

Marysville Joint Unified School District

Technology Plan



Plan Duration
July 1, 2009 – June 30, 2012

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Acknowledgements

Marysville Joint Unified School District

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Technology Advisory Committee

Lennie Tate – Executive Director, Educational Services
Bryan Williams – Director of Technology
Gary Cena – Marysville High School Principal/Parent
Dean Allen – Marysville High School Teacher
Mike Barrett – Yuba Gardens Intermediate Teacher
Rocco Greco – McKenney Intermediate Principal
David Joyner – Marysville High School Librarian
John Green – Ella Elementary School Principal
Pete Jeffrey – Arboga Elementary School Teacher
Jill Segner – New Day Charter Principal
Jimmie Eggers – Olivehurst Elementary Principal

District Vision and Mission

MJUSD's Vision for the Education of Children

Our Basic District Belief

We believe that:

- All students can meet and even exceed the outcomes established in Board Policy for graduation requirements and grade level promotion/retention standards.
- All students will have multiple ways of learning and demonstrating that they have learned those things required by district graduation requirements and grade level promotion/retention standards.
- Student success is a self-fulfilling process; the more we believe that all students can be successful and the more students experience success, the more success will happen.
- We have the ability within our district and community to develop the resources necessary to ensure that all students experience success.
- The achievement of this belief will take place in a life-long learning environment for Board, staff, students, and parents.

Our District Mission

Our mission is:

- Providing students with the opportunity to:
 - master the district content standards adopted by the Board of Trustees.
 - use information to communicate and solve problems.
 - have high self-esteem.
 - show respect for others, the environment, and the world.
 - have the tools and motivation for life-long learning.
 - develop an appreciation of the arts.
 - learn and apply basic technology skills that assist students to become life-long learners beyond school.
 - learn career-related skills and attitudes.
- Providing staff with the opportunities for professional development, career enhancement and satisfaction, and to become life-long learners.

MJUSD's Technology Vision

MJUSD is committed to providing students, parents, teachers, administrators, and staff with the necessary technology and professional development required to succeed in today's technologically advanced world. This Technology Plan will guide the district over the three year period to create an environment where the following is expected:

Students and Teachers

Students will:

- Use current and readily accessible technologies
- Be guided by technologically literate teachers
- Become self-directed learners choosing topics of study and methods of learning
- Use technology to acquire real-world input into the learning process and to access and contribute to the global community

Teachers will:

- Have time and opportunities to learn new technologies and to collaborate and reflect with peers
- Integrate technology into their teaching
- Use technology to communicate with each other, with parents and with other members of the learning community

Technology

Technology will:

- Provide timely, unlimited access to data and information;
- Provide efficient and cost effective use of time and resources for management, teaching, and learning;
- Promote diverse modes of communication;
- Facilitate the development, organization, and presentation of ideas to achieve intended purposes;
- Provide engaging instruction that will
 - Enable and stimulate users to express their creativity;
 - Facilitate individual learning and teaching to maximize student success;
 - Promote higher-level thinking skills to solve authentic problems;
 - Promote learning of basic skills and content;
 - Facilitate collaborative learning and teaching to maximize student success;
 - Promote the integration of curriculum, disciplines, instruction, and modes of learning;
- Promote adult, parent, and community learning, communication, and involvement.

1. Plan Duration

This Technology Plan will be applicable from July 1, 2009 until June 30, 2012.

2. Plan Development Process and Stakeholder Involvement

This Technology Plan is a natural progression from our previous plan. The majority of the goals in the previous plan were met allowing us to include new goals in this plan that would not have been possible before. The district is pleased with the advancement of available technology and is now progressing into appropriate usage.

The development process for this Technology Plan started with the Technology Director preparing an initial draft covering all of the areas that have been requested and prioritized by the district's stakeholders over the past three years. This information was collected through various meetings with different representative groups at each and every school site as well as with appropriate administrators at the District Office.

The initial draft was then submitted to the Technology Advisory Committee for review. The Technology Advisory Committee consists of representatives of all district stakeholders, including administrators, teachers, parents, local businesses, and the community. The committee was tasked with reviewing the initial draft and recommending appropriate changes.

After modifying the plan according to the recommendations made by the Technology Advisory Committee, the Technology Plan was then sent to the Board of Trustees for approval. The Board of Trustees approved the plan on June 18, 2009.

