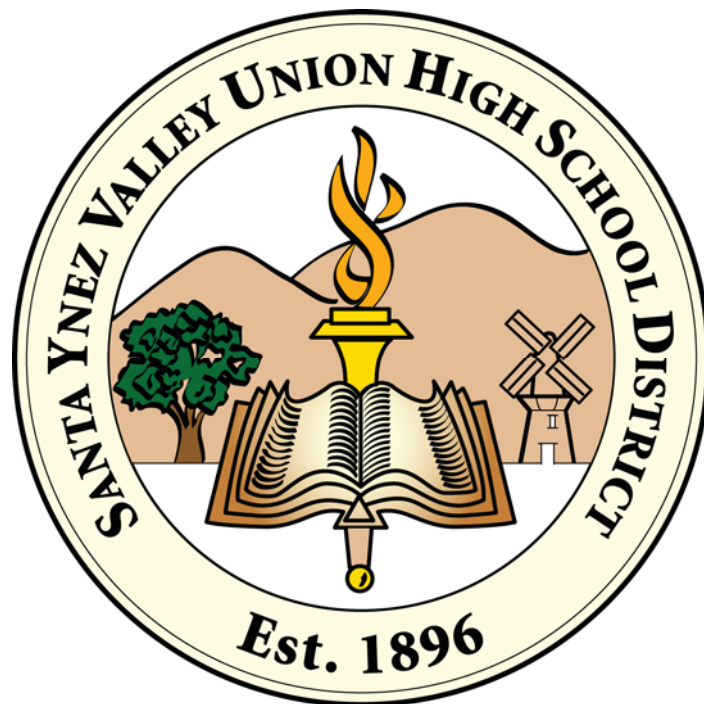


SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT

EETT AND E-RATE PLAN

July 1, 2011 - June 30, 2016



Santa Ynez Valley Union High School District EETT and E-Rate Plan

1. Plan Duration Criterion

Introduction

Santa Ynez Valley Union High School District is committed to providing all students with the necessary learning experiences and tools to be successful, contributing members of society. Our task is to ensure that each student has access to appropriate content and instruction, and that there is relevant meaning in all the work that they do. The ultimate goal is to prepare students to be lifelong learners for their future whether for advanced education and/or the world of work. The focus of this Educational Technology Plan (ETP) is to give students new ways to obtain and understand information and then apply it in significant ways. This plan stresses the appropriateness of technology to support this effort. This plan further stresses the need to give teachers the tools to be “enablers” of best practices regarding their delivery of the curriculum by using technology to enhance and support their lessons.

The design of this plan is backed by relevant research. Each decision as to how to improve student achievement through technology is connected to research literature. The District believes that the further infusion of technology into the current standard-based teaching practices can mean better student mastery.

Santa Ynez Valley Union High School District understands that it has the role of helping others to discover how to use technology in more powerful ways, to inspire students to be successful learners and to acquire skills needed to participate in a digital world. For this to happen, the District recognizes that the staff must be prepared to integrate technology transparently into their instructional practices. Teachers must be able to create and deliver standards-based curricula that utilize digital tools in concert with traditional classroom materials. In addition, there must be efficient ways to manage the process of using technology, assess individual student’s progress, and evaluate the plan’s implementation.

Research has shown that student success will occur when the level of intellectual engagement increases significantly to the point at which the majority of what is studied has personal meaning. A significant way to create relevancy for students is to apply the same concept with the teaching staff. Through purposeful staff development, periodic surveys, and careful examination of student data the teachers will determine how best to apply technology to the development of their lessons and the support of student learning.

Communication between home and school is critical to student success. Regular communication is essential and expected. Implementation of a digital management system that provides interactive information and communication with parents about the child’s units of study and progress is possible and desirable. The District is focused on implementing ways to improve home/school communication via the use of technology.

To make all these goals possible the District will continue to improve its robust infrastructure, which is constantly being evaluated and refined. In the 2005 – 2007 school years, the Santa Ynez Valley Union High School District built an environment that features technology as a tool for learning and teaching. Throughout the modernization process, the District always focused on student improvement. The ETP articulates how the District will foster student progress through the identification of key parts of the curricula and the development of improved teaching practices by utilizing digital content and tools. The plan will further show how the District will ensure the success of this plan through a careful implementation of training, evaluation, infrastructure, communication, and budgetary issues.

The District technological environment is successful for the following reasons: Classroom computer workstations were new in 2006-07, with ongoing repairs and replacements on an annual basis; the District currently has a teacher workstation and a video projector in each classroom; teachers have received multiple trainings about accessing the capabilities of the new computer and video systems; all faculty members are qualified as REGION 8 CTAP level 2 instructors; the infrastructure is strong and ready to handle many more computers; the District has a very qualified systems manager maintaining the system; the District is committed to continually upgrade equipment, infrastructure and software, contracting for technology services when necessary.

The District will continue to work hard to integrate technology seamlessly with classroom curricula. With this in mind the District has developed this third edition of our Educational Technology Plan, incorporating it into the District's overall Strategic Plan, which was adopted by the Board of Education in 2010.

Plan Duration

This plan will serve as guide for the Santa Ynez Valley Union High School District's use of educational technology for the next five (5) years July 1, 2011 to June 30, 2016. This plan will also serve as the SYVUHSD E-Rate plan from July 1, 2011 – June 30, 2016. By June 2014 this plan will also be reviewed and updated as needed.

2. Stakeholders Criterion

The development of this plan involved representatives of the stakeholders in our learning community that included teachers, administrators, (both district and site), classified staff, parents, as well as input from business partners from our ROP advisory groups. Our ROP advisory groups are made up of professionals in that particular area of vocation. They often also are parents of our students. Information from these stakeholders to support this plan was gathered through a variety of ways that ranged from meetings, interviews, committee meetings, and surveys beginning in the 2009 – 2010 school year, and in conjunction with the development of the District strategic plan. The rough drafts of the Education Technology Plan were shared with the stakeholders to insure the plan was a reflection of student, school, and community needs.

The Educational Technology Committee is the body responsible for monitoring the technology plan that was developed through the strategic planning process. The Educational Technology Committee meets monthly to review the progress of this plan and the progress of the high school's technology goals. The committee also monitors progress toward technology goals in the District strategic plan, making modifications as needed and allowing the public to respond. The school board has the responsibility to fund and direct all academic programs at the school sites. The board's direct link to the progress of the EETT plan's goals is through the Educational Technology Committee.

Educational Technology Committee

Richard Wilson, *SYVUHSD Network Manager*

Paul Turnbull, *Superintendent*

Nicole Evenson, *Business Manager*

Mark Swanitz, *Principal*

Vicki Storey, *Librarian and Media Center Director, Website design teacher*

Mark Peterschick, *Technology Mentor, R. O. P. Computer Service and Repair teacher*

Tad Bixler, *Math Teacher*

Ken Fredrickson, *Attendance Support and Athletic Director*

Harvey Green, *Social Studies Dept. Chair*

Cheryl Lee, *R.O.P. Video Production Teacher*

Gretchen Smith, *Math and Science Teacher*

Community Representatives also consulted in the development of our technology plan included:

Terry Westfall, *PTSA Representative*

Chip Fenenga, *Parent*

Mandy Ganz, *Parent*

Peggy Yarnell, *Parent*

Tony Bauer, *SB County ROP Director*

Mike Limotta, *Business Partner*

Tom Cooper, *Superintendent Buellton Union School District*

Tom Allcock, *Superintendent Solvang Elementary School District*

Jim Brown, *Superintendent/Principal College School District*

Marsha Filbin, *Superintendent Los Olivos Elementary School District*

Allan Pelletier, *Superintendent/Principal Ballard Elementary School District*

3. Curriculum Component Criteria

3.a. Current Access

There are 64 Classrooms contained in five permanent buildings and in 27 portable buildings. These classrooms are equipped with high tech computer stations for teachers, projection units, large screens, and many rooms are also equipped with document

cameras. The document cameras are wired to project to the large screens directly or run through the teacher's computer station. All classrooms are equipped with student desks and study tables.

The District has 61 classrooms to provide multiple academic and career-technical programs. Four of the high school classrooms also have integrated computer labs for large group projects. For example, the Social Science department has a mini wireless lab with 6 computers available for any-time instruction.

Three classrooms are at Refugio High School, an alternative program for approximately 45 students. The remaining classrooms house the programs of Santa Ynez Valley Union High School. Each classroom has at least one teacher workstation to the Internet and access to a network printer/copier for small or bulk printing jobs. Color printers are also available for classroom needs.

Classroom computers were replaced in 2007 with state-of-the-art units that hosted AMD Athlon 64bit processors, 2.0 Ghz speed, and 1 GB of RAM. Also included were TV cards with expanded video. All of the TV cards are linked to Cable as well as internal channel options within the school.

There are 12 video cameras and 25 digital cameras available for student and classroom use. There are scanning capabilities in several classes as well as in the copy room. Each classroom has a Lucent phone with voice mail. There is a public address system throughout the campus. Every teacher workstation email access and access to the District-hosted website.

Computer Labs

The campus has five separate computer labs containing 140 computer stations and six computer lab/classrooms containing 182 computers. The labs are located in 4 ROP lab classrooms that have approximately 30 computers in each, along with 2 full time labs, one on each high school campus, with 28 computers each. Every classroom has mounted video projectors along with one in the presentation room in the library. Additionally, there are another 4 video projectors available for check-out.

Library

The Library building contains a central library and reading room, two computer labs, a classroom, storage and book supply room, a large workroom, the campus' mainframe, and computer offices. There are 70 available computers for instructional needs, including a lab that can also be used as a presentation room for large groups. Our Library Media Center is available from 7:30- 4:30 pm daily. Wednesday evenings it is also open 5:00 to 8:00 pm for tutorials. Students can drop in before school, at break, at lunch and after school to use an on-line work station at any time.

