

**SANTA YNEZ VALLEY UNION HIGH SCHOOL**

**ENHANCING EDUCATION THROUGH TECHNOLOGY PLAN**

**JULY 1, 2005 – JUNE 30, 2008**

**SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT  
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# **SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT**

## **Educational Technology Plan**

**A Three-Year Vision June 2005-2008**

### **Mission Overview**

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 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. It plans to further the utilization of our recently purchased AERIES student data system. Understanding that Santa Ynez has a number of parents with limited English literacy, the District will continue in its collaboration with Allan Hancock College and College School Elementary School District to provide weekly programs of

adult literacy and technology skills classes. The cooperative offering of this program has been in place for many years on the College School Campus.

To make all these goals possible the District will continue to improve its robust infrastructure, which is constantly being evaluated and refined. The Santa Ynez Valley Union High School District is building an environment that features technology as a tool for learning and teaching. The District is always focused on student improvement. The EETP 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.

Presently the state is facing serious financial setbacks, which in turn will affect the District's access to funds. However, the District is resolute in achieving the goals set forth in the EETP. This plan is outlined with the intention of aggressively pursuing all possibilities of funding from both public and private sources. The District currently has a teacher workstation and a student workstation in each classroom. Many class computers are over five years old. Not all the teachers are adequately trained to the degree necessary to allow the incorporation of technology into class instruction. There is a need for more personnel to support the teachers in regard to these efforts. However, the stage is set for a positive future. The infrastructure is strong and ready to handle many more computers. The District has two very qualified people maintaining the system.

The EETP is the first step in a long-term commitment to utilize technology in education effectively and efficiently. These first goals are broader than possible future objectives, but they are crucial. They form the base from which other goals will be created in the continuing effort to make technology supportive of education. The District hopes in the future that every student will have a computer to use in the classroom whenever needed. The District will work hard to integrate the use of computers seamlessly with taught classroom curricula. With this in mind the District has developed this first Educational Technology Plan.

## **Demographics**

Santa Ynez Valley Union High School is located in the spectacularly beautiful Santa Ynez Valley. It is 35 miles north of Santa Barbara and nestled in the heart of the central coast wine region. The high school dates back to 1896 and celebrates a long and glorious history and tradition here in this valley. There are five kindergarten through eighth grade feeder schools; each is a school district in its own right. The high school works to articulate curriculum with these districts to insure high school readiness for our incoming students. We also act as a synthesizer, bringing the students of these five districts together and making them proud Pirates, our mascot. The community, both on and off campus, is exceedingly close knit, with strong tradition of coming together to support valley youth. This is evidenced by the high community attendance at our sporting events, drama and music productions, art shows and Open House and Back to School Nights. It is also evidenced by the approximately \$50,000 in local scholarships awarded annually as well as another \$50,000 to \$100,000 donated annually to the school for programs, equipment and materials by local businesses, agencies and individuals.

Santa Ynez Valley Union High School is in somewhat a rural location. We have a valley population of approximately 13,000. We are a one high school district with an independent study program and a small continuation high school on campus. There are 5 public and 3 private feeder schools in the valley. These K-8 schools have their own administrations and school boards. Many of the families residing here in the Santa Ynez Valley are employed in agriculture. There are many ranches, farms and vineyards located though out the valley.

In the early 1990's, the community rallied around the school by passing Measure X, a 13 million dollar bond issue that enabled us to build a state-of-the-art science building, renovate existing classrooms, and undergo comprehensive landscaping. As a result, SYVUHS is known throughout the county for its park-like setting and community college like atmosphere. The quality of beauty of the campus is mirrored in a less visible, but just as obvious way by the close relationship between students and our talented and caring staff. As a smaller, rural school, students and staff have a close relationship, both in the classroom and in extra-curricular and co-curricular activities, where we have a participation rate of approximately 80%. There is also a free and easy communication between parents and staff that has been greatly enhanced through technological improvements.

There are several reasons why SYVUHS is a unique and special place for kids. The staff has a positive, upbeat attitude and their belief that all kids can learn and succeed is reflected correspondently in the students' attitudes. Several of our faculty members are leaders on both the state and national level, and their expertise has made SYVUHS grow exponentially in its excellence. Our faculty has received some quality recognition as well in several awards for County Teacher of the Year, National Board Certification, State Teacher of the Year and Disney Teacher of the Year. The administrators who have helped guide our school down this path of excellence model such leadership.

Looking at programs, we have a unique blend of high quality offerings for our students. We have an award winning agriculture program and school farm, a strong vocational food services program, multiple partnerships with businesses in the community, the largest technical and vocational R. O. P. program in the county and a continually growing and highly successful A. P. program. In addition our athletic programs epitomize excellence and sportsmanship. Out of the nineteen sports our league offers, our varsity teams earned seven Los Padres League (LPL) championships in 2003-2004. Our drama program has been well recognized for its diversity and quality performances. We have added resources for struggling students with an AVID program and a new At Risk Mentorship Program.

Other schools can look to us for leadership in our innovations for block scheduling and collaboration commitment, our Regional Occupation Program, our award winning student writing and art. Having a Healthy Start Program, the only one on a high school campus in the county, as well as a full time Youth Services Specialist on campus has also put us in the forefront of proactive responses to student needs. In all, Santa Ynez Valley Union High School is a proud school with a tradition of excellence in academics and co-curricular activities as evidenced by the success and notoriety of our students.

Refugio High School and our Independent Study Program are an integral part of the district. Students from both programs may also be enrolled in our R. O. P. programs. Students move in and out of these programs and the regular high school program at the semester. Teachers from the regular school program also teach at Refugio High School. Because the students, staff and facilities are shared, both Refugio High and Independent Study are an integral part of our technology program.

## **1. 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 three (3) years July 1, 2005 to July 1, 2008.

## **2. Stakeholders – The Educational Technology Committee**

The development of this plan involved representatives of the stakeholders in our learning community that included teachers, administrators, (both district and site), classified as well as input from business partners from our ROP advisory groups. Information from these stakeholders to support this plan was gathered through a variety of ways that ranged from meetings, interviews, committee meetings, and surveys. 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.

This body shall be called the Educational Technology Committee and will meet periodically to review the progress of the plan, to make modifications as needed, and to allow 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:**

Norm Clevenger, Principal

Ray Kirchmaier, Business Manager

Suzanne Nicastro, Vice Principal, Curriculum

Richard Wilson, SYVUHS Network Manager

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

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

Brett Piersma, Social Studies teacher

Joe Graack, Visual Technology and Social Science Teacher

Tad Bixler, Math teacher

Diane Siegal, English teacher

Chris Mullin, Social Studies/Latin teacher

Ken Fredrickson, Attendance Support and Athletic Director

## **Curriculum Component**

**3a. Technology access** - Research has shown that consistent use of computers and software across grade levels can help students improve their level of standard's mastery The District is continually focused on providing students with technology access and use.

Currently we have 52 classrooms for all of the programs in our district. The Independent Study Program has 2 rooms and 4 computers. There are 4 classrooms in Refugio High School our alternative program for approximately 45 students. There are 20 computers in those classrooms. The remaining 48 classrooms house the programs of Santa Ynez High School. Each classroom has at least one teacher workstation and one student workstation with access to the Internet and a printer. There are 2 mini reading labs with 6 clustered computers in each. There are 25 available computers in the library. There are 6 ROP lab classrooms that have approximately 30 computers in each. There is a drop in lab in another classroom for teacher use through sign ups. Social science has a mini wireless lab with 6 computers available. Approximately 10 of the classrooms have 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 are TV monitors and VCRs and/or DVD players in each classroom. All of the TV monitors are linked to Cable as well as internal channel options within the school. There are a dozen video cameras and about 25 digital cameras available for student and classroom use. There are scanning capabilities in several classes as well as in the copy room. All teacher workstations are linked to the main printing complex for copy/printing needs. Color printers are also available. Each classroom has a Lucent phone system with message save capabilities. There is a public address system throughout the campus. Every teacher workstation is connected through GroupWise internal email as well as Internet email.

Our library opens at 7:30 AM every morning and closes at approximately 4:30 PM. Wednesday evenings it is open to all until 8:00 PM. Students can drop in before school, at break, at lunch and after school and use an on-line work station at any time. There are 20 units available and linked to the Internet and a printer. There are plans to add another 12 during the first semester. Students, with teacher permission and a pass from their teacher may also go to the library and use the technology available there.

**3b. Current use** - There are three classrooms currently supporting our READ – 180 program and its software. A significant portion of this program relies on the interactive software use by students in a mini-lab. This is available on the main campus as well as Refugio High. There are three mobile units within departments that utilize a cart, laptop, video projector and appropriate software.

All of the workstations and labs on campus have Microsoft Office, Internet Explorer and other useful software and utilities. Some of the software is subject specific for math, science and other areas. We have Internet filtering to help supervise the sites visited on line.

