Yosemite Joint Union High School District

Education Technology Plan

2003-2008

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DOCUMENT INFORMATION SOURCE:

HTTP://WWW.CDE.CA.GOV/CTL/EDTECHPLAN.PDF

Acknowledgments

District and Community Support

School Board

President: Tom Allcock
Members: Bert McSwain
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David Hartesveldt
Priscilla Pike

Administration

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Local Representatives

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California Technology Assistance Project, Region VII: Eileen Walters
Business Partner(s): Hammertech Systems, Inc.
Community Member(s): Rotary Club members
Institute of Higher Education California State University, Fresno

Technology Committee

Chairman: David Read
Members: Steve Raupp, Principal
Betsy Blum
Sally Condon
Linda Robison
Earlene Ward
Judy Durr
Sue Graham

District Summary

The Yosemite Joint Union High School District is located in the Sierra Nevada foothills in the rural community of Oakhurst, 12 miles from the southern entrance to Yosemite National Park in Central California. The campus of the comprehensive high school, Yosemite High School, is on a 100-acre site. There are also five alternative schools and one charter school in the district. Ahwahnee High School and Mountain View High School are continuation schools. Evergreen High School is an independent study school. Foothill High School and Raymond Granite High School are necessary small schools. Glacier High School is a charter school. Ahwahnee, Evergreen and Mountain View are located adjacent to the YHS campus.

Annual student test data has shown high levels of achievement. On the nationally normed 2002 SAT9 test YHS students scored above the 50th percentile in all areas but one. The school earned an API rating of 704 in 2002, ranking 8 on a scale of 10 for the State and 4 on a scale of 10 in the similar schools category. To date, the school has an 83% pass rate on the California High School Exit Exam. Standardized test scores are not released for the alternative schools because there are too few students at each grade level.

The district has continually raised expectations for all students. An academic focal point is the International Baccalaureate (IB) program at YHS. IB is a worldwide program, which provides a rigorous, standards-based curriculum. YHS is one of only 47 IB schools in California. The school also offers 30 honors, International Baccalaureate, and Advanced Placement courses. During the 2001-2002 school year YHS increased its AP (Advanced Placement) offerings through a $75,000 Advanced Placement Grant.

YHS has an award winning Fine Arts Program that includes a broad range of offerings. Courses are offered in theater arts, instrumental and choral music, and art. The physical education teachers and alternative education teachers have received training in dance instruction and curriculum integration through a Visual and Performing Arts grant.

YHS provides strong support for students with learning challenges. The resource program, SDC, and SED programs provide assistance for those students who qualify for additional help due to a learning handicap. A Title I program provides assistance for students through a math or language lab or a Title I tutor.

The ethnic breakdown of the district student population is: White, 85%; Hispanic, 8%; Native American, 4.46%; Asian, 0.5%; African American, 0.5% and Pacific Islander, 0.1%. This year there are two English Language Learners enrolled at the school. Approximately 18 percent of the students receive free and reduced meals and five percent of the students are from families receiving AFDC. A survey of 2000 graduates showed that 50% of YHS students completed coursework to qualify for the University of California or California State University systems, 50% planned to attend a two-year college, 27% planned to attend a four-year college, 3% were going into a vocational program, 17% planned to enter the work force, and 3% were joining the military.

The district's goals are to help every student reach his or her full potential. It is also a goal that 100 percent of the students pass the High School Exit Exam and that all students be technologically proficient.

Retail trade, services, and government are the major employers in Eastern Madera County. The area has a high level of tourism. Several government agencies such as the United States Forest Service, National Park Service, California Department of Forestry and Fire Protection, public schools, and various county offices are located in the Yosemite High School attendance area.

VISION

Connecting all students with their past, present, and future, the Yosemite Joint Union High School District will be a community or responsible young adults cooperatively learning creative problem solving skills to help them achieve their full potential as life-long learners, citizens, and workers.

THROUGH INVOLVEMENT IN THE ACADEMIC CURRICULUM AND SOCIAL PREPARATION IN THE YOSEMITE JOINT UNION HIGH SCHOOL DISTRICT, STUDENTS WILL DEMONSTRATE THE ABILITY TO:

1. *Understand and value one's self, others, and our common heritage.*
2. *Communicate appropriately and effectively.*
3. *Be able to solve problems independently and as a group.*
4. *Be responsible decision-makers.*
5. *Define and value aesthetics.*
6. *Appreciate and value culture and environmental diversity and relationships.*
7. *Acquire, process, and utilize information using appropriate technology and other resources.*
8. *Be productive, active, ethical contributors to themselves, their families, communities, nations, and the world.*
9. *Develop a professional work ethic and sense of purpose.*
10. *Be life-long learners.*

Partnership Involvement

Partnerships Chart

The Technology Planning Committee consists of representatives with varying levels of technology expertise who will continue to help oversee the implementation of the plan: the team includes district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profit representatives and local business people.

Type of Partner	Name of Partner and Contact Information	Role in Development of the Technology Plan	Role in Supporting the Project
Parents	Sue Graham 49027 Road 426 Oakhurst CA 93644	Assisted with school plans and WASC accreditation from which much of the plan was derived	Will attend meetings, such as SIP, where the Technology Plan will be reviewed and evaluated
Businesses	Hammertech Systems Inc. 49197 Road 426, Ste. H Oakhurst CA 93644	Helped with infrastructure section and with suggestions for future needs	Continual information about current hardware and software; technical support
Postsecondary Institutions	California State University, Fresno 5241 N. Maple Fresno CA 93740		Staff development
Government Agencies, including County Offices of Education & CTAP	CTAP, Region VII 1111 Van Ness Fresno CA 93721 Madera COE 28123 Ave. 14 Madera CA 93638	Training on plan development, DHS voluntary audit	Plan review, assist with evaluation, staff development
Community Groups	Oakhurst Sierra Rotary Club	Members serve on school committees where plans are developed	Attend meetings where Technology Plan will be reviewed

CURRICULUM DRIVEN TECHNOLOGY GOALS

Goal:

To ensure that all students are technologically proficient.

Action Steps	Task(s)	Person(s) responsible	Resources	Assessment	Timeline	Progress report
Ensure that all students are technologically proficient and have met minimum competencies in the area of technology	Evaluate current course offerings for possible revision or expansion of curriculum to focus on student technology skills	+School Leadership Team +Technology Committee +Department Chairs	*+Site Budget* +ROP budget +SIP budget	*Revised course offerings,* surveys	Annually	*+School Board* +Site Council
Provide training for all staff in use of technology	Provide staff training in technical applications for all staff including basic computer operation, word processing, data bases, spreadsheets, Internet and Power Point	+School Leadership Team +Technology Committee +Digital High School Coordinator	*+ROP budget +Site budget +Digital High School grant*	*Completion of staff development plan, inservice agendas, evaluations*	Ongoing	*+School Board +Site Council +Technology Committee*
Imbed technology applications in instruction in all curricular areas	Develop lessons and instructional strategies which use technology in classroom instruction and assignments	Teachers	*+DHS grant +ROP*	*+Sample lessons +Classroom observation*	Ongoing	*+School Board +Site Council +Tech. Committee*

The technology that is available in every classroom in the district and in the computer laboratories is sufficient to provide all students with a wide range of learning experiences and enrichment programs. The district's goal is to maintain the current computer-student ratio that we have of 1-4.75. Use of the Internet, which is available district-wide, allows students to research an endless range of web sites and to access information that would not otherwise be available. The special computer classes, such as Desktop Publishing, EAST and multi-media are available to all students and provide real-world experiences for these students.

The core curriculum classes use technology in the following ways to help meet the State Standards:
English/Language Arts: On-line research; word processing (resume template, essay typing, business letters, reports, email information to home account); Power Point; use on-line information to make bibliographies and check for plagiarism; grade recording and reporting; library technology for research; community connections, especially email to parents.
Science: Power Point presentations/lectures; labs – probes to collect data, computers to analyze data; graphing programs to analyze and assist in interpreting data.
Math: Accelerated Math to generate practices and tests for students based on selected California Math Objectives; Standard Master to generate practice tests (and generate

data) for students to prepare for California Standards Tests; graphing calculators in upper end classes.
Social Science: Use Internet frequently for the Stock Market game; each class spends one period a week in the Library computer laboratory; Power Point presentations; research for papers; Map 101 and other sites for geography lessons; multiple sites for research for History Day.

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

There is at least one computer for student use in every classroom within the Yosemite Joint Union High School District. Additionally, there are six computer laboratories on the Yosemite High School campus that serve the student population in general as well as specific classes. Students at Evergreen High School, the district's independent study school, have access to laptop computers that they are allowed to take home.

The Library/Media Center at Yosemite High School is open from 7:30 until 5:30 p.m. Monday through Thursday and until 4:30 on Fridays (the school day is from 7:50 to 2:50) allowing before after-school access for all students. The library is also open during the students' lunch period. The district operates a late bus that also helps students access the library and computers after school.

Students who have access to the Internet at home can access the YHS Library from their computer. There are also computers available in the local public library that is open Saturdays when YHS is closed. There is at least one business in town where the public can rent time on the computer. The Boys and Girls Club, located a short distance from the YHS campus, has a computer laboratory.

Because of the availability of computers within the YJUHSD, every student has equal access. Some students do not have a computer in their home, however they can use computers at YHS after school.

The tutoring classroom for Title I students includes a computer laboratory. English Learners have access to the Title I classroom and they have access to computers at all other locations on the campus.

All of the computer classes on campus are open to all students. These include: Regional Occupational Program (ROP) Desktop Publishing; EAST (Environmental and Spatial Technology) laboratory; business education; multi-media and videography. There is also a computer laboratory at the school farm, in the Title I classroom, in the career center, in the main area of the library and a separate computer lab within the library/media center building. All of the alternative education schools have computer laboratories.

Special needs students are provided with special devices and software on an as-needed basis. As a special need is assessed, the needs are met. An example of special software is the Plato program in the tutoring laboratory.

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

There is at least one computer in every classroom throughout the district. Teachers are encouraged to integrate technology into their curriculum where applicable. Teachers in the mathematics, English, social science and science departments have received training to use subject-specific technology.

Students in the computer laboratories use numerous programs each class period and develop subject-specific skills. For example, students in the ROP Desktop Publishing Class learn to use photography editing programs, advertising design programs, word processing programs and pagination programs. They also do Internet research for stories and term papers. Students in the EAST laboratory have daily access to state-of-the-art programs such as GIS/GPS, Computer Aided Drafting (CAD), art and photography design, music editing, video editing, web page design, C++ programming and Visual Basic programming, and networking software as well as Microsoft Office suite.

Special needs students have daily access to computers in the tutoring laboratory. Specific programs are provided as needed. These students also have daily access to the other computers on campus.

Students are required to complete a Senior Project in order to graduate. Students must demonstrate technological proficiency as a component of this project.

The district has adopted policy that requires students to pass a technology proficiency component in order to graduate. A technology class where basic technology skills are taught is available to students or they may take a test to challenge the knowledge levels that are required. More and more classes are weaving technology into their curriculum as teachers receive special training by department.

As the Internet has become more pervasive at the Yosemite High School campus, teachers and the Library Media Teacher (LMT) have worked together to implement information literacy. In collaborative lesson design, teachers and the LMT design instructional units that prevent students from finding answers in only one resource or plagiarizing from the Internet. All students in their 9th grade Library Orientation Unit are introduced to the Big6, an information literacy model. Sophomores and juniors researching the annual History Day topics review the Big6 process when they begin the research process. They also get a heavy dose of bibliographic citing using the MLA style manual. Seniors do a senior research paper, which addresses a community project or furthers individual career goals.

Teachers are taking greater responsibility for discussing with their students web site evaluation, a key component of information literacy. This includes a discussion and web demonstration for authority, validity, affiliation, currency, purpose and audience. This is increasingly important as more students are using the Internet for even minor homework assignments. Internet research was once restricted to major projects but the ubiquitous nature of the Internet today is making it a method of instruction.

Teachers have a new tool to remind students of the importance of citing sources and processing information making it their own work. Fall 2001 brought www.turnitin.com

to Yosemite district teachers. This is a plagiarism site teachers have the option of using with their students which will review downloaded student documents for direct or indirect plagiarism. It is viewed as a tool rather than a punishment and will reinforce information literacy skills.

Goal: Teach Big

6 model of information literacy.

- Introduced in 9th grade Library Orientation
- Web site evaluation process taught
- Revisited with History Day research in 10th and 11th grades.
- Senior Research paper demonstrates whether the skill has been learned.

