

**VICTOR VALLEY UNION
HIGH SCHOOL DISTRICT
EDUCATION TECHNOLOGY PLAN
JULY 1, 2009 – JUNE 30, 2012**



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**Victor Valley Union High School District
Technology Plan
July 1, 2009 – June 30, 2012**

DISTRICT OVERVIEW

LEARNING FOR ALL...WHATEVER IT TAKES

TECHNOLOGY MISSION STATEMENT

To provide resources in order that teachers may fully integrate technology throughout their curriculum so that students may become more actively engaged in their own learning. To assist students in achieving proficiency provide teachers and administration with needed assessment data and tools.

The Victor Valley Union High School District (VVUHSD) seeks to improve student learning through the integration of technology and superior teaching methodologies. Technology alone will not provide a panacea for other educational inadequacies, but combined with adequate facilities, effective administrative support, and good teaching, it can help to create engaged learners and an information literate school community.

We believe that it is critical that we have an information literate school community. This means that teachers and students are able to find relevant information, translate that information into knowledge and understanding, and develop new ideas. "Teachers must become comfortable as co-learners with their students and with colleagues around the world. Today it is less about staying ahead and more about moving ahead as members of dynamic learning communities. The digital-age teaching professional must demonstrate a vision of technology infusion and develop the technology skills of others. These are the hallmarks of the new education leader."

—Don Knezek, ISTE CEO, 2008

DISTRICT INFORMATION

The Victor Valley Union High School District is located in Victorville, California in the San Bernardino County. The District consist of two (2) high schools, three (3) middle schools, one (1) continuation high school, (2) alternative education schools, and (1) magnet school with a total enrollment of approximately 10,000 students.

VVUHSD is dedicated to the academic success of all students. The student-centered educational program emphasizes basic curriculum, school improvement programs and an increasing commitment to educational technology. Gifted and Talented Education programs, at-risk and credit recovery opportunities, and an extensive special education program are also offered.

DEMOGRAHPICS

The district's demographics represent the diversity of students. (CBEDS 2008)

GRADES	A.INDIAN ALK NAT.	ASIAN	PACIFIC ISLANDER	FILIPINO	HISPANIC	BLACK NON-HSP	WHITE NON-HSP
7	5	26	4	16	782	299	278
8	8	30	9	15	746	335	279
9	2	33	14	22	1266	580	420
10	9	41	21	24	1203	533	387
11	7	41	17	28	910	377	348
12	2	42	16	31	727	305	286
TOTAL	33	213	81	136	5634	2429	1998

Other pertinent demographic information includes special populations as shown below:

DESCRIPTION	7-8 GRADE	9-12 GRADE	TOTAL
SPECIAL EDUCATION	105	753	858
ENGLISH LEARNERS	643	1555	2198
ECONOMIC DISADVANTAGED	2204	5399	7603

STUDENT ACADEMIC ACHIEVEMENT

The standardized methods for measuring student achievement has been the California Standards Tests (CST), and the California High School Exit Exam (CHSEE), and the District Interim Assessments. The percentage of students scoring at proficient or above in spring 2008 is listed below.

California Standards Test Results

For All Students Tested in -- VICTOR VALLEY UNION HIGH, Spring 08

GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SOCIAL STUDIES	SCIENCE
7	34%	32%	na	Na
8	34%	29%	20%	40%
9	35%	14%	5%	30%
10	34%	10%	20%	25%
11	30%	15%	30%	25%

2008 Academic Performance Index (API) Growth

Schools	Number of Students	2007 Base	2007-2008 Growth Target	2007-2008 Growth
Cobalt Middle	669	693	2	-24
Imogene Garner Hook Junior	686	697	5	-11
Lakeview Middle	633	653	7	-20
Silverado High	658	No valid 2007 API	No Target Available	N/A
Victor Valley High	679	700	5	-21
Victor Valley Home Academy	517	512	ASAM	5

1. PLAN DURATION

The following technology plan outlines the Victor Valley High School District's steps and time line for achieving the District Goals over the next three years (July 1, 2009 – June 30, 2012). The technology plan is consistent with other plans such as the District's Strategic Plan, The Local Improvement Plan, and Individual School Site Plans.

Effective and appropriate integration of technology is part of a planned program of school improvement as it relates to school management and student achievement of the State Academic Content Standards. While technology is recognized as a system of techniques designed to accomplish goals, this document will demonstrate the incorporation of technology into a seamless school culture, management, pedagogy, curriculum, instruction, and assessment.

2. STAKEHOLDERS

The Victor Valley Union High School District Technology Plan is designed to serve as a roadmap for technology development and implementation, facility technology integration, curriculum development, and staff training through the 2009-2012 school years. Developers of this plan represent all of the constituent groups that will be involved in its implementation, including district administrators in curriculum, facilities, technology, school administrators, teachers, librarians, classified staff, parents, students, community members, and business representatives.

The Curriculum Committee assisted with the development of the Curriculum Pacing calendar and standards implementation plan which was used as the basis of part three of this plan. Facilities, Site Administration, Teachers and Computer Information Services department met and created the standard for creating a technology enriched classroom, this standard will be used in all new builds and renovations. The Librarians met with Curriculum Committee, and the District Technology Committee to establish the basic technology and accessibility of the library needed to assist students in their journey toward proficiency. The parents, staff, and administration on the District English Learner Advisory Committee review and submitted their report on the technology needs of these student to assist in the development of the Technology Plan. Also the Site School Councils that are comprised of parents, students, and staff have submitted there vision for technology to improve school effectiveness. The Strategic Planning committee that is comprised of all district stakeholders identified the technology priorities to be implemented by the Board of Trustees.

The plan has been assembled by the District Technology committee. The committee meets to discuss technology issue at each site. The district plan was developed using input from a variety of Victor Valley Union High School District representatives from various curricular areas and departments including Curriculum and Instruction, Special Education, Facilities, ROP, District Leadership, Finance and Computer Information Services.

In addition to the Computer Media Specialists, representatives from each of the school sites assisted in various information-gathering tasks including completion of the CDE online Technology Survey, site hardware inventories, and overseeing the EdTechProfile assessment by the teaching staff at their sites. The site personnel provided feedback on the plan, and shared their vision regarding the potential uses of technology in the Victor Valley Union High School District to improve teaching and learning.

3. CURRICULUM COMPONENT

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

All students and instructional staff have access to computers during traditional school hours, in classrooms, labs, and Library Media Centers. Our high schools have lab hours for student use, one (1) hour after school Monday through Thursday. All school Library Media Centers have between 2-25 Internet connected computers that are available to all students (including those in Special Education, GATE, and ELL programs). The High School Library Media Centers are also open for student and staff use during the day, during lunch break, and for one (1) hour after school. Our middle schools have lab access before and after school Monday through Thursday one-half (1/2) hour before school and one (1) hour after school. The middle school Library Media Centers also have after school access for one (1) hour, besides the normal school hours.

All classrooms at each site have student computers with Internet access; every teacher has a computer in their room with Internet access. The middle schools and the two comprehensive high schools have Compensatory Education computer labs where students learn computer skills and work on improving curricular skills using remediation software. All schools have between 1 to 3 general education computer labs for students to learn skills and work on curricular projects.

All classrooms and meeting rooms are wired for Internet access. Some of our special population (Special Education, English Language Learners) classrooms have mini labs of five student computers. All other sites have at least one student computer in every classroom. Special Education students have access to a variety of adaptive and assistive technologies, according to their Individual Education Plan (IEP). In some cases, students take these assistive devices home each day to further their access.

The chart below details the number of computers currently available at each site.

SCHOOL	GRADE	STUDENTS	COMPUTERS	RATIO
GOODWILL HS	9-12	563	235	2 to 1
SILVERADO HS	9-12	3639	829	4.4 to 1
VICTOR VALLEY HS	9-12	2614	606	4.3 to 1
SUSIE MATTHEW	9-12	110	32	3.4 to 1
UNIVERSITY PREP	7-11	801	104	7.7 to 1
HOOK JR	7-8	1002	231	4.3 to 1
LAKEVIEW MS	7-8	826	205	4 to 1
COBALT MS	7-8	590	168	3.5 to 1

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

Our middle schools grades 7th and 8th have acknowledged the increasing demand for technological literacy. Opportunities are provided for all students to interact with multimedia technology that supports a project-based thinking curriculum in the classroom.

Each classroom is equipped with a TV, VCR, teacher computer, and student computers. The new and renovated classrooms are equipped with a projector and DVD player with TV tuner and radio components rather than the TV/VCR. In addition, mini-labs have been established in classrooms serving special needs students, including English Language Learners and Special Education students which are used daily. At the middle schools, reading classrooms and the Libraries offer the Renaissance Place® program which is designed to help facilitate improved reading comprehension and monitor student growth throughout the year through the computerized programs. The students have daily access to the labs; before school, at lunch and after school. The classes rotate into the lab during the day with the English classes using the lab approximately once a week and the labs scheduled every day. Math classrooms offer Accelerated Math® programs for students. The teachers use the testing module of the program approximately once a week to measure comprehension. In order to meet English / Language Arts standards, all students complete a research report in social studies, science or English using the computer labs, classroom computers, or library computers. The Lexia® program is available to diagnose more serious reading disabilities, and the some of the math classes have adopted the use of a scanner, or response systems to increase the ability to determine comprehension of the standards.

Goodwill Education Center offers remediation to grades 9 through 12 students who are at risk of not performing up to standard. These students are served through a variety of remediation programs, GED and a variety of other instructional support programs that are offered in labs and classroom computers. The students utilize the labs at least once a week, with the labs fully scheduled every day.

Various computer programs have been purchased which supplement the core curriculum. These supplemental computer programs are often designed to diagnose skill deficiencies and then prescribe remediation for the deficiency. All math classes have mini-labs to address deficiencies through tutorials. The computer lab is equipped to enable students to conduct research and write reports, and learn typing skills. The students typically will use the lab at least once a week, with classes scheduled daily. At the end of a grading period this usage increases along with the usage at the library.

To assist our special needs students and those students that are not on track for graduation, the program NovaNet® has been adopted for unit recovery. This program is available in the Special Education classrooms, and at least one lab on each school site.

In order to increase learning opportunities for our English Language Learning students and their parents, we have available the Rosettastone® program. This program is available both at school and at home.

Victor Valley High School and Silverado High School grades 9-12 believe that it is critical to have an information literate school community. This means that teachers and students are able to find relevant information, translate that information into knowledge and understanding, and develop new ideas. It is important that today's students develop critical thinking skills as they "access, evaluate, use, and communicate information in an ever-changing global society for success in their personal and academic lives" (Carbone, L. [1999]. *Leadership For A New Era: Making the Most of Technology in Our Schools. Schools in the Middle* 9[4], 26-27.)

The high schools have determined that all students (regular ed, Special Ed, Gate, ELL) use technology within the instructional process to meet educational objectives.

- ❖ Teachers provide technology-enhanced instruction in each curricular area.
- ❖ The Library media center provides on-line and CD/DVD based information resources and curriculum support for student and staff.
- ❖ Each school provides distance-learning opportunities for students and staff in order to offer alternative instruction.
- ❖ Students use technology within the instructional process to meet educational objectives.
- ❖ Students use technology to complete their curriculum assignments.
- ❖ Students have access to alternative learning options available through telecommunications.
- ❖ After school tutoring and library resources are available to students.
- ❖ Adult Education offers GED remediation software in all core curriculum areas.
- ❖ Odyssey (instructional television) operates a studio which is open to both sites for those interested in communication technology.
- ❖ Students must undergo training in the proper use of the Internet and Email. Each student must complete an Acceptable Use Policy (AUP) contract which must be co-signed by a parent before access to the Internet is permitted.
- ❖ Classes beginning with Introduction to Computers and progressing into more difficult technologies are offered to students as electives.
- ❖ The Library computer lab offers word processing internet use, reading skill improvement, and other software use such as Inspiration® and Eureka®.
- ❖ The school web site has hot links to the library catalog and database for searching, as well as library announcements and information.
- ❖ Career Center offers career research materials and COIN®.
- ❖ Teachers have on-line access to student information through the Student Administration Software.
- ❖ Each site uses a computerized grading program.
- ❖ On-line access is available to the IDMS systems which has STAR, CAHSEE, and the District Interim Assessment Test results for teachers and administration to develop data driven instructional decisions.

The following chart from EdTechProfile shows the way in which teachers are using technology tools. (computers, video, Internet, and hand-held devices) to (number of responses, and relative percentage):

	Daily		2-4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Create instructional materials	139	33%	123	29%	87	21%	42	10%	32	8%	423
Deliver classroom instruction	97	23%	90	21%	94	22%	58	14%	83	20%	422
Manage student grades and attendance	341	81%	30	7%	20	5%	6	1%	25	6%	422
Communicate with colleagues	198	47%	94	22%	69	16%	31	7%	31	7%	423
Communicate with parents or students	94	22%	94	22%	112	26%	59	14%	64	15%	423
Gather information for planning lessons	135	32%	129	30%	87	21%	37	9%	35	8%	423
Access model lesson plans and best practices	95	22%	111	26%	99	23%	60	14%	58	14%	423

The following chart shows how teachers are assigning students work that involves using technology (computers, video, Internet, and hand-held devices) with the following frequency (number of responses, and relative percentage):

	Daily		2-4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Word processing	37	9%	50	12%	107	25%	98	23%	130	31%	422
Reinforcement and practice	38	9%	48	11%	106	25%	79	19%	150	36%	421
Research, using the Internet and/or CD-ROMs	25	6%	49	12%	121	29%	108	26%	119	28%	422
Creating reports or projects	22	5%	42	10%	116	27%	116	27%	126	30%	422
Demonstrations or simulations	22	5%	26	6%	92	22%	99	23%	183	43%	422
Correspondence with experts, authors, students from other schools, etc., via email or Internet	14	3%	17	4%	57	14%	95	23%	239	57%	422
Solving problems or analyzing data	24	6%	32	8%	85	20%	95	23%	186	44%	422
Graphically presenting information	17	4%	27	6%	89	21%	91	22%	198	47%	422

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

This Technology Plan has been aligned with the curricular goals and academic content standards for student achievement, based on the California State Content Standards, School Improvement Plans, District Goals, Local Education Agency Plan and District Policy. The implementation of this plan will be assessed and reported to stakeholders on an annual basis. This plan will be updated annually to address changing conditions within the District.