3.b. Current Use

There are four classrooms currently supporting our READ 180 program and its software (3 on the main campus and 1 on the Refugio High School campus). A Math lab was added in 2007, with 24 computers, for PLATO Learning Systems to assist students in

mathematics. PLATO can be accessed from any of the computers on campus. A significant portion of these both programs rely on the interactive software use by students in these labs. These are available on the main campus as well as Refugio High School. A variety of online programs have been purchased to use with students in the area of literature and writing. These programs can be accessed at school as well as home. All of the workstations and labs on campus have Microsoft Office, Internet Explorer and other useful software and utilities. Also installed are motherboard drivers and video cards and an ATI Multimedia Center. This program controls DVD, TV, File Player, CD, Digital Video Recorder, and FM Radio that are now capabilities from these workstations. Some of the software is subject-specific for math, science and other areas. For security, the District has Internet filtering to help supervise the sites visited on line. These units are linked to the Internet and the school server as well as cable television.

Many teachers use technology for presentations and lessons in their classes as well as for student presentations. There is an integration of various applications into classroom curricula in order to enhance subject matter knowledge. Language arts and math are directly supported using various kinds of interactive and online software. Software and online applications are utilized to demonstrate conceptual understanding of subject level curriculum among departments. Desktop publishing software and peripheral hardware are utilized to establish collaboration with peers to design such things as business advertisement flyers, greeting cards, and web design. The District has an extensive library science program and web design classes. The District also uses local technology to publish a school yearbook and a literary magazine yearly.

The Regional Opportunity Program (ROP) uses an extensive amount of technology in their programs and student activities. As an example of the success of the ROP program in the District, 92% of the Class of 2010 enrolled in one or more ROP technology classes during their high school careers. These classes are open to our students as well as the community. The District offers ROP classes in visual technology, computer software applications, video and film production, drafting, accounting and finance, auto, digital photography, agriculture, sports medicine, Entrepreneurship, and Environmental and Spatial Technologies (EAST). This last program hosts cutting-edge technology dealing with mapping, global positioning and imaging, and design.

EAST has completed many projects in conjunction with community groups such as local wineries, the California Highway Patrol, the County of Santa Barbara, the City of Solvang and the District. For example, the EAST class worked with the County of Santa Barbara to help map the erosion of the ocean cliffs beside the University of California, Santa Barbara.

The students use classroom computers daily. These computers are networked to the server, allowing any lab activity to be connected to, and integrated with, classroom activities. Classes may sign-up to use the student lab or the library lab at any time.

Grades 9-12 use learning/assessment software and the use of the Internet specific to Math, Reading, Language Arts, Science and Social Studies, as well as key boarding,

word processing, and other presentation applications for research and other data analysis strategies. Classes are also offered for advanced presentation applications such as PowerPoint, video and other slide presentation software.

Stakeholders

Teachers use a variety of digital technologies. The math department uses graphing calculators program which uses a document camera to instruct students how to successfully use a calculator. They also use document cameras to model problem solving skills. English teachers use Power Point to instruct students and as a visual aid when students are presenting collaborative work. Teachers are taking advantage of new technology by giving students the opportunity to use new programs such as Prezi and Animoto.

Teachers use a variety of online programs and software to evaluate and assess student learning. The district uses online writing programs to assist students with writing skills and to give instant feedback from school and home. The math department implemented a study program that allows students extra help with problems that are aligned with the math curriculum from the current textbook. Teachers are able to model needed skills with video projectors mounted in each classroom and to allow student to showcase work they have completed while working in groups.

3.c. Summary of District's Curricular Goals

The District's goals are rooted in its vision for all students: *"The students and staff of the Santa Ynez Valley Union High School District are excited and engaged in the learning process, serious and committed to life-long achievement, provided with meaningful opportunities to fulfill their potential, and prepared as ethical, respectful, informed and productive citizens in a global community."* As such, the District plans a delivery of foundational, standards-based curricula; the creation and support of high-quality learning environments, included specialized and advanced academic programs; and the betterment of society through a continued focus on civic engagement and service learning.

Goals

A distinguishing feature of the Santa Ynez Valley Union High School District is the quality of the students who attend our schools, in addition to the deep commitment of our faculty and support staff. This combination of talented students and dedicated faculty leads to an environment of excellence, ensuring that our graduates are prepared for the rigors of college, and are ready to engage the global community in the 21st century.

As outlined in the District Strategic Plan, the District goals are listed as:

1. Build on academic program strengths to provide a distinctive educational experience in Santa Barbara County and the State of California.
2. Strive to attain a State API ranking of 10 and a similar schools API ranking of 10

3. Foster a learning environment that strives to close the achievement gap across all demographic subgroups
4. Transition the curriculum across all departments from a traditional model of learning to a constructivist model that embraces the concepts of inquiry-based learning for all students, is informed by best practices in teaching and learning, and is supported with appropriate resources
5. Support and foster the well-rounded education of our students to include concepts of citizenship and community, leadership skills, analysis, creativity and problem-solving, the expression and exchange of ideas, and diversity and equity
6. Recruit, develop and retain faculty of outstanding caliber, characterized by an intense commitment to inquiry-based education through exceptional teaching and research

One key goal of the District's educational technology program is to use technology integrated with the content standards curriculum as an effective tool to increase student learning. According to Cradler and Beuthel (2001), "The first step in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards."

Objectives

In order to reach these technology rich 21st Century goals the district is requiring every department and eventually every faculty member to present (and teach in the classroom) a 21st Century curriculum unit to the District's board by the year 2011-2012

The District's curricula are aligned with the state content standards and guide the goals and objectives for teaching and learning. The documents used to assist in this effort are:

- California State Content Standards and Frameworks
- CAHSEE Standards
- California ELL Standards
- E-rate Plan
- Backwards Mapping Plan - District's Identification of Essential Learning Standards
- Single School Site Plans for all schools in the district
- The District's LEA Plan
- District's Strategic Plan
- EETT Plan
- NETS-These National Educational Technology Standards (NETS) are divided into categories, which define broad skills; those students must acquire in order to use technology effectively. The scope and sequence allow teachers to plan curriculum in which students achieve success in learning, communication, and life skills. Some activities that will be woven into classroom instruction will include but not be limited to these skills:

Technology Foundation Standards for Students

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
2. Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Part of the implementation strategy for meeting these goals and objectives is to have the principal or designee will meet with teachers and grade level teams to disaggregate the CST and CAHSEE assessment data in order to identify student and class strengths and specific skill and learning needs. Additionally, quarterly benchmark assessments will be reviewed by department to determine the level of student understanding in each subject area. Consequently, classroom instructional strategies will be modified to target and develop identified discreet skills for students and for each class in English-Language Arts and Math.

3 d. District Goals and Objectives

Students in Santa Ynez Valley Union High School matriculate from six feeder elementary school districts within the Santa Ynez Valley. These students come to the

high school with rich backgrounds in technology, and are able to integrate their skills into the core academic program as entering freshmen.

All students are provided with digital portfolios and email accounts to assist with the storage and transmission of digital projects and work requirements in their core academic classes. Upon entering freshman year, students receive instruction on how to access their personal digital accounts and how to store/retrieve files from anywhere on campus using the school's server. Further, students are required to prepare and deliver projects that integrated different technologies each semester (i.e. PowerPoint presentations, Prezi presentations, animations using specialized software in elective classes, or the use of online software to aid in writing skills leading to persuasive essays).

All teachers have received REGION 8 CTAP 2 certification, and use their skills to integrate technology into their respective classes. Students are exposed to the use of multiple software programs that supplement instruction in core academic classes and in elective classes. Further, students are taught how to enhance their presentation skills in the Humanities through the use of PowerPoint and Prezi, and in advanced cases, the use of movie-making software to compile video presentations as end-of-course summative projects. The increased use of technology in academic and elective classes is a reflection of the District's strategic plan, which calls for the development of 21st century information literacy/technology-based lesson plans over a 3-year period, beginning in 2010 – 11.

Goal 1: By June of 2016 all students in grades 9-11 will score at or above the 70th percentile on the English/language arts and math California Standards Tests (STAR).

Objective: By June 2016, for those students not meeting the above mentioned-goal, they will demonstrate adequate yearly progress towards the goal by showing a yearly increase of at least 5-percentile points on the norm-referenced test and an increase of a minimum of 20 points on the California Standards Test (based on Spring CST scores from the previous year).

Benchmark: (Considering that the student population will not be exactly the same each year the following is expected in growth each year for the given yearly population.)

Year One: By June 2012 students not at or above the 70th percentile on the state administered standardized norm-reference test will show an increase of at least 5 percentile points.

By June 2012 students not at or above the proficiency level on the California Standards Test will show an increase of at least 20 scale score points.

Year Two: By June 2013 students not at or above the 70th percentile on the state administered standardized norm-reference test will show an increase of at least 5 percentile points.

By June 2013 students not at or above the proficiency level on the California Standards Test will show an increase of at least 20 scale score points.

Year Three: By June 2014 students not at or above the 70th percentile on the state administered standardized norm reference test will show an increase of at least 5 percentile points.

By June 2014 students not at or above the proficiency level on the California Standards Test will show an increase of at least 20 scale score points.

Year Four: By June 2015 students not at or above the 70th percentile on the state administered standardized norm reference test will show an increase of at least 5 percentile points.

By June 2015 students not at or above the proficiency level on the California Standards Test will show an increase of at least 20 scale score points.

Year Five: By June 2016 students not at or above the 70th percentile on the state administered standardized norm reference test will show an increase of at least 5 percentile points.

By June 2016 students not at or above the proficiency level on the California Standards Test will show an increase of at least 20 scale score points.

Person Responsible: Site principal

Implementation, Monitoring and Evaluation: Progress will be measured by annually disaggregating and analyzing scores on the CST using a variety of data sources. Site administrators will analyze the data from the CST during August of each year. The site administrators will meet with staff to review student data and develop strategies for improvement for all students. These will include a review of core academic standards and individual student data in order develop a plan for improving academic performance.