Assessment

- History Day project evaluation by a panel of 5 judges.
- Senior Projects Boards
- Turnitin.com

There are more than 50 computers available to students in the library media center. Student research centers around the Internet with many programs purchased to provide students with authoritative and current information matching the district's curricular goals. These Internet programs and the library book catalog are available at all times to all students in the library, the classroom, and their home if they have Internet access via the YHS Library home page. The YHS Library Media Center also has a scanner, three color printers, and three digital cameras for students to create original works including Power Point presentations, web sites, and traditional papers using the extra professionalism that technology provides.

Teachers and administrators use Eagle software's Aeries student information system to handle all of the Yosemite High School students' data needs. Student demographic, attendance, discipline, medical, grade/transcript and testing data are stored and can be retrieved to meet the needs of our growing information age. Teachers enter attendance and grades through a web browser interface in their classroom. Eagle is part of the California Student Information System (CSIS) project whose goal is to allow schools to access student information upon transfer. YHS will demonstrate this year's student transfer of data between other CSIS schools, colleges and universities.

Two-way communication between home and school has been improved through a number of technology programs, including e-mail, homework hot-line, voice mail and the school website. Each teacher's e-mail address is posted on the district website, allowing parents to e-mail them at any time. Also, all teachers have voice mail, therefore parents can leave a message for them any time night or day. Teachers have the technology necessary to record their daily homework assignments on their voice mail, allowing parents to find out what their student needs to do at any given time.
The district's adult education program, Yosemite Adult Education, offers a wide variety of technology classes at a minimal cost. These are available to anyone who has a need for training in order to use technology at home. Any parent who has access to a computer at home, but is not comfortable using e-mail or accessing the web site can enroll in an

Adult Education class and learn the necessary skills to use these programs. Also, the Student/Parent Handbook that is given to every family at the beginning of the school year has information on how to use the homework hot line, voice mail and other communication options.

Students use technology for word procession, research, creating projects and reports, solving problems and analyzing data, graphically presenting materials, accessing content-specific software or web-based resources, demonstrations or simulations, and corresponding with experts, authors and students from other schools.

At Yosemite High School, technology is used in mathematics, science and social science classes on a daily basis and two-five days a week in reading/language arts. Foothill High School students use technology in reading/language arts two to five days a week and weekly in science and history/social science. Raymond Granite High School students use technology daily in reading/language arts, science and history/social science and weekly in mathematics. Mountain View High School students use technology two to five days a week in all subject areas. Ahwahnee High School students use technology weekly in science and history/social science and periodically in reading/language arts. Evergreen High School students are in the classroom one day a week. They use technology less than monthly in science and history/social science and weekly in reading/language arts.

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

In its Western Association of Schools and Colleges (WASC) Self-Study Action Plan, YHS set forth a number of curricular goals. These include:

1. Connect the Expected Schoolwide Learning Results (ESLRs) to curriculum and instruction; align ESLRs to content standards and performance standards, develop course syllabi, develop lessons to focus all students on achieving the ESLRs and content standards, modify the teacher evaluation process to focus on all students achieving the ESLRs and content standards.
2. Tailor classroom instruction to meet the individual learning styles of all students, provide training for staff in assessing individual learning styles and teaching to different learning modalities, develop strategies to assist students in learning about and using their learning style strengths and growth areas.
3. Review and revise Title I/Tutoring plan to improve Title I students' scores on the SAT 9 test and provide additional counseling service for at-risk students.
4. Provide staff development activities to train all staff in strategies to support at-risk students which includes: student study teams, 504 plans, special education, Title I, drug recognition, suicide prevention and crisis counseling.
5. Develop consistent multiple measures of student attainment of the ESLRs and mastery of district content standards; develop benchmarks such as rubrics, course exit examinations, portfolios and other authentic assessment tools.
6. Develop strategies that lead to improved student performance on standardized tests, continue working to align curriculum with SAT 9 test, Golden State Exam, International Baccalaureate tests and the new High School Exit Exam; develop strategies for improving student test-taking skills; develop strategies for

improving student attitudes about standardized tests; develop instructional strategies to target areas of improvement.

7. Ensure that all students are technologically proficient and have met minimum competencies in the area of technology; evaluate current course offerings for possible revision or expansion of curriculum to focus on student technology skills.
8. Provide training for all staff in the use of technology; provide staff training in technical applications for all staff including basic computer operation, word processing, data bases, spreadsheets, Internet, Power Point.
9. Imbed technology applications in instruction in all curricular areas; develop lessons and instructional strategies that utilize technology in classroom instruction and in student assignments.

In March 2001, the Yosemite Joint Union School District Board of Trustees adopted new graduation requirements (Board Policy / Administrative Regulations 6146.1) that includes technology proficiency. The Board will adopt proficiency standards for technology. Students will be assessed periodically to measure mastery of basic skills and shall be provided with additional instruction and opportunities to meet the district's proficiency standards.

The district goal is to achieve an Academic Performance Index of 800 within the next five years and to have 100 percent of our students pass the High School Exit Exam.

3.d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.

Goal Number 6 in Yosemite High School's WASC Self-Study Action Plan is:

To ensure that all students are technologically proficient.

Action Steps	Evaluation Instruments and Data to be collected	Person(s) responsible	Program modification process	Assessment	Frequency of collection	Progress report
Ensure that all students are technologically proficient and have met minimum competencies in the area of technology	Evaluate current course offerings for possible revision or expansion of curriculum to focus on student technology skills	+School Leadership Team +Technology Committee +Department Chairs	Revise course offerings and survey staff for input	Revised course offerings, surveys	Annually	+School Board +Site Council
Provide training for all staff in use of technology	Provide staff training in technical applications for all staff including basic computer operation, word processing, data bases, spreadsheets, Internet and Power Point	+School Leadership Team +Technology Committee +Digital High School Coordinator	Survey staff for needs and make modifications as indicated and feasible	Completion of staff development plan, inservice agendas, evaluations	Ongoing	+School Board +Site Council +Technology Committee
Imbed technology applications in instruction in all curricular areas	Develop lessons and instructional strategies which use technology in classroom instruction and assignments	Teachers	Staff and student input on how to better facilitate the process	+Sample lessons +Classroom observation	Ongoing	+School Board +Site Council +Tech. Committee

The technology that is available in every classroom in the district and in the computer laboratories is sufficient to provide students with a wide range of learning experiences and enrichment programs. The district's goal is to maintain the current computer-student ratio that we have of 1-4.75. Use of the Internet, which is available district-wide, allows students to research an endless range of web sites and to access information that would not otherwise be available. The special computer classes, such as Desktop Publishing, EAST and multi-media are available to all students and provide real-world experiences for these students.

Technology is used to enhance student performance in almost every educational program. For special needs students and those who haven't met graduation standards in basic skills areas, there are computer labs and personnel available to focus on specific skills needs. A lab for individualized basic skills instruction is used to address the needs of Title I students in math and English. All freshman English classes are involved in an

introductory technology unit that teaches students basic information literacy skills that require them to: 1) identify a problem, 2) seek resources, 3) gather information, 4) analyze information, 5) interpret and synthesize information, 6) communicate information, 7) evaluate the process and product. These skills are integrated across all areas of the curriculum.

In the YHS Digital High School application, the overall student goal was to improve student learning and prepare them for the future. A key objective in this application is that students will be using technology in their regular class work to successfully complete assignments by the time they graduate.

The third year benchmark for the Digital High School grant is that by May 2002, all students would have:

- Developed a senior exit project which demonstrated mastery of the ESLRs, utilized the Internet and intranet to gather information and employed multimedia to make the presentation
- Reinforced their computer literacy skills in their core and elective classes through using technology to complete regular classroom assignments.

Yosemite High School has implemented the use of the Accelerated Math and is exploring the use of Accelerated Reader programs to diagnose student learning needs with regard to the California content standards in English/Language Arts and Mathematics. Students would access these services through their math or English classes, as well as being identified for services based on STAR and HSEE test scores. The technology would be used as an assessment tool to identify the specific content areas requiring remediation that would then be provided through individualized instruction with a live instructor as well as through guided practice on the computer.

Another local assessment that uses the computer as a diagnostic tool is our technology proficiency designed by the district's library/media teacher, Betsy Blum. Students may demonstrate their proficiency through a project designed to access a student's facility with computers and computer-based resources. The student's performance is assessed to determine their need for further instruction to accomplish the technology proficiency required for graduation.

At this time, Distance Learning is not available at YHS. We have a Distance Learning laboratory in place, but it is not connected at this time. If, at a future date, there is an interest in integrating it into our program, we will re-connect the laboratory, paying for this expense through E-Rate and a grant from the local telephone company.

We currently offer in-class Advanced Placement instruction rather than on-line courses. If a student were to request information about an on-line class, this would be considered on a case-by-case basis based on the availability of funding and the district's eligibility for funds through the UC College Prep Initiative. District funds are not allocated to pay for on-line courses.

Students who do not pass the High School Exit Exam are moved into a Mathematics Lab for individualized tutoring through the Accelerated Math program. Special education

students receive assistance at all levels as well. Tutoring is available through Title I and through the peer tutoring program. Individualized tutoring is provided for those who do not pass the English/Language Arts portion of the HSEE.

The credentialed library media teacher works with teachers to design and implement appropriate instructional units that match the standards and provide a growing foundation for the research process as the student matures during their four years of high school, this includes information literacy. Fall 2001 saw the introduction of the YHS Library home page to help guide students to valid resource material. In the library computer lab the LMT gives short introductory remarks directing students to appropriate and authoritative web site and co-instructs with the teacher.

YJUHSD is working with the elementary feeder schools in a number of ways to ensure that student needs are met. The YJUHSD has a very close relationship with Coarsegold Elementary School District since we share the services of a superintendent and business manager. The programs in these two districts are closely aligned.

Through an Advanced Placement grant that is in place at Yosemite High School, we have established Vertical Teaching Teams with feeder schools in math, science, art and social science. Through this effort, we are articulating in these areas, all of which include a technology component.

We are currently working with feeder districts to articulate our mathematics curriculum and this year we will begin articulation in English. Again, there is always a technology component as the teachers strive to align the programs so students from all feeder districts are prepared for the high school curriculum.

3.e. List of clear goals and a specific implementation plan* as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

All students in their 9th grade Library Orientation Unit are introduced to the Big 6, a popular information literacy model. Sophomores and juniors researching the annual History Day topics review the Big 6 process when they begin the research process. Seniors do a senior research paper, which addresses a community project or furthers individual career goals.

Goal: Teach Big 6 model of information literacy.

- Introduced in 9th grade Library Orientation
- Web site evaluation process taught
- Revisited with History Day research in 10th and 11th grades.
- Senior Research paper demonstrates whether the skill has been learned

Teachers will address technology as they meet in the articulation process with our elementary feeder school teachers and as they work through the vertical team process as part of the Advanced Placement program. One of the district's goals for 2001-02 is to increase articulation with feeder districts, specifically in mathematics, technology and English.

The credentialed library media teacher works with teachers to design and implement appropriate instructional units that match the standards and provide a growing foundation for the research process as the student matures during their four years of high school, this includes information literacy. Fall 2001 saw the introduction of the YHS Library home page to help guide students to valid resource material. In the library computer lab the LMT gives short introductory remarks directing students to appropriate and authoritative web site and co-instructs with the teacher.

Graduation requirements in the YJUHSD include a technology component and the YHS ESLRs adopted in 1998 includes technology: "Yosemite High School will prepare all students to demonstrate essential technological awareness." The YJUHSD Board of Trustees passed a policy in spring 2001 that all 2005 graduates must pass a technology competency test or take a computer course. The Library Media Center staff has designed and implemented a three-day technology instructional unit that allows students to demonstrate their skills level. Their final product, a one-page document tests nine specific skills. If a student passes, this document will be put in the cumulative folder in the office. Counselors will track students who do not pass in their 9th grade year. Computer classes are plentiful and popular at YHS, starting with a review of the basics in a 9th/10th grade computer skills class and culminating in the EAST program or other career courses.

3.f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensures appropriate access to all students.

The library/media-center at Yosemite High School, which is located adjacent to three of our five alternative education schools, is open Monday through Thursday from 7:30 a.m. until 5:30 p.m. and Fridays from 7:30 a.m. to 4:30 p.m. so students can use the computers located in that facility. Also, the district provides a late-bus so students have transportation if they need to stay after school to use the computers. Those who have Internet at home can access the school's library 24-hours-a-day, seven days a week. Some of the computer labs on campus are also open after school hours and, when necessary, the instructors may open the labs on the weekend.