MISSION STATEMENT

Victor Valley Union High School District will prepare all students to become responsible, productive citizens by providing a quality education in a safe, student-focused learning environment.

SCHOOLS OF QUALITY STATEMENT

Victor Valley Union High School District is fully dedicated to the Schools of Quality Journey. Each and every school in our district is dedicated to becoming a true School of Quality. This means that we build the right kind of relationships with one another in order to get the right results every time. We develop the fullest leadership potential in every student to enable them to grow into successful adults who appreciate Quality as a daily way of life for themselves. We build true partnerships with those we serve so everyone can and will be successful. We put aside the impulse to fix blame as we work together to fix the system, knowing that most things that go wrong are caused by the way we set up our systems and processes. When we identify a process that needs improvement, we address it and make it better. We choose to see and appreciate the best in ourselves and in one another so that we can develop our greatest strengths. We gather and use relevant information to understand what our key clients, all of our students and families, want and need. Most importantly, we are dedicated to becoming better and better, learning and improving every day as we help others to do the same.

THE DISTRICT GOALS

Goal 1: Victor Valley Union High School District students will achieve high standards.	
Objectives 1.1	By June 2012 there will be a 10% increase of students improving their quartile ranking on Standardized Testing and Reporting (STAR).
Objective 1.2	By June 2012 Implement a district-wide grading system supporting by grading rubrics.
Goal 2: Victor Valley Union High School District will provide a safe environment for students, staff, and parents.	
Objective 2.1	By June 2012 there will be a 25% reduction in actual incidents on the district campuses.
Objective 2.2	By June 2012 the discipline continuum will be consistently enforced district-wide.
Goal 3: Victor Valley Union High School District will support educational employees as the most important resource of the District.	
Objective 3.1	By June 2012, the district will seek compensatory parity for all employees commensurate with San Bernardino County school districts.
Objective 3.2	By June 2012, the district will provide opportunities for professional growth for all employees.

Goal 4: Victor Valley Union High School District will achieve and maintain fiscal stability.	
Objective 4.1	By June 2012, The district will seek opportunities for business partnerships, vocational training, technology, and other means to develop a relevant curriculum to attract and retain students.
Objective 4.2	By June 2012, all stakeholders – community, staff, students, parents – will work collaboratively to maintain accountability for a budget that is fiscally responsible.
Objective 4.3	By June 2012, Administrators and staff will maintain communication with parents regarding student attendance.
Objective 4.4	Clear and concise financial information will be provided to the Board.

SITE-IMPROVEMENT PLAN

Each school has their own unique Expect School-wide Learning Results (ESLR's), from there Site-Improvement Plan, but each has at its heart these same basic concepts:

1. Choose responsible actions and respectful behavior
2. Master essential standards and skills
3. Set and achieve academic and personal goals

Each school ESLR's are located in Appendix A. The District Essential Learning Standards are located in Appendix B.

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

The District has set clear academic achievement goals for the district with the expectation that technology will play a comprehensive role in the accomplishment of these goals. These academic achievement goals are identified based on California Content Standards, the California Assessment programs, and the district essential learning which are also based on the California academic content standards. Schools in the Victor Valley Union High School District are identified Title 1 schools and receive federal funding for targeted students. Goals and objectives also consider the No Child Left Behind legislation and requirements and the resulting school planning processes and products.

Curricular and instructional activities/opportunities will utilize research based technology programs to target specific needs of our students. Specific site strategies are delineated in the Site Based Coordinated Plan. Achievement of these goals is evaluated by the results received from the state on the AYP, API and STAR results as well as the CAHSEE and District Assessment results. Student progress on district standards based assessments will be tracked and analyzed for a representative group of students to determine the ongoing impact of the utilized technology on achievement. Data will be disaggregated to track access for all students by ethnicity, SES, special education, ELL, and gender using Data Management Software.

Counselors and staff will develop a matrix to appropriately identify and place students with English language needs into either Structured English Immersion or English Language Mainstream classrooms utilizing the on-line testing results. The established targets of proficiency in English language arts and mathematics follow the criteria established in the No Child Left Behind Act and corresponding California regulations.

Effective use of state standards-based curriculum will be enhanced by instructional coaches in mathematics and English language arts utilizing technology enriched curriculum. The mandated implementation of an extended day schedule (at the high schools seven period days, at the middle schools eight periods) will enable additional learning opportunities for all students. These class periods will enable each school to provide a variety of tutoring, intervention, remediation, and/or acceleration opportunities for all students utilizing on-line curriculum resources, lab activities, and curriculum structured remediation software.

Goal 3d: Integrated technology solutions (hardware/software) will be utilized to assist students in attaining proficiency in reading/language arts, mathematics, social studies, and science skills as outlined in the LEA plan.
Objective 3d.1: By June 2012 all student will have access to remedial software and curriculum technology aides in order to obtain proficiency.
Year 1 Benchmark: Identify existing remediation software and implement software district wide by grade level and subgroup.
Year 2 Benchmark: Identify and implement software and hardware to support curriculum designated as not meeting target growth.
Year 3 Benchmark: Technology teams and curriculum coaches will review and modify the technology plan.
Objective 3d.2: By June 2012 students and teachers will have the technical resources needed to improve student proficiency based on District priorities.
Year 1 Benchmark: Increase the number of student accessible computers and labs to allow individual instruction by 10% over the 2009 base level for subgroups not meeting target growth.
Year 2 Benchmark: Instruction staff will be provided interactive presentation hardware and software in order to deliver technology integrated curriculum in the classroom.
Year 3 Benchmark: Develop online resources for remediation to increase availability during off school hours.

Objective 3d.3: Establish a district wide technology enhanced curriculum process to increase student achievement.
Year 1 Benchmark: CIS Department will work with District Instruction and Curriculum Departments in establishing information system strategies, policies and procedures that systematize technology variables which effect instructional performance processes.
Year 2 Benchmark: CIS Department and the small learning community committee will establish technology support and technology processes that assist teachers in increase student proficiency to state target level.
Year 3 Benchmark: CIS Department in coordination with school sites will establish and implement productive, relevant and useful technology resources that are supportive in the instructional environment.

Implementation Plan		
Obj. #	Activities	Schedule/Timeline
3d.1	Students will use remediation software and on-line resources to increase proficiency in core standards. A master list of existing curriculum software and on-line resources will be created. It will be determined which resources are mandatory and ensure that students at all sites have access to these resources.	June 2010/annual review
3d.1	Students in subgroups who have not met target growth will targeted for additional computer lab time, additional on-line resources, and technology enriched instruction. Educational Services will be responsible for designating the subgroups that have not met their target growth. The site technology team will designate and reassign technology to support needed growth of each subgroup.	June 2011/annual review
3d.1	Technology teams and curriculum coaches will review and modify the technology plan to ensure that objectives are being met.	June 2012/annual review
3d.2	Student will have access to current technology in order to met current technology literacy skill proficiencies. Therefore a replacement procedure of replacing 20% of the classroom computers and one lab per year will be implemented to ensure that the technology available is current.	June 2010/ yearly
3d.2	Student will have adequate access to technology resources in order to utilize the remediation software and curriculum enhancement resources needed to improve proficiency. Therefore there will be an increase in the number of computers to match student growth each year, and an increase in the ratio of students to computers of 5% will be implemented.	June 2010/ yearly
3d.2	Increase by 10% the number of Instruction staff provided with interactive presentation hardware and software to provide staff with technology needed to create a technology enhance curriculum.	June 2011/ yearly
3d.2	Students will utilize online resources to increase proficiency. Therefore opportunities for off hour individualized remediation will be implemented.	June 2012
3d.3	Establishing information system strategies, policies and procedures that systematize technology variables which effect instructional performance processes.	2010/yearly review
3d.3	Establish technology support and technology processes that assist teachers in increase student proficiency.	2011/yearly review
3d.3	Establish and implement productive, relevant and useful technology resources that are supportive in the instructional environment and create a technology enriched instructional methodology in the classroom.	2012/yearly review

Monitoring and Evaluation			
Obj. #	Tool/Data Source	Schedule/Timeline	Title of Person(s) Responsible
3d.1	Survey site technology resources.	June 2010	Computer Media Specialist and Curriculum Coaches
3d.1	Review AYP and API reports for subgroup target growth. Reallocate designated resources for subgroup as per Technology Master List.	June 2011	Education Services, Data Analyst, Computer Media Specialist
3d.1	Review, modify, and implement Technology Plan	June 2012	Computer Media Specialist, and School Site Council
3d.2	Review inventory of computers and labs to designate which systems to retire, and order systems.	October /yearly	Computer Media Specialist and School Administration
3d.2	Determine schools growth and order systems.	November/yearly	School Administration
3d.2	Survey staff and determine interactive presentation hardware and software to order for 10% of staff.	November/yearly	Curriculum Coaches and School Administration
3d.2	From data driven research determine online resources that will increase student proficiency in each core subject.	Implement 1 subject /per year	Education Services and CIS
3d.3	Evaluate, and modify the effectiveness of the current technology inclusion methodologies. Utilize student testing results, and EdTechProfile survey results.	October/yearly	Education Services and Curriculum Coaches, Data Analyst
3d.3	Establish technology enriched curriculum training using technology that has proven effective in increasing student proficiency.	Quarterly	Education Services, Data Analyst, Curriculum Coaches
3d.3	From data driven research determine technology resources that will support the instructional environment.	March/yearly	Data Analyst, Curriculum Coaches, Education Services, CIS

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

To assist student in achieving academic goals the district will ensure that all students acquire the necessary technology and information literacy skills to meet the standards outlined by National Education Technology Standards for Students (appendix E), by the Technology Scope and Sequence (appendix F), and No Child Left Behind.

The district CIS, Title 1, and Curriculum departments in conjunction with the core curriculum coaches will develop a scope and sequence plan to align with the National Education Technology Standards for Students.

The Expectation is that the students will garner technology and information literacy skills as an integrated part of their core academic instruction as well as their technology focused instruction.

Goal 3e: All students will acquire technology and information literacy, based upon national education and technology standards for the student’s grade level to enhance their academic achievement and workplace proficiency.
Objective 3e.1: Students will develop technology and information skills through technology enhanced curriculum.
Year 1 Benchmark: 40% of the students will be proficient in the National Educational Technology Standards.
Year 2 Benchmark: 60% of the students will be proficient in the National Educational Technology Standards.
Year 3 Benchmark: 80% of the students will be proficient in the National Educational Technology Standards.
Objective 3e.2: Through community involvement and co-operative education the students will develop grade level appropriate technology and information literacy skills.
Year 1 Benchmark: 25% of students will be involved in community, ROP, or career technical pathway technologies.
Year 2 Benchmark: 30% of students will be involved in community, ROP, or career technical pathway technologies.
Year 3 Benchmark: 35% of students will be involved in community, ROP, or career technical pathway technologies.

Implementation Plan		
Obj. #	Activities	Schedule/Timeline
3e.1	Develop, review, and implement scope and scale technology standards based on National Education Technology Standards	By June 2010/review annually
3e.1	Teachers will develop class projects that utilize technology scope and scale standards for each grade level.	September 2011/review annually
3e.1	Students will demonstrate technology and information literacy skills through the EdTechProfile Student survey.	January 2010/annually
3e.2	Develop additional ROP classes and Career Pathways	June 2010/review annually
3e.2	Develop community based curriculum projects	June 2011/review annually

Monitoring and Evaluation			
Obj. #	Tool/Data Source	Schedule/Timeline	Title of Person(s) Responsible
3e.1	Educational Technology Scope and Sequence for each grade level.	Annually	Educational Services, Site Committees, and CIS
3e.1	EdTechProfile Student Survey and Grade Level Projects.	Annually	Computer Media Specialist and CIS
3e.2	Survey student interest to determine additional ROP and Career Pathways.	Annually	Computer Media Specialist, ROP, Small Learning Communities Committee.
3e.2	ROP participation reports and Small Learning Communities reports.	Annually	ROP, Small Learning Communities Committee.

3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

As per BP 6163.4 the Victor Valley Union High School will take appropriate precautions to ensure that students receive training in user obligations and responsibilities and that student, parents and staff understand the policies governing the access and usage of technology in the district.

Before using the district's on-line resources, each student, his/her parent/guardian and staff shall sign and return an Acceptable Use Policy. The student and parent/guardian shall indicate that the student understands and agrees to abide by specified user obligations and responsibilities governing the lawful use of copyrighted works, plagiarism, and the lawful and unlawful usage of information and resources available on the Internet.

Staff shall closely supervise students while using on-line services and may ask teacher aides and student aides to assist in this supervision. It is the obligation of all students to report any violation of the rules covering on-line access to the appropriate authority. The Superintendent or designee shall establish administrative regulations governing use of the district's on-line services. He/she shall ensure that users have no expectation of privacy and understand that district staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by these regulations shall be subject to disciplinary action, revocation of the user account and legal action when appropriate.

Goal 3f: Implement the Acceptable Use Policy to address lawful usage of technology and the Internet in the District			
Implementation Plan: Develop, review, and implement training on the provisions outlined in the Districts Acceptable Use Policy (AUP).			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Review and modify the Student and Staff Acceptable Use Policies (AUP).	Annually	Computer Media Specialist and CIS	Review new laws governing the Internet, Copyright laws, and Internet Resources to ensure all requirements are address.
Educate pupils and teachers on the appropriate and ethical use of information technology in the classroom, Internet safety, avoiding plagiarism, the concept, purpose, and significance of a copyright so that pupils can distinguish between lawful and unlawful online downloading, and the implications of illegal peer-to-peer network file sharing.	Sept/ Annually	Computer Media Specialist and Curriculum Coaches	Computer Media Specialist will instruct all students prior to the AUP begin signed. Computer Media Specialist or Curriculum Coaches will instruct staff.
All students must pass an Ethical Technology Test prior to submitting an AUP.	Sept/ Annually	Computer Media Specialist	Computer Media Specialist will determine if student has past the AUP test prior to permitting Internet Access.
Review and modify the curriculum that is provided to all students prior to the signing of the AUP.	Annually	Computer Media Specialist and Curriculum Coaches	Curriculum Coaches will monitor the AUP training to ensure adherence to the designate curriculum.