Many of our teachers use technology for presentations and lessons in their classes as well as a mode for student presentations. There is an integration of various applications with what is being taught in order to enhance the understanding of taught curricula. Language arts and math are directly supported using various kinds of software including ones that are interactive as well as online applications. Software and online applications are utilized to demonstrate conceptual understanding of subject level curriculum. 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. We have an extensive library science program and also

web design. We support our own school website that provides links to teacher websites. We 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 on our campus. These classes are open to our students as well as the community. We offer classes in visual technology, computer software applications, video and film production, drafting, accounting and finance, auto, photography, environmental science and technology. This last program has some of the most cutting edge technology dealing with mapping, global positioning and design. They have done 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 high school. Currently they are working with the County of Santa Barbara to help map the erosion of the ocean cliffs in Goleta.

The students use classroom computers daily. These computers are networked to the server so that all the activities that go on in the lab can also occur in the classroom. Each class can sign up to use the student lab or the library lab at any time. The library is also available at break, lunch, and before and after school. It is also open on Wednesday evenings.

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 application for research and other data analysis strategies. At this level there is a highly integrated geometry program with the use of technology. There are classes in the use of more advanced presentation applications such as PowerPoint, video and other slide presentation software. There are also special remedial programs and interventions for math and language arts. There is a focus on more career-orientated software as well as more independence in the use of research and compilation of assignments for all courses.

**Some further examples of technology use in classrooms are:**

- Science students and teachers 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. Laser discs and CD-ROMS, in addition to the Internet; expedite student access to information in a multimedia format. The Internet facilitates collaborative student / teacher research.
- Social Science students and teachers, utilizing a combination of laser discs, computers, CD-ROMS and the Internet, 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* will be 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.

Technology is a vital and respected component of the curricular offering and instructional methodology of Santa Ynez Valley Union High School District. 94% of our recently graduated class of seniors had one or more ROP technology classes while enrolled here. All students are taught to use word processing/power point software, and spread sheets. Those in the advanced class are taught website design. In mathematics students use software to supplement and clarify math instruction and to provide additional practice. Online information is used to support language arts and social studies standard-based curricula

The district will also be looking to form a community program to provide computers with Internet capabilities to families who do not own one. We believe local business will support such a venture and would welcome the opportunity to reach out and support our community in this manner.

**3c. District planning documents** - 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
- Digital High School Plan
- NETS-These National Educational Technology Standards (herein referred to as 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: (see Appendix A)
  1. Making choices in technology resources for personal, classroom and future use
  2. Making choices in technology services

3. Understanding advantages and disadvantages of widespread use and reliance on technology
4. Understanding and fostering the legal and ethical use of technology and information
5. Using technology tools to manage and communicate personal and professional information
6. Evaluating technology-based resources for personal and professional use
7. Efficiently and routinely using on-line information resources for collaboration, research, publication communication and productivity
8. Selecting and applying technology tools for research, information analysis, problem solving and decision-making
9. Investigating and applying expert systems, intelligent agents, and simulations in real-world situation
10. Collaborating with peers, experts and other to contribute to a knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works

The data below contains information from STAR, CAHSEE and CELDT information from Santa Ynez Valley Union High School. This data greatly contributes to our understanding of student areas of academic need.

#### ALL STUDENTS

<b>Reported Enrollment</b>	324	281	253
<b>CST English-Language Arts</b>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
<b>Students Tested</b>	316	270	235
% of Enrollment	97.5 %	96.1 %	92.9 %
Mean Scaled Score	358.0	342.7	344.3
% Advanced	26 %	14 %	14 %
% Proficient	32 %	32 %	37 %
<b>% Basic</b>	<b>27 %</b>	<b>33 %</b>	<b>29 %</b>
<b>% Below Basic</b>	<b>12 %</b>	<b>15 %</b>	<b>11 %</b>
<b>% Far Below Basic</b>	<b>4 %</b>	<b>5 %</b>	<b>9 %</b>
<b>CST General Mathematics (Grades 6 &amp; 7 Standards)</b>	9 <sup>th</sup>		
<b>Students Tested</b>	112		
% of Enrollment	34.6 %		
Mean Scaled Score	311.8		
% Advanced	2 %		
% Proficient	24 %		
<b>% Basic</b>	<b>35 %</b>		
<b>% Below Basic</b>	<b>29 %</b>		
<b>% Far Below Basic</b>	<b>11 %</b>		

**CST Algebra I**

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	Total
<b>Students Tested</b>	68	64	33	165
% of Enrollment	21.0 %	22.8 %	13.0 %	
Mean Scaled Score	313.7	290.2	276.9	297.2
% Advanced	0 %	2 %	0 %	1 %
% Proficient	19 %	8 %	0 %	11 %
<b>% Basic</b>	<b>41 %</b>	<b>31 %</b>	<b>18 %</b>	<b>33 %</b>
<b>% Below Basic</b>	<b>37 %</b>	<b>41 %</b>	<b>70 %</b>	<b>45 %</b>
<b>% Far Below Basic</b>	<b>3 %</b>	<b>19 %</b>	<b>12 %</b>	<b>11 %</b>

**CST Geometry**

<b>Students Tested</b>	94	66	26	186
% of Enrollment	29.0 %	23.5 %	10.3 %	
Mean Scaled Score	346.1	311.8	292.1	326.3
% Advanced	5 %	2 %	0 %	3 %
% Proficient	43 %	17 %	0 %	28 %
<b>% Basic</b>	<b>37 %</b>	<b>47 %</b>	<b>50 %</b>	<b>42 %</b>
<b>% Below Basic</b>	<b>14 %</b>	<b>33 %</b>	<b>38 %</b>	<b>24 %</b>
% Far Below Basic	1 %	2 %	12 %	3 %

**ENGLISH LEARNERS**

<b>CST English-Language Arts</b>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
<b>Students Tested</b>	32	20	10
% of Enrollment	9.9 %	7.1 %	4.0 %
Mean Scaled Score	290.3	275.3	*
<b>% Proficient and Above</b>	<b>3 %</b>	<b>0 %</b>	<b>*</b>

**CST General Mathematics (Grades 6 & 7 Standards)**

<b>Students Tested</b>	30
% of Enrollment	9.3 %
Mean Scaled Score	301.4
<b>% Proficient and Above</b>	<b>17 %</b>

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) RESULTS 7/1/2005**

<b>School</b>		<b>Subject</b>	<b>All Stds</b>	<b>Special Ed. Stds</b>	<b>English Learner (RFEP)</b>	<b>Redesig. Socio- Ec. Dis.</b>	<b>Not S.E.D</b>
<u>Refugio High (Cont.)</u>	# Tested	Math	2	1	0	0	2
	Passing		*	*	*	*	*
	# Tested	ELA	3	1	0	0	3
	Passing		*	*	*	*	*
<u>Santa Ynez High</u>	# Tested	Math	286	23	21	27	220
	Passing		87%	43%	57%	81%	77%
	# Tested	ELA	285	23	20	27	220
	Passing		88%	52%	25	89%	63%
<b>DISTRICTWIDE:</b>	# Tested	Math	288	24	21	27	222
	Passing		86%	42%	57%	81%	77%
	# Tested	ELA	288	24	20	27	223
	Passing		87%	50%	25	89%	63%

**AMAO 1 - Percent of Students Making Annual Progress in Learning English**

Number of 2004 Annual CELDT Takers	75
Number / Percent with Required Prior CELDT Scores	72 / 96%
Number in Cohort Meeting Annual Growth Target	42
Percent Meeting AMAO 1 in LEA	58.3%

**AMAO 2 - Percent of Students Attaining English Proficiency on CELDT**

Number of 2004 Annual CELDT Takers in Cohort	38
Number in Cohort Attaining English Proficient Level	12
Percent Meeting AMAO 2 in LEA	31.6%

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

The CEO Forum on Education and Technology (2001, June) concluded that, “Technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives.” For this EETT Plan our current school’s goals have been analyzed and new academic goals have been established. These will serve as the ultimate measure of the effectiveness of a total model for academic improvement in which technology takes an increasingly larger role during the next three years.

Following this review of our current STAR assessment data, we are concerned about those students who have not reached proficiency in English and Math. We are also concerned with the progress of our ELD students. Many are not performing at acceptable levels in Language Arts (reading, English, writing) and math, key areas necessary to build a foundation for learning in a variety of subjects. Reading and mathematics have been targeted as the priority areas for improvement. The goal is to raise the number of students performing at proficient or advanced levels as measured by the California Standards Test (CST) administered every spring. Although our passing rates for the CAHSEE are good, we still must be concerned about those students who struggle with either of these exams.

We are committed to instructing our students in the standards. We are especially focused on enhancing students' math and language arts skills though out our curriculum. All classes reinforce the necessity to use proper grammar, punctuation and spelling in all assignments. Students have a portion of their grades attributed to proper writing in all academic and elective areas. We have also designed some widespread standards for basic language arts and mathematics. Templates have been designed, produced and distributed to all classes and are incorporated in the student handbook. The templates demonstrate some common language arts and math standards. Having these posted in every classroom allows teachers a reference for these standards as well as reinforcing the importance of these standards to our students.