The district does not have funds to provide computers for students to use at home. Therefore, the steps we have taken to ensure access for all students is to keep the library open after school four days a week.

Students with special needs are supported on an individual basis with equipment and/or software being made available as needed. Technology support is a component of the district's English Learner Plan. This includes GATE students.

All students are expected to have an Internet Acceptable Use Policy on file in the library. Once signed, it is good for four years. This policy is reviewed annually and updated as needed.

Once on file, the student gets a sticker on their school identification card and there is a mark next to their name on the library computer system showing that they have read and

will observe the rules of the AUP. The rules are also posted in the library near the computers. Students are written up on a referral form if they break the rules. The most common rule violation is game playing. Several times students have caught students looking at sexually provocative sites and they have been dealt with through the school discipline policy.

Madera County Office of Education is the YJUHSD Internet provider. They also provide a filter and they will block sites that we request blocked. The filter is in accordance with the Children Internet Protection Act. The YJUHSD Board of Trustees adopted a Technology and Internet Protection Measure policy in August 2001.

3.g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Every year, teachers will be trained on the use of the Eagle attendance system. Through this system, all student data is quickly and efficiently tracked by teachers and by administrators. As students pass segments of the High School Exit Exam, this is recorded on their student file. All other graduation requirements are posted as the student achieves that level of success. Teachers and administrators will continue to use the Eagle system to track attendance and to record grades via the computer. All grades are submitted electronically to the school registrar. Teachers and the principal and assistant principals have access to student data on their computer and are, therefore, able to access this information at any time.

3.h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.

A district goal is to continue to expand the web site with every-increasing information available to the parents. Teachers, departments and clubs are encouraged to develop their own web pages that will then be connected to the district site. Each student has a unit of space available on the school's server accessed by a password. With this capability, students can access their space from anywhere on campus.

Parents and students are surveyed annually about a variety of topics, including access to technology. In the most recent survey (2000-01 school year), 82 percent of the students reported that they had adequate access to computers on campus. Parents are part of the Site Council that makes recommendations regarding many things at the site, including technology use and availability.

At Back-to-School Night, parents see the technology that is available on campus and they are told how it is being used to enhance their child's education. Adult education classes are available if any parent would like to have training in computer use.

All staff members have an e-mail account that is listed on the district's web page. Parents can contact staff at any time via e-mail or through the voice mail system.

3.i. List of benchmarks and a timeline for implementing planned strategies and activities.

TIMELINE AND SUGGESTED ACTION STEPS – CURRICULUM		
Action Step	**Person Responsible**	**Completion Date**
Assess the availability of appropriate technology to meet the individual needs of teachers and students both during the school day and outside school hours	David Read	June 2003 with annual review
Assess the school district's current use of hardware and software to support teaching and learning	Betsy Blum	June 2003 with annual review
Review the school district's curricular goals as presented in various district and site comprehensive planning documents	Steve Raupp and Tom Fiormonti	Ongoing
Develop clear goals and a specific implementation plan for using technology to improve teaching and learning	David Read	June 2003 with annual review
Develop clear goals and a specific implementation plan describing how and when students will acquire technological and information literacy skills needed to succeed in the classroom and the workplace	Betsy Blum	June 2003 with annual review
Develop clear goals and a specific implementation plan for programs and methods of utilizing technology that ensures appropriate access by all students.	Linda Robison	June 2003 with annual review
Develop clear goals and a specific implementation plan to utilize technology to make student record-keeping and assessment more efficient and supportive of teachers' efforts to meet each student's academic needs	David Read	June 2003 with annual review
Develop clear goals and a specific implementation plan to utilize technology so that teachers and administrators can be more accessible to parents	David Read	June 2003 with annual review
Compile benchmarks and a timeline for implementing the strategies and activities	Earlene Ward	September 2003 with annual review
Develop a process to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline	Earlene Ward	September 2003 with annual review
Determine the indicators of success that will be used to evaluate whether implementation of the plan has made a positive impact on student achievement	Tom Fiormonti	June 2003 with annual review

3.j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.

Earlene Ward, the district's director of special programs, will monitor the timeline and progress toward the benchmarks once each semester. She will monitor for the following:

- Use of technology to improve teaching and learning
- Teaching of technology and information literacy skills
- Equitable access to technology for all students
- Use of technology to improve student record keeping
- Use of technology to make teachers and administrators more accessible to parents

She will report to the district superintendent once a semester and to the district board of trustees once a year. If parts of the plan are not being implemented, this will be reported to the site principal who will meet with the person responsible for the implementation. Together, they will work out a plan to complete the process that is required.

Staff Development

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

All teachers were surveyed in 1998 when the district applied for the Digital High School grant. (Survey results are in the Appendix). That is our base-line data on staff proficiency. Since that time, all teachers have been trained in the use of technology.

The results of that survey showed that our teachers ranged from beginner to expert in a wide range of skills. Seventy-three percent indicated they were regular computer users; 18 percent were occasional users and nine percent were non-users. Eighty-eight percent of the teachers had a home computer in 1998 and 12 percent did not.

A similar survey was given to teachers in early 2003, the results will follow this section. Additionally, teachers have been surveyed about their use of technology on the periodic reports required by through the Digital High School grant and through the survey required by the AB 2882 funding that added computers to our schools.

All of the district's administrators are proficient in the use of technology and use it on a daily basis.

Many of the teachers have also taken an on-line technology proficiency survey provided by California Technology Assistance Project (CTAP).

Results of 2003 survey

Teacher Technology Survey 2003-03

How much background do you have in the following areas:

	Beginner	Basic	Proficient	Expert
Video Basics (TV, VCR, Laserdisc)	**1**	**6**	**27**	**11**
Video Production	**27**	**10**	**3**	**3**
Computer basics	**1**	**8**	**23**	**12**
Word Processing	**1**	**7**	**17**	**20**
Desktop Publishing	**10**	**18**	**9**	**6**
Database	**15**	**14**	**10**	**4**
Spreadsheet	**13**	**16**	**11**	**4**
Computer Illustration/Graphics	**15**	**15**	**10**	**3**
Multimedia Applications	**17**	**17**	**7**	**3**
Computer Recordkeeping tools	**9**	**14**	**12**	**10**
Basic computer troubleshooting	**10**	**20**	**12**	**1**
Email	**1**	**6**	**28**	**10**
Internet/World Wide Web	**3**	**9**	**19**	**14**
Creating Internet Homepage	**22**	**11**	**7**	**4**
Other _____				

With regard to computers, do you consider yourself:

Regular User	Occasional User	Non-user
37	**7**	**0**

Do you have a computer at home?

Yes	No
45	**0**

How do you currently use technology in your work at school? And what would you like to learn in order to use technology more effectively?

	Now Use	Would like to learn basics	Would like to expand what I know
For your own background, preparation and/or record keeping			
Preparing lesson plans, classroom materials and/or tests	**36**	**2**	**6**
Internet research for your own background knowledge	**27**	**2**	**5**

CD-ROM research for your own background knowledge	**20**	**9**	**7**
Video-based research for your own background knowledge	**14**	**11**	**9**
Using computer to calculate or keep track of grades	**29**	**6**	**4**
Using computer to keep track of attendance and/or class work	**35**	**4**	**3**
Email or internet connections with colleagues	**37**	**3**	**3**
Producing videos for classroom use	**6**	**18**	**10**
Other _____			
For class room instruction:			
Teach students specific computer skills (keyboarding, etc.)	**17**	**7**	**5**
Internet-based research	**33**	**2**	**3**
CD-ROM based research	**15**	**8**	**4**
Video or laserdisc to present curriculum material	**16**	**10**	**2**
Multimedia classroom presentations (teacher)	**15**	**10**	**10**
Multimedia classroom presentations (students)	**9**	**8**	**10**
Student writing	**20**	**4**	**4**
Skill reinforcement (computer programs for math practice, language development, etc.)	**17**	**5**	**9**
Desktop publishing, graphic design, layout	**20**	**13**	**4**
Internet/World Wide Web publishing	**12**	**12**	**5**
Help students organize information (diagrams, charts, surveys, outlines, etc.)	**11**	**11**	**4**
Networking with other students, schools or individuals	**12**	**10**	**5**
In-class video production	**6**	**15**	**5**
Use technology to individualize instruction	**20**	**8**	**7**
Use technology to help students work in groups	**14**	**8**	**6**
Other			

Obstacles and challenges		
	Major obstacle	**Minor obstacle**
Lack of necessary equipment	**14**	**20**
Equipment in disrepair	**11**	**16**
Equipment out of date	**13**	**17**
Equipment not readily available	**8**	**19**
Need more training on how to use equipment	**7**	**25**
Lack of relevant software or courseware in my area	**8**	**18**
Software or courseware out of date	**6**	**16**
Need more training on how to use software or courseware	**10**	**19**
Lack of technical assistance within school	**7**	**20**

Lack of technical assistance from district	**4**	**21**
Technology doesn't interest me	**3**	**16**
Procedures are too complicated	**5**	**13**
Not sure how to proceed; need models, direction	**8**	**14**
Don't have enough time to develop my own computer skills	**16**	**16**
Don't have enough time to develop ideas and/or materials	**20**	**13**
Doesn't fit into my style of teaching	**1**	**16**
Doesn't fit with the subjects or classes I teach	**3**	**17**
Other things are more important	**5**	**16**
Not enough administrative support	**4**	**13**
Lack of faculty collaboration	**4**	**14**

Staff development and training interests

1. Multi-media presentations – 5
2. Video production – 10
3. Preparing lesson plans, classroom materials and tests – 2
4. Department time to research computer programs
5. Ability to email other schools in Spanish (not in US)
6. Develop Internet based curriculum aligned lessons
7. Increase database knowledge
8. Use digital camera and digital video for class presentations
9. In-class presentation materials
10. Student portfolio
11. Design own web page – 6
12. Skill reinforcement - 2
13. Use to track progress and achievement
14. CD-ROM based information incorporated into lessons
15. Attendance and record keeping for independent study
16. Power Point – 5
17. Desktop Publishing – 3
18. Learn to use AverKey
19. Class A-V computer presentations
20. Gradebook – 4
21. E-mail communication
22. Troubleshooting – 2
23. Video/photo applications
24. Scan to Power Point instruction
25. Teacher presentation
26. Use technology to help students in individualized instruction
27. Skill reinforcement – Spanish language
28. Internet
29. How to creatively use one computer to individualize
30. How to creatively use one computer to research – 2
31. Technology for classroom instruction

32. Staff training for basic repair 2
33. Learning about Accelerated Reading program
34. Student writing
35. Connecting computer to TV
36. Need time with a knowledgeable user to learn video skills
37. Web making using Dream Weaver – 2
38. Need time that is not interrupted
39. Edit video
40. Flash
41. Network maintenance
42. Spreadsheet / database

Based on this information, professional development programs will be designed and the survey process will continually update the information needed. The vice principal in charge of technology will be responsible for designing professional development programs and implementing them.

4.b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum component goals, benchmarks, and timeline.

A number of opportunities for professional development are available for the district staff. CTAP offers a number of opportunities, including 48 hours of free training through the Madera County Office of Education. We will utilize this service to meet our professional development needs.

Teachers may also attend classes at nearby universities, California State University at Fresno and Fresno Pacific University. Technology classes are available at the Yosemite High School campus through Yosemite Adult Education and there are classes offered at the local community college, Oakhurst Center of the State Center Community College District. Periodically, staff members do training in their area of expertise during the Friday morning staff meetings. Teachers can request specific training from their peers at any time.

All teachers have access to the Internet and may avail themselves of on-line professional development if they so choose.

As we plan our professional development for the next five years, a primary focus will be on using technology to improve teaching and learning in a standards-based curriculum and the areas of need specified in the staff surveys. The Design Elements for High – Quality Professional Development will be incorporated into our training. We will work with CTAP to plan the training indicated by the staff and by the administration.

By the beginning of the 2003-03 school year, each department will have a designated technology mentor teacher who will be responsible for staff training in that particular department. Training will be subject specific. The department mentor teachers will meet with the district's technology committee to coordinate training and software acquisition.