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

The Victor Valley Union High School District considers it a priority to ensure a safe environment for all Internet and electronic messaging activities. In accordance with the current District’s Acceptable Use Policy (AUP), the District currently is using the San Bernardino County’s Internet access which has content filtering as well as district filtering. The County service is a URL-based filter set that blocks access to web sites related to criminal intent, pornography, drugs, and drug paraphernalia.

As part of the pre Internet access process students must complete the Acceptable Use Policy Instructions class that includes instruction on Internet safety; instructing them on how to identify predators and problems which occur when posting personal information on web sites.

Goal 3g.1: The District will continue to implement Internet safe guards to ensure the safety of our students and remain in compliance with the Children’s Internet Protection Act (CIPA).			
Implementation Plan: The District will ensure that all requirements of the Children’s Internet Protection Act are adhered to.			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
The District will review and modify the Acceptable Use Policy to comply with any changes in the Children’s Internet Protection Act.	Annually	Computer Media Specialist and CIS	The Board of Trustees will review, and approve the modified AUP.
The District will ensure content filtering is updated regularly.	On going	CIS, and County IT	CIS will review filtering reports for accuracy and update additional blocked site weekly.
The District and County Internet Access will block known unregulated Internet sites such as chatrooms, Myspace, and Youtube.	On going	County IT and CIS	Review of Internet Access reports will be review weekly for appropriateness.
Goal 3g.2: The district will instruct all users on Internet safety, including how to protect online privacy and avoid online predators			
Implementation Plan: As part of the Internet safety policy, we will educate all students about appropriate online behavior, including cyber bullying awareness, and interacting with other individuals on social networking sites and in chat rooms			
As part of the Acceptable Use Policy training each student and staff member will be instructed about appropriate online behavior, including cyber bullying awareness, predator avoidance, and protecting online privacy.	Sept/ Annually	Computer Media Specialist and Curriculum Coaches	Computer Media Specialist will instruct all students prior to the AUP begin signed. Computer Media Specialist or Curriculum Coaches will instruct staff.
Before each project that is assigned that requires Internet activity the student will be instructed on appropriate online behavior when interacting with other individuals on social networking sites and in chat rooms.	On going	Computer Media Specialist and staff members	The computer media specialist will use software that tracks and records student interaction on the network. It will be reviewed daily.
All staff/students sign AUP prior to use of technology.	Sept/ Annually	Computer Media Specialist and Curriculum Coaches	Computer Media Specialist will update SIS when a student has submitted AUP. All staff are to check before a student accesses the Internet in their presence.

3h. Describe district policy, practices or goals that ensure equitable technology access for all students.

The Victor Valley Union High School District (VVUHSD) ensures equal and appropriate access to all students. If a student requires additional assistive technologies, they will be purchased to meet their needs, as outlined in their Individual Education Plan (IEP). Assistive technology (AT) is addressed at all IEP meetings. Currently, as a Title I District, all students have access to a variety of resources in technology. We have improved the monitoring and utilization of the resources by our special populations.

Victor Valley Union High School District plans to maintain the level of technology access needed to fulfill the curricular and life skill needs of all students with special emphasis of our special populations while continuing to ensure equal access to all students. The increase usage of on-line resources to improve English Language Learners language skills, and the focused remediation software has been implemented to support our subgroups that have not met their target growths in after hour labs, and tutoring classes has ensured equitable access of technology for all students. Additionally special programs have been created to assist our GATE and AVID students into more exploratory usage of technologies in the District.

Goal 3h: All students, including special populations (Special Education, GATE, and ELL), will have access to high-quality, age-appropriate instructional technology and lessons that support the content standards and National Technology Standards.			
Implementation Plan			
Technology enhanced instruction will be available for all student to meet their educational objectives. Assistive technologies will be available to the special populations to achieve their academic goals.			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Review and modify appropriate equity and access plan for all students.	Quarterly	Computer Media Specialist	Site Administration will review technology usage reports for equitable access to all students.
Review availability and distribution of assistive technology tools in comparison to the special needs population.	Quarterly	Special Education Dept./ ELL	Review special needs population for proficiency and evaluate appropriate assistive technology tools needed to ensure success.
Evaluate technologies and availability for advanced student usage	Quarterly	GATE/AVID chair	Review usage logs and projects for equitable student usage.

3i. List clear goals, measurable objectives, annual benchmarks, and an 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.

Victor Valley Union High School District has determined that all decisions will be data driven. To that end the District has instituted quarterly Interim Assessments, along with the implementation of the Pullium Instructional Data Management System (IDMS) software. IDMS is a Web based application that desegregates testing information including the STAR, CAHSEE and District Interim Assessments. Renaissance Place ®. a web based application, measures student progress and skill level in reading, language arts, and math. The staff will also use Aeries Interface Browser (ABI) to maintain student attendance, grades, and assignment information. The instructional staff will utilize the data garnered from these sources to plan specific learning reinforcement activities to meet individual academic needs.

Goal 3i: District will provide student assessment and record keeping systems to impart structured data for enhancing curriculum and instructional methods.
Objective 3i.1: All teachers and staff will use district supplied data analysis structures to improve classroom instruction.
Year 1 Benchmark: 50% of staff will be trained and use data analysis software to analyze student proficiency.
Year 2 Benchmark: 70% of staff will be trained and use data analysis software to analyze student proficiency.
Year 3 Benchmark: 100% of staff will be trained and use data analysis software to analyze student proficiency.

Implementation Plan		
Obj. #	Activities	Schedule/Timeline
3i.1	Coaches will assist teachers in using data analysis structures to improve classroom delivery and instructional strategies.	June 2010/Annually
3i.1	Instructional staff will use technology based assessment tools (Renaissance Place®, Response Systems, and Text Book supplemental DVD's) to assess comprehension and determine instructional strategies.	June 2011/Annually
3i.1	Curriculum coaches will utilize data decision making tools (IDMS, ABI, and Renaissance) for curriculum program analysis and improvements.	June 2012/Annually

Monitoring and Evaluation			
Obj. #	Tool/Data Source	Schedule/Timeline	Title of Person(s) Responsible
3i.1	Analyze percent of staff utilizing IDMS	June 2010/Annually	Curriculum Coaches
3i.1	Analyze percent of staff utilizing Renaissance Place, Interim Assessments, STAR, and CAHSEE for student evaluation	June 2011/Annually	Data Analyst, Compensatory Education Testing Center, and CIS

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

The District website, <http://www.vvuhsd.org>, contains general district information and links to all district school web sites. The district will assist site personnel in the development and maintenance of school websites to convey current and accurate information to parents and the community. Components of each web site will include site activity calendars, general school information, staff contact information, and lunch menus. All teachers, administrators, and classified employees, have an individual district email accounts. All classrooms have telephones with voice mail. Parents have access to school email account information and telephone extensions through their school web site. The District maintains a phone notification system that allows the District to quickly record, send and track targeted time sensitive notifications to the entire community in minutes. Also available is Parent online access to student assignments, grades, and attendance. These tools facilitate communication between home and school.

Goal 3j: District will use technology to provide open two-way communication channels for teachers, administration, parents, and community.
Objective 3j.1: Teachers and administrators will be accessible to parents and community through email, telephone voice mail, and web-based discussion boards.
Year 1 Benchmark: 100% of all staff will utilize the district email, voice mail to communicate with parents.
Year 2 Benchmark: 30% of all staff will utilize school site discussion boards/ or list servers.
Year 3 Benchmark: 25% of all staff will have class web pages.

Objective 3j.2: Internet based access to student attendance, student grades, and assessment results will be available to parents through the Aeries Parent Portal Eagle®. With school based information available through the District Web site.
Year 1 Benchmark: 100% of all staff will utilize Aeries ABI to post assignments and grades.
Year 2 Benchmark: Increase by 10% the number of parents accessing the Aeries Parent Portal Eagle® over the 2009 base level.
Year 3 Benchmark: Increase by 20% the number of parents accessing the Aeries Parent Portal Eagle® over the 2009 base level.

Implementation Plan		
Obj. #	Activities	Schedule/Timeline
3j.1	Develop policies and procedures to ensure staff is response to electronic mail and telecommunication messages.	June 2010/Annually review
3j.1	Maintain and administer the district-wide email, IP phone, and notification systems.	June 2010/Annually review
3j.1	Information Technology will create discussion boards and list servers on the District Web Site	July 2010
3j.1	Education Services will designate the District discussion boards and list servers as one of their primary means of communication with staff.	Sept 2010
3j.1	Training on the use of discussion boards and list servers will be offered at least once a month to all staff.	Sept 2010 – June 2011 Repeated annually
3j.1	Classroom Web Page software (such as FinalSite, Blackboard, etc.) will be purchased.	July 2010 purchase
3j.1	Provide Web Page development training to staff once a month.	Sept 2010 – June 2013 Once a month

Implementation Plan		
Obj.	Activities	Schedule/Timeline
3j.2	Develop policies and procedures to ensure all staff is utilizing district designated grade book (currently Aeries ABI).	June 2010/Quarterly Review
3j.2	Create on-line training modules that cover all aspects of using designated grade book.	July 2009 create one module per month.
3j.2	Include information and sign up sheet to Parents in the Start of Year Packet, and in all school newsletters.	Sept 2009 in packet Beginning 2009 throughout year in newsletters.
3j.2	Disseminated Information about Aeries Parent Portal at the school site Open House Event and any other parent meeting opportunity.	Oct 2009 Open House 2009-2012 Parent Meetings
3j.2	Create on-line training of Aeries Parent Portal.	July 2009

Monitoring and Evaluation			
Obj. #	Tool/Data Source	Schedule/Timeline	Title of Person(s) Responsible
3j.1	Parent Survey	Annually	Education Services
3j.1	Staff Survey	Annually	School Site Council
3j.1	Calling, Email, Contact Logs	Quarterly	Computer Media Specialist, Site Administrators
3j.2	Staff ABI Usage Report	Quarterly	Site Administration
3j.2	Number of Parent Portal Accounts	Annually	Computer Media Specialist
3j.2	Website Visit Counts	Annually	District Webmaster

3k. 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.

The Assistant Superintendent of Curriculum, Director of Curriculum, Director of Certificated Personnel and the Director of Computer Information Services will meet once each semester to review the progress of each of the curriculum goals. They will determine if the present course of action is meeting the needs of the students and staff and make revisions to the plan as they deem necessary. Any specific changes will be addressed directly with those individuals responsible for the targeted area. In June of each year a progress report will be submitted to the Board of Trustees, and posted on the District Web site for availability to all stakeholders.

SEC	Individuals Responsible	Monitoring
3d pg 11- 13	Instructional staff Director of CIS Education Services School Administration Data Analyst	Ongoing Renaissance, Star, CAHSEE, and Interim testing will be utilized to measure student proficiency as a result of using remediation software (ie. Renaissance Place® And Lexia® solutions) and online resources. Annual progress reports will be made to the Board of Education and all stakeholders during May of the each year .
3e pg 14- 15	Director of CIS Education Services School Site Council Computer Media Specialist	Ascertain the achievements of student proficiency in technology and information literacy skills will be determined by the grade level project and EdtechProfile Student Survey. All students will complete the Survey by May of each year.
3f pg 16	Director of Computer Information Services Computer Media Specialist Curriculum Coaches	Annually the Director of CIS will review new laws governing the Internet, Copyright laws, and Internet Resources to ensure all requirements are address. Annually the Curriculum Coaches will monitor the AUP training to ensure adherence to the designate curriculum.
3g pg 17	Computer Information Services Computer Media Specialists San Bernardino County – Information Technology Department	The Board of Trustees will review, and approve the modified AUP in May of each year. CIS will review filtering reports for accuracy and update additional blocked site weekly. The Computer Media Specialist and CIS will research any new issues of safety that need to be added to the training of students and staff for Internet safety.
3h pg 18	Computer Media Specialist Special Education Director English Language Learner Teacher on Assignment Gate/Avid Chair Computer Information Services Director	Biannual meetings will be scheduled to review and update the needed placement and usage for technical resources within the District. Access logs to labs and enrollment in site technology courses will also be used to monitor the implementation of these goals. Report of Student AUP will be updated and maintained to ensure a safe secure learning environment at all sites. Report of Special Programs will be submitted biannually.
3i pg 19	Curriculum Coaches Data Analyst Compensatory Education Testing Center Computer Information Services Director	Compile reports from the Interim Assessments; Instructional Data Management System (IDMS); Renaissance Place® and student assessment information from Aeries Browser Interface (ABI) will mark the utilization of this goal.
3j pg 20- 21	Education Services Director School Site Council Site Administration Computer Media Specialist District WebMaster	Data will be compiled on a biannual basis from District and Site Web Sites; Email/Exchange server; Notification System; Parent ABI Portal®; Voice Mail and Parent Satisfaction Survey annually. New on-line training modules will be designated and implemented in the next semester.

4. PROFESSIONAL DEVELOPMENT COMPONENT

Victor Valley Union High School believes that in order to improve student learning, all teachers, staff, and administrators, need to be provided the necessary training and support to learn and utilize integrated technology and diverse teaching methodologies to engage the students in learning. Technology alone will not provide the answer, but combined with researched based teaching methods and enhanced technology research and presentation skills we believe we can create engaged learners and an information literate school community.