In October, site administrators will provide written reports of findings and a summary of their school's strategies for the current school year to the District Educational Technology Committee. This implementation process will include a quarterly review of student work samples, maintained by the classroom teacher, that demonstrate student progress towards meeting the goal. In January, site administrators will report to the ETC progress towards goal attainment. This will allow all stakeholders to monitor progress toward meeting the benchmarks and goal. If any modifications to this plan need to be made due to lack of progress toward meeting the benchmarks and goals the ETC will develop modifications to strategies and coordinate with site administrators to make necessary modifications. The monitored progress of this goal as well as any modifications will be reported to the superintendent at least once a year (more if needed).

Goal 2: After 3 years of schooling, English Language Learners will score at or above Level 4 on each of the 3 sections of the CELDT.

Objective: By June 2016 English Language Learners who are not at a level 4 will attain at least one level of growth.

Benchmark: (Considering that the student population will not be exactly the same each year the following is expected in growth each year for the given yearly population.)

Year One: By June 2012 English Language Learners who are not at a level 4 will attain at least one level of growth.

Year Two: By June 2013 English Language Learners who are not at a level 4 will attain at least one level of growth.

Year Three: By June 2014 English Language Learners who are not at a level 4 will attain at least one level of growth.

Year Four: By June 2015 English Language Learners who are not at a level 4 will attain at least one level of growth.

Year Five: By June 2016 English Language Learners who are not at a level 4 will attain at least one level of growth.

In order to support students in their attainment of this goal, English Language Learners have access to technology and supplemental instructional services on a daily basis. Core academic classes (including English Language Development classes) are provided with student computers to accomplish class assignments. Students also have free access to internet-based computers in multiple computer labs during the instructional day, or in the library outside the regular school day. Additional tutorial times are set aside for students who need supplemental instruction that involves the use of technology. Further, ELL students are also provided with Kindles during class time, further helping students use technology to enhance their English language development.

In each of the case above, computer labs, tutorials, and classrooms are staffed with teachers who are REGION 8 CTAP 2 certified and able to deliver instruction that incorporates the use of technology into the learning environment.

Person Responsible: Site principal

Implementation, Monitoring and Evaluation: Progress will be measured by annually disaggregating and analyzing scores on the CELDT using a variety of data sources. Site administrators will analyze the data from the CELDT during August of each year. The site administrators will meet with necessary staff to review student data and develop strategies for improvement for all EL students. These will include a review of core

academic standards and individual student data in order develop a plan for improving academic performance.

In October, site administrators will provide written reports of findings and a summary of their school's strategies for the current school year to the District Educational Technology Committee. This implementation process will include a quarterly review of EL student work samples, maintained by the classroom teacher, that demonstrate student progress towards meeting the goal. In January, site administrators will report to the ETC progress towards goal attainment. This will allow all stakeholders to monitor progress toward meeting the benchmarks and goal. If any modifications to this plan need to be made due to lack of progress toward meeting the benchmarks and goals the DETC will develop modifications to strategies and coordinate with site administrators to make necessary modifications. The monitored progress of this goal as well as any modifications will be reported to the superintendent at least once a year (more if needed).

3e. District Technology Goals and Objectives

As mentioned in 3.d., most of the entering freshmen have a high level of technological proficiency, thanks to excellent feeder school programs. On our campus, there are many opportunities to learn the use of various technology skills. There are four other computer labs available for class use, room P-16, S-1, and the two Library Labs. Math and English, math, science and social science classes will have priorities when they check out these labs for a few days to a week at a time for use on a subject project that requires all students to incorporate technology. We have two 8- station mini labs for Read 180 and a 24-station math lab. We also have a full computer at Refugio High with software for assessment, interactive subject for math, science and social science as well as Read – 180 and PLATO.

Goal 1: By the end of grade 12, at least 85% of students will have taken an ROP class that provides technology skills needed to succeed in the workplace

Objective: By June 2015 all ROP departments will produce a report showing the total attendance of students grades 10 – 12. If fewer than 85% of 12th graders were enrolled in at least one ROP class prior to graduation, an action plan to improve the enrollment percentage will be developed and implemented for the following year.

Benchmark:

Year One: By June 2012 all ROP departments will produce a report showing the total attendance of students grades 10 – 12. If fewer than 85% of 12th graders were enrolled in at least one ROP class prior to graduation, an action plan to improve the enrollment percentage will be developed and implemented for the following year.

Year Two: By June 2013 all ROP departments will produce a report showing the total attendance of students grades 10 – 12. If fewer than 85% of 12th graders were enrolled in

at least one ROP class prior to graduation, an action plan to improve the enrollment percentage will be developed and implemented for the following year.

Year Three: By June 2014 all ROP departments will produce a report showing the total attendance of students grades 10 – 12. If fewer than 85% of 12th graders were enrolled in at least one ROP class prior to graduation, an action plan to improve the enrollment percentage will be developed and implemented for the following year.

Year Four: By June 2015 all ROP departments will produce a report showing the total attendance of students grades 10 – 12. If fewer than 85% of 12th graders were enrolled in at least one ROP class prior to graduation, an action plan to improve the enrollment percentage will be developed and implemented for the following year.

Year Five: By June 2016 all ROP departments will produce a report showing the total attendance of students grades 10 – 12. If fewer than 85% of 12th graders were enrolled in at least one ROP class prior to graduation, an action plan to improve the enrollment percentage will be developed and implemented for the following year.

Person Responsible: Site Principal

Implementation, Monitoring and Evaluation Method:

The site principal will monitor the use of technology-embedded lesson plans as part of the regular teacher evaluation cycle. Time and resources will be dedicated to these lessons and the teachers will mentor and assist in the students' use of technology in their assignments.

All departments will work collaboratively to include ROP classes as regular courses of study across the curriculum. The ROP courses will infuse technology into student assignments, class work and projects. Rubrics will be used within ROP classes to monitor student progress with technological proficiencies. Core academic departments will also work collaboratively with ROP courses to design subject specific technology-based lessons that will allow all students in those classes to demonstrate their levels of technology proficiency.

Goal 2: By the end of 2011, core academic departments will demonstrate technological skills that students will need to succeed in the classroom.

Objective: By June 2015 English and History classes will emphasize skills in word processing, presentation software such as PowerPoint, and writing software such as *Turn it In*. Math and Science classes will emphasize skills in computation using spreadsheet programs such as Excel, as well as presentation software such as PowerPoint.

Benchmark:

Year One: By June 2012 English and History classes will emphasize skills in word processing, presentation software such as PowerPoint, and writing software such as *Turn it In*. Math and Science classes will emphasize skills in computation using spreadsheet programs such as Excel, as well as presentation software such as PowerPoint.

Year Two: By June 2013 English and History classes will emphasize skills in word processing, presentation software such as PowerPoint, and writing software such as *Turn it In*. Math and Science classes will emphasize skills in computation using spreadsheet programs such as Excel, as well as presentation software such as PowerPoint.

Year Three: By June 2014 English and History classes will emphasize skills in word processing, presentation software such as PowerPoint, and writing software such as *Turn it In*. Math and Science classes will emphasize skills in computation using spreadsheet programs such as Excel, as well as presentation software such as PowerPoint.

Year Four: By June 2015 English and History classes will emphasize skills in word processing, presentation software such as PowerPoint, and writing software such as *Turn it In*. Math and Science classes will emphasize skills in computation using spreadsheet programs such as Excel, as well as presentation software such as PowerPoint.

Year Five: By June 2016 English and History classes will emphasize skills in word processing, presentation software such as PowerPoint, and writing software such as *Turn it In*. Math and Science classes will emphasize skills in computation using spreadsheet programs such as Excel, as well as presentation software such as PowerPoint.

Person Responsible: Site Principal

Implementation, Monitoring and Evaluation Method:

Core academic departments will present progress on these goals during monthly department meetings. Examples of research-based or essay assignments will be shared within departments, along with examples of final demonstrations or performances that show mastery of technological skills. Teachers will consistently incorporate technology into their lessons in order to support the student goals in this area.

The site principal will monitor the use of technology-embedded lesson plans as part of the regular teacher evaluation cycle. Time and resources will be dedicated to these lessons and the teachers will mentor and assist in the students' use of technology in their assignments.

3.f Information Literacy Ethics and Acceptable Use Goals

Goal: District will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of the concept and purpose of both copyright

and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Objective: By June 2016, students and teachers will distinguish lawful from unlawful uses of the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Benchmark:

Year 1: By June 2012, provide professional development for all teachers and instruction for all students so students and teachers can distinguish lawful from unlawful uses of the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Year 2: By June 2013, continue to provide professional development for all teachers and instruction for all students so students and teachers can distinguish lawful from unlawful uses of the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Year 3: By June 2014, continue to provide professional development for all teachers and instruction for all students so students and teachers can distinguish lawful from unlawful uses of the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Year 4: By June 2015, continue to provide professional development for all teachers and instruction for all students so students and teachers can distinguish lawful from unlawful uses of the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Year 5: By June 2016, continue to provide professional development for all teachers and instruction for all students so students and teachers can distinguish lawful from unlawful uses of the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Students within the District are required to understand and sign an Appropriate Use Contract for technology. Parents also sign the Appropriate Use Contract, and teachers and administrators abide by the specifics of the contract hold students accountable.

The Librarian conducts workshops with freshmen to support board policies regarding lawful uses, plagiarism and the acceptable use of the internet. The workshops are focused on how to find secondary sources of information for research projects. English teachers also provide ongoing reviews of how to avoid plagiarism throughout grades 9 – 12. The District also pays for an internet site (*Turn it In*) that requires the student to submit their work to be scanned for plagiarism. Many teachers incorporate the use of this website in their homework and classroom assignments.