Duties of the department mentor teachers will include: Assist teachers on an as-needed basis; arrange special training as needed for all staff in the department or for an individual teacher; schedule training sessions when new software is acquired and determine the teachers' proficiency with the software before it is introduced into the classroom; curriculum training to make sure that all teachers in the department are integrating technology into the curriculum at the same level.

Mentor teachers and the district's technology committee, which includes the library/media teacher, technical support person, web master and administrators will complete a staff development plan annually. The plan will be evaluated and revised on an annual basis.

Each teacher will be required to include a technology component in his or her professional growth plan. This will be done in consultation with their administrative supervisor. Teacher evaluations will also include a technology component.

At the beginning of each school year, all staff will be given training on the management tools, including the Eagle software program, and they will be updated on the communication technology, including e-mail. As needed, teachers will be trained on how to use the Internet to find curriculum standards, how to use the Internet for interactive communication and how to find learning rings. All staff will be given a short in-service on the district's web site at the beginning of each school year so they are familiar with what is available on that site.

By the beginning of the 2003-03 school year, all staff members will be proficient in the basic use of technology. Following that, training will be subject specific with software chosen to enhance a particular department. As needs are identified, they will be reviewed by the technology committee, the department chair and the department mentor teacher. After careful review and budget scrutiny, a joint decision will be made about the request.

4.c. List of benchmarks & a timeline for implementing planned strategies and activities.

Timeline of Suggested Action Steps

Action Step	Person Responsible	Completion Date
Survey teachers' and administrators' current technology skills and needs for professional development	Betsy Blum and Earlene Ward	June 2003 and annually
Research professional development opportunities	Betsy Blum	Ongoing
Develop clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the curriculum component benchmarks and timeline.	David Read with help of Technology Committee	Beginning of 2003-04 school year
Compile benchmarks and a timeline for implementing the strategies and activities	David Read	Beginning of 2003-04 year
Develop a process to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	Earlene Ward	September 2003 with annual review

4.d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned activities are being implemented in accordance with the benchmarks and timeline.

Develop a process to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.

Earlene Ward will monitor the progress toward meeting the benchmarks and timeline once each semester. She will do this through written surveys and through meeting with the mentor teachers and the technology committee.
Among the questions that will be asked are:

- whether all aspects of the professional development program were met and if not, why not;
- did the teachers and administrators feel supported after the initial training when questions or new situations arose;
- did teachers and administrators use what was taught;
- has the professional development program resulted in changes in instruction;
- if change has occurred, did it have a positive effect on student learning;

The status of the implementation of the Professional Development component will be reported to the district superintendent and to the board of trustees once a year.If the plan is not being implemented on target, the technology committee will discuss the situation and determine if the original plan was realistic. If it is determined that the plan is realistic, the parties who are not meeting their targets will meet with the administrators to determine what is wrong and how it can be remedied. A timeline will be established in which the plan will be implemented. If it is determined that the original plan was not realistic, or if there were unforeseen circumstances, the committee will discuss this and will revise the plan.

TECHNOLOGY ACCESS FOR SPECIAL NEEDS STUDENTS

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a "due process" procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child's unique needs.

COMMUNITY OUTREACH

The Yosemite Joint Union High School District offers a wide variety of adult education computer classes that are open to anyone in the area. These are fee-based classes ranging from $15 to $30 depending on the length of the class. The schedule of courses for Yosemite Adult Education is mailed to everyone in the area; it is also posted on the district's Web site and separate stories are published in the local newspaper as new classes are about ready to begin. During the 2003 year, the district will begin publishing a newspaper that will be distributed to everyone in the area and it will include news of the classes that are available.

Infrastructure, Hardware, Technical Support, and Software Component

5.a. List of each site's technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

With a student to computer ratio of 4.75:1, the Yosemite Joint Union High School District has enough technology to meet the needs set forth in our Curriculum and Professional Development components. There is at least one multi-media computer, Internet connected, in every classroom plus six computer laboratories. The laboratory in the Library/Media Center is available to students and staff. Teachers take their classes there for specialized instruction and for work assignments. Should additional grant funds become available for computers, we would increase the number of computers per classroom. Also, as grant money is available, we will increase the number of computers in specialized labs, such as the EAST lab.

The district has minimum specifications for computers. They must be multi-media / Internet capable. With a very few exceptions, all of the computers in the district are PCs. There are one or two Macintoshes available for specific needs.

The district realizes that the purchase price of a computer and accessories is just the beginning. We need additional funds for software, technical support and staff training. We also need to have a budget to keep the computers we currently own in operating condition. We have counted on the Digital High School Technical Support and Staff Training (TSST) funds ($45 per student) for a large portion of this. However, with the state's current financial situation, we understand the DHS funds are in jeopardy. If that is the case, the district will have a difficult time finding another source of revenue to meet this need. We do have an annual budget for technical support through a private vendor, however we also have need for a support person on campus who is funded through TSST money.

Yosemite High School has a number of specialized programs to meet the needs of our students. We were one of 10 schools in California selected for an EAST grant in 2000, the first year it was offered in California. This lab requires many specialized pieces of equipment, all of which were purchased with grant funds. We also have specialized equipment in the ROP (Regional Occupational Program) desktop publishing lab, in the video production / multi-media lab and in the business education lab. This equipment has all been purchased with grant funds or ROP funds.

The district rents or leases assistive technologies as required for special needs students. This is done on a case-by-case basis as needed.

We assure that technology is available to all students through having at least one computer in every classroom and through having a number of computer laboratories open to all students. The library/media-center is open until 6:30 four nights a week with computers available for student and public use. Additionally, students with Internet access in their home may access the school's library resources through the district's web page at any time.

All administrators and their support staff have computers at their work site. This allows them to apply the skills necessary for their job. As new needs are identified, appropriate software is made available to staff members. Teachers all have at least one computer in their classroom. As they identify needs, they are able to request software or other technology equipment. Departments can include technology equipment in their annual budgets and they can often access grant funds for needed equipment. School Improvement Program (SIP) has money in its budget for technology also..

5.b. List of each site's existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.

Yosemite High School (2003 update):

Computers in labs and classrooms	271

Printers	103
Scanners	18
Digital cameras	19
Video cameras	10
AverKey	20
Video editing boxes	7

Ahwahnee High School (2003 update):

Computers	4
Laptops	2
Printers	2
Digital video cameras	2
Digital cameras	1
Overhead projector	1
Video editing boxes	2
AverKey	1

Evergreen High School (2003 update):

Computers	7
Laptops	9
Printers	4
Digital video cameras	1
AverKey	1

Foothill High School (2003 update)

Computers	15
Printers	6
Digital video cameras	1
Digital camera	1
Scanner	1
Digital editing box	1

Mountain View High School (2003 update)

Computers	19

Printers	3
Scanner (Accelerated Math)	1
Scanner	1

Raymond Granite High School (2003 update)

Computers	6
Printers	4
Digital camera	1
Scanner	1
AverKey	1

The district's software standards require that all district-purchased software be compatible with the state standards and that it have a specific purpose in the classroom. Software purchases are approved by the district technology committee upon the recommendation of a department's technology mentor teacher and the department chair. The committee will address all necessary features, such as the ability to enlarge the font size and to have the text read aloud.

All software must support the academic content standards. Part of the research process will be to access the California Learning Resource Network (http://www/clrn.org/home/) for suggestions and assistance.

At the present time, the district's library is available via the Internet and is accessed through the web site. Staff and students can access it at any time. One of the district's continuation schools, Mountain View, is connected to the library through a Wide Area Network (WAN). Other schools in the district can access through the Internet.

The YHS Library received a grant from the California State Library in 2001 to install Z39.50 Server Software that allows us to participate in the state's virtual library program. Through this program, our server is available for remote access under the Z39.50 protocol to other libraries via the Internet.

The district purchased Eagle software in 2001 that meets all of our current and projected needs for management, student record keeping and planning. This software is compatible with the local and state CSIS (California School Information System) data collection system.

Networking and Telecommunications Infrastructure.
Using funds from a bond measure passed in 1998, Yosemite High School has a school-wide electronic network in place. There is a fiber optic backbone throughout the campus that is designed to meet our needs for at least the next 10 years. Our present bandwidths are sufficient to utilize video streaming and to make optimal use of the Digital California Project and other emerging technologies. We have capabilities that will carry us well into the future. Some of the bandwidths can be dedicated.

There is a district WAN that connects Mountain View High School with Yosemite High School. We also use microwave and fiber to connect to another adjacent district school, Evergreen, and to connect to the agriculture farm on the YHS campus. A community WAN is not feasible because the area is too spread out.

The district protects the confidential data and maintains the integrity of the system through encryption and firewalls that are already in place. We also utilize passwords that are encrypted.

The Madera County Office of Education is the district's Internet provider and, as such, provides filtering software to prevent students and staff from accessing inappropriate web sites.

Students and teachers can access their work from any location in the school through dial-in access. School information can be accessed by anyone through the district's web site. At the present time, parents cannot access student information from their home computer because of concerns about security, confidentiality and legal issues. The district will continue to research this possibility with legal counsel to decide if there is a completely secure way parents can access their child's information only.

Physical Plant

The school's electrical capacity has been evaluated and necessary upgrades are planned as needed to support the hardware and infrastructure needs. The capacity is sufficient for everything in place at this time. In the future, if we acquire more technology through grant funds, we will make provisions to upgrade the electrical capacity to meet the needs through the grant.

Computer laboratories are protected with classroom alarm systems; rooms that house the server are protected through video surveillance and the buildings have security alarms. If more labs are added, or servers installed in other rooms, alarms will be installed in those locations at that time.

The layout of hardware and ancillary wiring is configured in a way that is safe for students to move around without creating a fire hazard. All facilities have been inspected by building inspectors and fire marshals to ensure code compliance and safety.

There is safe and secure access to labs that are used during non-school hours by students and/or the community. Some school employees are on the premises until 11 p.m. five nights a week and from 7 a.m. to 3 p.m. Saturday, helping to ensure the safety of anyone on campus.

The district works solely with bonded contractors who have screened their employees. Anyone who is hired as a district employee must pass a background check before beginning work.

Technical Support

The district uses the services of an outside contractor for major technical support. A district employee is assigned part-time to technical support. She evaluates a problem and

then contacts the outside contractor if their services are needed. Repairs and other problems are addressed through a work order system. This employee receives on-going training to continually upgrade her skills so she can handle more complicated issues as time goes forward.

The district currently has a on-site employee who is available at all times to assist with technical support and we have a contract with an off-site company. Now that we essentially have all of the hardware that is needed at this time, we will concentrate our funds on additional technical support so we can maximize the life and efficiency of the equipment we have.

When the technology mentor teacher is in place in every department, they will be able to provide support to teachers for software use. The mentor teacher will be familiar with all software used in the department and can answer questions and do minor troubleshooting. If there are questions that this person cannot answer, the district's technical support person will be called and then, if necessary, the outside contractor will be called.

The district does not have a formal plan to involve students in technical support at this time. If a student is identified as capable of providing such support they could be used during a computer lab period on a limited basis. It is not the district's intent to take students out of their academic classes to provide technical support. However, students in some classes are fully trained to provide their own support, such as in the EAST lab. Students installed all of the equipment in that lab and are completely familiar with it. If a problem arises, it is the students' responsibility to contact the EAST lab support person, who is available for consultation as part of the grant. Also, the district is exploring the possibility of a new ROP class that will teach students to provide technical support. At that time, they would be used on campus.

Determine the existing hardware, Internet access, electronic learning resources, infrastructure, and technical support already in place in the school district that could be used to support the Curriculum and Professional Development components.

Hardware (For each site)
The district plans to develop a technology inventory system to track the type and age of hardware. There is currently an inventory system that allows us to keep track of the number of computers but we are not presently tracking the age of our equipment. We will utilize the sample school site technology inventory form to begin this process.

The district has the basic equipment needed to support the Curriculum and Professional Development components of this plan. Equipment is upgraded or replaced as necessary to meet the school site needs.

Electronic Learning Resources (For each site)
Every classroom in the district has at least one computer that is multi-media capable and connected to the Internet. There are printers in every classroom along with television screens and videocassette recorders. Any teacher who has requested an AVERkey has one. The classroom computers all have Microsoft Office suite installed as well as subject specific software. Students use technology on a regular basis in many classes, in others,

they use it for special projects. The library has computers and printers that are available to all students. The computer laboratories have many different types of technologies available depending on the subject.
Licenses for the software currently owned by the school district allows the use of the software by multiple users and through a network.