In 1998, Jay Sivin-Kachala of Interactive Educational Systems, Inc. reviewed 219 research studies from 1990 to 1997 to assess the effect of technology on learning and achievement across all learning domains and all ages of learners. From his analysis of these individual studies he reported the following consistent patterns: • Students in technology rich environments experienced positive effects on achievement in all major subject areas. • Students in technology rich environments showed increased achievement in preschool through higher education for both regular and special needs children. • Students' attitudes toward learning and their own self-concept improved consistently when computers were used for instruction. Sivin-Kachala's studies also reveal that the best opportunities for improving student learning with technology integration comes in research that considers trends within three years of more. Incorporating this research-based theory into the three-year technology plan, the district has established goals specifying student improvement in English/Language Arts and Mathematics California Standards Tests based on scores reported in 2005.

The district has a unique perspective in its cooperation with North Santa Barbara County R. O. P. (Regional Opportunity Program). Many districts, especially those as remote as Santa Ynez, find it difficult to offer sections of ROP within their master schedule. It is difficult to bring in a teacher from the outside to teach a section or two. At Santa Ynez High, all but one of the thirty-nine ROP sections is taught by one of our teachers. The flexibility afforded by having staff from Santa Ynez High teach the ROP classes has proved to be very effective.

The 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." Part of the implementation strategy for meeting these goals

is that the principal or designated administrator will meet with the teachers and each grade level team to disaggregate the CST and or CAHSEE assessment data in order to identify student and class strengths and specific skill and learning needs. 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. To demonstrate successful learning and the completion of these following goals, the district will create an Integrating Technology into the Standards Based Curriculum rubric for ninth through twelfth grade Language Arts and Math by December 2005. This rubric will be jointly developed by the district Curriculum Council and the District Educational Technology Committee. To successfully complete a lesson integrating technology, the student must demonstrate adequate or better mastery of content and adequate or better integration of technology with a grade of C or better in the lesson submitted when scored to the rubric requirements.

**Goal 3.d.1: By June of 2008 all students in grades 9-11 will score at or above the 50<sup>th</sup> percentile on the total for reading, language arts, and math on the state administered norm referenced standardized test and at or above the proficiency level on the California standards portion of the state test.**

**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 normed referenced test and an increase of a minimum of 20 points on the California standards test. (based on Spring 2005 scores on STAR, CST)**

**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 2006 students not at or above the 50<sup>th</sup> percentile on the state administered standardized norm reference test will show an increase of at least 5 percentile points.

By June 2006 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 2007 students not at or above the 50<sup>th</sup> percentile on the state administered standardized norm reference test will show an increase of at least 5 percentile points.

By June 2007 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 2008 students not at or above the 50<sup>th</sup> percentile on the state administered standardized norm reference test will show an increase of at least 5 percentile points.

By June 2008 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 annually disaggregating and analyzing scores on the CST using a variety of data sources. Site administrators will analyze the data from the CST during September of each year. The site administrators' will meet with affected staff to review student data and develop strategies for improvement for all students. These will include a review of Mathematics 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 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).

**Goal 3.d.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.**

\*It could be less than three years. It depends on the level of the student's performance at point of entry.

**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 2006 English Language Learners who are not at a level 4 will attain at least one level of growth.

Year Two: By June 2007 English Language Learners who are not at a level 4 will attain at least one level of growth.

Year Three: By June 2008 English Language Learners who are not at a level 4 will attain at least one level of growth.

**Person Responsible:** Site principal

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

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

Many of our students have a head start on acquiring technology skills through our feeder schools programs as well as use in the home. On our campus, there are many opportunities to learn the use of various technology skills. Almost all (94% of our recent graduating class) of our students will take an R. O. P. class. We have 39 R. O. P. classes that utilize 6 computer labs at all periods of the school day. There are two other computer labs available for class use, room P-16 and the Library Lab. Math and English 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 also have 4 mini labs in each of the classrooms at Refugio High with software for assessment, interactive subject for math, science and social science as well as Read – 180.

We have several activities that are cross curricular in nature. Several are done with social science teachers and students working with language arts teachers and students. These are usually research based or essay assignments. The final products will be demonstrations or performances. We also have some cross curricular activities within math and science. These four disciplines use collaboration time to design these assignments that reinforce the standards of both disciplines.

It is also important for our students to understand and adopt an appropriate use policy for technology. Every student enrolled signs (as do their parents) an Appropriate Use Contract and teachers and administration for abiding by the specifics of this contract hold them accountable. Being able to locate information in the library or on the Internet is an important skill for students. However, discerning if that information is accurate, relevant, biased or copyrighted is a major condition for mastering subject matter in the content areas of language arts and math. We also have a sophisticated system of filters on our main server that restricts inappropriate sites and the downloading of school inappropriate materials.

Teachers incorporate technology into their lessons. They also take frequent opportunities to instruct students in the use of this technology. They will offer content standard based lessons for students to utilize technology in their presentations. Time and resources will be dedicated to these lessons and the teacher will mentor and assist in the students use of technology in their assignments. This is done quite frequently in English, Social Science and Science. Math uses a wide variety of interactive software, graphing calculators, calculators and geometric presentations. Students have an opportunity to learn and reinforce knowledge of the standards in academic as well as elective subject areas.

Departments will work collaboratively to infuse technology into student assignments, class work and projects. Portfolios of good examples will be kept for demonstrations of possible options for students. Data will be kept by the math and English departments of the number of assignments, class work, projects and demonstrations done by students by subject in math and grade level in

English. This will be discussed quarterly and shared with the ETC. Yearly data will be compiled for comparisons to previous and future years. It will include:

- the number of total assignments done by students using technology
- the number of assignments done by students by grade level in English
- the number of assignments done by students by subject in math
- the types of technology used by students in math and English
- the number of technology infused assignments assigned to all students
- individual student's use of technology in assignments

**Goal 3.e.1: By June 2008 100% of all graduating seniors will incorporate technology proficiencies as outlined in NETS to successfully complete classroom assignments in language arts.**

**Benchmark:**

Year One: By June 2006 30% of all graduating seniors will incorporate technology proficiencies as outlined in NETS to complete classroom assignments in language arts.

Year Two: By June 2007 70% of all graduating seniors will incorporate technology proficiencies as outlined in NETS to complete classroom assignments in language arts.

Year Three: By June 2008 100% of all graduating seniors will incorporate technology proficiencies as outlined in NETS to complete classroom assignments in language arts.

**Persons responsible:** Principal

**Implementation, Monitoring and Evaluation:** Departments meet on the 2<sup>nd</sup> Monday of each month. The department members will compile data on all student language art assignments and projects. A running list by student and class will be kept to follow students' progress in incorporating technology in their projects, demonstrations and assignments. Thus we can accurately track language art students' use of technology in these classes throughout their 4 years at Santa Ynez High School. Quarterly updates will be provided to the EETT Committee. Site administrators will study the data provided by the language arts teachers regarding student use of technology in their class assignments. Particular emphasis will be taken in the recording of data for senior students. Progress will be measured using student portfolios containing class assignments that meet grade level NETS standards and that have been graded using a district performance rubric for each grade level in language arts to be used by all core subject area teachers. The site administrators' reports of findings will be shared with the district curriculum directors and grade/department chair for further study and analysis. This data will be collected and discussed each quarter of the school year. This monitoring will help evaluate if we are progressing at a sufficient level to meet our goals. If the study concludes that further intervention is needed in order to meet the goal, then a recommendation (for modifications to instructional strategies) will be formulated by the subject/grade level teams under the direction of the site administrators. The site administrators will then report to the technology committee. This committee will make modifications as needed. The monitored progress of this goal as well as any

possible modifications will be reported to the superintendent, the school board, and the technology committee at least once a year (more if needed).

**Goal 3.e.2: By June 2008 100% of all graduating seniors will incorporate technology proficiencies as outlined in NETS to successfully complete classroom assignments in mathematics.**

**Benchmark:**

Year One: By June 2006 30% of all graduating seniors will incorporate technology proficiencies as outlined in NETS to complete classroom assignments in mathematics.

Year Two: By June 2007 70% of all graduating seniors will incorporate technology proficiencies as outlined in NETS to complete classroom assignments in mathematics.

Year Three: By June 2008 100% of all graduating seniors will incorporate technology proficiencies as outlined in NETS to complete classroom assignments in mathematics.

**Persons responsible:** Principal

**Implementation, Monitoring and Evaluation:** Departments meet on the 2<sup>nd</sup> Monday of each month. The department members will compile data on all student math assignments and projects. A running list by student and class will be kept to follow students progress in incorporating technology in their projects, demonstrations and assignments will. Thus we can accurately track math students' use of technology in these classes throughout their 4 years at Santa Ynez High School. Quarterly updates will be provided to the EETT Committee. Site administrators will study the data provided by the language arts teachers regarding student use of technology in their class assignments. Particular emphasis will be taken in the recording of data for senior students. Progress will be measured using student portfolios containing class assignments that meet grade level NETS standards and that have been graded using a district performance rubric for each grade level in language arts to be used by all core subject area teachers. The site administrators' reports of findings will be shared with the district curriculum directors and grade/department chair for further study and analysis. This data will be collected and discussed each quarter of the school year. This monitoring will help evaluate if we are progressing at a sufficient level to meet our goals. If the study concludes that further intervention is needed in order to meet the goal, then a recommendation (for modifications to instructional strategies) will be formulated by the subject/grade level teams under the direction of the site administrators. The site administrators will then report to the technology committee. This committee will make modifications as needed. The monitored progress of this goal as well as any possible modifications will be reported to the superintendent, the school board, and the technology committee at least once a year (more if needed).

