful implementation strategies help teachers build a rationale to creating project-based learning activities as part of their curriculum. This article began the inclusion of project-based learning activities as a major way teachers can integrate curriculum technology.

The Curriculum Technology Integration Plan (CTIP) facilitates the incorporation of research findings into ongoing refinement of curriculum based on changing student needs and curriculum standards. This plan helps to engage teachers in thinking about the most effective applications of technology to meet the specific needs of their students. (Cradler, J., & Cradler, R. (2000). *The Curriculum Technology Integration Plan*, San Mateo, CA. Education Support Systems.

This article researched a model for a plan of technology integration that provided a system of introducing, implementing, and sustaining this integration.

“Teachers need opportunities to understand the theory and rationale for new forms of instruction and to become intellectually engaged with subject matter.” (Learning First Alliance, *Every Child Reading*, 2000). “Staff development’s success will not be judged by how many teachers and administrators participate in staff development programs, or how they perceive its value, but by whether it alters instructional behavior in a way that benefits students.” (Sparks, D. and Hirsh, S. *A New Vision for Staff Development*, ASCD, 2001).

Adult learners require different strategies to be successful. Individual learning plans supported by a mentor/coach is a proven model to effectively introduce change to teachers.

Effective staff development strategies provide for long-term learning, on-site guidance, peer collaboration, and involvement of teachers in planning their own learning of technology integration. Teachers need an awareness of effective technology applications and understand

ways to integrate technology into education reform. (Cradler, J., & Cradler, R. (1995). *Prior studies for technology insertion*, San Francisco, CA: Far West Laboratory.

Research supports the on-going model of staff development instead of the “one shot” motivational presentation. Real change must be supported with individual coaching.

Teachers should be technologically literate to help model the integration of technology in all subject areas. Students need to see computers as tools for learning and producing work, not as a separate subject. Teacher’s perception about being experts and their concern about lack of time are the main barriers to technological literacy. With planning and programs for mentoring and professional development, those barriers can be overcome. (Turville, Joni. “The Role of the Teacher in the Implementation of Technology in Education,” online techLEARNING.com). Teachers need to rethink the need to be “experts”, and be more willing to work with and learn from their students.

Research-based methods, strategies, and criteria began the process of developing this Technology Plan. The goal is to improve student learning through the use of technology. Focused, planned staff development is the crucial step in the process of meeting this goal. This Technology Plan looks to research-based best practices to successfully implement this plan.

**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.**

To ensure the use of technology as an effective educational instrument to meet district goals, the district will focus on ensuring that every classroom has the technological tools available to influence student learning and provide the necessary support and training to use those tools effectively. Students will have more opportunities to engage in self-paced learning and integrate technology as a tool in learning activities. Project based technology training will help students integrate the local and world communities into lesson experiences. Computer aided learning opportunities including video conferencing, video streaming, virtual field trips and other applications will increase student performance on understanding the core curriculum, supporting intervention students and English Language Learners, and improve performance on assessments.

Students in the primary grades (K-3) will learn foundational skills including how to turn the computer on and off, load software programs, learn basic mouse and keyboard skills, and will access and use a word processing application to create a document and save it for future use. The students will use a graphics creation program to make original images and access the Internet and use bookmarks in a web browser to gather basic information about educationally relevant information. They will also use basic resources such as overhead projectors, VCR’s, and camcorders to enhance educational presentations. The primary students will use standards based software programs from the adopted curriculum and supplementary approved curriculum to support learning. Accelerated Reader, Accelerated Math, and appropriate ELD programs will be incorporated into the student program.

Intermediate grade students (grades 4-5) will use the Internet, CD-ROMs, and use software application functions to gather and record information. Students will assimilate this information with knowledge learned from classroom instruction and use a number of multimedia resources to

develop their understanding and presentation of this information. Students will create web-based documents to demonstrate their understanding of curricular subjects and will independently perform simple word processing tasks and spreadsheet operations. Students will solve problems using technology with limited teacher guidance, and will collaborate with other students within and outside of the district network on educationally based learning projects.

Middle School students (grades 6-8) will incorporate their prior use of word processing, graphing programs, reading comprehension and skill-based software while learning the fundamentals of Microsoft Word, PowerPoint, and Excel. Students will also become proficient in the use of Timeliner, Inspiration, iMovie, and Adobe products GoLive and Photoshop/Illustrator. Middle school students receive the most benefit from the fiber optic connections and the increased bandwidth to access distance learning opportunities, online communications with other schools/students, virtual field trips, and other current and future applications.

Second Language Learners will benefit from software programs from the adopted curriculum and the English Language Development programs supplementary programs such as Dyn Ed's "Let's Go" and "First English." Opportunities for English Language Learners to connect with real life learning will be enhanced through increased Internet capacity. As the district experiences budget shortfalls, virtual fields will help increase learning opportunities.