Networking and Telecommunications Infrastructure (For each site)
All areas of the district are connected to the network. (See the District Technology Survey in the appendix for the technical information. This information is updated annually.)

The district's current Internet service provider is able to meet all of our needs. The district schools are served by T-I lines and 25 pairs that were recently added. All teachers in the district have access to voice mail and to e-mail. Many students have e-mail accounts that they can access on the campus.

Technical Support (For each site)
An on-site person provides technical support at Yosemite High School for minor problems within a day or two. If there is an immediate problem, it can be handled within a few hours by our outside contractor. Outlying schools (Foothill and Raymond) may have to wait two or three days for minor problems. Again, if there is an urgent need for immediate assistance, every effort is made to provide it.

Technical support is getting better all the time as the on-site person receives more training. The outside contractor is available for the more difficult problems within hours or days, depending on the work load and the severity of the problem.

Seek advice and support from experts
We work closely with the CTAP office in Fresno and in Madera. CTAP representatives have conducted a site evaluation for the Digital High School grant. This was requested by the district. As we worked through the DHS grant process, from which much of this plan stems, we worked closely with a CTAP representative.
The independent contractor who works for the YJUHSD also works for other school districts so he is aware of what is being used. We also work closely with Coarsegold Elementary School District and, whenever possible, make sure our hardware is compatible so the students make an easy transition into high school.

The independent contractor is able to contribute the latest technical information to the district. He works closely with the district superintendent and the district's director of business services to be sure we are utilizing the best products and software. We have received donations of equipment in the past from the women's prison in a nearby community.

Parents and community members are part of the School Improvement Plan (SIP). These people are consulted on an as-needed basis. For example, the desktop publishing class works closely with the local newspaper and will rely on suggestions from the paper's staff for equipment needs. Other ROP classes also make use of an advisory committee that suggests equipment and software needs.

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

The district already has the fiber optic backbone in place to support our technology needs and we have the necessary hardware. Our needs in the next five years will be to maintain and upgrade the equipment we currently own and to purchase software as needed to support curricular standards.

Since no major technology purchases are anticipated in the next five years, except to replace what we currently have, the district's policy regarding technology purchases will only need to be routinely reviewed. Technology usage is always a part of the district's annual goals and will be discussed fully at that time (August of each year).

As much as possible, new equipment and major repairs are always done during the summer or during school breaks. The main work in our district has already been done. Any work in the future will be minor and easily accomplished during breaks.

The YHS campus has been almost completely renovated since 1999. There are two buildings yet to be remodeled. As these buildings are remodeled, the necessary wiring will be installed to accommodate technology for the next five to ten years.

Action Step	Person Responsible	Completion Date
Determine the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components	David Read, Sally Condon and Hammertech Systems, Inc.	June 2003
Determine the existing hardware, Internet access, electronic learning resources, infrastructure and technical support already in place in the school district that could be used to support the Curriculum and Professional Development components.	David Read, Sally Condon and Earlene Ward	June 2003
Seek advice and support from experts	David Read, Sally Condon	Ongoing
Develop benchmarks and a timeline for obtaining the needed hardware, infrastructure, learning resources, and technical support required to support the other components	David Read	June 2003 with annual review
Develop a process to monitor whether the benchmarks are being reached within the specified time frame	Earlene Ward	June 2003

5.d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.

Earlene Ward will monitor the progress and the timeline. She will conduct a planned evaluation annually. She will also do the periodic inventories required for reports to the state and CTAP. The inventory that will include the ages and types of equipment will be completed by Earlene and Sally Condon. The superintendent meets regularly with the independent contractor so he is familiar with the infrastructure situation. However, Earlene Ward will report to him and to the school board once a year.

If parts of the plan are not being met, Earlene Ward will report this to the site administrator. At that time, the plan will be evaluated and it will be determined if there is a problem in the plan or if steps need to be taken to ensure that the component is on schedule. If there is a problem with the plan, it will be revised**.**

FUNDING AND BUDGET

6.a. List of established and potential funding sources and cost savings, present / future.

Present funding sources:

• District General Fund	$35,000 per year Technology teacher salaries Grant writer salary
• Digital High School TSST funds	$45 per student per year
• EAST Grant	$125,000 for two years, now in year two
• School Improvement Program	Variable amount depending on budget
• Regional Occupational Program	Variable amount each year
• Bond funds	Money to complete campus infrastructure
• Annual department budgets	Department discretion

Potential future funding sources: Any grants that become available for which the district is a successful applicant. Continued funding through ROP, SIP, department budgets, district general fund, existing grants

The district researches all grant possibilities, including those for technology, and applies for any for which it is qualified. The district employs one person whose job duties include grant writing and grant monitoring. To date, this person has brought over $1 million to the district, much of which has been used for technology.

6.b. Estimate implementation costs for the term of the plan (3-5 years).
As noted in the budgets later in this document, the cost for this plan from the 2003-03 school year through the 2007-08 is approximately $623,000. Given the current budget situation, all stakeholders realize that these budgets may have to be adjusted on a regular basis.

6.c. Description of the level of ongoing technical support the district will provide.
The district uses a combination of contracted technical support and on-site support. The on-site support person has other duties and only spends a portion of her time at this

position. This has proven to be a cost-effective way to provide support. The on-site person is called first; if it is a problem she can solve, she does so; if not, she calls the independent contractor. Prior to having the on-site person available, the independent contractor was called by various staff members for all types of problems, creating substantial expense. Because of her expertise, the on-site person can often discuss the problem with the independent contractor on the phone and then solve the problem herself; again, this saves the district considerable money. We have an approximate ratio of one technical support person per 300 computers.

Back-up equipment is in place and is maintained through the money in the District's General Fund account for technology.

From time-to-time the district has discussed using students for technical support. There is currently a plan to add a computer repair class through the ROP program that would allow students to work on district computers as part of their class. While some students do assist in certain areas, such as web page design, it is the district's philosophy that students need to be in class and not working on the district's computers. Within certain classes, such as EAST, the students are responsible for keeping the computers in operation. Part of the grant requires that students call for assistance and that they do any repairs possible. Several of our teachers are also capable of doing minor trouble shooting and repair on their equipment.

6.d. Description of the district's replacement policy for obsolete equipment.
As computers are no longer usable, we replace them from existing budgets. We plan to have an aggressive repair and maintenance program so we can use the computers we now have for as long as possible. There is some money available each year through the various areas of funding (SIP, ROP, department budgets, grants, district general fund) to replace a few computers and to upgrade others.

Computers that no longer meet the needs of the programs at YHS are donated to elementary schools and to the Boys and Girls Club.

6.e. Description of the feedback loop used to monitor progress and update funding and budget decisions.

Action Step	Person Responsible	Completion Date
Identify all costs associated with implementing each component	David Read	January 2003
Identify the current budget for implementing each component	Earlene Ward	December 2003
Identify established and potential funding sources, present and future	Earlene Ward	Ongoing as grants become available
Consider options for reducing costs	David Read, Technology Committee	June 2003 and ongoing
Develop and implement annual budgets for the term of the plan (three to five years)	Srini Vasan, Steve Raupp,	June 2003

	Bill McCabe	
Provide for ongoing technical support	Steve Raupp	Annual budget process (June)
Plan for the obsolescence of equipment	Sally Lacko	June 2003 with annual review
Establish a feedback loop to monitor and improve progress	Earlene Ward	June 2003

Technology funding is integrated into the district's general budget. Technology expenditures come from a variety of areas, including outside services, equipment, supplies, salaries and benefits. Technology is totally integrated into the district's system, therefore it is not segregated.

Through the district's recent modernization project made possible with funds from a bond, the physical plant was modified. Equipment has been purchased through grants. Because of these major expenses that have already taken place, the district will be in a position in the next five years to maintain what it currently has available. Replacement and repair will be considered every year in the budget process. This process includes the district superintendent, district director of business services, site administrator, technology coordinator and department chairs. As grants become available that would allow the purchase of additional technology, the district grant writer will evaluate the grant, hold meetings with staff who would be involved and then submit the application.

The district superintendent and the district board of trustees will be briefed at least once a year on the progress being made toward implementing the technology plan. If the need ever arises for more frequent meetings, these will be arranged. The board of trustees meets every month and the issue of technology could be added to the agenda of any meeting.

This component of the plan will be monitored closely because of the fiscal situation of the state and, therefore, the district. We will watch closely to see if the budget needs to be revised. If that determination is made, the technology committee will consider the issue and make recommendations that would then be forwarded to the district superintendent and the board of trustees.

MONITORING AND EVALUATION

7.a. Description of how technology's impact on student learning and attainment of the district curricular goals, including classroom/school management, will be evaluated.

One person will be responsible for monitoring and evaluation the entire technology plan. She will create an evaluation instrument that will be used on an annual basis to evaluate the progress of the plan.

A number of data collection methods will be used. These will include: Surveys of teachers, students and administrators regarding use of technology in the classroom; interviews with department chairmen and teachers in the alternative education schools; interviews with administrators; discussions in the technology committee meetings;

interviews with technology mentor teachers. This data will be collected in April and May of each year and year-to-year comparisons will be made to determine growth and increased usage.

Part of the survey will deal with equity and access issues. Anyone who has a concern about either of these will be given an opportunity to include that information on their survey and to request a follow-up interview.

Determine how to evaluate the impact of technology on student learning.
Success will be measured by comparing standardized test scores from year-to-year; by the level of technology use in Senior Projects; by the number of students who pass the technology proficiency required for graduation by the beginning of their sophomore year; by comparing year-to-year data from the High School Exit Exam; by the number of students enrolling in specialized computer classes; and by the number of students who choose technology as their field of study or their career when they graduate. This data will be collected through assistance from counselors, computer laboratory instructors and test score evaluation. Since this is the same data used for measuring success in the district's comprehensive local improvement plan, the data will be shared.

Special surveys will be administered to the teachers and students in the Title I program, alternative education schools, students in the severely emotionally disturbed class and students in the resource program. Students in the Advanced Placement classes and International Baccalaureate program will also be surveyed to determine how they are utilizing technology in their advanced programs.

Students enrolled in the specialized technology courses in the district will be evaluated separate from the other students. We are required to evaluate many of these students for the grants that support the programs, such as EAST. Other than these students, everyone has equal access to technology with a computer in every classroom and labs available to everyone, including the lab in the library that is open until 6:30 p.m. four days a week.

Teachers and site administrators worked together to compose the technology proficiency test that will be used for a graduation requirement. The district board of trustees adopted this process. Teachers in each department determine the competencies needed by students in that subject area. The site administrator approves these competencies.

The district works closely with CTAP. Staff members attend workshops offered at the regional headquarters and we consult the CTAP representative in our county office of education. Many of our staff members enroll in technology programs offered at the two nearby universities – California State University at Fresno and Fresno Pacific University. We also have staff members who enroll in classes at the Oakhurst Center of the State Center Community College District. They bring suggestions and examples from these classes back to share with the rest of the staff.

Research and consider monitoring and evaluation tools provided at little or no cost to the school district.
We have attended CTAP workshops to assist with writing this plan and we will continue to communicate with CTAP representatives as we work through the process. We invited

CTAP to perform a voluntary audit on our Digital High School grant and we have implemented suggestions made by the audit team. We have not specifically contacted institutions of higher education regarding our technology program, however, the district hired a Fresno State professor to train the teachers in our math department on Mathematica software. The independent contractor who assists us with technology will assist with the evaluation and monitoring. He has assisted in writing portions of the plan and is always available to us for help as needed.
We will make contacts in the community as needs arise for professional development. There are businesses in the area that would be able to assist us and we will seek that assistance. Our main need will be for people to do training sessions for our staff in specific programs.

The person who will be monitoring and evaluating this plan works closely with the evaluator for several of the district's grants. She will consult him as she prepares the evaluation instrument. The CTAP representative will also be asked to review the evaluation instrument.

7.b. Schedule for evaluating the effect of plan implementation.
Earlene Ward will evaluate the plan implementation on an annual basis. The effect of the plan on teaching and learning will be evaluated by site administrators, counselors and department chairs.

In April and May of each year, Earlene Ward will distribute questionnaires and/or surveys to teachers, administrators and students (random sampling of students) that will be used to evaluate the plan's implementation district wide. This information will be compiled and analyzed to determine the effect of the plan.

Members of the technology committee, that includes teachers, classified employees and site administrators, will approve the entire technology plan, including the evaluation component. They will have the opportunity to make suggestions and changes to the evaluation instrument.
The surveys will allow everyone to offer suggestions and opinions about the technology program and about the evaluation process. This is a small district where all staff members know each other and people will know who is monitoring the plan. Those who have suggestions and opinions could easily contact that person to have a discussion.