**3.f. Universal Access** – Santa Ynez Valley Union High School District ensures equal and appropriate access to all students. If a student requires additional assistive technologies, they will be provided. All Special Education Students are mainstreamed into appropriate grade level

classes as indicated by their IEP. They also have access to the technology available in the labs, rooms and library. Refugio High house 3 classrooms with approximately 6 computers in each mini-lab. Each is linked to the Internet and a printer. The computer labs as well as those in the library have wheel chair access.

To support our English Language Learner, teachers to guide their scaffolding instruction in order for these students to achieve grade level standards mastery are using English Language Development Content Standards. Teachers and administrators have all been involved in training related to the English Learners. This training has included English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE) strategies. Both ELD and SDAIE strategies include specific techniques that are simplified by access to technological integration. (See also 3a.)

Teachers in the classroom who have been identified to participate in the GATE Program use technology to support curriculum through activities that add depth and complexity to all areas of study. The GATE research specialist regularly assigns research assignments that go along with the language arts/science/social studies programs. Students gather much of the information for this research from the Internet. Beginning in the ninth grade, students learn to use presentational applications to convey their findings in regards to a given theme or topic. Math classes also utilize technology to challenge GATE students in their curriculum. Math specific software, graphing calculators as well as business software are used daily in math classes. A variety of software is used in science at all grade levels to creatively challenge the gifted students. GATE teachers attend workshops and meetings that suggest ways that technology can be used within the classroom to enhance curriculum for GATE students. (See also 3a.)

We also have an evening open library-tutorial program. Each Wednesday evening the school library, with its 20 computer lab station is open for students and adults. Teachers and community volunteers are there to assist students with their studies, assignments and use of technology.

**3g. Student Record Keeping** – 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, and utilize the Internet.

The district is in the second 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 has really 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

- Medical information
- IEP or 504 information

We have installed Grade Book 9.4 on all teacher workstations this year. We will have all teachers inserviced and able to use this grade program prior to the start of the 2005-06 school year. This grade book allows teachers to give readouts of class points, percentages, progress and grade breakdowns by student number. These can be posted regularly so that students can maintain accurate information on their grade status in each class.

Student privacy is always a concern for Santa Ynez High School. Staff can only use Aeries software with a password. The Aeries Program also defaults to the password page when the program is not used for 15 minutes so even if a teacher were to leave the program open on their workstation, it will automatically close out. Also when we post grades in classes the student ID number is used for added privacy protection.

**3h. Accessibility to Parents** – Besides regularly scheduled parent meetings and events, the district strongly encourages regular communication between parents and school staff. Every staff phone has an answering message unit. Each teacher and administrator is given a district email address and is expected to use it for two-way communication with parents. At the beginning of each school year, the school asks parents for their email addresses when the student registers and offer, to those who want it, 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 either by phone or written documents. All communication from school to home must adhere to district policy regarding confidentiality of student information.

We have placed links on our web site to each teacher and administrator's Internet email address as well as their phone extension numbers. Currently, we have 2 language art, 2 science teachers and 2 math teachers who have web pages linked on our school web site. We will be offering training and encouraging other math and language art staff to have web pages on our site. We also send this information home to all parents in our newsletter at the start of every school year. Any parent may phone or email a request for a complete student grade information read out. These may be mailed home or sent as an email attachment. 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. It is our goal to have this fully implemented during the 2005-06 school year. We will 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.

We currently have several teachers who have websites that have links on the school web site. These teacher web sites have homework, activities, class work and testing information available. They also display student work. We are offering staff development to staff in support of encouraging more teachers to host a web site and post the link on our school web site.

**3.i. Benchmarks and Timelines:** The benchmarks and timelines for implementing planned strategies and activities are included with the implementation plan following the goals and benchmarks

**3.j. Monitoring** – A description of the monitoring and evaluation process, as well as the persons responsible for each goal and benchmark is included in the implementation plan following the goals and benchmarks.

#### **4. Professional Development Component**

Santa Ynez Valley Union High School District teachers are dedicated to improving their ability to combine curriculum, instructional strategies, and technology proficiencies in the classroom. The professional development plan will guide the staff to improve their technology proficiencies, integrate technology into instructional practices, and assist students in learning the integrated curriculum. Research has shown that effective professional development has a direct relationship to how much a student uses a computer in class (McKenzie, J., 1998).

**4a. Staff's current skills and needs** – 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 CTAP2 survey. For a list of these discrete skills see the CTAP2 web site. By June 2004 all the teachers in the district were required to take and update the CTAP2 teacher survey. This survey will account for all the teachers' technology skills in discrete areas. This information will be used to guide staff development plans and District support. The teachers and administrators will be required to complete the survey each year. Along with this information, teachers are encouraged to progress through the CTAP Region 8 (CTAP) level program. In 2005-06 a new base of technology skills will be established for all staff and used to assist in staff development design and opportunity options made available. We currently have skill set data on our continuing teachers. We are setting skill acquisition plans and schedules for language arts and math teachers first. These should be in place by January 2006. We will be surveying our new staff in the fall and working with them to have a technology mentor and a technology staff development schedule in place by January 2006. None of our new staff teach in the math or language arts subject areas.

Santa Ynez Valley Union High School District teachers number 53, with 3 counselors and 3 administrators. Currently of the 53 teachers, 35 have achieved CTAP proficiency level 1 status, 12 level 2 and 2 level 3. Currently the District, through a local consortium, will be taking over our own Special Education Program. This will add another 5 teachers to our staff. We also have hired 5 new teachers for the upcoming year. These 10 new staff members will have their technology skill sets assessed and that data will be added to our existing data base of technology skill acquisitions. Our emphasis for technology staff development is to move all teachers to CTAP level 1 and then to level two with priority given to language arts and math teachers. CTAP Level 2 math and language arts staff will work with level 1 math and language arts teacher on their lessons and presentations to students as well as completions of their portfolios. We also have two administrators who have completed AB 75 and a newly hired vice principal who will be enrolled in this program during the coming school year.

Returning faculty with language arts credentials show 3 staff working on CTAP level 1, 6 staff working on CTAP level 2 and 2 staff working on CTAP level 3. In math we have 3 staff working

on CTAP level 1, 4 staff working on CTAP level 2 and 2 staff working on CTAP level 3. We will focus our initial staff development efforts with these staff with emphasis on those needing to achieve CTAP level 1 proficiency.

Further review of the Technology Survey for CTAP2 taken by the staff in November and updated in June of 2004 show areas of technology skill set needs for specific staff:

(53 staff responses)

<b>Area of Focus</b>	<b>% Proficient</b>	<b>% Intermediate</b>	<b>% Introductory</b>	<b>%NR</b>
General Computer Skills	65	33	5	
Internet	30	65	6	
Email	37	50	13	
Word Processing	68	32	0	
Publishing	40	36	25	
Databases	21	32	38	9
Spreadsheets	29	33	29	10
Presentation Software	46	21	6	27
Instructional Tech.	12	38	37	13

We have 12 new staff hires this year. None of the new staff teach in either math or language arts. A review of CTAP Region 8 proficiencies for those subjects reveal that of the 9 current math teachers 3 are nearing completion of Level 1, 4 have completed level 1 and 2 have achieved level 2. In language arts of the 9 instructors in that department 3 are nearing completion of Level 1, 4 have completed level 1 and 2 have achieved level 2. Utilizing this information we can plan staff development opportunities within our collaboration times to meet the areas of need for specific staff. Two of the three administrators have successfully completed the administrator training AB 75. One, newly hired vice principal will be in the AB 75 program this year.

After reviewing the data regarding the level of proficiency as measured by CTAP Region 8 and the answers to the California School Technology Survey for 2004, it is evident that many of our teachers need more training to help them use technology more effectively to teach a standard-based curriculum.

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." ([www.nsdc.org/standards/strategies.cfm](http://www.nsdc.org/standards/strategies.cfm)) Ongoing mentoring and consultative support are recommended in numerous sources.

The District is focused on making this training possible for all that need it. Previously we had funds to compensate staff for CTAP Region 8 level achievement. We will seek other methods for rewarding and motivating staff to achieve greater technological proficiency. Whenever possible training will be held after school or other feasible times, which could lessen the cost of the

training. We also have the facilities to train on our campus so we will also strive to bring in consultants/trainers whenever possible.

If for any reason selections have to be made as to who will be first trained, the focus will be on English and Math teachers. The purpose would be to keep the training goals in alignment with the curriculum goals.

**4b,c, d. Goals and Implementation Plan** – One of the District’s goals is that all teachers and administrators 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. The administrators will be able to support the staff’s efforts. Currently and for the last two years all teachers who graduate from a UC have a level II certification upon graduation. Students graduating from a state university have a level I. From the start of the fall 2003 all California colleges can only give a preliminary credential and level I. It appears that most of our newly hired teachers should qualify for CTAP level II proficiency as they are newly credentialed. Those who received earlier credentials are currently being assessed for their technology skill levels. We also have two administrators who have completed AB 75 and a newly hired vice principal who will be enrolled in this program during the coming school year.