The EdTechProfile technology proficiency survey of teachers, classified staff, and administration is used as the baseline data. The survey focused on skills in using standardized software and other educational software frequently found in schools. Our staff completes the Education Technology Profile (ETP) survey annually in May. The EdTechProfile Proficiency Analysis Report Staff Development response table is used to identify teacher preferences in terms of type, format, and availability of technology training

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

Instructional staff responses from the 2007-2008 EdTechProfile survey are shown in the charts below.

INSTRUCTIONAL STAFF COMPUTER INFORMATION SKILL LEVELS								
	General Computer Skills	Internet Skills	Email Skills	Word Processing Skills	Present-ation Skills	Spread-sheet Skills	Database Skills	
N/A	2%	2%	3%	2%	9%	11%	16%	
Beginning	11%	18%	17%	13%	24%	34%	36%	
Intermediate	50%	49%	45%	32%	33%	36%	32%	
Proficient	37%	32%	35%	53%	34%	19%	16%	
CCTC PROGRAM STANDARD 9 USING TECHNOLOGY IN THE CLASSROOM								
STANDARDS								
	9a	9b	9d	9e	9f	9g	9h	9i
N/A	8%	16%	3%	7%	12%	17%	14%	12%
Beginning	46%	45%	17%	34%	43%	50%	48%	49%
Intermediate	33%	30%	46%	34%	35%	26%	29%	28%
Proficient	12%	9%	34%	25%	10%	7%	9%	11%

**CCTC PROGRAM STANDARD 16
USING TECHNOLOGY TO SUPPORT STUDENT LEARNING**

STANDARDS

	16a	16b	16c	16d	16e	16f	16g
N/A	12%	20%	4%	17%	17%	12%	26%
Beginning	49%	50%	41%	43%	46%	40%	35%
Intermediate	32%	22%	46%	31%	28%	29%	30%
Proficient	7%	8%	9%	10%	8%	18%	9%

CCTC Program Standard 9 and 16 sub-categories are listed in appendix G.

Administrators:

The chart below provides a clear summary of the administrators current technology skills and needs for professional development.

Responses for Category: **Computer Knowledge and Skills**

General computer knowledge and skills

Question 1: General computer knowledge and skills. Rate your skill level in this area.	%
Not Applicable: I do not have any of the skills listed below.	0%
Beginning user: I have the majority of the skills listed below in column 1.	0%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	71%
Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3.	29%

Internet skills

Question 1: Internet skills. Rate your skill level in this area.	%
Beginning user: I have the majority of the skills listed below in column 1.	18%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	59%
Proficient user: I have the majority of the skills listed below in column 1, 2 and 3.	24%

Email skills

Question 1: E-Mail skills: Rate your skill level in this area.	%
Beginning user: I have the majority of the skills listed below in column 1.	12%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	35%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	53%

Word processing skills

Question 1: Word processing skills. Rate your skill levels in this area.	%
Beginning user: I have the majority of the skills listed below in column 1.	12%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	35%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	53%

Presentation software skills

Question 1: Presentation software skills. Rate your skill level in this area.	%
Beginning user: I have the majority of the skills listed below in column 1.	29%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	35%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	35%

Spreadsheet software skills

Question 1: Spreadsheet software skills. Rate your skill level in this area.	%
Not Applicable: I do not have the skills in this area.	6%
Beginning user: I have the majority of the skills listed below in column 1.	29%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	41%
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	24%

Database software skills

Question 1: Database software skills. Rate your skill level in this area.	%
Not Applicable: I do not have the skills in this area.	18%
Beginning user: I have the majority of the skills listed below in column 1.	24%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	41%
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	18%

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

The district will continue to implement and expand the current professional development opportunities for our staff members based on the results of the EdTechProfile survey; internal surveys; curricular component of this plan and research based models and strategies.

The district will provide staff development on an ongoing basis, which lines up with the California standards for the teaching profession (CSTP), the California Content Standards, and other district essential standards. The research based method of structured teacher planning time (STPT) along with coaching will be utilized.

The district training will focus on combining technology skills with instruction methodologies training, and the use of data driven decision systems to model integrated technology into curriculum. This will improve classroom instruction and impact student learning and achievement and promote integrated technology teaching skills.

The following chart for the EdTechProfile show the staff development needs.

Responses for Category: Staff Development Needs		
Staff Development Needs		
Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	# of Respondents	%
0 hours	76	15%
1 - 8 hours	194	39%
9 - 20 hours	98	20%
21 - 40 hours	54	11%
More than 40 hours	75	15%
Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
I need opportunities to participate in educational technology staff development focused on:		
Basic computer/technology skills.	163	29%
Integrating technology into the curriculum.	395	71%
Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
The training format I prefer is:		
One-on-one informal technology training.	135	21%
Small group technology training.	358	56%
Online web-based technology training.	145	23%

Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
I prefer technology training to be offered:		
During the school day.	347	48%
After school.	178	25%
In the evening.	40	6%
On the weekend.	33	5%
During the summer/off track.	124	17%

Goal 4b.1: All staff (instructional and administrative) will be trained to utilize data decision making technology to enhance student's proficiency.
Objective 4b.1: All staff (instructional and administrative) will be trained in the utilization of data decision making technologies. (IDMS) and how to apply data decision making to individual student instruction and curriculum modifications.
Year 1 Benchmark: Increase number of staff trained by 50% over 2009 base level.
Year 2 Benchmark: Increase number of staff trained by 70% over 2009 base level.
Year 3 Benchmark: Increase number of staff trained by 100% over 2009 base level.
Goal 4b.2: All staff (instructional and administrative) will be trained in the use of technology.
Objective 4b.2: All district staff will be trained to utilize current technology in support of student learning.
Year 1 Benchmark: Increase 50% of staff to next proficiency level as specified by the EdTechProfile survey.
Year 2 Benchmark: Increase 75% of staff to next proficiency level as specified by the EdTechProfile survey.
Year 3 Benchmark: Increase 100% of staff to next proficiency level as specified by the EdTechProfile survey.
Goal 4b.3: Develop a symbiotic environment amongst District staff in order to improve instruction, and student proficiency utilizing technology resources.
Objective 4b.3: Establish information systems that assist leadership and staff evaluations of progress in student proficiency
Year 1 Benchmark: Develop technology policies, procedures and resources that assist in meeting curricular goals of the district.
Year 2 Benchmark: Develop professional learning community and expertise to support professional growth.
Year 3 Benchmark: Create technology infrastructure that supports information sharing and communication.

Implementation Plan				
Obj. #	Activities	Schedule/Timeline		
		2009-2010	2010-2011	2011-2012
4b.1	The Data Analyst will train instructional staff and administration in the utilization of data decision making technologies. (IDMS)	Train instructional staff 50% 100% admin	Train instructional staff 75% 100% admin	Train instructional staff 100% 100% admin
4b.1	The Core Coaches will train instructional staff on application of data decision making technologies in the development and modification of curriculum.	Train instructional staff 50% 100% admin	Train instructional staff 75% 100% admin	Train instructional staff 100% 100% admin
4b.1 4b.2	CIS staff will provide training to Instructional and administration staff on the use of internet (ex. discussion boards and email) as a means of enhancing curriculums.	Train instructional staff 50% 100% admin	Train instructional staff 75% 100% admin	Train instructional staff 100% 100% admin
4b.1 4b.2	C.I.S. staff, Computer Media Specialist, and outside training will provide training to instructional staff on the use of presentation media and hardware.	Train instructional staff 50% 100% admin	Train instructional staff 75% 100% admin	Train instructional staff 100% 100% admin
4b.1 4b.2	C.I.S. staff, and technology conferences will be utilized to train instructional staff on the use of current technology.	Train instructional staff 20%	Train instructional staff 75%	Train instructional staff 100%
4b.1	Computer Media Specialist will provide training to instructional staff on the use of renaissance place ® and Lexia ® solutions.	Train instructional staff 50%	Train instructional staff 75%	Train instructional staff 100%
4b.1	CIS and computer media will train Instructional staff in the use of Current technology utilized by students appropriate to the scope and sequence standards for their grade level.	Train instructional staff 50%	Train instructional staff 75%	Train instructional staff 100%
4b.1	Core Coaches will train instructional staff in the implementation of technology enhanced assignments based on scope and sequence standards for the student's grade level.	Train instructional staff 50%	Train instructional staff 75%	Train instructional staff 100%
4b.2	CIS will provide training to all new staff in the use of email.	Train new staff 100%	Train new staff 100%	Train new staff 100%
4b.2	Administration will receive training in the use of automated notification systems.	Train Administration 100%	Train Administration 100%	Train Administration 100%
4b.2	CIS will train admin and office staff on the use of Aeries eagle students accounting software.	Train new staff 100%	Train new staff 100%	Train new staff 100%
4b.2	CIS will provide Instructional staff training in the use of Aries ABI attendance and grading system.	Train new instructional staff 100%	Train new instructional staff 100%	Train new instructional staff 100%

Implementation Plan				
Obj. #	Activities	Schedule/Timeline		
		2009-2010	2010-2011	2011-2012
4b.3	CIS Department will work with coaches, District Instruction and Curriculum Department in establishing resources and technology tools that evaluate student progress and proficiency.	Research and develop	Implement	Review and modify
4b.3	CIS Department and the professional learning community will establish and implement a system of technology policies, procedures, and resources that assist in meeting curricular goals of the district.	Develop and submit tech plan	Review and modify	Review and modify
4b.3	CIS Department will develop infrastructure that supports information sharing and expertise in order to create a functioning professional learning community.	Research and plan infrastructure needs	Implement	Review and modify
4b.3	CIS Department will work with individuals in leadership roles to provide the professional learning community with resources and expertise that support professional growth.	Identify resources and create tech portal	Review and modify	Review and modify
4b.3	CIS Department will address goals and meet challenges of the teaching and learning environment by providing multiple methods of communication resources like video conferencing, voice over IP(VoIP), and web streaming.	Identify technology requirements	Implement	Review and modify

Monitoring and Evaluation			
Obj. #	Tool/Data Source	Schedule/ Timeline	Title of Person(s) Responsible
4b.1	<ul style="list-style-type: none"> ➤ Provide annual report to school board and school stakeholders regarding implementation of technology plan and implementation for the following year. ➤ Evaluate reports from coaches and Data Support Analyst to insure goals are being met implementation of technology plan and implementation for the following year regarding use of technology in curriculum and data decision making technologies. ➤ Review, modify and coordinate implementation plan of goals regarding Technology use/integration and data decision making technologies (IDMS). 	Annually	Assistant Superintendent- Curriculum and Instruction Director of CIS
4b.1	<ul style="list-style-type: none"> ➤ Meet with Core Coaches, Data Support Analyst, and Assistant Superintendent of Curriculum and Instruction, in order to review, modify and coordinate implementation plan of goals regarding Technology use/integration and data decision making technologies (IDMS). . ➤ Review Reports from CIS staff and Computer Media Specialist to ensure staff members are receiving appropriate training modify training schedule as necessary to achieve technology plan goals. ➤ Provide annual report to school board and school stakeholders regarding implementation of technology plan and implementation for the following year. 	Annually	Director, Computer Information Service
4b.1	<ul style="list-style-type: none"> ➤ Provide annual report to school board and school stakeholders regarding implementation of technology plan and implementation for the following year. ➤ Review, modify and coordinate implementation plan of goals regarding Technology use/integration and data decision making technologies (IDMS). . ➤ Provide annual report to school board and school stakeholders. 	Annually	Assistant Superintendent , Curriculum and Instruction Director of CIS
4b.2	<ul style="list-style-type: none"> ➤ Meet with Core Coaches, Data Support Analyst, and Assistant Superintendent of Curriculum and Instruction, in order to review, modify and coordinate implementation plan of goals regarding Technology use/integration and data decision making technologies (IDMS). . ➤ Review Reports from CIS staff and Computer Media Specialist to ensure staff members are receiving appropriate training modify training schedule as necessary to achieve technology plan goals. 	Annually	Director, Computer Information Service Assistant Superintendent of Curriculum and Instruction
4b.3	<ul style="list-style-type: none"> ➤ Provide bi-annual progress reports to Assistant Superintendent of Curriculum and Instruction and school site Principals regarding implementation of technology plan regarding data decision making technologies and integration of technology. 	Annually	Curriculum Coaches

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

In order to implement this plan successfully and meet the professional development goals and objectives, staff will be provided training at various levels as determined by the EdTechProfile Survey. This implementation will be an on-going process throughout the term of this plan. The technology training programs will focus on the activities cited below.

The Professional Development Committee (Director of Certificated Personnel, Director of Classified Personnel, and Director of Computer Information Services) will review professional development records and teacher/administrator proficiency data and make recommendations to the Assistant Superintendent of Education Services for program modifications. Results and modifications will be presented to the stakeholders.