The evaluation results will be presented annually to the superintendent, to the management team and the school board. The results will be discussed fully at the annual management retreat and any necessary changes will be considered at that time. The results will be reported in August or September.

7.c. Description of how information obtained by monitoring and evaluation will be used.
The status of the implementation plan will be reported to the superintendent, management team, board of trustees and public (through newspaper articles and school newsletter) once a year. The report will be made in August or September, allowing the previous spring's test results to be evaluated and included.

After the evaluation is completed, the management team and the technology committee will consider any changes that may be necessary. This plan is a document that can be changed as the district's needs and situation changes. It is not intended as a plan that will remain unchanged for five years, but rather as one that will guide the district as it moves through the next five years and faces the challenges presented by the state's economic condition.

The strategies that work well will be shared with feeder schools during articulation meetings and meetings of the Vertical Teams. Also, through our close communication with CTAP, successes can be shared.

The district enjoys an excellent working relationship with the local newspaper. Stories are frequently published about our programs, including the technology program. The student newspaper also publishes stories about technology. The EAST program and the videography program have generated a lot of positive publicity for the school, including coverage by a television station out of Fresno as well as numerous local newspaper stories. All stories that appear in the local newspaper are also posted on the district web site, along with a lot of examples of student work. The district employs a person whose job responsibilities include public relations.

Management Chart

Individual(s) Responsible (Person(s) / Job Title(s)	**Responsibilities (Samples)**	**Time Estimate (Hours per month/ full-time staff)**
Vice principal in charge o technology	Provide overall management / coordination.	5
Vice principal in charge o technology	Manage and coordinate funding and budget.	5
Vice principal in charge o technology	Manage and coordinate staff development.	2
Vice principal in charge o technology/tech support	Manage and coordinate hardware acquisition and installation.	5
On-site technical support person	Manage and coordinate technical support.	15
Director of Special Programs	Coordinate ongoing partner involvement.	3
Library/media teacher	Collect students' computer skills data.	5
Site principal	Collect student's academic achievement data.	3

Director of Special Programs	Collect staff technology proficiency data.	3
Technology committee	Collect staff development data focused on student computer knowledge and skills.	2
Technology committee	Collect staff development data focused on integration of technology into the curriculum	2
Vice Principal in charge o technology	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	3

EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

8a. Description of how the program will be developed in collaboration with identified adult literacy providers.

During the creation of the Yosemite Joint Union High School District Technology Plan, the plan required the collaboration between district stakeholders and community stakeholders. The stakeholder team that was assembled consisted of district employees, students, parents, and members of the business community. The guiding questions of the technology plan that mentioned the stakeholders did not emphasize the importance of contacting and collaborating with community adult literacy providers, as it would relate to new grants and federal monies. We have recognized this as an area for improvement. After reviewing the criteria for many of the new grants, we have identified the need to strengthen our collaborative model with adult literacy providers. In the future YJUHSD will contact community service providers and include these service providers in the needs assessment, development process, and the implementation process.

Adults currently have access to technology through several existing programs. Oakhurst Center of the State Center Community College District offers Adult Computer Literacy Courses open to adults in our community. Eligibility requirements are that the participants are eighteen years old. Courses offered include Computer Science. These tend to be lecture style courses that also involve a specific amount of hands-on lab time. The Yosemite Adult Education program offers a multitude of computer classes each

semester. Included are: Using Quickbooks Professional, Beginning Adobe Photoshop 7.0, Intermediate Adobe Photoshop 7.0, Jump Start Office 2000, Advanced Adobe Photoshop 7.0, Beginning Windows, Macromedia Flash MX – Part 1 and Part 2. Macromedia Dreamweaver MX, Advanced Internet, Introduction to PC, Beginning Word, Print Shop, Introduction to the Internet, and Beginning Windows. Most of these classes are held on the Yosemite High School campus in Oakhurst, however some are offered at Foothill High School in Coarsegold. These are fee-based courses ranging from $15 to $35 depending on the length of the class. The YJUHSD also offers an Adult Education program that leads to a GED or a high school diploma. Computers are available to these students as well.

At school sites through the work of our librarians and library technicians, parents are welcomed to use the computers in the library after school hours. The local public library has also provided adults with many opportunities to expand their literacy skills as well as offering the availability of computers. For many adults these are the only locations available to them for Internet access. The Yosemite High School library is open until 5:30 p.m. Monday through Thursday and is available to the public at that time.

The Yosemite Joint Union High School District will continue to explore the possibilities of creating new opportunities, which will allow parents computer access and training on basic computer literacy skills. The district will continue to work closely with State Center Community College College, the school libraries, the public libraries, and the schools to assess and to determine the needs of the adults in the community.

During the spring of 2003, the YJUHSD technology committee will meet with adult literacy providers to share information about the technology plan, find out how the adult literacy providers are currently incorporating technology into their curriculum, and to collaborate in order to provide better services to our students, their parents and the community as a whole. Possible assistance could be provided in the areas of sharing facilities, sharing ideas of curriculum integration, pursuing funding sources together, offering technology professional development opportunities, and/or providing online access.

EFFECTIVE, RESEARCHED–BASED METHODS AND STRATEGIES

9a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century.
http://www.ceoforum.org/downloads/report4.pdf
This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills,

holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

District specific analysis of how the research will be used: Consistent with this research, the YJUHSD will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the YJUHSD will continuously monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

WestEd Regional Technology in Education Consortium (June, 2003). The learning return on our educational technology investment. http://www.wested.org/cs/wew/view/rs/619
This report seeks to answer the question "what do we need to do to maximize the return on our technology investment?" It offers suggestions related to issues such as professional development, access to technology, and long term planning.
District specific analysis of how the research will be used: These issues are addressed within the development of our district technology plan, and we have considered the ten lessons from this research that address the conditions under which technology has the most benefits for students. Specifically…

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2003, online http://www.crito.uci.edu/tlc/findings/report_7/startpage.html
This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by:

- the frequency that a teacher had informal substantive communications with other teachers at their school,
- the frequency and breadth of professional interactions with teachers at other schools, and
- the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

District specific analysis of how the research will be used: Link to the District Education Technology Plan (ETP): In the ETP, professional development is a primary focus. The Education Technology Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend sessions each semester that cover basic-to-advance use of technology; and (3) Our key

(technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

9b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

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

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

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

9b. Process for incorporating research-based methods and models into ongoing program evaluation and modification:
Annually, the Site Management Teams and the District Technology Committee will examine the studies in the What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

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

Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be evaluated for its ability to support the five

key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

9c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).

Online Advanced Placement courses will be considered based on student needs and skills, particularly in situations where there may be an insufficient number of students interested or eligible for a course at a given site.

Curriculum Integration

1) Integration within the curriculum framework

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

2) Integration with curriculum framework strengthens information literacy skills

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

3) Collecting, organizing, and analyzing information

"These technologies provided an excellent platform—a conceptual environment—where children could collect information in multiple formats and then organize, play, visualize, link, and eventually construct new ideas about relationships among facts and events. The same technology could then be used powerfully by students to communicate their ideas to others, to argue and critique their beliefs, to persuade and teach others, to add greater levels of understanding to their own growing knowledge (p.5-6)."
Dwyer, D. (1992). A COT: History, findings, impact. Cupertino, CA: Apple Computer, Inc.

4) Basic skills supplemental courses

"Integrated learning programs should be considered as a supplement for the systematic development of basic academic skills but should not replace project-based activities that are designed to teach students the relevance and application of the basic skills as they are mastered."
Mann, D., Shakeshaft, C., Becker, J., & Kottkamp, R. (1998). West Virginia Story:

Achievement gains from a statewide comprehensive instructional technology program. Santa Monica, CA: Milken Exchange on Educational Technology.

5) Drill and Practice Software

As a result of these meta-analyses, many conclude that computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests (Kulik, 1994; Sivin- Kachala & Bialo, 2000), in all major subject areas, preschool through higher education (Coley, 1997).

Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association

6) Learning Styles and Special Needs

"Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles."

Silverstein, G., Frechtling, J., & Miyoaka, A. (2000). Evaluation of the use of technology in Illinois public schools: Final report (prepared for Research Division, Illinois State Board of Education). Rockville, MD: Westat.

7) Interdisciplinary, project-based learning

In another longitudinal study, researchers investigated the impact of project based learning using multimedia. Data from teachers' self-reports, as well as classroom observation data, suggest that project teachers were less likely to lecture than non-project colleagues, and instead took on the role of facilitator or coach. In project classrooms, students spent a greater amount of time than non-project peers in active, small-group collaborative activities or small group discussions. In short, project classrooms were much more student centered than non-project classrooms, and were "organized around the collaborative construction of complex products"

Penuel, B., Golan, S., Means, B., & Korbak, C. (2000). Silicon Valley Challenge 2000: Year 4 report. Menlo Park, CA: SRI International.

8) Technology Integration and Student Achievement

"In an eight-year longitudinal study of SAT-I performance at New Hampshire's Brewster Academy (Bain& Ross, 1999), students participating in the technology-integrated school reform efforts (School Design Model) demonstrated average increases of 94 points in combined SAT I performance over students who participated in the traditional school experience."

Bain, A., & Ross, K. (1999). School reengineering and SAT-I performance: A case study. International Journal of Education Reform, 9(2), 148–153.

"The Idaho Council for Technology in Learning (1999) conducted research on the effect of the technology initiative in Idaho. Researchers examined the test score gains, technology usage patterns, and technology literacy along with five other elements of the initiative. The sample consisted of over 35,000 8th and 11th grade students, and the researchers concluded "There is a positive relationship between academic performance in core studies, language, math, and reading and the integration of technology in Idaho's K-12 schools (p. vii)." They also concluded that the gains were greater for 8th graders than for 11th graders and that the differences between the academic gains of Idaho students

with high exposure to computers over a four year period and the academics gains of those students who had little interaction with computers over that same time were practical and educationally meaningful. The technology factors that were the strongest predictors of achievement gains were the ability to choose the appropriate software tool, the amount of computer use at school, exposure to Internet and email use, and the amount of computer use at home."
Idaho Council for Technology in Learning (1999). The Idaho technology initiative: An accountability report to the Idaho Legislature on the effects of monies spent through the Idaho Council for Technology in Learning. The State Division of Vocational Education, The State Department of Education, Bureau of Technology Services.

9) Student assessment should included considerable student participation ad feedback.
"Peer assessment is a potentially useful adjunct to teacher and student assessment procedures."
McKenzie, J. (1998). Creating technology enhanced student-centered learning environments. From Now On: The Educational Technology Journal. 7(6).

10) Improving Student Achievement
"…results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours."
Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association.
"…students whose teachers received professional development on computers showed gains in math scores of up to 13 weeks above grade level."
Wenglinsky, H. (1998). Does it compute? The relationship between educational technology and student achievement in mathematics (Educational Testing Service Policy Information Report). Retrieved March, 12, 2001, from ftp://ftp.ets.org/pub/res/technolog.pdf
"…the greatest gains in student achievement occurred when teachers were trained in the use of technology." Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: http://www.mff.org/pubs/ME161.pdf
"Helping teachers to learn to integrate technology into curriculum is a critical factor in the successful implementation of technology in schools"
Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association.
"…when teachers are learning to integrate technology into their classrooms, the most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on, active learning."
Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: http://www.mff.org/pubs/ME161.pdf

11) Individualized Staff Development

"Staff development must be individualized to the needs of the teacher. Teachers must decide on what the topic should be and when the staff development or training should occur. Time for teachers to plan, learn about, and implement technology applications is essential. Educators need an understanding of ways to integrate technology into education reform initiatives. Involvement of teachers in planning statewide, school, and classroom uses of technology is critical."

Cradler, J., & Cradler, R. (1995). Prior studies for technology insertion. San Francisco, CA: Far West Laboratory.

12) Continuous Support

"There is a continuing need for the school site presence of a technology coordinator who can serve as a mentor or "translator" of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan"

Strudler, N. (1994). The role of school-based technology coordinators as change agents in elementary school programs: A follow-up study. Presented at AERA, New Orleans, LA, April 5, 1994.

13) Relationship between training and use

"…66% of teachers who received more than 32 hours of technology related training felt well to very well prepared to use technology in their classrooms (NCES, 2000a). The percentage who felt well to very well prepared to use technology dropped to 34% for those who received from 9 to 32 hours and to 24% for those who received less than 9 hours of technology-related professional development."