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. We have several staff that are skilled in various areas of technology that can and will provide instructions to their colleagues.

Santa Ynez is fortunate in having collaboration time built into our weekly schedule. We have dedicated time each Monday for inservice and collaboration. At least 2 Mondays a month will be dedicated to a wide variety of technology training opportunities. We have a dedicated Educational Technology Committee that will work with staff toward achievement of CTAP level advancement as well as various technology skills on a regular basis. A matrix of what training is needed and by whom will be developed by January 2006. The principal along with the EETT Committee will then make reasonable schedules and goals for staff development and in-services. They can also serve as coaches for assisting staff in technology skill acquisition. The staff development program will begin its implementation in the spring of 2006. Evaluation of needs as well as scheduling and planning will take place during the first semester of 2005.

Language arts and math subject area teachers will be our initial focus of staff development efforts. Any who have not yet achieved level I proficiency will be scheduled into a program with a timeline for accomplishing reaching level I proficiency.

**Goal 4.1 By June of 2008 100% of the administrative and certificated staff will achieve a level 1 basic proficiency.**

**Benchmark:**

Year One: By June 2006 80% of the administrative and certificated staff will achieve a level I proficiency.

Year Two: By June 2007 90% of the administrative and certificated staff will achieve a level I proficiency.

Year Three: By June 2008 100% of the administrative and certificated staff will achieve a level I proficiency.

**Person Responsible:** Site principal

**Implementation, Monitoring and Evaluation Method:** Priority for certificated staff will be given to math and language arts teachers. Each teacher will work with an on site technology mentor from the EETT Committee who will monitor their progress towards Region 8 CTAP level achievement. Individual timelines will be designed to include regular checks, assessments, scheduling of staff development activities and review. The site administrators detailing each staff member's progress in his/her skill level will submit a progress report to the educational technology coordinator. If the report concludes that further intervention is needed in order to meet the goal, then the educational technology coordinator will report to the educational technology subcommittee. This subcommittee will make modifications as needed. The monitored progress of this goal as well as any possible modifications will be reported to the superintendent, the school board, and the full ETC at least once a year.

**Goal 4.2 By June 2008 60% of the administrative and certificated staff will achieve a level 2 professional proficiency.**

**Benchmarks:**

Year One: By June 2006 40% of the administrative and certificated staff will have achieved a level 2 professional proficiency.

Year Two: By June 2007 50% of the administrative and certificated staff will have achieved a level 2 professional proficiency as measured.

Year Three: By June 2008 60% of the administrative and certificated staff will have achieved a level 2 professional proficiency as measured.

**Person Responsible:** Site principal

**Implementation, Monitoring and Evaluation Method:** Priority for certificated staff will be given to math and language arts teachers. Each teacher will work with an on site technology mentor from the EETT Committee who will monitor their progress toward CTAP level achievement. Individual timelines will be designed to include regular checks, assessments, scheduling of staff development activities and review. Site administrators will measure progress by keeping records of teacher demonstrations during staff workshops and by observing teachers use of targeted curricular areas during informal and formal observations. The administrators will be evaluating how these lessons using technology enhance and support standard-based curriculum and at the same time work seamlessly with traditional classroom teaching. The site administrators' reports of findings will be shared with the district curriculum directors and the educational technology coordinator and the district leadership team meetings at least twice a year. If their study concludes that further intervention is needed in order to meet the goal, then the educational technology coordinator will report to the educational technology committee. This committee will make modifications as needed. The monitored progress of this goal as well

as any possible modifications will be reported to the superintendent, the school board, and the full ETC at least once a year (more if needed). Math and Language Arts staff that are working toward level II proficiency will be the priority here. Timelines and staff development opportunities will be scheduled toward that achievement.

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

**5a. The technical needs** – 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 the future new-proven innovations in educational technology. We currently have sufficient software and hardware to accomplish our technology goals. However, the District does prefer to acquire and upgrade most of the classrooms' computers. We will be applying for the Microsoft Voucher Program, as we are currently eligible. If those funds become available, they will be used to supplement the costs of the plan. Upgrades for speed of connections, ability to run new software, storage and other areas will better able us to meet the continued needs of maintaining a "cutting edge" approach in our classroom use and instruction. It will also be an edge for our students to be able to work with continuously updated equipment and software. All but one of the lab rooms has been updated with current hardware and software. Two of the mini labs are on line to be updated in the fall of 2005. Half of the Refugio computers are less than 3 years old. We will need to update another 175 computers over the next three year period. Priorities will begin with teacher work stations and the sign up lab. Within the teacher workstations, English and Math teacher's hardware and software will be of highest priority. Library workstations will be the second priority. The Read 180 language labs and licensing as well as support software for our ELD program are of primary importance. Math software, particularly in our developmental mathematics areas is a current focus for our school this year. We are reviewing several programs such as Plato, River Deep, Accelerate Math and others to incorporate some new software support for our underachieving math students. We plan to have the software, licensing, hardware and training in place for the start of the 2006-07 school year.

The classroom teachers need further training in the integration of technology with curriculum, but also the use of technology in regards to file management, basic operating system navigation, hardware knowledge, and office applications. Administrators have the skills and training to assist and supervise in this area. This training will be configured congruently with our total staff development program over the next 3 years.

### **Technical support**

Because it is committed to student learning and teacher instruction, the District will continue to be creative to find ways to provide support for technical problems that may occur at a school site despite the state's current fiscal problems. The District intends that no computer system would be down longer than 24 hours. The District wants to have a minimum of one trained technician available to troubleshoot infrastructure, hardware, and software confliction problems. Currently the district is funding 2/5 of a technology mentor who oversees our student technician program in conjunction with our R. O. P. Computer Repair Class. The district also funds a full time systems manager. All members of the Educational Technology Committee have substantial technological expertise. We use this expertise to train and inservice staff in technological skill areas on a regular basis. If a training 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. (For overall training of the staff and administrators see section 4.)

### **Electronic learning**

The District is committed to ensuring that the electronic learning applications be aligned with the state standards and NETS goals. As part of an ongoing process of searching and evaluating the staff will continue to look for new applications that will support the taught standard-based curricula. These applications enhance learning in a way unlike any other teaching tool. The electronic learning clarifies and/or provides ways for expression that go beyond what is possible without it.

The department chairs will set aside time during their Principal's Council meetings at least twice a year to discuss any new discoveries by staff members regarding applications that support their teaching. Software that is aligned with and supports the content standards and that has been CLRN reviewed in language arts and math will be the priority focus. They will also critique the applications currently used as to their continued appropriateness or any continual technical difficulties. From these discussions recommendations will be made to administrators if appropriate. The site administrators will purchase materials or they will make recommendations to the educational technology coordinator for purchasing. They will also report any technical problems, not already mentioned, to the technology system support supervisor.

**5b. Existing resources** – The District agrees with the research, which shows that to use technology effectively students need access to an effective network system). The District's network consists of Internet/Network connectivity to every classroom. Our LAN consists of 100Mbps full-duplexed fiber/Cat5 connected to our ISP at 1.5Mbps. The LANs consist of fully switched 10/100-based ports to the classrooms with fiber backbones. Our LAN has six servers and one firewall controlling the entire district. The District employs one Network Manager to maintain, implement, and configure approximately 500 workstations and 20 switches, 4 servers, 1 firewall, and anything else computer related. In addition the District has a Computer Repair Class using advanced students and the instructor for help. This teacher is given release time by the district to work with student aids. And their job is to help to maintain the individual computers at their sites and to provide additional support to the teachers. The district also has a librarian who maintains the school's web pages. The District provides every staff member with an e-mail account. All teachers are taking attendance electronically and grades are available to parents via email on request. The District is in the process of upgrading some old 10mb connectivity points to 100mb. Also some labs are being setup with Gigabit switches. This is a continuously growing environment.

With our plans to place new workstations in each classroom, they will also have DVD/CD player drives installed. We also have approximately 10 video projectors and another 10 overhead projectors. There are discussions with the district about the real possibility of having a video projector in every classroom. Should the district decide to allocate the funding for these projectors, it would happen within this school year. The math department has 2 overhead display-graphing calculators. Every classroom has a TV monitor and VCR. Each department has at least 2 DVD players. There are minimums of 2 whiteboards in every classroom. We also have

a dedicated cable line linked to each classroom 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 of the classrooms. We have a digital photography class with more than 20 cameras and several video cameras that can be used for projects or demonstrations. We have printers in every classroom and laser printers in every lab. Each teacher workstation is linked to the district copy room and copies can be sent electronically.

In overview, we are hoping to replace all outdated computers with newer models. We currently have enough stations that our student to computer ration is approximately 3 to 1. We have 2 labs available for any math or English class to reserve. There is one computer for every student in these labs. Read 180 mini labs have 7 computers and 1 server. These classes operate in three moving groups so that only 1/3 of the class is using the computers at any time. When a decision is made regarding a new math program for our underperforming students, 2 to 3 mini-labs of 7 computer workstations each will need to be added. English currently has priority in computer lab use. Math does as well, but does not often use a full lab for student activities. The coming mini-labs are more suited for their use.