G O A L	Individuals Responsible	Benchmark	Monitoring
4b.1 pg 27	Assistant Superintendent of Curriculum and Instruction	Instructional staff will have the skills necessary in Data decision making technologies. (IDMS)	Training Sign in log EdTechProfile 2006 - 2007 = 50% 2007 - 2008 = 75% 2008 – 2012 = 100%
4b.1 pg 27	Assistant Superintendent of Curriculum and Instruction	Instructional staff will have the skills necessary in Data decision making technologies in the development and modification of curriculum	Training Sign in log EdTechProfile 2006 - 2007 = 50% 2007 - 2008 = 75% 2008 – 2012 = 100%
4b.1 pg 27	Computer Media Specilist	Instructional staff will have the skills to Utilize Renaissance Place ® and Lexia ® solutions.	Training Sign in log EdTechProfile 2006 - 2007 = 50% 2007 - 2008 = 75% 2008 – 2012 = 100%
4b.1 pg 27	Assistant Superintendent of Curriculum and Instruction	Instructional staff will have the Skill necessary to enhance assignment based on scope and sequence standards by grade level.	Training Sign in log EdTechProfile 2009 - 2010 = 50% 2010 - 2011 = 75% 2011 – 2012 = 100%
4b.1 pg 27	Director of CIS	Staff will have the skills to utilize email.	Training Sign in log EdTechProfile 2009 - 2010 = 50% 2010 - 2011 = 75% 2011 – 2012 = 100%
4b.1 pg 27	Director of CIS	Designated staff will have the skills necessary to utilize the automated notification systems.	Training Sign in log EdTechProfile 2009 - 2010 = 50% 2010 - 2011 = 75% 2011 – 2012 = 100%

G O A L	Individuals Responsible	Benchmark	Monitoring
4b.1 pg 27	Director of CIS	All staff members will have the skills necessary to utilize technology efficiently	Training Sign in log EdTechProfile 2009 - 2010 = 50% 2010 - 2011 = 75% 2011 - 2012 = 100%
4b.1 pg 27	Director of CIS	Staff will have the skills necessary to utilize the Aeries eagle software efficiently.	Training Sign in log EdTechProfile 2009 - 2010 = 50% 2010 - 2011 = 75% 2011 - 2012 = 100%
4b.1 pg 27	Director of CIS	Staff will have the skills necessary to utilize the Aries ABI system efficiently.	Training Sign in log EdTechProfile 2009 - 2010 = 75% 2010 - 2011 = 100% 2011 - 2012 = on going
4b.2 pg 27	Director of CIS	Instructional staff will have the skills necessary to use the internet as a means of enhancing curriculums.	Training Sign in log EdTechProfile 2006 - 2007 = 50% 2007 - 2008 = 75% 2008 - 2012 = 100%
4b.2 pg 27	Assistant Superintendent of Curriculum and Instruction, Director of CIS	CIS staff, Computer Media Specialist and Coaches will posses the skills necessary to instruct staff in effective use of technology	Reports submitted by staff receiving training on conference report form. 2009 - 2010 = 75% 2010 - 2011 = 100% 2011 - 2012 = on going
4b.2 pg 27	Directors of CIS and Compensatory education	Instructional staff will have the skills necessary to use Presentation media.	Training Sign in log EdTechProfile 2006 - 2007 = 50% 2007 - 2008 = 75% 2008 - 2012 = 100%
4b.2 pg 27	Director of CIS	Instructional staff will have the skills use technology effectively	Training Sign in log EdTechProfile 2006 - 2007 = 50% 2007 - 2008 = 75% 2008 - 2012 = 100%

G O A L	Individuals Responsible	Benchmark	Monitoring
4b.2 pg 27	Assistant Superintendent of Curriculum and Instruction, Director of Compensatory Education	Content area staff and coaches will possess the skills necessary to instruct staff in the effective use of content area technologies	Reports submitted by staff receiving training on conference report form. 2009 - 2010 = 75% 2010 - 2011 = 100% 2011 - 2012 = on going
4b.2 pg 27	Director of Curriculum and Instruction	Computer Media Specialist will possess the skills necessary to instruct staff in effective use of content area.	Reports submitted by staff receiving training on conference report form. 2009 - 2010 = 75% 2010 - 2011 = 100% 2011 - 2012 = on going
4b.2 pg 27	Director of CIS Director of Curriculum and Instruction	CIS staff and Computer Media Specialist will possess the skills in current and emerging technologies in order to meet current goals of the district.	Reports submitted by staff receiving training on conference report form. 2009 - 2010 = 75% 2010 - 2011 = 100% 2011 - 2012 = on going
4b.2 pg 27	Director of CIS	CIS staff will possess the skills necessary to support current and emerging technologies.	Reports submitted by staff receiving training on conference report form. 2009 - 2010 = 75% 2010 - 2011 = 100% 2011 - 2012 = on going
4b.2 pg 27	Director of CIS	CIS staff and Computer Media Specialist will possess the skills necessary to support staff in the use of on-line curriculum servers.	Reports submitted by staff receiving training on conference report form. 2009 - 2010 = 75% 2010 - 2011 = 100% 2011 - 2012 = on going
4b.2 pg 27	Director of CIS	District Webmaster will possess the skills necessary to support the district web site and school site Webmasters.	Reports submitted by staff receiving training on conference report form. 2009 - 2010 = 75% 2010 - 2011 = 100% 2011 - 2012 = on going
4b.3 pg 27	Assistant Superintendent of Curriculum, Curriculum Coaches and Director of CIS	Assistant Superintendent and the Curriculum Coaches will use Structured Teacher Planning Time (STPT) to develop the policies, procedures, and resources to assist in meeting curricular goals.	Minutes submitted by STPT groups. Policies, procedures developed in year 2009-2010. Resource developed in year 2010-2011. Review and modification 2011-2012

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.

CURRENT HARDWARE AVAILABLE

The chart below details the number of computers at each site per the California Technology Survey 2008.

SCHOOL	CLASSROOM	LAB	LIBRARY	TOTAL
COBALT MS	80	86	2	168
GOODWILL HS	25	94	1	120
HOOK JR	71	155	5	231
LAKEVIEW MS	65	164	19	248
SILVERADO HS	439	160	28	627
SUZIE MATHEWS ACADEMY	17	0	15	32
UNIVERSITY PREPARATORY	25	35	0	60
VICTOR VALLEY HS	350	241	15	606

CURRENT SOFTWARE AVAILABLE

- All administration and teachers have email accounts.
- All teacher and administration have access to STAR, CAHSEE, and District Interim Assessment data is accessible through IDMS.
- All school site teachers have student information access available in the classroom through Aeries® (ABI).
- All computers have Microsoft Office®.
- All IBM based computers have WindowsXP® operating systems and Command Anti-Virus®
- All libraries use Follett® for book cataloging and student index lookup.
- On-line resources for students include NovaNet, Rosettastone, Discovery Education
- Each library has multiple subject specific data CDs.
- Each High School has Eureka® and COIN® in the Career Center.
- Each High School has Inspiration®.
- Each High School has CCC ® software for remediation in the Title 1 labs.
- District has Lexia SOS® with 50 online continuous user licenses, Renaissance Place® with 2500 Accelerated Reader licenses and 6500 Star Math/Reading licenses

TECHNICAL SUPPORT

- 3 Computer Information Systems Technicians
- 1 Software Technician
- 1 Lead Network Engineer
- 1 Computer Media Specialist at each site
- 1 Data Support Analyst
- 1 Director of CIS

SITE SUPPLIES

- Victor Valley High School and Silverado High School libraries have at least ten digital projectors, overhead projectors available for check out, and each classroom has at least one television.
- All new construction or remodeled classrooms have a permanent mount projector and sound system.
- All three middle school Libraries have overhead projectors, and digital projectors available for check out. Victor Valley Junior and Cobalt Middle School have 1 television per classroom.
- University Preparatory School has overhead projectors available in each classroom.
- Suzie Mathew Academy has a minimal Library on site and 1 television per classroom.
- All teachers and administration have voice mail, on a district VOIP system.
- Each teacher has a computer and a printer; each lab has at least one network printer.
- New construction and remodeled classrooms have networked printers.

CURRENT INFRASTRUCTURE

- All school sites are connected to the District Computer Information Services Department (CIS).
 - Victor Valley High School is connected via a Gigabyte fiber connection.
 - All other sites are connected via a Transparent Lan (TLS) supplied through Verizon.
Each school is 100MB with the District Office at 1GIG.
- The District CIS department is connected to the Internet via San Bernardino County Office of Education, with 100Mb Transparent Lan.
- The County and District supply the filter and firewall for our Internet connection.
- All schools are wired using a star topology.
- All Schools have Gigabyte backbones with 100MB switches at each building.
- All high schools and Cobalt Middle School have the District Standard of one (1) teacher data jack and eight (8) student CAT5e data jacks per classroom.
- All schools Title 1 labs have a minimum of thirty (32) CAT5e data jacks.
- All new construction and renovation have a standard twelve (12) CAT5e jacks, 1 permanently installed projector, DVD/Stereo sounds system, one (1) teacher computer, and one (1) student computer.

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

In order to support the expanding technology needs of teachers, students, and staff, we must be ever vigilant to the innovations in technology that are continually occurring. The technology must be reliable, fast, and in sufficient supply to be of use in the classroom and not a hindrance.

In view of this, the Technology Standards will be reviewed and updated each October by the Technology Committee. The committee will then declare 20% of the technology equipment obsolete. As funds become available this equipment will be replaced.

The Victor Valley Union High School District has determined the technology needs for each school site to achieve the established curriculum and professional development goals. The Technology will be purchased as funding becomes available from grants, donations, categorical funding, and general fund. Technology will be supported at the district level.

Legend:

I = Infrastructure H = Hardware S = Software T = Technical Support

Goal	Technology	Area
3d pg 11 3h pg 18 3i pg 19 3j pg 20	1. All new IBM compatible computers (PC) purchased will be standardized to include the following minimum qualification; 5-year warranty, specifications not below industry standards for previous 6 months. DVD/CD RW combo, Intel 10/100 Ethernet network card, USB ports, and 17" flat screen monitor. Capabilities for video and sound out. All systems must have a surge protector and means of printing; either local or network printer, and be connected to the Internet. Windows XP or newer operating system.	H, S
3d pg 11 3h pg 18 3i pg 19 3j pg 20	2. All new MACINTOSH Computers purchased will be standardized to a minimum of specifications not below industry standards for previous 6 months. 10/100 Ethernet network card, USB port, and 17" flat screen monitor. Capabilities for video and sound out.	H, S
3d pg 11 3h pg 18 3i pg 19 3j pg 20	3. Each classroom will have a minimum of one (1) teacher computer connected to the internet	I, H, S
3d pg 11 3e pg 14 3h pg 18 3i pg 19	4. Each classroom will have a minimum of three (3) student computers with the optimum number of five (5) student computers connected to the internet.	I, H, S
3d pg 11 3e pg 14 3h pg 18	5. Each High School will have at least a 5 to 1 ratio of students to computers.	H, S
3d pg 11 3e pg 14 3h pg 18	6. Each Middle School will have at least a 5 to 1 ration of students to computers.	H, S

Goal	Technology	Area
3d pg 11 3e pg 14 3h pg 18	7. Each classroom will have a mounted projector.	I, H, S
3d pg 11 3h pg 18	8. All computers must be on an adequate table and have sufficient space around them to be conducive to instruction.	I, H
3d pg 11 3e pg 14 3f pg 16 3h pg 18	9. Each classroom will have at least one (1) working printer.	H, S
3d pg 11 3e pg 14	10. Each High School Library Media Center will have at least twenty (20) student computers with Internet research capabilities.	I, H, S
3d pg 11 3e pg 14	11. Each Middle School Library Media Center will have at least ten (5) student computers with Internet research capabilities.	I, H, S
3d pg 11 3e pg 14 3h pg 18	12. The Library Media Center will maintain a Library server to maintain books and textbook checkout, as well as the ability for students to view the Library catalog from any computer on the school site.	I, H, S
3h pg 18	13. Each school library will remain open for at least one half hour after school to allow for use of the library resources.	I, H, S, T
3h pg 18	14. Each middle school will have lab access time of ½ hour before school starts, and ½ hour after school is out.	I, H, S, T
3h pg 18	15. All student-created document files are to be accessible from any student computer on campus.	I, H, S, T
3d pg 11 3e pg 14	16. Each library will have a repertoire of tools for the development of research projects and multimedia lessons. The basic tools should consist of at least one of each of the following: Flat bed scanner, VCR, Digital Camera, Video Camera, and DVD Player.	H, S, T
3d pg 11 3e pg 14	17. The district will develop a library of subject matter CD-ROMs, on-line resources or software to provide remediation.	I, H, S, T
3d pg 11 3e pg 14 3g pg 17 3i pg 20	18. Each school will provide Internet based multimedia services.	I, H, S, T
3d pg 11 3i pg 20	19. The district must meet IEEE standards for cabling and installation.	I, H
3d pg 11 3e pg 14	20. Each room will have eight (12) RJ45 student data jacks, and one (1) teacher network data jack.	I, H
3d pg 11 3e pg 14 3i pg 19	21. Each office staff member will have two (2) RJ45 administration network data jacks.	I, H
3d pg 11 3e pg 14	22. Each lab will have at a minimum of forty (40) RJ45 student network data jacks.	I, H
3d pg 11 3e pg 14	23. Each classroom will have two (2) dedicated power circuits per classroom (without lights), one (1) circuit per six (6) computers and/or printers in a lab.	I, H
3d pg 11 3e pg 14	24. Each office shall have one (1) dedicated power circuit per three (4) staff members.	I, H

Goal	Technology	Area
3d pg 11 3e pg 14 3f pg 16 3i pg 20	25. Each school will maintain two separate networks, student and administration. A network backbone utilizing switches that support Virtual Local Area Networks (VLAN) configuration will be used.	I, H, S, T
3d pg 11 3e pg 14 3i pg 20	26. The district will have student server farm to enable the development of student academic work profiles throughout their education.	I, H, S, T
3f pg 16 3g pg 17 3i pg 19 3j pg 20	27. Each school will have a Web presence. The Web site will be maintained for information sharing to staff, parents, students, and the community.	I, H, S, T
3d pg 11 3e pg 14 3f pg 16	28. Each school will have at least one (2) Title I Lab with appropriate software for remediation.	I, H, S, T
3d pg 11 3e pg 14 3f pg 16	29. Each High School will have at least one (3) general education lab for project research.	I, H, S, T
3d pg 11 3e pg 14 3f pg 16	30. Each High School will have at least one (1) technology training lab to support student technology elective classes.	I, H, S, T
3d pg 11 3e pg 14 3f pg 16	31. Each Middle School will have at least one (1) lab for project research and student technology elective classes.	I, H, S, T
3d pg 11 3e pg 14 3f pg 16 3i pg 19	32. Each lab will be staffed with a computer media specialist.	T
3d pg 11 3e pg 14 3f pg 16 3i pg 19	33. Each High School will have a Technology Specialist on site.	T
3d pg 11 3e pg 14 3f pg 16 3i pg 19	34. Middle Schools will share a Technology Specialist.	T
3d pg 11 3e pg 14 3i pg 20	35. Each school will have a video conferencing area developed.	I, H, S, T
3d pg 11 3e pg 14 3i pg 20	36. Each school will have a distance learning classroom.	I, H, S, T
3d pg 11 3e pg 14 3f pg 16 3i pg 20	37. Each school will have the district standard software which includes; Microsoft Office, Eagle Administration Software, Web based Assessment Software and Curriculum Software as determined by the Assistant Superintendent of C & I	I, H, S, T

Goal	Technology	Area
3f pg 16 3g pg 17 3i pg 19 3j pg 20	38. District will create a network wide web based server for access to curriculum applications and reporting.	I, H, S, T
3i pg 19 3j pg 20	39. District will have curriculum based video streaming available.	I, H, S, T
3i pg 19 3j pg 20	40. District will supply secure remote access (VPN) from the internet for access to internal data.	I, H, S, T
3g pg 17 3j pg 20	41. All schools will be monitored with surveillance cameras.	I, H, S
3d pg 11 3e pg 14 3f pg 16 3i pg 19	42. District will upgrade software to current versions when applicable.	H, S
3i pg 19 3j pg 20	43. District will create dynamic student registration forms.	I, H, S

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

The following chart outlines the timelines, benchmarks, and person responsible for implementing the components of this plan.