The Librarian works with freshman students throughout the year to explore the best practices for finding, evaluating and communicating information found on the internet. Additionally, all classes are given brief in-context mini workshops on digital and communication tools they will use in the classroom.

Person Responsible: Site principal

Implementation, Monitoring and Evaluation: District will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Annually and ongoing: District will provide professional development to staff.

August: Students within the District will be required to understand and sign an Appropriate Use Contract for technology. Parents also sign the Appropriate Use Contract, and teachers and administrators abide by the specifics of the contract hold students accountable.

October: The Librarian conducts workshops with freshmen by the end of October to instruct students on the topics of plagiarism, the acceptable use of the internet, and accessing student digital portfolios on the District server.

By the end of October each year, English teachers will also provide ongoing reviews of how to avoid plagiarism in all grades. The site principal (via department chairs) will monitor these reviews, as well as the use of appropriate technologies such as *Turn it In* within Humanities classes.

January: The Librarian will continue to provide workshops for freshman students to explore the best practices for finding, evaluating and communicating information found on the internet. The site principal will monitor this progress through a report submitted by the Librarian to the department chairs.

June: The monitored progress of this goal as well as any modifications will be reported to the superintendent for review and planning for the next academic year.

3.g. Internet safety

Goal: District will address Internet safety, so that students and teachers will understand how to protect online privacy and avoid online predators.

Objective: By June 2016, students and teachers will understand how to protect online privacy and avoid online predators.

Benchmark:

Year 1: By June 2012, provide professional development for all teachers and instruction for all students so students and teachers understand how to protect online privacy and avoid online predators.

Year 2: By June 2013, continue to provide professional development for all teachers and instruction for all students so students and teachers understand how to protect online privacy and avoid online predators.

Year 3: By June 2014, continue to provide professional development for all teachers and instruction for all students so students and teachers understand how to protect online privacy and avoid online predators.

Year 4: By June 2015, continue to provide professional development for all teachers and instruction for all students so students and teachers understand how to protect online privacy and avoid online predators.

Year 5: By June 2016, continue to provide professional development for all teachers and instruction for all students so students and teachers understand how to protect online privacy and avoid online predators.

The District also has a sophisticated firewall and filtering appliance that restricts inappropriate sites and the downloading of school inappropriate materials. The network Manager is constantly monitoring and checking the filter logs for any additional sites that need to be blocked. At considerable effort is made to find websites which allow the circumventing of filtering.

Cyber bullying is a component closely monitored on a daily basis. The internet firewall is monitored for any instance of such abuse. Several staff members including the Principal, Webmaster, and Librarian attend workshops provided by Santa Barbara County Office of Education on Cyber bullying. All freshman students are instructed throughout the year in the library on multiple topics involving the use of technology which include cyber bullying, ethical use of the technology on campus, and plagiarism. Subsequently, students in grades 10 – 12 receive “refresher” workshops at the beginning of each school year to remind them of the acceptable use policy, and to refresh their memories regarding the District’s firewall and the dangers of posting personal information via smart phones and personal computers while on campus. Areas of concentration to help students avoid inadvertently providing personal information are social networking sites such as Facebook, Twitter, and chat rooms.

Person Responsible: Network Manager; Site Principal

Implementation, Monitoring and Evaluation: The District will provide a robust firewall and filtering device that restricts inappropriate sites and the downloading of school inappropriate materials, while also allowing appropriate internet-based sites such as YouTube for instructional use.

Annually and ongoing: District will provide professional development to staff.

August: The Network Manager will use the prior year's filter logs to update/modify internet sites that need to be blocked from classroom and lab computers.

October: By the end of October annually, students in grades 9 – 12 will receive workshops to remind them of the acceptable use policy, the District's firewall limitations, and the dangers of posting personal information via smart phones and personal computers while on campus.

January: By the end of January, the Network Manager and the Site Principal will review student use of school computers and internet sites that may be requested as additions to the "allowable site" list on the district firewall. Conversely, a list of inappropriate internet sites will also be reviewed and added to the firewall's "blocked" list, if not previously added during the school year.

June: The monitored progress of this goal as well as any modifications will be reported to the superintendent for review and planning for the next academic year.

3.h. Equitable Technology Access for all Students

The district is committed to provide equitable access for all students, including GATE, English Language Learners and Special Education students. Technology is available throughout both high school campuses. There are three labs on the SYVUHS campus and one on the RHS campus. All computer labs are accessible to students with disabilities, and host a variety of programs that can be used by Special Education instructors, English Language Learner instructors, AP foreign language instructors, and other elective classes. Specialized programs necessary for Special Education IEP goals are located in classrooms throughout each campus, as needed on an annual basis. English Language Learners are also provided with additional technologies such as Kindles to aid in their language development. Specialized software is also available in dedicated classrooms as supplementary ELL instruction.

A more comprehensive list of available resources for students of all abilities is available here:

- Science classes utilize probes and other scientific instruments attached to computers to directly input real world data for analysis. Computer simulations and modeling provide virtual reality science laboratories in a cost-effective manner. YouTube, DVDs and CD-ROMS, in addition to the Internet; expedite student access to information in a multimedia format; students are provided with opportunities for collaborative student-teacher research via the Internet.

- Social Science students and teachers, utilizing a combination of DVDs, computers, CD-ROMS and the Internet (including YouTube where appropriate), virtually visit historic sites and times, mixing art, photography, text, sound and even scenes from movies in order to encounter history in a meaningful, interactive fashion. The study of current political structures / events is facilitated by on-line access to state, federal, and international agencies. On-line international collaborative student exchanges, when used in conjunction with atlases and the *Magellan* mapping database, significantly enhance student appreciation of world cultures.
- Students with learning disabilities utilize audio / visual technology to confront education through multimedia experiences rather than through limited observations, readings and discussions.
- ELD students use multimedia interactive simulations and video to provide support for the verbal, reading, writing and thinking skills that must be developed in English. Using interactive simulations and videos, these students are able to recount their educational journeys in both their language of origin and English.
- Mathematics students and teachers utilize programmable graphing calculators to analyze problems, predict behavior, and validate solutions. CBLs and their associated probes are utilized to input real-world data for mathematical analysis. Spreadsheet software is utilized for analysis and modeling. Geometry software such as the *Geometer's Sketchpad* is utilized in a discovery mode to examine the properties of geometric figures. On-line resources like *SCORE* sites are utilized for collaborative problem solving.
- Foreign Language students and teachers utilize computers to enhance communication skills. Multimedia presentations, drawing information from CD-ROMS and on-line resources, enhance student understanding of the countries involved.

All students are taught to use word processing/power point software, and spreadsheets. In mathematics, students use software to supplement and clarify math instruction and to provide additional practice. For example, PLATO Learning for math and language arts is available on the District server and can be accessed from any computer on campus. Online information is also used to support language arts and social studies standard-based curricula.

Goal: Technology will be made available throughout both high school campuses. All classrooms, labs, and specialized environments will be monitored for student access throughout the year, each year of the Plan using the following schedule.

Person Responsible: Site Principal

Implementation, Monitoring and Evaluation:

August: The Site Principal will review a list of classroom and computer lab needs prior to the opening of school each year.

October: By the end of October annually, department chairs will report any additional needs that have not been met regarding student access to classroom computers or computer labs. Additionally, department chairs will report any additional needs for software in order to meet student needs in specialized environments such as Special Education, ELD, or AP classes.

January: By the end of January, the Site Principal will review and assess student access to technology based on available facilities, department chair semi-annual reports, and available software for students to complete required technology-based projects. This review will inform the 2nd semester needs for student access to technology.

June: The monitored progress of this goal (semester 1 and semester 2 reports) will be reported to the superintendent for review and planning for the next academic year.

3.i. Student Record Keeping and Assessment

The administrators and teachers in the Santa Ynez Valley Union High School and Refugio High are able to use technology to communicate through internal and external e-mail, access and consult student information on Aeries, and utilize the Internet. New teachers are provided with instruction in the use of all information software upon employment.

The district is in the 7th year of using Aeries as a student information database. All teachers have been given access to student information. They do all grades, attendance and progress reports on-line through Aeries.

Aeries software has expanded the information available to teachers, counselors, and administrators. Teachers have the following information available for every student in their classes:

- Attendance including excused, unexcused, school sponsored trip and tardies
- Current year quarter and semester grades as well as progress reports and teacher comments
- Parent contact and emergency contact data
- Full transcript information and progress toward graduation
- Full discipline file
- Assessment data from STAR, CELDT, CAHSEE and District Writing Assessments
- Academic and social intervention data directly inputted by teachers
- Medical information
- IEP or 504 information

Making the Grade is the District student grading system, and is available on all teacher workstations. All teachers have had training in using Making the Grade. This grade book

allows teachers to give readouts of class points, percentages, progress, and grade breakdowns by student number. These can be posted regularly (including on teacher websites) allowing students to maintain accurate information on their grade status in each class. The up-to-date grades are uploaded weekly to the server for access through our Parent Portal. (see Accessibility to Parents)

Student privacy is always a concern for Santa Ynez Valley Union High School. Aeries software and Making the Grade are both password protected. The Aeries Program also defaults to the password page when the program is not used for 15 minutes, further increasing student data.

Goal: Administrators and teachers in the Santa Ynez Valley Union High School and Refugio High will continue to use technology to communicate through internal and external e-mail, access and consult student information on Aeries, and utilize the Internet.

Objective: By July 2016, administrators and teachers in the Santa Ynez Valley Union High School and Refugio High will continue to use technology to communicate through internal and external e-mail, access and consult student information on Aeries, and utilize the Internet.

Benchmark:

Year 1: By July 2012, administrators and teachers in the Santa Ynez Valley Union High School and Refugio High will continue to use technology to communicate through internal and external e-mail, access and consult student information on Aeries, and utilize the Internet.