**5 c – Goals and Implementation Plan – Research** shows that in order to use technology effectively in education at least one high-end networked computer is required for every three or four students (McKenzie, 1998). (See section 9.) The goal in this section will clearly define the benchmarks and timelines for obtaining hardware, technical support, and electronic learning resources. To keep the goal in alignment with other goals in this plan the first computers acquired will be placed in Language Arts and Math Classes.

**5.d. - Evaluation Method** – Funding and time are the largest factors in how we implement this plan. Even as we secure funds, we will be building the computers in our computer repair classes. It will take time to fully replace our outmoded units. The EETT Committee will meet quarterly to evaluate our progress in changing out our old hardware as well as other ongoing projects with new hardware and/or software.

**Goal 5.1 By the June 2008 100% of our classrooms and labs will have replacement computers that are 3 years old or less\*.**

**Benchmark:**

Year One: By June 2006 60% of the District's classrooms will have computers and corresponding software that are 5 or less years old.

Year Two: By June 2007 80% of the District's classrooms will have computers and corresponding software that are 5 or less years old.

Year Three: By June 2008 100% of the District's classrooms will have computers and corresponding software that are 5 or less years old.

\*\* The district has always been proactive in seeking out funding, grants and contributions for technological equipment and software. Our local business community has also been supportive. We hope to achieve 100% turnover with newer hardware and software than outlined above. We also expect that future resources will enable us to add even more labs and mini-labs to our existing resources. Priority will be given to Language Arts and math.

**Person Responsible:** Site principal

**Evaluation Method:** The educational technology committee will periodically measure progress towards this goal through the use of an inventory of computers each year as compared with the benchmark for the current year as outlined in this plan. If the study concludes that further intervention is needed in order to meet the goal, then the principal will report these findings to the superintendent and school board. The monitored progress of this goal as well as any possible modifications will be reported to the superintendent and the school board at least once a year.

**6. Funding and Budget Component**

**6a. List of established and potential funding sources:**

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

Funding for technology is a constant challenge for the Santa Ynez Valley Union High School District. We have approximately 1100 students and outside sources for funding of technology have been scant. In spite of these challenges the District continues to be creative in its ability to maintain and support with funding to provide rudimentary support systems. The district intends to apply for the Microsoft Voucher program if, and when the program becomes available. If successful, those funds will be used to supplement the goals and benchmarks of this plan.

The District anticipates receiving the following funds for the 2005-06 school year.

EETT funds	\$ 2,350.00
E-Rate (discount)	\$30,000.00
SY Foundation	\$10,000.00
General Fund	\$126,000.00
GATE	\$3,000.00
Title IV	\$2,800.00
<u>Lottery</u>	<u>\$12,000.00</u>
<b>TOTAL</b>	<b>\$186,150.00</b>

**6b. Estimated implementation costs:**

**Estimate implementation costs for the term of the plan.**

Currently the District receives \$30,000.00 discount from ERATE. These funds pay for the District’s T-1 line and assist with phone costs.

Program	Current Funding	Year One Estimated Costs	Year Two Estimated Costs	Year Three Estimated Cost
1000 Certificated Salaries	\$90,637.	\$90,637.	\$93,356.	\$96,157.
2000 Classified Salaries	0	0	0	0
3000 Benefits	\$31,577.	\$31,577.	\$32,524.	\$33,500.

4000 Supplies, Non-Capitalized Equipment	\$7,500.	\$7,500.	\$7,725.	\$7,957.
5000 Other (conf., repair, phone, T-1 line, postage, auto allowance, EETT)	\$8,500.	\$8,500.	\$8,755.	\$9,018.
6000 Capitalized Equipment	\$47,936.	\$47,936.	\$49,304	\$50,712
Total	\$186,150.	\$186,150.	\$191,664.	\$197,344.

**6c. Ongoing technical support:**

**Description of the level of ongoing technical support the district will provide.**

Presently the District employs a part-time technician mentor for two periods of a five period teaching workday. They also have a full time system manager. Between the system manager, the tech mentor, the student aides and the ROP computer repair students, they are able to maintain the current level of technology within the District. Student assistants and/or staff are available during all class hours for assistance with technology needs. Additional tech support is available from SBCEO.

**6d. District's replacement policy:**

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

The District understands and supports the necessity of having in place a policy/program that insures the replacement of equipment, and that a schedule for replacement is a formal part of the District's budget and planning process. However, the District currently is in the process of developing a replacement policy. We have an advantageous working relationship with the North County ROP program. Our computer repair class has been utilized to build computers for labs at various schools and other ROP programs in the district. We often receive the computers being replaced to put into circulation on our campus. Often these computers are only 2-3 years old and are still quite serviceable. It is the intention of this plan to create a replacement policy that will allow the District to maintain a technological edge and to increase the number of computers in the classroom. The following is the District's proposed replacement policy for obsolete equipment.

**Computer Hardware Replacement Plan funding Source**

<b>Computer Hardware</b>	<b>Replacement Schedule</b>	<b>Funding Source</b>
Classroom Computers	Every Five Years	Mix of public and private funds, donations
Administrative and support computers	Every Three Years	Mix of public and private funds, donations
District backbone servers	Every Three Years	District funds

Site backbone servers	Every Five Years	District Funds
District Core Switch and Site Switcher	Every Five Years	Mix of public and private funds, donations
Classroom switches	Every Seven Years	District funds, site funds
Televisions/VCRs	Every Five Years	District funds, site funds

When machines are not capable of supporting student learning in the classroom because of outdated components or dysfunction, they are removed from the network. Computer components that are still Internet-capable are made available to families who do not have computers in their home. Computers that are no longer working are stored until local recycling centers host “free days” to avoid the cost of recycling monitors. The management of this plan is accomplished annually by the Educational Technology Committee and supervised by the principal. Following the review a report will be presented to the superintendent and the Governing Board.

**6e. Feedback loop used to monitor progress:**

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

The process for monitoring the funding and budget decisions of this plan will be a team effort. The Educational Technology Committee will work with the principal and business office to monitor all fiscal aspects of this plan and account for funds. The result of these meetings will be shared with the superintendent and Governing Board through budget adoption and adjustment processes that occur three times a year. The principal and business will meet and discuss any part of the plan that does not meet fiscal benchmarks. They will make recommendations and modifications to correct these to comply with funding. Any necessary modifications will be noted in a report that will be made to the superintendent, school board and to the Educational Technology Committee.

**7. Monitoring and Evaluation Component**

**7a. Monitoring and evaluation process** - A monitoring and evaluation process is imbedded throughout the plan as part of the goals.

**7 b, c. Process for evaluation of the plan** – 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 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 redesignation will be shared as that information becomes available. Regular updates on staff in-services and CTAP level progress 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.

## **8. Effective Collaborative Strategies with Adult Literacy Providers**

**8a. Adult literacy providers** - Research has shown that focusing on community technology skills has had a positive impact on participating community members and the community as a whole (Mark, Cornesbise, & Wahl, 1997).

Santa Ynez Valley Union High School District has combined with several other Valley schools to offer adult literacy classes at Santa Ynez Elementary School. Classes are also provided through Allan Hancock Community College. Many of our parents are involved in these literacy programs. There are also adult literacy classes and adult computer classes available through the Buellton District to our parents and they also are provided in conjunction with Allan Hancock College. Currently, through the school's Healthy Start Program we are beginning an implementation of an adult computer literacy class. It is scheduled to begin this fall and will be co-sponsored by Healthy Start and Santa Ynez High School.

SYVUHSD also contracts with Hancock College to offer various classes on our campus throughout the school year. We have offered several adult computer classes in past years in our computer labs on campus. These evening classes were widely used by our community. We also contract with Hancock to teach three morning and one evening classes of social science on our campus during their fall and winter schedules.

ROP is a large part of the elective options at Santa Ynez High. We have a wealth of high tech vocational classes taught during our school schedule by ROP. These are also open to adults.

A joint project with the Chumash Educational Committee and Santa Ynez High School helps to keep our library open after school for our students. It is also opened on Wednesday evening for anyone. There are tutors and teachers available at all times for assistance.

We are the only high school in the County of Santa Barbara who has a Healthy Start Program on our campus. Funded through the district and other grants, this program offers assistance to families and students in our district. They also assist with our newly formed Spanish Speaking Parent Group.

We also work with Migrant Ed. to offer service to migrant students and families in our district. One of these programs, PASS, offers extra classes to our students. We host 6 valley wide meetings for Migrant parents annually.

**9a. - 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, web sites...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 that 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 continue to pursue various grants and awards that have technology components.

**9 b. - Examination of educational technology models** - This plan was developed after a careful review of current and relevant literature on technology-based learning, a review of successful past practices, analysis of our student and staff technology needs and an examination of student assessment data.