ACTION	PERSON RESPONSIBLE	BENCHMARK		
		2009/10	2010/11	2011/12
Upgrade Internet connection to OC3 100MB	Dir of CIS	upgrade		
Develop Web Resources for Parents/Staff	Dir of CIS & Dir of C&I	Develop/ Post	Survey Parent/staff	Survey Parent/staff
Develop Distance Learning Services Develop Video Conferencing	Asst Sup Ed Services & Dir of CIS	5% students in class	15% students in class	25% students in class
Hire Site Technology Specialist (3)	Dir of CIS	Hire 1	Hire 1	Hire 1
Bring site power to district standard	Dir of M&O	UP		
Bring University Preparatory(UP) site data wiring to district standard	Dir of CIS	50%of UP Bldg	100% of UP Bldg	
Upgrade Network equipment to district standard	Dir of CIS Site Tech Coord	HJR, UP	CMS,VHS	SHS
Replace 20% of District Computers with district standard specification computers	Director of CIS	PO to Dir of Pur	PO to Dir of Pur	PO to Dir of Pur
Research and procure academic software	Asst Sup Ed Services Site Librarian Dept Heads	Update Technology Inventory	Update Technology Inventory	Update Technology Inventory
Determine and purchase District Standard Computer Equipment required for the Library (HS-20, MS-5) and other antiquated Library equipment that requires upgrade (ie. Server, Projectors, digital cameras, video, Interwrite pad etc.)	Site Librarian	25% of Libraries meet District Equipment Standard	50% of Libraries meet District Equipment Standard	75% of Libraries meet District Equipment Standard
Increase Library Technician duty day to allow for district specified student access. (One hour non classroom time access)	Site Administration District Librarian	100% High School Libraries have extended hours	100% Middle School Libraries have extended hours	

ACTION	PERSON RESPONSIBLE	BENCHMARK		
		2009/10	2010/11	2011/12
Determine and purchase classroom technology required to meet district specification standards. (1 Teacher computer, 3to 5 student computers with appropriate table space, printer, projector, digital response system, Interwrite pad/or Smart Board)	Computer Media Specialist	25% of Classrooms meet District Standard	50% of Classrooms meet District Standard	100% of Classrooms meet District Standard
Create training for all technology purchases and technology infused curriculum mythologies	Asst Sup Ed Serv & Dir of Cert Personnel	Training Schedule	Training Schedule	Training Schedule
Upgrades/Install school site Computer Labs to meet core class access requirements	Site Administration Director of CIS	Add 1-35 PC lab to VHS, SHS, UP	Add 1-35 PC lab to CMS Upgrade lab at HJR	Upgrade lab at UP and SMA
Add and update Computer Media Specialists to allow for district specified student access to labs. (One hour non classroom time access)	Site Administration	100% High School labs have extended hours and increase number of labs	100% Middle School labs have extended hours and increase number of labs	
Implement District Wide Student Storage Server	Director of CIS	Purchase Server	Activate Student Accounts and transfer existing data from site servers	Retire Site Student Servers
Investigate and purchase on-line and resident remediation software for the district.	District Librarian Asst Sup of Ed Services	Purchase on-line/resident remediation resource for ELA	Purchase on-line/resident remediation resource for Math	Purchase on-line/resident remediation resource for Science
Infrastructure renovation will have: Classrooms : 12 student jacks, 1 teacher jack, 2 dedicated power circuits Labs: 40 student jacks, 1 teacher jack, 7 dedicated power circuits Office: 2 jacks per staff member, 1 dedicated power circuit per 4 staff members	Director of Facilities Director of CIS	Renovate one Building at VHS, UP, HJR	Begin Construction of Permanent buildings at CMS	Renovate second Building at VHS, UP, HJR

ACTION	PERSON RESPONSIBLE	BENCHMARK		
		2009/10	2010/11	2011/12
Hire Technology Specialist on site	Director of Classified Personnel Director of CIS	Hire Middle School Technology Specialist	Hire SHS Technology Specialist	Hire VHS Technology Specialist
Develop Video Conferencing/Distance Learning classroom	Director of Facilities Site Admin Director of CIS	Designate Area at LMS, GEC, SHS9 Purchase video conference/Distance Learning equipment	Designate Area at VHS, SHS Purchase video conference/Distance Learning equipment	Designate Area at HJR, CMS, UP Purchase video conference/Distance Learning equipment
District will install wireless access at new and renovated sites.	Director of Facilities Network Engineer	Install Wireless Access Points at LMS, GEC, SHS9	Install Wireless Access Points at renovation buildings at VHS, UP, HJR	Install Wireless Access Points at new CMS site
Install surveillance cameras	Director of Facilities Network Engineer	Install surveillance cameras at CMS	Install surveillance cameras at HJR	Install surveillance cameras at UP
District will start the paperless office project with the development of the student registration form.	Senior Director of Student Services Director of CIS	Develop on-line registration form	Create on-line training for parents on student registration form. Implement Form	

5d. Description of the process that will be used to monitor whether the annual benchmarks including roles and responsibilities.

In order to meet District goals for improved student academic achievement and professional technology use, the District will focus on developing the technology from the ground up. By this we mean that each level of technical support will be addressed. This includes infrastructure, Internet Connection, Wide Area Network (WAN), Local Area Network (LAN), personnel, equipment, software, professional development, communication, and Web resources will be reviewed and updated based on the goals outlined in this plan.

The Director of Purchasing and Director of CIS will update the inventory of technology resources once a year in order to review progress in meeting the hardware/software specification standards of the district. The District Technology Committee will meet annually to review progress of each plan goal and report the findings to all stakeholders. If progress of a goal is not on schedule the District Technology Committee will review the issues and implement modifications to assure progress in each goal.

Areas: H - HARDWARE, I – INFRASTRUCTURE, T - TECHNICAL SUPPORT, S - SOFTWARE

AREA	Individual(s) Responsible	Monitoring Responsibilities
I,H,T,S	District Technology Committee	<ul style="list-style-type: none"> • Provide annual progress report to school stakeholders. • Evaluate/asses technology implementation, usage and progress toward meeting goals and objectives.
I,H,T,S	CIS Department Director, Computer Information Services	<ul style="list-style-type: none"> • Review District Technology Plan progress semi-annually to ensure goals are met. • Coordinate all technology based orders and purchases. • Identify technology plan modifications involving curricular issues. • Report on district inventory and installation activities. • Coordinate district-wide technical support. • Install and maintain district technology/infrastructure. • Coordinate changes in district-based technology infrastructure.
I,H,T,S	School Site Principals	<ul style="list-style-type: none"> • Review site Technology Plan progress semi-annually to ensure goals are met. • Coordinate all site technology based orders and purchases. • Identify site technology plan modifications involving curricular issues. • Report on site inventory and installation activities.

6. FUNDING AND BUDGET COMPONENT

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

All technology objectives are and will be obtained through current and potential funding resources at the District and School Site levels. These include but are not limited to:

FUNDING RESOURCES			
DISTRICT		SCHOOL SITE	
Title 1	General Fund	Special Education	Block Grant
Staff Development Funds	Grants	Categorical Funds	GATE
Cal Teleconnect Fund	E-Rate	Technology Grants	BTSA
Developer Fees	EETT	Library Funds	Donations
GO Bond			

Currently, technology grant research at Victor Valley Union High School District is limited. The District feels it is critical to aggressively seek funds to underwrite portions of cost related items in this plan.

The District will monitor funding opportunities and alert schools when technology related grants become available. By October of 2009, the Technology Committee will develop a funding alert system to notify schools of upcoming funding opportunities that will include the District's approval process for all applications.

Currently the District funds the District Computer Information Services Department personnel through General Funds. Replacement parts and printing cost are covered by site Lottery Funds. Title 1 Labs are maintained with Title 1 funds. Other obsolete equipment is replaced through Lottery, General Funds, and other grant monies.

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

The chart below breaks down estimated costs associated with the hardware, infrastructure, software and professional development outlined in this plan. Before any purchases are made, all cost-saving options will be explored. **Please note that all of these figures are estimates and will only be expended when funding becomes available.**

COMPONENT	POSSIBLE FUNDING SOURCE	YEAR		
		2009/10	2010/11	2011/12
Upgrade Internet connection to OC3 100MB	E-Rate Teleconnect General fund	\$24,000 after discounts	\$24,000 after discounts	\$24,000 after discounts
Develop Web Resources for Parents/Staff	Categorical	\$5,000 Staff release time for support	\$5,000 Staff release time for support	\$5,000 Staff release time for support
Develop Distance Learning Services	Categorical GO Bond	\$10,000 develop distance learning (1 per release time)	\$10,000 develop distance learning (1 per release time)	\$10,000 develop distance learning (1 per release time)
Develop Video Conferencing	General Fund GO Bond	\$12,000 Equipment (6 sites)	\$500 maintenance	\$500 maintenance
Hire Site Technology Specialist (3)	General Fund	\$35,000 (1)	\$70,000 (2)	\$105,000 (3)
Bring UP site power to district standard	GO Bond	\$200,000		
Bring University Preparatory (UP) site data wiring to district standard	GO Bond	\$75,000 (50% of site)	\$75,000 (50% of site)	
Upgrade Network equipment to district standard	GO Bond	UP, HJR - \$50,000 (10 switches, 2 routers)	CMS,VHS \$40,000 (10 switches)	SHS \$20,000 (5 switches)
Replace 20% of District Computers with district standard specification computers	Categorical General Fund	\$500,000 (replace 500 computers)	\$500,000 (replace 500 computers)	\$500,000 (replace 500 computers)
Procure academic software	Categorical	\$100,000 (CAHSEE prep software)	\$100,000 (Grade 10-12 unit recovery software)	\$100,000 (Grade 7-8 High Schl prep software)

COMPONENT	POSSIBLE FUNDING SOURCE	YEAR		
		2009/10	2010/11	2011/12
Determine and purchase District Standard Computer Equipment required for the Library (HS-20, MS-5) and other antiquated Library equipment that requires upgrade (ie. Server, Projectors, digital cameras, video, Interwrite pad etc.)	Library Grant General Fund	5 new computers for each 3 HS (\$15,000) 2 new computers for 3 MS and GEC (\$8,000) 1 Servers for 2 schools (\$12,000) 1 Projector for 7 schools (\$7,000) Digital Cameras/Video Equipment for 2 schools (\$1,000) Interwrite pad for 2 schools (\$1000) Total (\$44,000)	5 new computers for each 3 HS (\$15,000) 2 new computers for 3 MS and GEC (\$8,000) 1 Servers for 2 schools (\$12,000) 1 Projector for 7 schools (\$7,000) Digital Cameras/Video Equipment for 2 schools (\$1,000) Interwrite pad for 2 schools (\$1000) Total (\$44,000)	5 new computers for each 3 HS (\$15,000) 2 new computers for 3 MS and GEC (\$8,000) 1 Servers for 2 schools (\$12,000) 1 Projector for 7 schools (\$7,000) Digital Cameras/Video Equipment for 2 schools (\$1,000) Interwrite pad for 2 schools (\$1000) Total (\$44,000)
Increase Library Technician duty day to allow for district specified student access. (One hour non classroom time access)	General Fund	Increase Salary for 2 HS (\$2,000)	Increase Salary for 3 HS (\$3,000) and 3 MS (\$3,000)	Increase Salary for 3 HS (\$3,000) and 3 MS (\$3,000)
Purchase classroom technology (1 Teacher computer, 3to 5 student computers with appropriate table space, printer, projector, digital response system, Interwrite pad/or Smart Board)	GO Bond	1 student computer and furniture for 40 classrooms (\$44,000) Printer for 40 classrooms (\$10,000) 20 classroom pack response systems (\$20,000) 20 Interwrite/Smart Board (\$15,000) Total (\$89,000)	1 student computer and furniture for 40 classrooms (\$44,000) Printer for 40 classrooms (\$10,000) 20 classroom pack response systems (\$20,000) 20 Interwrite/Smart Board (\$15,000) Total (\$89,000)	1 student computer and furniture for 40 classrooms (\$44,000) Printer for 40 classrooms (\$10,000) 20 classroom pack response systems (\$20,000) 20 Interwrite/Smart Board (\$15,000) Total (\$89,000)
Create training for all technology purchases and technology infused curriculum mythologies	Categorical	Utilize Vendor included training and in-house Curriculum Coaches On-line resource developed in-house by CIS (No new cost)	Utilize Vendor included training and in-house Curriculum Coaches On-line resource developed in-house by CIS (No new cost)	Utilize Vendor included training and in-house Curriculum Coaches On-line resource developed in-house by CIS (No new cost)
Upgrades/Install school site Computer Labs to meet core class access requirements	GO Bond General Fund Categorical	1-35 PC lab to VHS, SHS, UP (\$105,000)	1-35 PC lab to CMS Upgrade lab at HJR (\$70,000)	Upgrade lab at UP and SMA(15PC) (\$50,000)