Years 2 – 5: Continue to build upon prior year’s activities.

Person Responsible: Site principal

Implementation, Monitoring and Evaluation: The administrators and teachers in Santa Ynez Valley Union High School and Refugio High School will use technology to communicate through internal and external e-mail, access student information on Aeries, and utilize the Internet on a daily basis.

August: The Network Manager and Site Principal will work in conjunction to review staff and student needs for class rosters and student records prior to the opening of school each year. Prior to the 1st day of school, all teachers will be given access to student information, including online grade books, attendance reports, and student achievement reports through the Aeries student information system.

October: By the end of October annually, department chairs will report the results of 1st Quarter student assessments to the Site Principal. Assessments will be conducted using the District’s IDMS system, and student test results will be uploaded into Aeries for

distribution to teachers. The quarterly student assessment data will be used to modify classroom instruction.

January: By the end of January, department chairs will report the results of 2nd Quarter student assessments to the Site Principal. Assessments will be conducted using the District's IDMS system, and student test results will be uploaded into Aeries for distribution to teachers. The quarterly student assessment data will be used to modify classroom instruction prior to the STAR exams in the Spring. The Network Manager will review site needs with the student information system and other software applications related to student achievement and record keeping, to ensure adequate support throughout the remainder of the year.

June: The monitored progress of this goal (using quarterly assessment results and year-end summative assessment results) will be reported to the superintendent for review and planning for the next academic year. The Network Manager will review year-end site needs with the student information system and other software applications related to student achievement and record keeping, to begin planning for the next academic year.

3. j. Accessibility to Parents

At the beginning of each school year, parents are asked for their email addresses and are added to the District's email database for regular email updates about class and student activities and concerns. For parents who choose not to receive email, or who do not have access to email, the same information is communicated by phone, written documents, or posted on the school website. All communication from school to home must adhere to district policy regarding confidentiality of student information.

The school websites contain faculty and administrative directories for easy communication, in addition to the provision of websites for each department and each teacher. Parents have the ability to register on the school website, allowing them to receive an email notification any time a teacher website is changed or an information item is updated.

Any parent may phone or email a request for complete student grade information read out if they do not have Internet access and the ability to use the Parent Portal. These may be mailed home. We have also included a space on the student's registration form for a parent home email address. This will also allow more and improved communication between the parents and teachers. We continue to reinforce this and request additional parent email addresses in our original newsletter and also hand out forms to fill in this information at Back to School Night in September.

These teacher web sites mentioned above have homework, activities, class work and testing information available. The District will continue to offer staff development in support of website usage for curricular and student needs. Surveys are provided annually to parents to help improve the communication between school and home.

Goal: The District will provide consistent and open access to parents through the use of technology on an annual basis.

Objective: By June 2016, the District will provide consistent and open access to parents through the use of technology on an annual basis.

Benchmark:

Year 1: By June 2012, The District will provide consistent and open access to parents through the use of technology on an annual basis.

Years 2-5: Continue to build upon prior year's activities.

Person Responsible: Network Manager; Site principal

Implementation, Monitoring and Evaluation:

In addition to ongoing parent meetings and events, the District strongly encourages regular communication between parents and school staff. Every staff phone is voice-mail capable, each teacher and administrator is given a district email account for communication with parents, and the school website gives each teacher a webpage for posting curricular, homework, and grade information. Parents are asked to complete a survey each year to help measure the degree of successful communication between home and school. Teacher websites and the parent grade portal are monitored by the principal or designated staff members to assure that the information is up-to-date.

August: The Network Manager and Site Principal will work in conjunction to provide parents with the ability to provide email addresses, which are added to the District's email database for regular email updates. A plan will also be in place for parents who do not have access to email, allowing them to access information by phone, written documents, or the school website. All communication from school to home will adhere to district policies regarding confidentiality of student information.

October: By the end of October annually, the Site Principal will receive a report detailing parent usage of the school website, grade portals, and email communication. Department chairs will provide estimates of parental contacts in order to determine the level of overall school-home communication that is occurring. A report will also be generated to identify the number of parents who have registered on the school website, allowing them with immediate email notification when information on the website has changed.

January: By the end of January, the Site Principal will receive a report detailing parent usage of the school website, grade portals, and email communication for the 1st semester. A reminder to register on the school website or update email addresses will be sent to parents, which will help to recruit new families who may have moved into the area after the beginning of school.

June: The monitored progress of this goal (website usage, frequency of email notifications, frequency of parent access to grade portal) will be reported to the superintendent for review and planning for the next academic year. The Network Manager will review year-end site needs with the Site Principal in order to begin planning for the next academic year.

3.k. Curricular Component Monitoring

Part of the implementation strategy for meeting the district goals is to have the superintendent or designee(s) meet with key staff members, teachers, and grade level teams to monitor the delivery of technology-based instruction, the availability of various technologies for all students, maintenance of internet safety and student record keeping, and the ongoing support for the use of technology in student projects. Academic achievement will be monitored by the site principal, who will disaggregate State student assessment data in order to identify student and class strengths and specific skill and learning needs.

State student assessment data will then be triangulated with quarterly benchmark assessments conducted by core academic departments, and will be reviewed by teachers in those departments at the direction of the school principal and department chairpersons. The student achievement data will be reviewed on a quarterly basis in order to determine the level of student mastery in each subject area.

The review of the quarterly student achievement data will be used to modify classroom instructional strategies, and to target and develop identified discreet skills for students and for each class in core academic subjects. Finally, all strategies and progress toward District curricular goals will be aligned with the Board-adopted Strategic Plan. The monitoring of specific goals (3.d – 3.j) in this technology plan are further explain here or listed within each goal:

3.d) Goal 1 Monitoring: By June of 2016 all students in grades 9-11 will score at or above the 70th percentile on the English/language arts and math California Standards Tests (STAR).

Person Responsible: Site principal

Implementation, Monitoring and Evaluation: Progress will be measured by annually disaggregating and analyzing scores on the CST and CAHSEE using a variety of data sources. Site administrators will analyze the data from the CST and CAHSEE during August of each year. The site administrators will meet with staff to review student data and develop strategies for improvement for all students. These will include a review of

core academic standards and individual student data in order develop a plan for improving academic performance.

In October, site administrators will provide written reports of findings and a summary of their school's strategies for the current school year to the District Educational Technology Committee. This implementation process will include a quarterly review of student work samples, maintained by classroom teachers which demonstrate student progress toward meeting the goal.

In January, site administrators will report to the ETC progress towards goal attainment. This will allow all stakeholders to monitor progress toward meeting the benchmarks and goal. If any modifications to this plan need to be made due to lack of progress toward meeting the benchmarks and goals the ETC will develop modifications to strategies and coordinate with site administrators to make necessary modifications. The monitored progress of this goal as well as any modifications will be reported to the superintendent at least once a year (more if needed).

3. d) Goal 2 Monitoring: After 3 years of schooling, English Language Learners will score at or above Level 4 on each of the 3 sections of the CELDT.

Person Responsible: Site principal

Implementation, Monitoring and Evaluation: Progress will be measured by annually disaggregating and analyzing scores on the CELDT and triangulating data with the English Language Arts portion of the CST.

August: Site administrators will analyze the data from the CELDT and ELA portion of the CST during August of each year. The site administrators will meet with necessary staff to review student data and develop strategies for improvement for all EL students. These will include a review of core academic standards and individual student data in order develop a plan for improving academic performance.

October: Site administrators will provide written reports of findings and a summary of their school's strategies for the current school year to the Educational Technology Committee. This implementation process will include a quarterly review of EL student work samples, maintained by the classroom teacher, that demonstrate student progress towards meeting the goal.

January: Site administrators will report to the ETC progress towards goal attainment. This will allow all stakeholders to monitor progress toward meeting the benchmarks and goal. If any modifications to this plan need to be made due to lack of progress toward meeting the benchmarks and goals the ETC will develop modifications to strategies and coordinate with site administrators to make necessary modifications.

June: The monitored progress of this goal as well as any modifications will be reported to the superintendent for review and planning for the next academic year.

3.e) Information and Tech Literacy Monitoring

The site principal will monitor the use of technology-embedded lesson plans as part of the regular teacher evaluation cycle. Time and resources will be dedicated to these lessons and the teachers will mentor and assist in the students' use of technology in their assignments.

3.f) Information Literacy Ethics Monitoring – see 3f

3.g) Internet Safety Monitoring – see 3g

3.h) Equitable Technology Access for all Students Monitoring – see 3h

3.i) Student Record Keeping and Assessment Monitoring –see 3i

3.j) Accessibility to Parents Monitoring – see 3j

4. Professional Development

4.a. Current Skills and Needs of Staff

In order to facilitate providing professional development that meets the teachers' and administrators' skill needs and goals of the plan, a method is needed to keep track of discrete skills. In the Santa Ynez Valley Union High School District this is accomplished by keeping records of the teachers as they achieve the skills outlined in the teacher survey outlined on the EdTechProfile web site. We are in California Region 8 and all reference to REGION 8 CTAP proficiencies refer to those in Region 8. In June 2008 all the teachers, counselors and administrators in the district attained Region 8 CTAP Level II status.

The school uses the services of CTAP Region 8 who has developed training in instructional technology consistent with the attainment of the California Commission on Teacher Credentialing (CTC) requirements for the use of technology (Standards 9 and 16). The counties encompassing CTAP Region 8, Santa Barbara, Ventura, Kern, and San Luis Obispo, have collaborated and agree upon common artifacts that demonstrate mastery for the elements found in the CTC technology standards for teachers. Staff having attained each level of proficiency in instructional technology maintains a portfolio with these artifacts that demonstrate competency.

REGION 8 CTAP Region 8 Level I certifies competency of utilizing technology for

personal use, while Level II certification indicate professional competencies for integrating technology into instruction in order to achieve student success in learning, communication, and life skills. Level III certifies ability to provide instruction for Levels I and II.