3. Technology and Curriculum

3.A - Assessment of Current Access to Technology Tools

Information was gathered in the California School Technology Survey for 2007 by the California Department of Education (CDE) in collaboration with the California Technology Assistance Project (CTAP). This information is collected once a year and is used by the state to monitor the advancement of technology integration into today's classrooms. It is also used in determining grant eligibility and awards. A summary of the data collected on the 2007 survey can be seen in the table below:

| School | Number of Computers | Student to Computer Ratio | % Computers Networked | % Computers in Classrooms | % Computers in Labs | % Computers in Library/Other | % Teachers Using E-mail |
|-----------------------|---------------------|---------------------------|-----------------------|---------------------------|---------------------|------------------------------|-------------------------|
| Arboga | 72 | 4.11 | 100 | 51.39 | 45.83 | 2.78 | 100 |
| Browns Valley | 42 | 3.57 | 100 | 85.71 | 0 | 4.76 | 100 |
| Cedar Lane | 286 | 2.05 | 100 | 90.51 | 7.3 | 2.19 | 100 |
| Cordua | 33 | 3 | 90.91 | 9.91 | 6.06 | 3.03 | 100 |
| Covillaud | 97 | 4.76 | 87.63 | 90.53 | 4.21 | 5.26 | 100 |
| Dobbins | 21 | 3.9 | 100 | 85 | 0 | 15 | 100 |
| Ella | 100 | 4.8 | 60 | 90 | 0 | 10 | 100 |
| Johnson Park | 113 | 3.96 | 100 | 73.45 | 21.24 | 5.31 | 100 |
| Kynoch | 249 | 2.46 | 87.55 | 75.1 | 22.09 | 2.81 | 100 |
| Linda | 228 | 3.16 | 27.63 | 75.88 | 18.42 | 5.7 | 100 |
| Loma Rica | 47 | 3.83 | 72.34 | 63.83 | 25.53 | 10.64 | 100 |
| Olivehurst | 122 | 3.69 | 21.31 | 92.62 | 0 | 7.38 | 100 |
| Yuba Feather | 94 | 2.13 | 91.49 | 94.68 | 0 | 5.32 | 100 |
| Foothill Intermediate | 99 | 2.9 | 100 | 55.36 | 42.86 | 1.79 | 100 |
| McKenney Intermediate | 122 | 4.06 | 70.49 | 73.77 | 22.95 | 3.28 | 100 |
| Yuba Gardens | 167 | 3.6 | 100 | 94.85 | 77 | 5.15 | 100 |
| Lindhurst High | 243 | 5.23 | 100 | 49.67 | 40.52 | 9.8 | 100 |
| Marysville High | 250 | 3.8 | 100 | 55.6 | 25.6 | 18.8 | 100 |

| | | | | | | | |
|-----------------------|------------|-------------|--------------|------------|----------|----------|------------|
| North Marysville | 15 | 3.07 | 46.67 | 100 | 0 | 0 | 100 |
| South Lindhurst | 25 | 2.52 | 100 | 100 | 0 | 0 | 100 |
| Marysville Charter | 104 | 2.59 | 100 | 100 | 0 | 0 | 100 |

1. Elementary School Level

The typical classroom for first through third grade in the district has at least 4 computers. These machines are almost always used as Waterford pods for the students in these classrooms. These computers are not necessarily connected to the Internet because it is not necessary for Waterford and the Internet is not always used in the lower grade levels, however it is available for all machines in every room if needed. At least one computer is connected to the Internet in each room. At some sites computer labs are used for Waterford rather than pods in the classrooms. At these sites, and in all fourth and fifth grade classrooms throughout the district, the computers in the classrooms are used for other educational purposes (typing reports, doing research, using other educational software, etc.) The classroom will have a printer connected for all the computers in the class to use. All computers have Microsoft Office installed and have the ability to connect to the Internet. Every elementary classroom is connected to the Internet except for two classrooms that are part of New Day Charter. At approximately half of the schools, computers are made available to students and parents for 30 minutes prior to the start of school, and 30 minutes after school.

2. Middle School Level

The typical middle school classroom in the district has at least one computer and a printer for teacher use. Most classrooms have at least a couple of computers available for the students as well. All middle schools have computer labs available to students and teachers. All classrooms are networked. Access to the labs during school is on a sign-up by class basis. All computers have Microsoft Office installed, as well as Internet access. Yuba Gardens and Foothill Intermediate also utilize a mobile laptop cart/lab. Computers are available in each library as well, but not all of the library computers are connected to the network at the request of the school site. Computers at these sites are only available to parents and students before and after school when requested by the user. When requested, computers are made available for approximately 30 minutes before and after school.

3. High School Level

Similar to the middle schools, nearly all teachers at all High School sites have one full-time networked computer for their use. Almost all of these computers are equipped with a printer and connected to the internet. The Internet is available for all classrooms, even if the teacher chooses not to connect their computers to it. Microsoft Office is installed on all computers.