COMPONENT	POSSIBLE FUNDING SOURCE	YEAR		
		2009/10	2010/11	2011/12
Add and update Computer Media Specialists (CMS) to allow for district specified student access to labs. (One hour non classroom time access)	General Fund	Redesignate existing duties to include extended hours (no additional cost) Add CMS for UP (\$30,000)	Redesignate existing duties to include extended hours (no additional cost)	Redesignate existing duties to include extended hours (no additional cost)
Implement District Wide Student Storage Server	General Fund Categorical	Purchase Server (\$10,000)	Use existing staff for conversion (no cost)	
Purchase on-line and resident remediation software for the district.	Library Grant Categorical	Purchase on-line/resident remediation resource for ELA (\$50,000)	Purchase on-line/resident remediation resource for Math (\$50,000)	Purchase on-line/resident remediation resource for Science (\$50,000)
Infrastructure renovation will have: Classrooms : 12 student jacks, 1 teacher jack, 2 dedicated power circuits Labs: 40 student jacks, 1 teacher jack, 7 dedicated power circuits Office: 2 jacks per staff member, 1 dedicated power circuit per 4 staff members	GO Bond	Renovate one Building at VHS, UP, HJR (cost covered under Construction Bid)	Begin Construction of Permanent buildings at CMS (cost covered under Construction Bid)	Renovate second Building at VHS, UP, HJR (cost covered under Construction Bid)
Install wireless access at new and renovated sites.	GO Bond General Fund	Install Wireless Access Points at LMS, GEC, SHS9 (\$30,000)	Install Wireless Access Points at renovation buildings at VHS, UP, HJR (\$30,000)	Install Wireless Access Points at new CMS site (\$10,000)
Install surveillance cameras	GO Bond Safety Funds	Install surveillance cameras at CMS (\$20,000)	Install surveillance cameras at HJR (\$20,000)	Install surveillance cameras at UP (\$20,000)
District will start the paperless office project with the development of the student registration form.	General Fund	Develop on-line registration form using existing staff (no additional cost)	Create on-line training for parents on student registration form. Implement Form use existing staff (no additional cost)	

6c. Description of the district's replacement policy for obsolete equipment.

The District Technology Committee will determine the level of computer equipment to be declared obsolete in October of each year. The district has established a replacement policy of 20% of the equipment to be replaced each year, guaranteeing that equipment will not be over 5 years of age. New equipment placement and equipment rotation will be assigned according to joint discussion between Site Committee, Site Technology Specialist and Director of CIS to achieve maximum utilization of equipment.

Each new computer will be loaded with the newest version of Windows Operating System, or MacIntosh OS, and the latest MS Office Product, thereby guaranteeing that the OS and Office product will not be older than five years of age.

The Librarian at each site will determine viability of technology peripherals located in the library for teacher checkout and replace them as needed. The Librarian will also investigate teacher request for academic software resources and procure based on Library Funds available.

After bringing each classroom up to the minimum level of presentation technology and academic software, department heads along with Assistant Superintendent of Curriculum, and Site Principals will evaluate site wide standard academic software based on STAR, CAHSEE, and District Interim Assessment results. If the software is not producing results, the software will be declared obsolete and new software researched for replacement. The process will be performed after the District receives the STAR results from the state each year.

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

In January of each year the District Technology Committee will review the Technology Plan budget expenditures of the current year and the planned expenditures required for the next fiscal year. They will submit a preliminary fiscal budget review report to Fiscal Services along with the expected budget for the next fiscal year. In June of each year a final fiscal budget expenditures report will be generated by the District Technology Committee and reported out to the Board of Trustees and all stakeholders.

ACTION	PERSON RESPONSIBLE	BENCHMARK		
		2009-2010	2010-2011	2011-2012
Establish Equipment Standards	District Technology Committee	Report to BOT and Sites	Report to BOT and Sites	Report to BOT and Sites
List equipment declared obsolete	Site Technology Coordinator	Report to Purchasing	Report to Purchasing	Report to Purchasing
Develop equipment replacement list	Site Technology Coordinator	Report to CIS Dir	Report to CIS Dir	Report to CIS Dir
Determine Equipment Assignment	Site Tech Coordinator Site Tech Committee Director of CIS	Work Order to CIS	Work Order to CIS	Work Order to CIS
Purchase New Equipment	Site Tech Coordinator	PO to Principal	PO to Principal	PO to Principal
Purchase New Software Licenses	Site Tech Coordinator	PO to Principal	PO to Principal	PO to Principal
Review Library peripheral equipment for obsolescence	Librarian	Report to Site Tech Committee	Report to Site Tech Committee	Report to Site Tech Committee
Review requests for academic software	Librarian	Report to Site Tech Committee	Report to Site Tech Committee	Report to Site Tech Committee
Purchase equipment and software for Library	Librarian and Site Tech Committee	PO to Principal	PO to Principal	PO to Principal
Curriculum Software Review and Purchase	Assistant Super of Ed Services Director of Comp Ed Director of CIS	PO to Assistant Super of Ed Services	PO to Assistant Super of Ed Services	PO to Assistant Super of Ed Services

7. MONITORING AND EVALUATION COMPONENT

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

The effectiveness of the Victor Valley Union High School District Technology Plan and use of technology to improve the academic performance of all students will be evaluated on an on-going basis. The following tools and methods will be used to determine the program's effectiveness:

- Teacher EdTechProfile Survey.
- Percentage of staff rated as proficient or above on the EdTechProfile Survey.
- On-going informal evaluations provided by the Computer Media Specialist at each school site.
- Number of students taking technology related courses
- CST Proficiency of students in classes where the teacher has integrated technology into the curriculum.
- CST Proficiency of students using technology to complete class assignments or projects
- Number of staff members integrating technology into the curriculum

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

The District Technology Committee will meet annually to review progress of the plan and report the findings to all stakeholders. If progress of a goal is not on schedule the District Technology Committee will review the issues and implement modifications to assure progress.

CURRICULUM COMPONENT

OBJ MET	EVAULATION INSTRUMENT	DATA TO BE COLLECTED	EVALUATION	MONITORING PROCESS
3d.1 pg 11	Technology Plan	Survey of site technology resources and needs	Annually	Technology teams and curriculum coaches will review and modify the technology plan based on site surveys
3d.1 pg 11	Inventories and Purchase Orders	Inventory of technology resources	Annually	Director of C.I.S. and Curriculum Coaches will review and modify the scope of technology provided to enhance classroom instruction.
3d.1 pg 11	Inventory, Purchase Orders, and IEPs	% of students receiving technology resources as outlined in their IEPs	Annually	The Director of Special Education, and the Director of C.I.S. will review, modify and/or purchase the technology necessary for special need students.
3d.2 pg 12	Renaissance Place Reports, Interim Assessments, CA Standards Tests	% increase in the number of students scoring proficient or above.	Quarterly	Data to be collected and interpreted by the instructional staff, and Data Analyst.
3d.2 pg 12	Program Improvement Plan, and the LEA Plan	Program Improvement Analysis, AYP,API	Annually	Data Analysis, Director of Curriculum, DAIT Team and Director of C.I.S. will review the AYP, API, and Program Improvement Analysis report to evaluate, and modify the effectiveness of the current data analysis technology software.
3d.2 pg 12	Tutoring Logs and extra hour attendance report.	# of students utilizing tutoring services	Monthly	The tutoring coordinator (High School) or the attendance clerk (Junior Highs) will prepare the tutoring reports to be submitted to the principal and District Attendance Coordinator.
3e.1 pg 14	EdTechProfile Student Survey and Grade Level Projects	% of student proficient in the technology grade level standards	Annually	Curriculum Coaches and Assistant Superintendent of Curriculum will evaluate the results and disseminate to the instructional staff the standards that require student review.

OBJ MET	EVAULATION INSTRUMENT	DATA TO BE COLLECTED	EVALUATION	MONITORING PROCESS
3e.1 pg 14	Educational Technology Scope and Sequence	Technology standards for each grade level.	Annually	Computer Media Specialist, Assistant Superintendent of Curriculum will reviewed, modified and distributed the Technology Scope and Sequence to all instructional staff
3e.1 pg 14	Student Computer Logs	# of hours of student access on computers	Quarterly	Computer Media Specialist and Director of Ed Services will review logs to determine best distribution of technology resources.
3f.1 pg 16	Acceptable Use Agreement	% returned at each site and record of updates	Annually	Data to be collected by site principals for students and C.I.S. for staff. The data will be presented to all appropriate stakeholders and used to update site and district educational technology plans. A progress report will be prepared and disseminated.
3g.1 pg 17	Surveillance Implementation timeline	# of sites covered	Annually	The Director of Facilities and the Director of C.I.S. will review and modify the site surveillance needs.
3h pg 18	ROP participation reports and EdTechProfile Student Survey	# of students utilizing technology outside of the standard school day.	Annually	The Director of C.I.S. the director of ROP, and the Assistant Superintendent of curriculum will review the technology proficiency of students in ROP programs and modify the programs based on the evaluation.
3i.1 pg 19	IDMS, Renaissance Place and Aeries ABI	% of instructional staff utilizing the data management systems.	Annually	Data Analyst, Curriculum Coaches, and the Director of C.I.S. will assess and compile reports on the relationship between staff utilizing the assessment software and the rise of student proficiency. The report will be distributed to all stakeholders.
3j.1 pg 20	Calling Log Email Logs Website Counts Contact Logs Parent Survey	% of parents notified # of notifications sent # of website visits # of parent contacted directly % of parent satisfaction	Bi-Annually	District Webmaster, Site Administrators will compile a report on parent involvement with the educational process. The data will be presented to stakeholders.
3j.1 pg 20	Web addresses Computer Lab procedures.	# of School and District web resources. Lab problem logs.	Annually	Data to be collected by the Computer media specialist for review by the Director of C.I.S. The data will be presented to all appropriate stakeholders and used to update site and district educational technology plans and websites. A progress report will be prepared and disseminated.

OBJ MET	EVAULATION INSTRUMENT	DATA TO BE COLLECTED	EVALUATION	MONITORING PROCESS
3i.1 pg 19	Student Information Database	% of complete student information	Annually	The Central Enrolment Registrar's and site clerical staff will maintain the student information data base. The registrars will prepare a completion report and disseminate it to the site principals.
3j.1 pg 20	Notification logs	% of parents reached	Annually	The Site Principals and the Director of C.I.S. will review the logs for validation of parent contact. Review and modification of the contact information will be made to the communication system by the Director of C.I.S.
3j.1 pg 20	Web access infrastructure diagram	% of sites covered by wireless access points.	Annually	The Director of Facilities and the Director of C.I.S. will review and modify the wireless access installation plan.

PROFESSIONAL DEVELOPMENT

OBJ MET	EVALUATION INSTRUMENT	DATA TO BE COLLECTED	EVALUATION	MONITORING PROCESS
4b.1 pg 27	Training Sign in Log IDMS usage log.	% of teachers that attend training.	Annually	The Data Analyst will collect, evaluated and presented the data to stakeholders on an annual basis. The data will then be used to update the professional development offered.
4b.1 pg 27	Evaluation of training logs conference reports and Renaissance Place ® and Lexia ® reports and logs.	% Training satisfaction Training # of teachers participating, % of teachers utilizing techniques in the classroom	Semi-Annually	Data will be collected, evaluated and presented to stakeholders on an annual basis. The data will then be used to update the professional development offered.
4b.1 pg 27	Training logs, Aries logs Conference evaluations.	# of staff participating, % of staff rated proficient in technology usage % of students rated proficient in technology standards.	Semi-Annually	Director of Curriculum and Instructions will collect, evaluated and presented the data to stakeholders. The data will then be used to update the professional development offered.
4b.2 pg 27	Training Logs EdTechProfile Student Survey	% of students at proficient based on grade level scope and sequence of technology standards.	Annually	Data will be collected, evaluated and presented to stakeholders. The data will then be used to update the professional development offered.

OBJ MET	EVAULATION INSTRUMENT	DATA TO BE COLLECTED	SCHEDULE FOR EVALUATION	MONITORING PROCESS
4b.2 pg 27	Conference Reports Staff Survey, Work Orders Staff Reports.	# of Conference Reports in technology. % Staff Satisfaction #Work Orders	Annually	Director of HR will compile, evaluate and modify the data to determine the efficiency and effectiveness of the technology support. The results will be presented to stakeholders and the support modified accordingly.
4b.2 pg 27	Sign in sheets. Training Evaluations, Coach surveys	% Training satisfaction Training # of teachers participating, % of teachers utilizing techniques in the classroom	Annually	The Curriculum Coaches collected, evaluated and presented the data to stakeholders on an annual basis. The data will then be used to update the professional development offered.
4b.3 pg 27	Training logs, EdTechProfile Survey Questionnaire	# of staff participating, % of staff rated proficient in technology usage.	Annually	Director of C.I.S. will compile the data and review and modify the training offered.
4b.3 pg 27	Structure Teacher Planning Time (STPT) minutes Policies and Procedures Resource Inventories	% of teacher participating in STPT Reviews of Policies and Procedures	Annually	Assistant Superintendent of Curriculum and Curriculum Coaches will review the data and compile a report to be disseminated to stakeholders. Revised policies and procedures will be implemented and resources developed as required.

The Infrastructure, Hardware, Technical Support and Software Component contains the process for monitoring and evaluation in section 5c page 38 and section 5d page 39. The monitoring and evaluation of the Funding and Budget Component is located in section 6e page 45.

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

The Site Committees which are comprised of staff, parents, and community members will review the progress for their site in the implementation of this plan each May. Each site will then send their Computer Media Specialist to the District Committee for compilation of an annual report which will be made to the Victor Valley Union High School District Board of Trustees. This report will detail the progress made in the implementation of this plan throughout the district, including any necessary modifications to the plan to be reported out each June.

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

8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.