In January 2008 a new base of technology skills was established with a new EdTechProfile survey for all staff and used to assist in staff development design and opportunity options made available. The current data on staff technology skills is available below:

Santa Ynez Valley Union High School District teachers number 57, with 4 counselors. Currently of the 61 faculty, all have achieved Region 8 CTAP proficiency Level I and Level II status, and 1 faculty member has achieved Level III status. Two of our administrators have met Region 8 CTAP Level II proficiency; all administrators have completed either AB 75 or AB 430 certification.

The primary mission of staff development is to improve student learning. The most powerful forms of professional development combine learning strategies. According to the National Staff Development Council, “To promote the development of new instructional skills, training may be combined with coaching, study groups, and action research. To promote the skillful implementation of a standards-based curriculum, study of the subject with a content expert may be combined with curriculum replacement units and a course on the development of rubrics.” Ongoing mentoring and consultative support are recommended in numerous sources.

The District is focused on making this training possible for all that need it. All professional development opportunities are aligned with the District Strategic Plan, which primarily focuses on 21st century learning skills and the use of technology in the classroom.

4.b. and c. Goals and Implementation Plan

One of the District’s goals is that all teachers will develop personal and professional proficiency using a wide variety of technical tools. Teachers will be able to integrate technology into instructional practice in a manner that supports classroom instruction and student learning in the 21st century. Administrators will be able to support the staff’s efforts. Our recently hired teachers qualify for Region 8 CTAP 2 proficiency as they are newly credentialed, which meets District expectations.

New teachers are involved in BTSA as they work toward clearing their teaching credentials. As a requirement for BTSA completion, teachers must achieve Level 2 Region 8 CTAP proficiency. All ELL teachers are fully qualified under NCLB to teach students in core academic areas such as English Language Arts and Math.

Many of the District's teachers have received training through CTAP Region 8 even though there is no legal requirement to do so. The following goals are to support the teachers that had little or no training in technology when they were student teachers.

Santa Ynez is fortunate in having collaboration time built into our weekly schedule. We have dedicated time each Monday for in service and collaboration. At least one Monday a month is dedicated to a wide variety of technology training opportunities. The first 6 months of the 2010-11 school year was focused on collaboration time that included technology training for classroom applications and teacher website usage.

The Educational Technology Committee works with staff in monitoring technology goals and advancement of various technology skills on a regular basis. The principal, along with the Technology Committee, aligns reasonable schedules and goals for professional development with the District Strategic Plan in order to guarantee adequate progress. Members of the Technology Committee also serve as coaches, assisting staff in technology skill acquisition and technology troubleshooting. The evaluation of needs as well as scheduling and planning for professional development takes place on a semi-annual basis.

Goal 1: 100% of the faculty will achieve a Region 8 CTAP Level II Instructional Proficiency, and all faculty members will maintain proficiencies through 2016. **(CTAP Region 8 certification)**

Objective: By June of 2011 100% of the faculty will achieve a Region 8 CTAP Level II Instructional Proficiency, and all faculty members will maintain proficiencies through 2016. **(CTAP Region 8 certification)**

Benchmark:

Year One: By June 2011 100% of the faculty will achieve Region 8 CTAP Level II proficiency. Faculty members will be surveyed on proficiency levels through the District Office.

Year Two: By June 2012 100% of the faculty will maintain Region 8 CTAP Level II proficiency. Faculty members will be surveyed on proficiency levels through the District Office.

Year Three: By June 2013 100% of the faculty will maintain Region 8 CTAP Level II proficiency. Faculty members will be surveyed on proficiency levels through the District Office.

Year Four: By June 2014 100% of the faculty will maintain Region VIII CTAP Level II proficiency. Faculty members will be surveyed on proficiency levels through the District Office.

Year Five: By June 2015 100% of the faculty will maintain Region 8 CTAP Level II proficiency. Faculty members will be surveyed on proficiency levels through the District Office.

Person Responsible: Administration, Superintendent

Implementation, Monitoring and Evaluation Method: Priority for certificated staff is for all to achieve, and regularly use, Region 8 CTAP Level II proficiency. Site administrators detailing each staff member's progress in his/her skill level will submit a progress report to the educational technology. The use of personnel evaluations will include the use of technology in the classroom. If reports and evaluations conclude that further intervention is needed in order to meet the goal for any individuals, then the Educational Technology Committee will work with district administration to assist staff in receiving the needed training and assistance.

Goal 4.2 All departments will develop and begin implementing units that focus on technology in the 21st century.

Objective: By June 2012, All departments will develop and begin implementing units that focus on technology in the 21st century and continue to build in future years.

Benchmark:

Year One: By June 2011 all departments will develop a draft of a 21st century unit of studies, incorporating the use of technology into the foundation of the lessons.

Year Two: By June 2012 all departments will implement at least one 21st century unit of studies, incorporating the use of technology into the foundation of the lessons. The units will be presented to the board annually.

Year Three: By June 2013 all departments will implement an additional 21st century unit of studies, incorporating the use of technology into the foundation of the lessons. The new units will be presented to the board annually.

Year Four: By June 2014 all departments will implement an additional 21st century unit of studies, incorporating the use of technology into the foundation of the lessons. The new units will be presented to the board annually.

Year Five: By June 2015 all departments will implement an additional 21st century unit of studies, incorporating the use of technology into the foundation of the lessons. The new units will be presented to the board annually.

Person Responsible: Principal and Superintendent

Implementation, Monitoring and Evaluation Method: Annually, the following method of monitoring will occur:

August: The Site Principal will provide professional development time for teachers to review 21st century lesson units that were created in the previous year. Faculty members will use the new units to increase their technological skills in the classroom.

October: By the end of October annually, department chairs will report progress on the 21st century units to the Site Principal.

January: By the end of January, department chairs will report progress on the 21st century units to the Site Principal. The Site Principal will also provide time for departments to begin planning new units for the following year, in order to increase their technological skills in the classroom.

June: The monitored progress of this goal will be reported to the superintendent (report on effectiveness of current 21st century units, and progress on development of subsequent units of study), for review and planning for the next academic year.

5. Infrastructures, Hardware, Technical Support, and Software Component

5. a. and 5 b. Existing and Needed Infrastructure, Hardware, Electronic Resources, and Technical Support

To accomplish the goals of this plan the district has an infrastructure to support technology that is reliable and will expand on the demand of the needs of the students and teachers as well as future innovations in educational technology. Students have access to computers in every classroom and in computer labs that are located in multiple places on the school campus. Students may also bring their own personal computers to school, as needed. The District has a 10Mb high capacity Fiber-optic Internet connection; this is supplemented with a 1 Gb LAN infrastructure.

In 2007 the District's 10 servers were combined into a Blade Server environment, with additional storage capacity (5 Tb) added to host student portfolios. The District has also implemented a thin client environment in 3 computer labs.

The Read 180 language labs and licensing as well as support software for our ELD program are of primary importance, and have a priority in our technological infrastructure. Math software, particularly in our developmental mathematics areas is also a current focus for our school. The District has implemented several programs such as PLATO, Read 180, and others to support underachieving students.

Classroom teachers will continue to receive further training in the integration of technology with curriculum, file management, operating system navigation, hardware knowledge, and office applications. Staff development will be part of the District's overall Strategic Plan.

The District will continue to provide support for technical problems that may occur at a school site despite the state's current fiscal problems. The District's goal is to ensure that no computer system would be unavailable for longer than 24 hours. The District has a minimum of one trained technician available to troubleshoot infrastructure, hardware, and software confliction problems. Currently the district is funding 0.4FTE for a technology mentor who oversees the student technician program in conjunction with our ROP Computer Repair Class. The District also funds a full time systems manager. Additionally, all members of the Educational Technology Committee have substantial technological expertise. This expertise is used to train staff in technological skill areas on a regular basis. If the staff requires further resources, the Santa Barbara County Office of Education has qualified staff available for this purpose.

It is the intent of the District to continue to make technology an integral part of student learning. Because of this level of support and funding in the district budget, there is no plan to reposition learning resources in the next 3 – 5 years. However, this plan will be revisited in 2014 in order to make modifications, if needed. If new resources (outside the scope of this plan) are needed, they will be incorporated into the plan during 2014.

The District provides every staff member with an e-mail account and website. All teachers take attendance electronically and use an electronic grade book. Student information is available to parents via a Parent Portal, with new features being added continuously. Plans to replace older workstations and electronic devices are constantly in place, with the goal of trying to adhere to a 3 – 5 year turnover rate.

Hardware, Software, and Networking Infrastructure

Every classroom has mounted video projectors along with one in the presentation room in the library. There are another 4 video projectors available for teacher check out.

There is a minimum of 2 whiteboards in each classroom. Classrooms also have a dedicated cable line that allows cable TV viewing as well as broadcasting a video, DVD or even live broadcast from our video studio to one, some, or all classrooms. The District has a digital photography class with more than 20 cameras and several video cameras that can be used for projects or demonstrations. Classrooms are also networked to high-volume printers, and each teacher workstation is linked to the district copy room, allowing copies to be sent electronically. Scanning capabilities have been added, enabling any teacher to have a page scanned and sent to his/her workstation or email account.

The District's network consists of Internet/Network connectivity to every classroom. Our LAN consists of 1 Gbps of full-duplexed fiber/Cat5/6 connected to our ISP at 10 Mbps. The LAN consists of fully switched 1000gig-based ports to classrooms with fiber backbones. Our LAN is served by a bank of Virtual Servers with San Technology storage. A firewall/filtering box is guarding the entire system.

The District employs one Network Manager to maintain, implement, and configure approximately 500 workstations and 20 switches. A continuing support agreement is also

in place with a local vendor to manage and troubleshoot the virtual environment created with the Blade Server.