King City is a rural agricultural town, fifty miles from the nearest city. The increased bandwidth and connectivity will also provide more opportunities for the district and school sites to develop partnerships with companies, educational institutions, and people that would otherwise not be accessible to our students. These partnerships, and the increased bandwidth, will allow students to participate in virtual field trips using the California High Speed Network to the Sacramento Legislative offices, Ano Nuevo State Preserve, or even dive underwater using the state PORTS resources (Parks Online Resources for Teachers and Students). They will be able to communicate with mentors at the high schools, or from CSUMB or Hartnell College using videoconferencing technology. Even streaming video into the classroom will be available, as currently, when too many teachers or students utilize streaming video, the network chokes down and becomes unreliable. As resources become available that fit K-8 students, online courses that serve those with special or advanced needs will be made available. We will rely on CTAP and MCOE to provide up-to-date information about relevant and cost effective programs.

Each teacher will submit a plan for the use of technology at the beginning of each year, and submit a report at the end of the year summarizing that year's projects and outcomes and requesting new technologies for the following year. Teachers will meet by grade level or content area teams to collaborate on the successes and areas for improvement of each teacher's plan. These collaborative groups will evaluate the year's progress and develop plans for the following year. The site Technology Committee, the site administrator, and the site Technology Lead Teacher review these plans and submit them to the District Technology Committee to coordinate and evaluate all of the site plans and modify and extend the district technology plan. This report is presented to the School Board each July.

The Technology Committee has identified a need for staff and students to experience personal learning networks in an effort to provide students with opportunities to explore global challenges that will parallel those they will encounter in adulthood and their future employment.

Personal learning networks are a collection of individually selected resources and relationships that offer just-in-time and on-demand learning opportunities for staff and students. These resources will include global communication through Web 2.0 tools such as wikis, podcasts, blogs, video conferencing and video streaming. These innovative strategies will be fully integrated into standards-based curricula. Staff and students will connect with peers, authors and experts; and engaged in learning experiences that are interest-driven, socially supported, and highly responsive to individual learning styles and skills.

CTAP has been and will continue to be School District'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 district, King City Union School District will make every effort to coordinate with its local high school to establish continuity and to ensure students' advanced coursework is approved for high school credit.

## King City Union School District

### Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

*In order to be approved, a technology plan needs to “Adequately Addressed” each of the following criteria:*

- **For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).**
- **Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.**

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

<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>	<b>Page 5</b>	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
<b>b. Description of the district's current use of hardware and software to support teaching and learning.</b>	<b>Page 5-6</b>	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>	<b>Page 7</b>	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
<b>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>	<b>Page 7-9</b>	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.
<b>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</b>	<b>Page 9-10</b>	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p><b>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers 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</b></p>	<p><b>Page 10-11</b></p>	<p>The plan describes or delineates clear goals outlining how students and teachers 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.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</b></p>	<p><b>Page 11-12</b></p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>	<p><b>Page 13</b></p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and</b></p>	<p><b>Page 13</b></p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.			
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.	Page 14	The plan delineates clear goals, measurable objectives, 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.	Page 15	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.
<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	Page 15-17	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 Commission on Teacher Credentialing (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	Page 17-20	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained,	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will

<p><b>professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</b></p>		<p>ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>have the necessary training to implement the Curriculum Component.</p>
<p><b>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>	<p><b>Page 20</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p><b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p><b>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</b></p>	<p><b>Page 20-23</b></p>	<p>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.</p>	<p>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.</p>
<p><b>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant</b></p>	<p><b>Page 23</b></p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship</p>

<p><b>modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</b></p>		<p>support the implementation of the district's Curriculum and Professional Development components.</p>	<p>between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p><b>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</b></p>	<p><b>Page 24-26</b></p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p><b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b></p>	<p><b>Page 26</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p><b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 &amp; 13, (Appendix D)</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p><b>a. List established and potential funding sources.</b></p>	<p><b>Page 26</b></p>	<p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p>	<p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p>
<p><b>b. Estimate annual implementation costs for the term of the plan.</b></p>	<p><b>Page 27</b></p>	<p>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</p>	<p>Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.</p>

		electronic learning resource needs identified in the plan.	
<b>c. Describe the district's replacement policy for obsolete equipment.</b>	<b>Page 27</b>	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
<b>d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</b>	<b>Page 27</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	<b>Page 28</b>	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<b>b. Schedule for evaluating the effect of plan implementation.</b>	<b>Page 28</b>	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	<b>Page 28</b>	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</b>	<b>Page 28-29</b>	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or 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.
<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</b>	<b>Page 29</b>	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
<b>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</b>	<b>Page 30-32</b>	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)  
Contact Information

County & District Code: 27-66050  
School Code (Direct funded charters only): \_ \_ \_ \_ \_  
LEA Name: King City Union School District

\*Salutation: Ms.  
\*First Name: Cristina  
\*Last Name: Jimenez  
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Please provide backup contact information.

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2<sup>nd</sup> Backup Name: Maria Argueta  
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\*Required information in the ETPRS