National Center for Educational Statistics. (2000a). Teachers' tools for the 21st century: A report on teachers' use of technology [Online]. Washington, DC: Author. Available: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000102.

14) Building teacher confidence and interest in technology

" Being mentored by an experienced teacher who is proficient with technology, sufficient time for collaborative learning and practice with technology, active participation in professional meetings, and use of computers at home by teachers. Mentors who can help teachers adapt technology applications to their classroom needs are important to the success of innovative uses of technology"

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2003). Conditions for classroom technology innovations. Teachers College Record, 104(3), 482–515.

" Considerable time for collaborative learning and practice is required for teachers to gain confidence in using technology"

Coley, R. J., Cradler, J., & Engel, P. K. (1997). Computers and classrooms: The status of technology in U.S. schools (Policy Information Report). Princeton, NJ: Educational Testing Service.

"Teachers need long-term professional development to adapt and infuse curricula with technology."

(Wetzel, 2001a, 2001b; Wetzel, Zambo, Buss, & Padgett, 2001)..

Teachers need ready access to technology while they plan, along with flexible scheduling for team teaching and for learning to use technology during the school day (Honey & McMillan,1996).

15) Additional Bibliography Resources (suggested by CDE)

Exemplary and Promising Educational Technology Programs 2000 http://www.ed.gov/pubs/edtechprograms/ The final report of the Expert Panel on Educational Technology,appointed by the U.S. Department of Education. The panel conducted a national competition to identify exemplary and promising programs. Seven were identified through this process and are described in this report.

Good Models of Teaching with Technology (GMOTT) http://knowledgeloom.org/gmott/index.jsp A conceptual framework that helps teachers and curriculum leaders identify effective uses of technology; it has been developed by TERC based on Jonassen, D.H., Peck, K.L, Wilson, B.G & Pfeiffer, W.S. (1999), Learning with technology: A constructivist perspective (Upper Saddle River, NJ: Prentice Hall).

Means, B., Penuel, W., & Padilla, C. (2001). The connected school: Technology and learning in high school. (San Francisco: Jossey-Bass). A recent research study that presents a conceptual framework, "Student-Empowering Uses of Technology," similar to GMOTT.

Cradler, J., & Cradler, R. (2000). The Curriculum Technology Integration Plan (CTIP): Impact of the CTIP on Technology Integration in the DoEA DoD Presidential Technology Initiative. San Mateo, CA: Educational Support Systems.

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APPENDIX A

School Site Technology Inventory

Computers

Include the number and type of school-owned computers for each location in your school. Please include laptop (L) and desktop (D) computers, as well as thin-client (TC) units, in your count. Use numbers, not words such as all or none.

A multimedia computer is one that has, or is connected directly or by network to a CD ROM drive and can take advantage of audio and video files stored there.

Yosemite High	In Classrooms			In Computer Labs			In Shared or Common Space (e.g., library)			In Administrative Offices		
With Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers		74			173			24			27	
All Other Computers												
Without Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers With Internet Capabilities		74			173			24			27	
Multimedia Computers Without Internet Capabilities												
All Other Computers												

Ahwahnee High	In Classrooms			In Computer Labs			In Shared or Common Space (e.g., library)			In Administrative Offices		
With Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers	2	4										
All Other Computers												
Without Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC

Multimedia Computers With Internet Capabilities	2	4										
Multimedia Computers Without Internet Capabilities												
All Other Computers												

Evergreen High	In Classrooms			In Computer Labs			In Shared or Common Space (e.g., library)			In Administrative Offices		
With Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers	9	7									1	
All Other Computers												
Without Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers With Internet Capabilities	9	7									1	
Multimedia Computers Without Internet Capabilities												
All Other Computers												

Foothill High	In Classrooms			In Computer Labs			In Shared or Common Space (e.g., library)			In Administrative Offices		
With Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers		15										
All Other Computers												
Without Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia		15										

Computers With Internet Capabilities												
Multimedia Computers Without Internet Capabilities												
All Other Computers												

Mountain View High	In Classrooms			In Computer Labs			In Shared or Common Space (e.g., library)			In Administrative Offices		
With Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers		19										
All Other Computers												
Without Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers With Internet Capabilities		19										
Multimedia Computers Without Internet Capabilities												
All Other Computers												

Raymond Granite High	In Classrooms			In Computer Labs			In Shared or Common Space (e.g., library)			In Administrative Offices		
With Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers		6										
All Other Computers												
Without Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers With Internet		6										

Capabilities												
Multimedia Computers Without Internet Capabilities												
All Other Computers												

For the following chart - of the existing inventory, indicate the number of computers to be used as is, to be upgraded, or to be retired when new/upgraded equipment is available.

	In Classroom			In Computer Lab			In Shared or Common Space (e.g., library)			In Administrative Offices		
Year	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005
Desktop Computers	125	125	125	173	173	173	24	24	24	28	28	28
Use as is	125	120	120	173	165	165	24	24	24	28	28	28
Upgrade		5	5		8	8						
To be retired when new or upgraded equipment is available			5			8						
Number needed	125	125	125	173	173	173	24	24	24	28	28	28
Laptops	11	11	11									
Use as is	11	11	11									
Upgrade												
To be retired when new or upgraded equipment is available												
Number needed	11	11	11									
Thin-Client Units												
Use as is												
Upgrade												

To be retired when new or upgraded equipment is available												
Number needed												

PPERIPHERALS

Peripherals	Number on Hand	Number Needed and Proposed Purchase Date
Digital cameras	23	
Scanners/digitizers	22	
Assistive/adaptive devices		
Printer	122	
VCR unit	65	
Video camera	14	
TV monitor	64	
Graphing calculator	70	
Computer screen projector (e.g., LCD)	23	
Video conferencing unit	0	
Interactive white board	0	
Personal digital assistant (Administration)	12	

SITE NETWORKS AND CONNECTIVITY

Is the school site connected to the Internet by a permanent (non-dial-up) connection?

X Yes ☐ No

If so, how is your school connected to the Internet?

☐ ISDN ☐ Cable-modem ☐ xDSL

☐ Frame relay ☐ Fractional T-1 **X** Full T-1

☐ ATM/DS3 ☐ ATM/SONET OC3 ☐ Microwave

☐ Wireless (not microwave)

☐ Other, please specify: _____

Do you know the speed of your connection? **X** Yes ☐ No

☐ less than 56K bps	X 1.5M bps	☐ 30M bps
☐ 128 K bps	☐ 5M bps	☐ 40M bps
☐ 256 K bps	☐ 20M bps	☐ greater than 40M bps
☐ 384 K bps	☐ 15M bps	
☐ 512 bps	☐ 20M bps	

What is the total number of classrooms that are connected to the Internet by a permanent
(non-dial-up) connection? ___65_____

	Number of Classrooms	Average Number of Drops/Classroom	Number of Administrative Offices
Currently Connected to the Internet	67		22
Need to be Connected to the Internet			
Currently Connected to a LAN	67		22
Need to Be Connected to a LAN			

Who is the school's Internet service provider?

☐ District office

X County Office of Education

☐ California State University/University of California

☐ Commercial provider (e.g., Earthlink, MCI, Sprint, etc.)

SITE TELEPHONE SYSTEMS

Number of lines: ___62_____

SITE LIBRARIES

Hours that the site library is open: ___7:30 a.m. to 5:30 p.m._____

APPENDIX B

Budget Form: Object of Expenditure

School Year __2003-03__

Submit one form for each year of the plan.

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries			65,000	65,000
2000-2999 Classified Personnel Salaries		30,000 DHS TSST		30,000
3000-3999 Employee Benefits		6,000 DHS TSST	13,000	19,000
4000-4999 Books and Supplies		5,000 Library grant		5,000
5000-5999 Services and Other Operating Expenditures		10,000 TSST	20,000	30,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay		9,000 TSST		9,000
Total Funds		60,000	98,000	158,000

Budget Form: Budget Narrative

School Year _____2003-03

Submit one form for each year of the plan.

Line Item Category	**Description**
1000–1999 Certificated Personnel Salaries	Salary for staff in EAST lab, $65,000
2000-2999 Classified Personnel Salaries	Technical support, $30,000
4000-4999 Books and Supplies	Supplies for technology equipment, $5,000
5000-5999 Services and Other Operating Expenses	Staff training, $10,000 Independent contractor, tech support, $20,000
6000-6599 Capital Outlay	Computer upgrades and replacements, $9,000

School Year __2003-04

Submit one form for each year of the plan.

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries				
2000-2999 Classified Personnel Salaries		30,000 TSST		30,000
3000-3999 Employee Benefits		6,000 TSST	13,000	19,000
4000-4999 Books and Supplies		5,000 Library grant		5,000
5000-5999 Services and Other Operating Expenditures		10,000 TSST	20,000	30,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay		9,000 TSST		9,000 TSST
Total Funds		60,000	33,000	93,000

Submit one form for each year of the plan.

Budget Form: Budget Narrative

School Year _____2003-04

Line Item Category	Description
1000–1999 Certificated Personnel Salaries	
2000-2999 Classified Personnel Salaries	Technical support, $30,000
4000-4999 Books and Supplies	Supplies for technology equipment, $5,000
5000-5999 Services and Other Operating Expenses	Staff training, $10,000 Independent contractor, tech support, $20,000
6000-6599 Capital Outlay	Computer upgrades and replacements, $9,000

School Year __2004-05__

Submit one form for each year of the plan.

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries				
2000-2999 Classified Personnel Salaries		30,000 DHS TSST		30,000
3000-3999 Employee Benefits		6,000 DHS TSST	13,000	19,000
4000-4999 Books and Supplies		5,000 Library grant		5,000
5000-5999 Services and Other Operating Expenditures		10,000 TSST	20,000	30,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay		9,000 TSST		9,000
Total Funds		60,000	33,000	93,000

Submit one form for each year of the plan.

Budget Form: Budget Narrative

School Year _____2004-05

Line Item Category	Description
1000–1999 Certificated Personnel Salaries	
2000-2999 Classified Personnel Salaries	Technical support, $30,000
4000-4999 Books and Supplies	Supplies for technology equipment, $5,000
5000-5999 Services and Other Operating Expenses	Staff training, $10,000 Independent contractor, tech support, $20,000
6000-6599 Capital Outlay	Computer upgrades and replacements, $9,000

School Year __2005-06__

Submit one form for each year of the plan.

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries				
2000-2999 Classified Personnel Salaries		30,000 DHS TSST		30,000
3000-3999 Employee Benefits		6,000 DHS TSST	13,000	19,000
4000-4999 Books and Supplies		5,000 Library grant		5,000
5000-5999 Services and Other Operating Expenditures		10,000 TSST	20,000	30,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay		9,000 TSST		9,000
Total Funds		60,000	33,000	93,000

Submit one form for each year of the plan.

Budget Form: Budget Narrative

School Year _____2005-06

Line Item Category	Description
1000–1999 Certificated Personnel Salaries	
2000-2999 Classified Personnel Salaries	Technical support, $30,000
4000-4999 Books and Supplies	Supplies for technology equipment, $5,000
5000-5999 Services and Other Operating Expenses	Staff training, $10,000 Independent contractor, tech support, $20,000
6000-6599 Capital Outlay	Computer upgrades and replacements, $9,000

School Year __2006-07__

Submit one form for each year of the plan.

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries				
2000-2999 Classified Personnel Salaries		30,000 DHS TSST		30,000
3000-3999 Employee Benefits		6,000 DHS TSST	13,000	19,000
4000-4999 Books and Supplies		5,000 Library grant		5,000
5000-5999 Services and Other Operating Expenditures		10,000 TSST	20,000	30,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay		9,000 TSST		9,000
Total Funds		60,000	33,000	93,000

Submit one form for each year of the plan.

Budget Form: Budget Narrative

School Year _____2006-07

Line Item Category	Description
1000–1999 Certificated Personnel Salaries	
2000-2999 Classified Personnel Salaries	Technical support, $30,000
4000-4999 Books and Supplies	Supplies for technology equipment, $5,000
5000-5999 Services and Other Operating Expenses	Staff training, $10,000 Independent contractor, tech support, $20,000
6000-6599 Capital Outlay	Computer upgrades and replacements, $9,000

School Year __2007-08__

Submit one form for each year of the plan.