The implementation of thin clients is helping reduce the man-hours for continuous reconfiguring of systems that have had unauthorized changes made to them. In addition the District has a Computer Repair Class with advanced students who, with the help of the instructor, aid in supporting staff needs. This teacher is given release time by the District to work with student aids. These students, under the direction of the teacher, help to maintain the individual computers at their sites and to provide additional support to teachers. The District also has a librarian who maintains the school's web pages.

Additional software information is located under 6.b. (Implementation Costs).

5. c. Annual Benchmarks

In overview, the District is developing a replacement schedule and budget for all outdated computers and related equipment. We currently have enough stations that our student – computer ratio is approximately 3:1. This low ratio is enhanced by the provision of digital student accounts. Each student is provided with an account that hosts District email and a digital portfolio. In addition to having a common email/work and project platform, students are able to store/copy and produce a digital collection of their work upon graduation. These portfolios may also be used for the college admissions process.

****Hardware Replacement Plan***

| Year | Computer Hardware |
|-------------|--|
| 2011 – 2012 | Classroom teacher computers (60); District and site switches (30); Replace administrative and support computers (36) |
| 2012 – 2013 | Classroom Student Computers (mini-labs) (20); District Server replacements (5); Computer lab computers @ Library 1, P-16, Math, (3 labs, 75 computers): District and site storage blades (2) |
| 2013 – 2014 | Computer lab computers @ RHS, Science, Library 2 (3 labs, 75 computers); Site server replacements (5) |
| 2014 – 2015 | Computer lab computers @ EAST, ROP Comp. Sci, ROP Photography 2 (3 labs, 75 computers); District and site storage blades (4) |
| 2015 – 2016 | Classroom teacher computers (60); District and site switches (30); Replace administrative and support computers (36) |

5. d. Monitoring of Benchmarks

The management of this Educational Technology Plan is accomplished annually by the District Educational Technology Committee and supervised by the principal. The Educational Technology Committee uses the goals found in the District Strategic Plan to outline specific goals for progress on an annual basis. Following the monthly progress meetings, a final review will be presented to the superintendent and the Board of Education.

Person Responsible: Site Principal; Network Manager; Superintendent
Benchmark:

Year One: By June 2011 the Network Manager will develop needs assessment list (including cost analyses) prior to upgrading software or replacing the hardware listed in the 2011-12 portion of the Hardware Replacement Plan (item 5.c). The needs assessment will be reviewed by the Site Principal and the Superintendent for approval.

Year Two: By June 2012 the Network Manager will develop needs assessment list (including cost analyses) prior to upgrading software or replacing the hardware listed in the 2012-13 portion of the Hardware Replacement Plan (item 5.c). The needs assessment will be reviewed by the Site Principal and the Superintendent for approval.

Year Three: By June 2013 the Network Manager will develop needs assessment list (including cost analyses) prior to upgrading software or replacing the hardware listed in the 2013-14 portion of the Hardware Replacement Plan (item 5.c). The needs assessment will be reviewed by the Site Principal and the Superintendent for approval.

Year Four: By June 2014 the Network Manager will develop needs assessment list (including cost analyses) prior to upgrading software or replacing the hardware listed in the 2014-15 portion of the Hardware Replacement Plan (item 5.c). The needs assessment will be reviewed by the Site Principal and the Superintendent for approval.

Year Five: By June 2015 the Network Manager will develop needs assessment list (including cost analyses) prior to upgrading software or replacing the hardware listed in the 2015-16 portion of the Hardware Replacement Plan (item 5.c). The needs assessment will be reviewed by the Site Principal and the Superintendent for approval.

6. Funding and Budget Component

6.a. Established and Potential Funding Sources

Funding for technology is a constant challenge for the Santa Ynez Valley Union High School District. The District continues to be creative in its ability to maintain and support

with funding to provide support systems. Established funding sources include: EETT grant, Title I, EIA, district E-Rate discount, and the unrestricted general fund. In addition to these traditional sources of funding, the District will also pursue outside funding from local Foundations and Governmental grant opportunities.

6. b. Annual Implementation Costs

Santa Ynez Valley Union High School has strong district support for the success of this technology plan and they are determined to put whatever available resources they have to the continued use and improvement of technology in our classrooms and the acquisition of technology skills by our students and staff. The District Budgets out of unrestricted General Fund monies to cover the non e-rate portions of our Telecommunications and internet connections, respectfully.

| Item | '11-12 | '12-13 | '13-14 | '14-15 | '15-16 | Funding Sources |
|--|-----------|-----------|-----------|-----------|-----------|---|
| Telecommunications <i>(i.e. VoIP telephone system, TW phone service)</i> | \$42,000 | \$42,000 | \$42,000 | \$42,000 | \$42,000 | E-Rate, EETT, Gen. Fund |
| Hardware <i>*(see replacement plan below)</i> | \$150,000 | \$150,000 | \$150,000 | \$150,000 | \$150,000 | Gen. Fund |
| Software <i>(i.e. READ 180, Microsoft Office, Aeries, PLATO, Anti-virus, Grade book, Parent Portal, Library inventory database, etc.)</i> | \$90,000 | \$90,000 | \$90,000 | \$90,000 | \$90,000 | Gen. Fund, categorical funds, donations |
| Professional Development <i>(i.e. includes sub cost, conference costs)</i> | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$15,000 | Title II, Prof. Dev. Block Grant, EETT |
| Personnel <i>(Network Manager; 0.4 FTE network support teacher)</i> | \$109,204 | \$109,204 | \$109,204 | \$109,204 | \$109,204 | ROP, Gen. Fund |
| Internet Access (before discounts) | \$48,000 | \$48,000 | \$48,000 | \$48,000 | \$48,000 | E-Rate, EETT, Gen. Fund |
| Estimated Total | \$454,204 | \$454,204 | \$454,204 | \$454,204 | \$454,204 | |

6.c. District Replacement Policy

In overview, the District’s replacement schedule and budget for all outdated computers and related equipment is outlined in the Hardware Replacement Plan (item 5.c).

District replacement policy: The District understands and supports the necessity of having a policy that insures the replacement of obsolete equipment, and that a schedule for replacement is a formal part of the District’s budget and planning process. As a part of our ongoing working relationship with the North County ROP program, the ROP

computer repair class has been utilized to build computers for labs at various schools and other ROP programs in the district. As a result, classroom computers can be repaired and replaced at a reduced cost to the District. It is the intention of this plan to create a replacement policy that will allow the District to maintain a technological edge and to maintain the number of computers in each classroom.

When computers are not capable of supporting student learning in the classroom because of outdated components or dysfunction, they are removed from the network. Computers that are no longer working are declared surplus by the Board of Education and then stored until Electronic Waste Companies pickup the equipment under the direction of the Network Manager.

6.d. Monitoring EETT Funding and Implementation Costs

The management of this Educational Technology Plan is accomplished annually by the District Educational Technology Committee and supervised by the principal. All costs and allocations are compared with the annual technology goals, as outlined in this plan and in the District Strategic Plan. Following the review a report will be presented to the superintendent and the Board of Education.

7. Monitoring and Evaluation Component Criteria

7.a. Process for Evaluating the Plan's overall progress and impact on teaching and learning.

A monitoring and evaluation process is imbedded throughout the plan as part of the goals. In short, the District budget reflects the adopted Strategic Plan, identifying the technology needs and necessary capital outlay required to meet the goals for student achievement. Professional development and curricular expectations are aligned with the published goals from the Strategic Plan, and are regularly monitored by the District and site administrations. The Board of Education receives monthly updates on progress toward the published goals, and annually evaluates the total progress toward the goals listed within this plan.

7.b. and c. Schedule and Process of Evaluating Plan Implementation

District and site administrators along with the Educational Technology Committee will collect the data, monitor the implementation, and review the progress toward the benchmarks and goals on an ongoing basis. The principal will report to the Educational Technology Committee. During these quarterly meetings the stakeholders (including the Board of Education) will receive information on the Plan's progress as well as have an opportunity to provide input. Information regarding the progress of replacing the school's hardware will be tracked. Data on students' use of technology in the English and math classrooms will be tracked and discussed. Data from CAHSEE, STAR and ELD student progress and re-designation will be shared as that information becomes available. Regular updates on staff in-services will also be monitored quarterly. The committee will make modifications to the ETP as needed.

Timelines have been included with each goal. Evaluation schedules will occur each quarter, semester, semi-annually, or yearly depending on the nature of the goal. An evaluation report shall be presented to the Board by the principal as a way of informing all members of the community. Each goal has been assigned to a member of the Educational Technology Committee who is responsible for overseeing it. A method for collecting the data to monitor and evaluate the progress is also identified with each goal. The District plans to use multiple measures (as described in each goal) for evaluation to monitor the goals. The cumulative finding of the EETT committee regarding progress will be shared quarterly at faculty meetings. Specific data regarding students' achievement will continue to be shared with each teacher and discussed in departments.

The principals and District will directly oversee the technology proficiency certifications of faculty and administration in Region 8 CTAP and AB 430. Each year as new faculty and administrators are hired, they will be expected to meet the EETT plan level of technology proficiency. A plan and timeline for achieving this proficiency level will be established by October of their first contracted year.

The cumulative finding of the EETT committee regarding progress will be shared each semester at faculty meetings. Specific data regarding students' achievement will continue to be shared with each teacher and discussed in department and small learning group meetings. A progress report will be made at least twice a year to the community and Board by the superintendent to report progress towards reaching benchmarks and goals in each area.

8. Effective collaborative strategies with adult literacy providers to maximize the use of technology Criterion.

The district is always striving to help parents communicate with the district. To that end, People Helping People and staff members collaborate to provide a weekly computer class for parents of ELL students to help teach them computer skills while learning how to access their students records, teacher websites and information provided by the district through the district website.

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

9.a. Current Research

Research literature that supports the goals and activities of this plan is embedded in appropriate sections. For the sake of readability, not all of the research, which influenced the development of this plan, has been so embedded. A summary of additional research is offered below.