**9c. Utilization of technology to deliver academic courses** - The District has determined that the cost/benefit ratio of video conferencing does not make it a viable curriculum component at this time. Web casts are utilized for staff development and as an enhancement for classroom instruction. The GATE Program Director is currently working with the Technology Coordinator to investigate the use of cost-efficient forms of distance learning. We do offer some on line opportunities for our students. 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. Some are done online. AP opportunities not offered here are available on line as well. We also use our computer labs to do the entrance assessments for our students taking concurrent Allan Hancock classes. They must pass a language and math assessment before they can enroll in Allan Hancock College.

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. Our teachers regularly share site links for productive resources in their subject areas. Often assignments are accompanied by site link addresses for student use.

Santa Ynez Valley Union High School was a recipient of a Digital High School Grant in 1998-9. Since that time, we have taken most every opportunity to apply for grants and funding for technology in a variety of areas. Our local SY Foundation has honored several funding requests for technology and we go to them. We have been able to establish a floating mini lab with 5 laptops for social science. Math and foreign language have portable video projection units with laptops and subject appropriate software. 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. These

funds have been used to provide this cutting edge technology class with software and hardware to meet their needs.

## Appendix A Scope and Sequence

### Student Fundamental Computer Skills B=Begin R=Reinforce I=Independent User

The following scope and sequence demonstrates when the specific technological skills should be introduced and reinforced to the students of the Santa Ynez Valley Union High School District. After a skill is introduced, it is expected that skill will then be reinforced during the course of the instructional year.

1. Use and understand basic computer related terms:	K	1	2	3	4	5	6	7	8	9	10	11	12
Log In	B	R	I	I	I	I	I	I	I	I	I	I	I
Cursor	B	B	R	I	I	I	I	I	I	I	I	I	I
Edit			B	R	R		I	I	I	I	I	I	I
Word Processing				B	R	I	I	I	I	I	I	I	I
Hardware			B	R	I	I	I	I	I	I	I	I	I
Software			B	R	I	I	I	I	I	I	I	I	I
Network		B	B	R	I	I	I	I	I	I	I	I	I
Electronic Mail (e-mail)				B	R	R	I	I	I	I	I	I	I
Directory		B	R	R	I	I	I	I	I	I	I	I	I
Copyright				B	R	R	I	I	I	I	I	I	I
Software Privacy				B	R	R	R	I	I	I	I	I	I
License Agreement				B	R	R	I	I	I	I	I	I	I
Computer Manual				B	R	R	R	I	I	I	I	I	I
Database					B	R	R	R	I	I	I	I	I
Internet					B	R	R	I	I	I	I	I	I
Boolean Search										B	R	R	R
Query							B	R	R	R	I	I	I
Field					B	R	R	R	I	I	I	I	I
Record					B	R	R	R	I	I	I	I	I
File				B	R	R	R	I	I	I	I	I	I
Retrieve					B	R	R	R	I	I	I	I	I
Spreadsheet					B	R	R	R	I	I	I	I	I
Cell					B	R	R	R	I	I	I	I	I
Column					B	R	R	R	I	I	I	I	I
Row					B	R	R	R	I	I	I	I	I
Formula								B	R	R	R	I	I
Telecommunications				B	R	R	R	I	I	I	I	I	I
Multimedia				B	R	R	R	I	I	I	I	I	I
Desktop Publishing						B	R	R	R	I	I	I	I

2. Identify basic computer hardware components and peripheral devices:	K	1	2	3	4	5	6	7	8	9	10	11	12
Keyboard & Mouse	B	R	R	R	I	I	I	I	I	I	I	I	I
Monitor	B	R	R	R	I	I	I	I	I	I	I	I	I
Printer	B	R	R	R	R	R	R	R	R	R	I	I	I
Hard Drive				B	R	R	I	I	I	I	I	I	I
Floppy Drive				B	R	R	I	I	I	I	I	I	I
Disk				B	R	R	I	I	I	I	I	I	I
CD Rom	B	R	R	R	I	I	I	I	I	I	I	I	I
File Server				B	R	R	I	I	I	I	I	I	I
RAM								B	R	R	I	I	I

3. Demonstrate appropriate care and use of hardware:	K	1	2	3	4	5	6	7	8	9	10	11	12
Keyboard	B	R	R	R	I	I	I	I	I	I	I	I	I
Computer Disk	B	R	R	R	I	I	I	I	I	I	I	I	I
CD ROM Drive	B	R	R	R	I	I	I	I	I	I	I	I	I
Printer	B	R	R	R	R	R	R	R	R	R	I	I	I
Ability to turn computer off/on independently	B	R	R	R	I	I	I	I	I	I	I	I	I
Keyboard commands: ESC, Enter, Shift, Spacebar, CTRL, Alt, Delete, Arrows, etc.								B	R	R	I	I	I

4. Identify the functions and advantages of computer productivity software:	K	1	2	3	4	5	6	7	8	9	10	11	12
Word Processing		B	R	R	R	I	I	I	I	I	I	I	I
Spreadsheet							B	R	R	R	R	I	I
Database					B	R	R	R	I	I	I	I	I
Telecommunications					B	R	R	R	I	I	I	I	I

5. Demonstrate basic computer management skills:	K	1	2	3	4	5	6	7	8	9	10	11	12
Access and exit software	B	R	R	R	I	I	I	I	I	I	I	I	I
Ability to organize files				B	R	R	R	I	I	I	I	I	I
Manage files, saving, and retrieving		B	R	R	R	I	I	I	I	I	I	I	I
Using disk utilities: (saving, formatting, copying, deleting, creating backup)								B	R	R	R	I	I

**Student  
Fundamental Computer Skills  
Computer Networking & Telecommunications skills  
B=Begin R=Reinforce I=Independent User**

Use the Network by:	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrate appropriate use of login	B	R	R	R	R	R	R	R	R	R	R	R	R
Demonstrate appropriate use of networking printing		B	B	R	R	R	R	R	R	R	R	R	R
Saving files to individual home directories		B	B	R	R	R	R	I	I	I	I	I	I
Using multiple storage drives (a:/,		B	R	R	R	R	R	I	I	I	I	I	I

c:/,d:/)													
Accessing information from a directory				B	B	R	R	R	R	I	I	I	I
Sending and receiving electronic mail (e-mail)					B	R	R	R	I	I	I	I	I
Setting up user passwords							B	R	R	I	I	I	I
Accessing on line information for research				B	B	R	R	I	I	I	I	I	I

**Legal/Ethical Skills**  
**B=Begin R=Reinforce I=Independent User**

Shows understanding of appropriate legal/ethical conduct by:	K	1	2	3	4	5	6	7	8	9	10	11	12
Appropriate use of computers	B	R	R	R	R	R	R	R	R	R	R	R	R
Appropriate computer etiquette	B	R	R	R	R	R	R	R	R	R	R	R	R
Following the RSUSD Policy regarding resources	B	R	R	R	R	R	R	R	R	R	R	R	R
Respecting all rules outlined in the RSUSD Policy	B	R	R	R	R	R	R	R	R	R	R	R	R
Respecting all rules outlined in the RSUSD Policy	B	R	R	R	R	R	R	R	R	R	R	R	R
Obedying copyright laws	B	R	R	R	R	R	R	R	R	R	R	R	R

**Information Management Skills**  
**B=Begin R=Reinforce I=Independent User**

1. Access/Retrieve Information:	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify a need for information			B	R	R	R	R	R	R	R	R	R	R
Identify appropriate resources			B	R	R	R	R	R	R	R	R	R	R
Define search parameters				B	R	R	R	R	R	R	R	R	R
Use of library catalog (LAN)			B	R	R	R	R	R	R	R	R	R	R
Use of commercial database					B	R	R	R	R	R	R	R	R
Use of student created database								B	R	R	R	R	R
Use of Internet				B	R	R	R	R	R	R	R	R	R
Produce research project incorporating information retrieved from at least two different types of resources							B	R	R	R	R	R	R

2. Information Organization:	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify useful information from research					B	R	R	R	R	R	R	R	R
Take notes/paraphrase from search					B	R	R	R	R	R	R	R	R
Cite electronic sources for bibliography						B	R	R	R	R	R	R	R

3. Information analysis:	K	1	2	3	4	5	6	7	8	9	10	11	12
Compare information from at least two sources							B	R	R	R	R	R	R
Identify trends in data								B	R	R	R	R	R

**Word Processing Skills**  
**B=Beginning R=Reinforce I=Independent User**

1. Create and Save a New Document	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify intended use		B	B	I	I	I	I	I	I	I	I	I	I
Use save and save as		B	B	I	I	I	I	I	I	I	I	I	I

2. Open, view and print document	K	1	2	3	4	5	6	7	8	9	10	11	12
Use print review		B	B	I	I	I	I	I	I	I	I	I	I
Print entire file		B	B	R	R	R	I	I	I	I	I	I	I
Print selected parts		B	B	R	R	R	I	I	I	I	I	I	I

3. Format Documents	K	1	2	3	4	5	6	7	8	9	10	11	12
Justifying text			B	R	I	I	I	I	I	I	I	I	I
Selecting font style & size		B	R	R	I	I	I	I	I	I	I	I	I
Line spacing					B	R	I	I	I	I	I	I	I
Selecting page orientation							B	R	R	I	I	I	I
Margins							B	R	R	I	I	I	I
Setting Tabs								B	R	R	I	I	I
Indenting		B	B	R	I	I	I	I	I	I	I	I	I
Using headers, footers, & pagination								B	R	I	I	I	I