Currently the community is being offered educational opportunities from the ROP programs supplied through the district. ROP provides GED classes for adult learners at both Victor Valley High School, Silverado High School. A computer lab is available with remedial software and GED preparation software. For adults that do not speak English, on-line resources are made available through a Parent Resource Center located at Victor Valley High School. The determination of how to improve service for the community and placement of those services is a continuing focus of the ROP, Adult Education Program, and English Language Learning Teacher on Assignment. Additional on-line resources will be developed in the core areas which will be available to the community.

Activities	Responsibility	Bench Marks		
		2010	2011	2012
Conduct surveys to determine skill levels and needs within the community.	Adult Education Program	Create baseline data	Conduct survey	Conduct survey
Aligned Adult Ed courses to the high school technology courses.	ROP Instructors	Research and develop	Pilot Course	Update Curriculum
Align course to VVUHSD courses and Content Standards	Adult Education Program	Research and develop	Pilot Courses	Evaluate and Update
Promote public and private adult literacy providers coordination	ROP Director and ELL ToA	Initial Meetings	Outline of expectations	Update program to meet needs
Promote joint funding opportunities between public and private adult literacy providers.	ROP Director Asst Sup C&I Adult Literacy Providers	Research funding opportunities	Write joint grants	Review and update
Provide articulation with community colleges and universities.	Joint Adult Education Committee	Initial Meetings	Research	Update program to meet needs.

9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

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

The reality of limited time and funds necessitate that all programs and practices adopted by the district be as effective as possible. Using research-based methods and strategies can provide the district with an effective and efficient starting point for program improvement, but adopting research-based models is not sufficient in and of itself. Throughout implementation, we must continuously collect and analyze data, and use that data to further refine professional practice in order to improve student achievement. We recognize that data driven decision making, as it applies to education, is a blend of analysis of data and infusion of professional judgment; under that philosophy we will support the development of innovative strategies in technology-based courses and curricula. In areas where the research seems inconclusive, or where our results contradict the research, we will collect data and analyze our activities as we continually monitor and refine our professional practice to best meet the needs of the students in our district.

National Educational Technology Standards -

<http://www.iste.org/AM/Template.cfm?Section=NETS>

ISTE's National Educational Technology Standards (NETS) have improved teaching and learning by educators. ISTE standards for students, teachers, and administrators help to measure proficiency and set goals for the knowledge, skills, and attitudes needed to succeed .

In June 2008, ISTE released the next generation of NETS for Teachers, which focuses on "using technology to learn and teach." NETS for Teachers 2008 assist in:

- ❖ Facilitate and Inspire Student Learning and Creativity
- ❖ Design and Develop Digital-Age Learning Experiences and Assessment
- ❖ Model Digital-Age Work and Learning
- ❖ Promote and Model Digital Citizenship and Responsibility
- ❖ Engage in Professional Growth and Leadership

Consistent with these goals, the Victor Valley Union High School District 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 Victor Valley Union High School District will continuously monitor its attainment of the goals and objectives of the 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.

National Standards for Technology in Teacher Preparation -

http://www.iste.org/Content/NavigationMenu/NETS/ForTechnologyFacilitatorsandLeaders/NCATE_Standards.htm

National Council for Accreditation of Teacher Education ([NCATE](http://www.ncate.org)) has developed a set of performance assessment standards for initial and advanced endorsements in the areas of Technology Facilitation and Technology Leadership. NCATE is the official body for accrediting teacher preparation programs. ISTE is the professional education organization responsible for recommending guidelines for accreditation to NCATE for programs in educational computing and technology teacher preparation.

Technology Leadership Standards -

http://www.iste.org/Content/NavigationMenu/NETS/ForTechnologyFacilitatorsandLeaders/Technology_Leadership_Standards.htm

The Technology Leadership program standards are aligned with the six NETS for Teachers 2000 but extend the performance expectations of each standard. These increased expectations reflect preparation for serving as a director, coordinator, or technology integration specialist at the district, regional, and/or state levels, assisting teachers as well as technology facilitators in their efforts to support student learning and educator professional growth with technology.

The performance factors that they address are:

- TL-I Technology Operations and Concepts
- TL-II Planning and Designing Learning Environments and Experiences
- TL-III Teaching, Learning, and the Curriculum
- TL-IV Assessment and Evaluation
- TL-V Productivity and Professional Practice
- TL-VI Social, Ethical, Legal, and Human Issues
- TL-VII Procedures, Policies, Planning, and Budgeting for Technology Environments
- TL-VIII Leadership and Vision

In this Technology Plan, professional development is a primary focus. The Technology Plan is consistent with the results of NCAT in the following ways: (1) Educational technology leaders demonstrate an advanced understanding of technology operations and concepts.. (2) Educational technology leaders plan, design, and model effective learning environments and multiple experiences supported by technology. (3) Educational technology leaders model, design, and disseminate plans that include methods and strategies for applying technology to maximize student learning. (4) Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies. (5) Educational technology leaders design, develop, evaluate and model products created using technology resources to improve and enhance their productivity and professional practice. (6) Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and develop programs facilitating application of that understanding in practice throughout their district/region/state. (7) Educational technology leaders coordinate development and direct implementation of technology infrastructure procedures, policies, plans, and budgets for PK-12 schools. (8) Educational technology leaders will facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision.

"Focus on Effectiveness" - <http://www.netc.org/focus/about/>

Focus on Effectiveness builds on the landmark work of educational researchers Robert J. Marzano, Debra Pickering, and Jane E. Pollock, authors of *Classroom Instruction that Works*. Their meta-analyses and research shed light on effective strategies for improving teaching and learning. Their work can be found at the Mid-continent Research on Education and Learning (McREL). <http://www.mcrel.org>

Focus on Effectiveness brings together two powerful resources to improve classroom results: research about effective instructional practices, and carefully selected technology tools and recommendations for their use. Research and technology play an increasing role in curriculum development and school decision-making. This Web site brings the two together in a context that is useful for teachers.

Twelve core strategies are used to show how to apply key research, using technology to engage learners and improve achievement

- Thematic Instruction
- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort
- Homework and Practice
- Nonlinguistic Representation
- Cooperative Grouping
- Setting Objectives
- Providing Feedback
- Generating and Testing Hypotheses
- Simulations and Games
- Cues, Questions, and Advance Organizers

These resources will be utilized and incorporated as appropriate to ensure that the technology program in the Victor Valley Union High School District is consistent with current scientifically-based research regarding technology, teaching, and learning.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).

The Victor Valley Union High School District will use on-line resources to increase the variety of course offerings that are available to students. Online Advanced Placement courses will be made available 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. Video Conferencing will be used to offer to middle school students advanced classes that are offered at one of our high school campuses. In conjunction with our local Victor Valley College, on-line courses will be offered to our students in subject areas that otherwise would not be available to our students. Expanded use of our cable television channel Odyssey (channel 18) will offer learning modules for our students and the community. NovaNet an on-line credit recover program is used to assist students to stay on track with their graduating class. For English Language Learners, students, parents, and staff Rosettastone will be use to assist in Language acquisition skills.

The district is currently researching additional distance-learning options available to best meet the needs of the district.

APPENDIX

Appendix A

Expect School-wide Learning Results (ESLR's)

SILVERADO HIGH SCHOOL

Silverado High School students are expected to:

- Have effective communication skills
 - Write with clarity
 - Read with comprehension
 - Listen actively and effectively
 - Speak articulately and coherently
- Access information efficiently
 - Evaluate sources of information
 - Distinguish fact from opinion
 - Integrate appropriate technology
- Work independently and cooperatively
 - Value and implement the strength of diversity
 - Pursue life-long personal and academic growth
 - Accept personal responsibility for their action
- Know how to solve problems
 - Use creativity and imagination
 - Integrate thinking skills
 - Make proper connections
 - Apply knowledge and skills to life
- Support the community

VICTOR VALLEY HIGH SCHOOL

VHS students are responsible/productive citizens who:

Demonstrate time management skills and organization skills that promote a strong work ethic.

Research, create, and communicate competently, especially through the use of technology.

Understand the connections between course content and career options and are able to acquire career-path information.

Have the ability to think independently and work collectively to accomplish individual as well as team goals.

Have acquired a broad base of interdisciplinary knowledge, which provides a solid foundation for college and further careers.

Demonstrate awareness of ethnic, economic, social, religious, and cultural diversity.

Demonstrate awareness and respect for the complexity of the environment.

VHS students are critical thinkers who:

Work independently and jointly to identify a problem and seek an orderly solution.

Demonstrate critical, analytical and creative thinking skills such as asking appropriate questions, summarizing information, and drawing inferences from a variety of course material.

Formulate conclusions and make applications from information presented in more than one format and from multiple academic areas.

VHS students are effective communicators who:

Listen, speak, read and write effectively in a variety of contexts and for various purposes.

Convey information to others verbally, visually and in writing using a variety of communication modes.

GOODWILL HIGH SCHOOL AND VICTOR VALLEY HOME ACADEMY

Effective Communicators, who know how to read, write, speak, listen, and use technology to gather and process information.

Problem solvers and critical thinkers who use higher order thinking skills, work collaboratively, and draw logical conclusions from evidence and ideas.

Effective citizens who demonstrate knowledge of diverse cultures; who understand how actions affect oneself and others; and who make informed choices.

Self-directed learners who have a career plan for the future; who develop solutions to problems using information from multiple sources; and who meet district/state standards.

SUSIE MATTHEWS ACADEMY

Our students are to be productive and responsible members of society.

COBALT MIDDLE SCHOOL

Choose responsible actions and respectful behaviour

- Accept personal responsibility for their actions
- Demonstrate self-respect and respect for others
- Value and respect cultural differences
- Work effectively in a cooperative manner

Master essential standards and skills

- Use organizational and study skills
- Apply critical thinking skills in problem solving situations
- Use technology to gather, analyze, organize, and present information
- Employ reading strategies to access various texts
- Prepare for successful transition to high school and the CAHSEE

Set and achieve academic and personal goals

- Identify and access available resources
- Pursue life-long personal and academic growth
- Strive to meet high standards

IMOGENE GARNER HOOK JUNIOR HIGH SCHOOL

Respect for Self and Others
Interest in and Awareness of Career pathways
Skills and Knowledge Acquisition
Engagement with Technology

LAKEVIEW MIDDLE SCHOOL

Lakeview Middle School is an educational partnership dedicated to quality education for all students

APPENDIX B
VICTOR VALLEY
UNION HIGH SCHOOL DISTRICT

CURRICULUM STANDARDS

The curriculum standards and pacing guides can be found at
<http://www.vvuhsd.org> under the District, Educational Services, VVUHSD Pacing
Calendars & Standards

Appendix C – Criteria for EETT Funded Technology Plans

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

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

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

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, 12 (Appx D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	5	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	6-8	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	9-10	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	11-13	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	14-15	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and	16	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.

peer-to-peer file sharing; and avoiding plagiarism (AB 307)			
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)	17	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	18	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	19	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	20-21	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	22	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	23-25	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	26-30	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	31-33	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	34-36	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	37-40	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district’s Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	41	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	44	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	45	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	46-48	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	49	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	50	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	51	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	52-54	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	55	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	56	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	57-59	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	60	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

APPENDIX E

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION NATIONAL EDUCATION TECHNOLOGY STANDARDS FOR STUDENTS 2007 AND PERFORMANCE INDICATORS

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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Appendix F

Technology Standards Scope and Sequence

It is expected that knowledge designated at the lower grades carries through to the higher grades.

Grades 7-8	Grades 9-10	Grades 11-12
<p>Student can use computer file management functions, and work with more than one software application (multi-tasking); identify and describe the characteristics of digital input, processing, and output; access remote equipment on a network such as a printer or other peripherals.</p>	<p>Delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity. Design and create multimedia projects using variety of sources. Utilize advanced word processing functions.</p>	<p>Use computer file management functions on workstation and server. Work in teams and share data files.</p>
<p>Student can use developmentally appropriate keyboard skills; use a variety of input devices such as mouse, keyboard, disk drive; use basic word processing skills.</p>	<p>Use a variety of input devices such as voice/sound recorder, scanner, digital video, CD/DVD-RW produce documents using word processing features, such as outlines, bullets, spell check, and grammar check.</p>	<p>Produce multimedia projects using a variety of presentation media, such as video, 3D overhead, power point. Create electronic presentations.</p>
<p>Complete Acceptable Use Policy (AUP) and have parent co-sign. Take an Introduction to Computers class Participate in proper uses of computers and Internet training follow acceptable use policies when using computers; and model respect of intellectual property by not illegally copying software or another individual's electronic work.</p>	<p>Take an Introduction to Computers class or pass an Computer Proficiency test.</p>	<p>Explore legal issues behind the use of the Internet, copy rights, and email use.</p>
<p>Use technology to complete curriculum assignments. Apply appropriate electronic search strategies in the acquisition of information including keyword and apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.</p>	<p>Select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing.</p>	
<p>Apply critical analysis to resolve information conflicts and validate information; determine the usefulness and appropriateness of digital information.</p>	<p>Access network and network resources; utilize Internet based resources and validate for validity.</p>	

APPENDIX G

Using Technology in the Classroom

CCTC Program Standard 9 sub-categories

9a	Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
9b	Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
9d	Each candidate uses computer applications to manage records and to communicate through printed media.
9e	Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
9f	Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)
9g	Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
9h	Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
9i	Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

CCTC Program Standard 16 sub-categories

16a	Each participating teacher communicates through a variety of electronic media.
16b	Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.
16c	Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
16d	Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
16e	Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
16f	Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
16g	Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 36 - 67934
School Code (Direct funded charters only):
LEA Name: Victor Valley Union High School District

*Salutation: Ms.
*First Name: Kim
*Last Name: Hayes
*Job Title: Director of Computer Information Services
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Please provide backup contact information.

1st Backup Name: Patricia Johnson
1st Backup E-Mail: PJohnson@vvuhsd.org
2nd Backup Name: Dave Bertelsen
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*Required information in the ETPRS