Perhaps the most obvious question is, “Does technology significantly increase student learning?” Reviewing five large-scale studies on the effect of educational technology on student achievement, John Schacter found that both students who used computer-based instruction and those in an environment with an integrated, curriculum-based approach had significant gains in achievement over those who did not. This held true for “researcher constructed tests, standardized tests, and national tests.” (see *The Impact of Education Technology on Student Achievement: What the Most Current Research Has To Say*, ERIC #ED430537)

A central strategy in this plan is to utilize all appropriate technology resources in an integrated model for the delivery of standards-based instruction. In June, 2001, the CEO Forum on Education and Technology concluded that technology can have a significant impact on student achievement “when integrated into the curriculum to achieve clear, measurable educational objectives.”

In its report of the previous year (2000) that same forum outlined the actions that “schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st Century skills.” (“Digital content...includes video on demand, software, CD-ROMS, websites...on-line learning management systems...data files, databases and audio.”) The report finds that schools must “commit to the vision of digital learning and take the initial steps to achieving it by linking digital content to educational objectives...” Furthermore, the report concluded, “Well trained teachers are the key to creating digital learning environments...” To be effective, teachers need training in “how to integrate digital content and tools into the curriculum and instruction.” These findings are clearly reflected in the philosophy, goals, and activities found throughout this plan.

This plan also invests significant resources in teacher training. Wenglinsky’s 1998 national study of the impact of technology on mathematics achievement found that students whose teachers received professional development on computers showed significant gains. (see Wenglinsky, *Does It Compute? The Relationship between Educational Technology and Student Achievement in Mathematics*, ERIC # ED425191.) Similarly, Middleton and Murray found that student use of technology led to improvements in Language Arts and those students whose teachers were high level users of technology in the classroom scored significantly better than did students whose teachers were low level users. (see Middleton and Murray, *The Impact of Instructional Technology on Student Academic Achievement in Reading and Mathematics*, 1999, ISSN-0892-1815)

Also central to this plan is the allocation of considerable District financial resources to provide a broad spectrum of support services. In a National Survey Report (*Technology Support: Its Depth, Breadth and Impact in America's Schools. Teaching, Learning, and Computing: 1998 National Survey Report #5*), Ronnkvist, Dexter, and Anderson reported that: *research has shown that teachers lack adequate support for the use of information and communication technologies (ICT). In this report, the term "support" is used in its broadest sense, so that it encompasses a wide range of resources for teachers. These resources include, but are not limited to ... presence of a support staff, personal help and guidance, professional development, and professional incentives.*

The first four of these resources is precisely what the District is addressing through its cooperative association with R. O. P. and using the resource of our computer technology and computer repair program and lab. We also actively seek supplemental funds from local contributors. And the staff continues to pursue various grants and awards that have technology components.

9. b. District Plan to Extend or Supplement Rigorous Curricula

The District has determined that the cost/benefit ratio of video conferencing has decreased substantially from 2001, making it a more viable curriculum component in 2011. Web casts are utilized for staff development and as an enhancement for classroom instruction. On- line opportunities for students is also growing (i.e. PLATO Math, Study Island, Cyber High). Classes that need to be made up or that are not available to our students are taken on-line. The student may work from home or on a school computer to take the class. Assessments are taken by students in our guidance office, while others are done online. Advanced Placement opportunities not offered on the high school campus are available on-line through the UC President's Office as well. On campus computer labs are also used to host Allan Hancock College entrance assessments for students taking concurrent Allan Hancock classes.

Teachers, staff and students make continual use of the Internet for research and learning opportunities. We have several resource links available on our school website as well as templates in language arts and math for some of the basic standards for those subjects. All teachers are provided with a school website for academic use and posting of homework, curricular information, and assignments. YouTube access was granted during the 2010-11 school year, and is used to enhance PowerPoint presentations in classrooms. Teachers also regularly post links for productive resources in their subject areas, which are shared with students.

Math and foreign language departments have portable video projection units with laptops use in other than classroom uses. This includes subject appropriate software for the portable as well as a fixed workstation and video projector. The EAST (Environment and Space Technology) Program has also received several grants and awards beyond the original EAST Grant in 2003. Grant monies have also been used to purchase graphing calculators for the math classes, as well as document cameras and supplementary software programs.

Many of our elective classes have been remodeled to reflect the need for 21st century technology, while also meeting students' interest levels and graduation requirements. We have also worked very hard with Allan Hancock College and the CSU and UC Systems to be granted articulation and meet requirement for those institutions. For example, classes such as Advance Video and Digital Photography meet not only high school but CSU and UC fine arts requirements; EAST-Environmental Science meets the requirements for a lab science; and others meet elective requirements. Several other classes such as Auto, Video Production, and CAD drafting have been developed with

articulation agreements that allow students certifications as well as placement into higher level classes in those areas upon enrollment at Allan Hancock College. It has been the concerted effort of the faculty, administration and board that have forged these opportunities for our students. All of our ROP classes have an articulated track with Allan Hancock College. This has made high end technology based offerings not only available to all students, but desirable to all students.

Technology in the classroom and in the extended curricula is expected at Santa Ynez Valley Union High School. As such, our teachers have embraced the opportunity to use technology in the delivery of their lessons and curriculum. The engagement of our students and quality of the teaching have allowed Santa Ynez Valley Union High School to post the highest API score of any high school in Santa Barbara County. Because of our many ROP labs classes and other labs and mini labs available to students, the exposure and opportunities to gain technology skills and experience are extremely high.

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

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

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

| 1. PLAN DURATION CRITERION | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|--|-----------------------|--|--|
| The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year) | 2-3 | 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. | 3-4 | 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, and 12 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|---|------------------------------|---|---|
| a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours. | 4-5 | 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. | 5-7 | The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum). | The plan cites district policy regarding use of technology, but provides no information about its actual use. |
| c. Summary of the district's curricular goals that are supported by this tech plan. | 7-9 | 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 | 9-13 | The plan delineates clear goals, measurable objectives, annual | The plan suggests how technology |

| | | | |
|---|---------------------|---|--|
| <p>benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</p> | | <p>benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.</p> | <p>will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p> | <p>13-15</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p> | <p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p> |
| <p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from</p> | <p>15-16</p> | <p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p> | <p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p> |

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|--|---------------------|--|--|
| <p>unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p> | | | |
| <p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p> | <p>16</p> | <p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p> | <p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p> |
| <p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p> | <p>16-17</p> | <p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p> | <p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>i. List of clear goals,</p> | <p>18</p> | <p>The plan delineates clear</p> | <p>The plan</p> |

| | | | |
|--|-------------------------------------|---|---|
| <p>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.</p> | | <p>goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p> | <p>suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>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.</p> | <p>18-19</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p> | <p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>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.</p> | <p>19-25</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p> |
| <p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |

| | | | |
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| and 12 (Appendix D). | | | |
| <p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p> | <p>25-26</p> | <p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p> | <p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p> |
| <p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p> | <p>26-28</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p> | <p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p> |
| <p>c. Describe the process that will be used to monitor the Professional</p> | <p>26-28</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is</p> |

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| Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities. | | | absent, or lacks detail regarding who is responsible and what is expected. |
|--|--|--|--|

| <p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |
|--|-------------------------------------|--|---|
| <p>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.</p> | <p>29</p> | <p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p> | <p>The inventory of equipment is so general that it is difficult to determine what must be acquired to support to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p> |
| <p>b. Describe the technology hardware, electronic learning resources, networking and telecommunication s infrastructure, physical plant modifications, and technical support needed by the</p> | <p>29-30</p> | <p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and</p> | <p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't</p> |

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| <p>district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p> | | <p>Professional Development components.</p> | <p>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.</p> |
| <p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p> | <p>30-31</p> | <p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p> | <p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p> |
| <p>d. Describe the process that will be used to monitor Section 5b & the</p> | <p>31-32</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is</p> |

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| annual benchmarks and timeline of activities including roles and responsibilities. | | | absent, or lacks detail regarding who is responsible and what is expected. |
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| 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. | 32 | 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. | 32-33 | 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. | 33 | 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 | 33-34 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is |

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| to adjust budgets as necessary. | | | responsible and what is expected. |
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| 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. | 34 | 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. | 34-35 | 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. | 34-35 | 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 |

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| | | | plan and/or disseminate the findings. |
| <p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p> | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| <p>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.)</p> | 35 | <p>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.</p> | <p>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.</p> |
| <p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p> | Page in District Plan | Example of Adequately Addressed | Not Adequately Addressed |
| <p>a. Summarize the relevant research and describe how it supports the plan's curricular</p> | 35-36 | <p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p> | <p>The description of the research behind the plan's design</p> |

| | | | |
|--|---------------------|--|--|
| <p>and professional development goals.</p> | | | <p>for strategies and/or methods selected is unclear or missing.</p> |
| <p>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.</p> | <p>36-37</p> | <p>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).</p> | <p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p> |

Appendix J – Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 42 - 69328

School Code (Direct-funded charters only): _ _ _ _ _

LEA Name: SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT

*Salutation: Mr.

*First Name: RICHARD _____

*Last Name: WILSON _____

*Job Title: NETWORK MANAGER _____

*Address: P.O. BOX 398, 2975 E. HWY 246 _____

*City: SANTA YNEZ _____

*Zip Code: 93460 _____

*Telephone: 805-688-6487 Ext: 3565 _____

Fax: 805-686-4454 _____

*E-mail: rwilson@syvuhds.org _____

Please provide backup contact information.

1st Backup Name: PAUL TURNBULL _____

E-mail: PTURNBULL@SYVUHSD.ORG _____

2nd Backup Name: NICOLE EVENSON _____

E-mail: NEVENSON@SYVUHSD.ORG _____

*Required information in the ETPRS