4. Edit Text:	K	1	2	3	4	5	6	7	8	9	10	11	12
Changing font style & deleting text			B	R	R	R	R	I	I	I	I	I	I
Cutting, copying, pasting, & deleting text				B	R	R	R	I	I	I	I	I	I
Using spell check				B	R	R	R	R	I	I	I	I	I
Using thesaurus								B	R	I	I	I	I
Using find and replace feature								B	R	R	I	I	I

5. Use Desktop Publishing Techniques:	K	1	2	3	4	5	6	7	8	9	10	11	12
Columns							B	R	R	I	I	I	I
Tables								B	R	R	R	R	R
Inserting graphics			B	R	I	I	I	I	I	I	I	I	I

6. Use word processing in a real world context to:	K	1	2	3	4	5	6	7	8	9	10	11	12
Write stories or poems	B	R	R	R	R	R	R	R	R	I	I	I	I
Type reports				B	R	R	R	R	R	I	I	I	I
Generate letters					B	B	B	B	B	I	I	I	I
Add entries to a bibliography									B	R	R	R	R
Create a resume											B	R	R

**Spreadsheet Skills**  
**B=Begin R=Reinforce I=Independent User**

1. Creating and Saving Spreadsheets	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify intended use								B	R	R	R	R	R
Specify data organization								B	R	R	R	R	R
Determine columns & rows								B	R	R	R	R	R
Set cell attributes								B	R	R	R	R	R
Enter and edit data								B	R	R	R	R	R
Create simple calculation formulas								B	R	R	R	R	R

2. Retrieving Data	K	1	2	3	4	5	6	7	8	9	10	11	12
Sort data								B	R	R	R	R	R
Create chart(s)								B	R	R	R	R	R
Print spreadsheets								B	R	R	R	R	R

3. Editing Data	K	1	2	3	4	5	6	7	8	9	10	11	12
Insert column or row								B	R	R	R	R	R
Delete column or row								B	R	R	R	R	R
Use fill down/across								B	R	R	R	R	R
Save updated spreadsheet								B	R	R	R	R	R

4. Generating Graphs From Spreadsheets	K	1	2	3	4	5	6	7	8	9	10	11	12
Determine and create appropriate type of graph								B	R	R	R	R	R
Incorporate graphs in work processing								B	R	R	R	R	R

**Database Skills**  
**B=Begin R=Reinforce I=Independent User**

1. Creating and Saving Databases	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify intended use								B	R	R	R	R	R
Specify data organization								B	R	R	R	R	R
Name fields								B	R	R	R	R	R
Set field attributes								B	R	R	R	R	R
Enter data in a consistent form								B	R	R	R	R	R
Enter data as needed								B	R	R	R	R	R

2. Retrieving Data	K	1	2	3	4	5	6	7	8	9	10	11	12
Sort								B	R	R	R	R	R
Search for specific data by field								B	R	R	R	R	R
Create and print reports								B	R	R	R	R	R

3. Edit Data	K	1	2	3	4	5	6	7	8	9	10	11	12
Add records to a file								B	R	R	R	R	R
Add fields to a record								B	R	R	R	R	R
Delete records from a database file								B	R	R	R	R	R
Delete a field from a record								B	R	R	R	R	R
Save updated records								B	R	R	R	R	R
Determine appearance of page								B	R	R	R	R	R
Insert headers and footers								B	R	R	R	R	R
Print report								B	R	R	R	R	R

## Appendix B

### NETS for Students

#### Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life 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 practice responsible use of technology systems, information, and software.
  - 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.

## Appendix C

### Criteria for EETT-Funded Education Technology Plans

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

- For corresponding EETT Requirements, see Appendix F.
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) at the beginning of the technology plan.
- 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
a. The plan should guide the district’s use of education technology for the next three to five years.	4	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	Page in District Plan 4	Example of Adequately Addressed	Not Adequately Addressed
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	5-19		
a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.	5	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.

b. Description of the district's current use of hardware and software to support teaching and learning.	<b>5-7</b>	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	<b>7-12</b>	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	<b>12-14</b>	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	<b>14-16</b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	<b>16, 17</b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	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.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	<b>17, 18</b>	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	<b>18, 19</b>	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	<b>19</b>	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	<b>19</b>	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	<b>19-21</b>	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	21-23	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	21-23	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	21-23	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b>	<b>Page in District Plan</b>  23-26	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
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<p>a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>	<p>23, 24</p>	<p>The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district’s Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.</p>	<p>The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.</p>	<p>25</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. The current level of technical support is clearly explained.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.</p>	<p>25</p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The 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. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</p>	<p>26</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

<p><b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 &amp; 13, (Appendix F)</p>	<p><b>Page in District Plan</b> 26-29</p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
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a. List of established and potential funding sources and cost savings, present and future.	26, 27	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (three to five years).	27	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	27	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	28	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.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	28, 29	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

7. MONITORING AND EVALUATION COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Corresponding EETT Requirement(s): 11 (Appendix F)	29		

a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	29	The plan describes the process for evaluation utilizing 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.	29	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. Description of how the information obtained through the monitoring and evaluation will be used.	29	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
Corresponding EETT Requirement(s): 11 (Appendix F)	29, 30		

<p>a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.</p>	<p><b>29, 30</b></p>	<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.</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>
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<p><b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 &amp; 9 (Appendix F)</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Not Adequately Addressed</b></p>
<p>a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.</p>	<p><b>30-32</b></p>	<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 for strategies and/or methods selected is unclear or missing.</p>
<p>b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.</p>	<p><b>32</b></p>	<p>The plan describes references to research literature that supports why or how the model improves student achievement.</p>	<p>No research is cited.</p>

<p>c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p><b>32</b></p>	<p>The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.</p>	<p>There is no plan to utilize technology to extend or supplement the district's curriculum offerings</p>
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## Education Technology Plan Review System

### Contact Information:

<b>County &amp; District Code:</b>	42 - 69328
<b>School Code:</b>	4236345
<b>LEA Name:</b>	Santa Ynez Union High School District

<b>Salutation:*</b>	Mr.
<b>First Name:*</b>	Norm
<b>Last Name:*</b>	Clevenger
<b>Job Title:*</b>	Principal
<b>Address:*</b>	PO Box 398
<b>City:*</b>	Santa Ynez
<b>Zip Code:*</b>	93460
<b>Telephone:*</b>	( 805 ) 688-6487 <b>Ext:3571</b>
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<b>Please provide backup contact information.</b>	
<b>1st Backup Name:</b>	Suzanne Nicastro
<b>1st Backup E-Mail:</b>	snicastro@sbceo.org
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<b>2nd Backup E-Mail:</b>	vanleuven@sbceo.org

## Appendix H – Certifications

### Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in pertinent regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-Wide Debarment and Suspension (non procurement) and Government-Wide Requirements for Drug-Free Workplace (grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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1. **LOBBYING**—This certification is required by Section 1352, Title 31, of the U.S. Code, and 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110.
  - a. The applicant certifies that:
    - (1) No federal appropriated funds have been paid or will be paid by, or on behalf of, the undersigned to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
    - (2) If any funds other than federal appropriated funds have been, or will be, paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.
    - (3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code.

2. **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS—**

This certification is required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

a. The applicant certifies that it and its principals:

- (1) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
- (2) Have not within a three-year period preceding this application been convicted of, or had a civil judgment rendered against them, for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
- (3) Are not presently indicted for, or otherwise criminally or civilly charged by, a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (a) (2) of this certification.
- (4) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

b. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. **DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS) —**

This certification is required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.61

- a. The applicant certifies that he or she will continue to provide a drug-free workplace by:
- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
  - (2) Establishing an ongoing drug-free awareness program to inform employees about:
    - (a) The danger of drug abuse in the workplace.
    - (b) The grantee's policy of maintaining a drug-free work place.
    - (c) Any available drug counseling, rehabilitation, and employee assistance programs.
    - (d) The penalties that may be imposed upon employees for drug-abuse violations occurring in the workplace.
  - (3) Making it a requirement that each employee engaged in performance of the grant be given a copy of the statement required by paragraph (1).
  - (4) Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the grant, the employee will: (a) abide by the terms of the statement; and (b) notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
  - (5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. The grantee must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.
  - (6) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4), with respect to any employee whom is so convicted:

- (a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - (b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
- (7) Making a good-faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (1), (2), (3), (4), (5), and (6).
- b. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of performance  
**Santa Ynez Valley Union High School**  
**2975 E. Highway 246**  
**Santa Ynez, CA 93460**

**ENVIRONMENTAL TOBACCO SMOKE ACT—This certification is required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented as Public Law 103-277, Part C which requires that:**

**The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children’s services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment).**

**Check [  ] if there are workplaces on file that are not identified here.**

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Norm Clevenger  
NAME OF APPLICANT

Principal, Santa Ynez Valley Union High School  
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

\_\_\_\_\_  
SIGNATURE

Sept. 27, 2005  
DATE