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries				
2000-2999 Classified Personnel Salaries		30,000 DHS TSST		30,000
3000-3999 Employee Benefits		6,000 DHS TSST	13,000	19,000
4000-4999 Books and Supplies		5,000 Library grant		5,000
5000-5999 Services and Other Operating Expenditures		10,000 TSST	20,000	30,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay		9,000 TSST		9,000
Total Funds		60,000	33,000	93,000

Submit one form for each year of the plan.

Budget Form: Budget Narrative

School Year _____2007-08

Line Item Category	Description
1000–1999 Certificated Personnel Salaries	
2000-2999 Classified Personnel Salaries	Technical support, $30,000
4000-4999 Books and Supplies	Supplies for technology equipment, $5,000
5000-5999 Services and Other Operating Expenses	Staff training, $10,000 Independent contractor, tech support, $20,000
6000-6599 Capital Outlay	Computer upgrades and replacements, $9,000

Appendix C

Timeline

Note: Indicate the actual start and/or completion dates rather than indicating "ongoing" in the date column. The Timeline may require several pages and should cover all (3-5) plan years.

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Person Responsible	Component
1/03	**Projected** 6/03	**Actual**	Assess availability of technology	**Dave Read**	Curriculum
1/03	6/03		Assess use of tech. to support learning	**Betsy Blum**	Curriculum
1/03	9/03		Review curricular goals	**Steve Raupp, Tom Fiormonti**	Curriculum
1/03	6/03		Develop goals and implement-ation plan for tech use	**David Read**	Curriculum
1/03	6/03		Information Literacy plans and goals	**Betsy Blum**	Curriculum
1/03	6/03		Goals and plans that ensure access to all students	**Linda Robison**	Curriculum
1/03	6/03		Goals and plans for record keeping	**David Read**	Curriculum
1/03	6/03		Goals and plans to make tech more accessible by parents	**David Read**	Curriculum
1/03	9/03		Benchmarks and timeline for implementing activities	**Earlene Ward**	Curriculum
1/03	9/03		Develop monitoring process	**Earlene Ward**	Curriculum
1/03	6/03		Determine indicators of success	**Steve Raupp**	Curriculum
4/02	6/03		Survey skill level of teachers	**Betsy Blum**	Professional Development

1/03	6/03		Research prof. dev. opps.	**Betsy Blum**	Professional Development
3/02	8/03		Goals and plans for professional development	**David Read**	Professional Development
6/02	8/03		Benchmarks and timeline for activities	**David Read**	Professional Development
1/03	9/03		Develop monitoring process	**Earlene Ward**	Professional Development
1/03	6/03		Determine resources and support needed	**Sally Condon**	Infrastructure
1/03	6/03		Current inventory	**Earlene Ward**	Infrastructure
1/03	6/06		Seek advice from experts	**Sally Condon**	Infrastructure
1/03	6/03		Develop timeline for acquiring equipment	**David Read**	Infrastructure
1/03	6/03		Develop monitoring process	**Earlene Ward**	Infrastructure
1/03	8/03		Identify costs for implementation	**David Read**	Funding
7/02	12/03		Identify budget for implementation	**Earlene Ward**	Funding
1/03	6/06		Identify funding sources	**Earlene Ward**	Funding
1/03	6/06		Consider options to cut costs	**David Read**	Funding
7/02	6/05		Develop budgets for five years	**Srini Vasan**	Funding
1/03	6/06		Provide tech support	**Steve Raupp**	Funding
1/03	6/03		Plan for obsolete equipment	**Sally Condon**	Funding
1/03	6/03		Establish feed-back loop to monitor progress	**Earlene Ward**	Funding
1/03	6/03		Review monitoring process in each component	**Earlene Ward**	Monitoring
1/03	6/03		Determine how to evaluate student	**Earlene Ward**	Monitoring

			learning		
1/03	6/03		Research monitoring tools available at little or no cost	**Earlene Ward**	Monitoring
1/03	6/03		Design evaluation model	**Earlene Ward**	Monitoring
1/03	6/03		Determine how to use monitoring results	**Earlene Ward**	Monitoring

APPENDIX D
Appropriate Use Policy/Internet Safety Policy

This plan was prepared with assistance from the Madera County Office of Education and the California Technology Assistance Program (CTAP).

6000 – INSTRUCTION

6300 – INSTRUCTIONAL SERVICES & RESOURCES

TECHNOLOGY AND INTERNET PROTECTION MEASURE
YJUHSDP6320

Reference as described by the following statutes:

- Federal Law HR 4577
- Education Code 51870.5
- California Penal Code 313(a)

In accordance with the Children's Internet Protection Act (CIPA) HR 4577, Yosemite Joint Union High School District is implementing a filtering system to block transmission of information on the YJUHSD Wide Area Network and the Internet, termed as "Harmful Matter." "Harmful Matter" is described as obscene, pornographic or unsuitable for classroom use. In addition, these regulations shall establish the fact that users have no expectation of privacy and that Madera County Superintendent of Schools staff may monitor or examine all system activities to ensure proper use of the system. Users who fail to abide shall be subject to disciplinary action, revocation or user account and legal action as appropriate.

To satisfy the varying needs of all the students that Yosemite Joint Union High School District serves and their respective School Districts, the filtering system will allow information to be accessed based on the type of school, classroom and subjects to be studied. The filtering system used will consist both of hardware (computer server) and a software service that will daily update the sites on the worldwide Internet for content.

This service will not only scan the World Wide Web (WWW) for unsuitable and pornographic sites through an automated program, but also includes daily site review by individuals to verify the content of sites.

In general, the highest degree of filtering will be set for all school age children, with modifications to the degree of filtering based on approved school site administration at middle and high schools. Any site may be blocked at the request of the appointed school site administrator.

The description of pornographic and unsuitable covers a broad range of topics and beliefs. It will be the policy of the Yosemite Joint Union High School District to use the local definition of pornographic, California Penal Code 313(a), and the established rules and policies of non-tolerant activities and behavior, such as violence, alcohol use, tobacco use, sexual behaviors or attitudes and any other sites deemed to be unsuitable by the school site administration.

As with all technologies and services, there are no guarantees that all unsuitable sites will be blocked 100% of the time. It will be the responsibility of Yosemite Joint Union High School District Information Services to react appropriately when notified that an unsuitable site has become available.

Yosemite Joint Union High School District Information Services has purchased the appropriate hardware and software to implement this policy as of July 1st, 2001.

Date Approved by the Board: July 10, 2001

APPENDIX E
Integrating Content Standards and Technology

Language Arts

WRITING

Grades Nine and Ten

1.0 Writing Strategies

Students write clear, coherent, and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student's progress through the stages of the writing process as needed.

Research and Technology

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

1.8 Design and publish documents by using advanced publishing software and graphic programs.

Grades Eleven and Twelve

1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Research and Technology

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Social Science

Historical and Social Sciences Analysis Skills

Grades Six through Eight

The intellectual skills notes below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight.

Chronological and Spatial Thinking

2. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlements patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

3. Students identify bias and prejudice in historical interpretations.

4. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Grades Nine through Twelve

The intellectual skills notes below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades nine through twelve.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlements patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

2. Students identify bias and prejudice in historical interpretations.

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Science

Investigation and Experimentation

Grades Nine through Twelve

10. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

    Students will:

    a. Select and use appropriate tools and technology (such as computer-linked probes, and spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationship, and display data.

    m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclea transfer, choice of energy sources, and land and water use decisions in California.

Mathematics

Statistics, Data Analysis, and Probability

Grade Seven

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of electronic spreadsheet software program:

1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Integration Of Multi-Media Presentations

Listening and Speaking

Grades Nine and Ten

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Organization and Delivery of Oral Communication

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

Grades Eleven and Twelve

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Organization and Delivery of Oral Communication

2.4 Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs,

online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT-Funded Education Technology Plans

In order to be approved, an EETT-funded plan needs to have "Adequately Addressed" each of the following.
FOR CORRESPONDING EETT REQUIREMENTS, SEE APPENDIX F

1. PLAN DURATION		**Adequately Addressed**	**Not Adequate**
a. The plan should guide the district's use of education technology for the next 3-5 years.	1	The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.	The benchmarks are with any particular t timeline is less than than 5 years in lengt

2. STAKEHOLDERS Corresponding EETT Requirement(s): 7, 11,	**Page in District Plan**	**Adequately Addressed**	**Not Adequatel**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	4,7	The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. 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 inc that the district activ participation from a stakeholders.

Enhancing Education Through Technology Formula Grant ProgramCri
EETT Funded Education Technology Plans

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequate**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**9-10**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.	The plan explains te terms of a student-to but does not explain the classrooms, libra or labs, who has acc various students and the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	**10-12**	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites dist regarding use of tecl provides no informa actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	**12-13, 72-76**	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not re curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	**14-16**	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests hc be used, but is not sp know what action ne accomplish the goals
e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	**16-17**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests hc be used, but is not sp determine what actic taken to accomplish

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Criteria for EETT District Education Technology Plans

3. CURRICULUM COMPONENT, Continued	Page in District Plan	Adequately Addressed	Not Adequate
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	**17, 27**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including special education, GATE, English Language Learners, etc. The implementation plan clearly supports accomplishing the goals.	The plan suggests hc be used, but is not sp know what action ne accomplish the goals
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	**18**	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests hc be used, but is not sp know what action ne accomplish the goals
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	**18-19**	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests hc be used, but is not sp know what action ne accomplish the goals
i. List of benchmarks and a timeline for implementing planned strategies and activities.	**19, 69**	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and either absent or so va be difficult to determ occur at any particul
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	**20**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring proc absent, or lacks deta responsible and wha

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Criteria for EETT Funded Education Technology Plans

4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequate**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	20-24	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills in order to facilitate providing professional development that meets the identified needs and plan goals.	Description of curre expertise is too gene to a limited segment teachers and adminis focus areas or does r focus areas, i.e. only teachers when grade grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	24-25	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan will clearly supports accomplishing the goals.	The plan speaks only professional develop specific enough to e and administrators w necessary training to Curriculum Compon
c. List of benchmarks and a timeline for implementing planned strategies and activities.	26, 69-70	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and either absent or so v be difficult to detern will be taken, by wh
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	26-27	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring proc absent, or lacks deta responsible and wha

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Criteria for EETT Funded Education Technology Plans

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequate**
a. Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	27-28	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a d hardware, infrastructu technology necessary plan, but there doesn' real relationship betw the Curriculum and P Development Compo equipment. Future te needs have not been a relate to the needs of Professional Develop
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	**28-34** **50-56**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equi or is so general that it determine what must implement the Curric Professional Develop The summary of curr support is missing or detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	**34, 70**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and absent or so vague tha difficult to determine acquired or repurpose when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	35	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring proce or lacks detail regardi responsible and what

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6. FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	**Page in District Plan**	**Adequately Addressed**	**Not Adequate**
a. List of established and potential funding sources and cost savings, present and future.	35, 57-68	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implen not identified or are useless.
b. Estimate implementation costs for the term of the plan (3-5 years).	36	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are u or are not sufficientl determine if the tota is addressed.
c. Description of the level of ongoing technical support the district will provide.	36	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure, such as number of computers.	The description of th technical support is included; is so inade successful implemer is unlikely, or is so u raise questions of th sustaining that level
d. Description of the district's replacement policy for obsolete equipment.	36	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 or vague. It is not cl replacement policy implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	36-37, 70	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring proc absent, or lacks deta responsible and wha

* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.

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7. MONITORING AND EVALUATION COMPONENT (Corresponding EETT requirements: 11)	Page in District Plan	Adequately Addressed	Not Adequate
Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	37-39	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an included in the plan. determined is not de The evaluation is de process to conduct tl missing.
Schedule for evaluating the effect of plan implementation.	39, 70-71	Evaluation timeline is realistic.	The evaluation timel or indicates an expe unrealistic results th the continued imple plan.
Description of how the information obtained through the monitoring and evaluation will be used.	39-41	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as the plan stakeholders.	The plan does not pr for using the monito evaluation results to and/or disseminate t

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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11	**Page in District Plan**	**Adequately Addressed**	**Not Adequate**
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	18, 27, 41-42	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.	There is no evidence been, or will be deve collaboration with a service providers, to of technology.

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9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES: Corresponding EETT Requirement(s): 4 & 9	**Page in District Plan**	**Adequately Addressed**	**Not Adequate**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	42-44,	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of th the plan's design for methods selected is or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	44	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	44-49	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to u to extend or supplem curriculum offerings