Many of the classrooms do not have computers available to the students. Furthermore, of the classrooms that do have computers available to students, access before, during and after school is limited. Lindhurst and Marysville High school each have at least two computer labs that are used for teaching computer skills, research, and careers. Marysville Charter Academy for the Arts utilizes one

classroom that is setup as a mobile lab with laptops. Primarily, computer access is available to students in the library, computer labs and media centers. Access to these labs during school is on a sign-up by class only basis. However, these labs are rarely available to students before or after school due to the lack of staffing.

4. Other Schools

The following locations fall under the other schools category: Yuba Environmental Science Academy (YESCA), North Marysville Continuation School, South Lindhurst Continuation School, APEC, and Adult Education. All classrooms at these sites have Internet access and computers available for both teachers and students. Software used differs for each site with some commonalities such as, word processing, spreadsheet, presentation, and e-mail all coming from the Microsoft Office suite. Computers are not available before and after school.

5. Administration

All offices where a computer is present have Internet access. Microsoft office is the standard office suite available and everyone in administration has access to e-mail through the Microsoft Exchange server.

– Nearly all computers used in Administration are less than three years old, with the only exceptions being machines used in locations where Windows 98 is required for older scanners and printers used for certain tasks. Internet access is available in all offices that have requested it. All computers which require it are connected to networked printers. Nearly all administrators have cellular phones with two-way radio ability. Software used by the administration is as follows:

- Aeries – Student Information System
- Escape Classic – Financial and Personnel System
- Exchange Server – E-mail and Calendar
- Edusoft – Academic Data Management
- Microsoft Word – Word Processing
- Microsoft Excel – Spreadsheet
- Microsoft Access – Database
- Heat – Work Order System for Technology and M&O Departments

MJUSD is a CSIS production district and complies with all state required data submissions.

3.B - Summary of district's current use of technology to support teaching and learning

The following summarizes the current use of technology in teaching and learning throughout MJUSD.

1. Elementary Level

On a daily basis, students, teachers, staff and administrators at the elementary and pre-school level are provided access to technology and educational/information resources in classrooms, libraries, computer media labs and administrative offices, as well as by checkout for home use at some sites. Currently all K-3 students access Waterford on a daily basis, for a minimum of 15 minutes. Students at all sites also take advantage of the Accelerated Reading and Accelerated Math programs from Renaissance Learning. These programs are utilized on a weekly basis. Many teachers conduct research on the Web for developing lesson plans, but this also varies greatly from site to site and from teacher to teacher.

2. Middle School

Middle School students utilize the Renaissance programs Accelerated Reader and Accelerated Math. In Accelerated Reader, students typically take a computer test on a book they have completed. The number of books read each year varies by teacher and the student's reading level. Accelerated Math requires students to scan their answers and obtain new worksheets about every other day. Most students are required to do at least two research projects a year, with much of the information being found on the World Wide Web. Many students are also required to complete at least one multimedia project per year.

Research on the computer varies greatly among teachers, with some utilizing it daily and others rarely taking advantage. The district now has a grade book available through the Student Information System that teachers at all middle schools are using.

3. High School Level

- Technology is being used in the Math, Science, and English departments at both sites.
- Technology is very prevalent in the elective courses at both sites
- Accelerated and STAR Math is used at both sites to provide assessment, intervention, practice, and progress of math students in selected math courses.
- Portable computer labs equipped with laptops and wireless internet exist at both sites
- Microsoft Office, media production, web design, keyboarding, intervention and grading software is being used by teachers and students
- Presentation software, overhead projectors and portable screens are utilized by teachers and students

Word processing software is being used by students daily at both sites. Students at both sites are required to turn in typed reports in English and other core classes. Accelerated Math is also used by

some students daily to help master standards and remediate. Students enrolled in a computer applications course learn and use all programs associated with Microsoft Office daily. Teachers are using PowerPoint presentations to differentiate teaching on a continual basis. Students are being required in Career and Virtual Business classes to turn in PowerPoint projects and digital portfolios. Internet Research is being conducted in History and English courses.

4. Other instructional programs

Other instructional programs – North Marysville Continuation School, South Lindhurst Continuation School and Abraham Lincoln Home School have each made their own decisions on how technology is used at their sites. Currently, each teacher at each site develops the technology approach that best suits the students in their program. For example, North Marysville has a class where students are taught how to put together their own yearbook using Microsoft Publisher.

3.C - Summary of the district's curriculum goals that are supported by this tech plan.

There are a number of Federal and State mandates that currently drive the MJUSD curricular goals. These mandates set forth a number of quantitative objectives that the District must meet each year. The only way that these goals can be met, is by the continued academic improvement of students throughout the District. In order to truly accomplish this, technology must become a vital part of the teaching process on a daily basis. With that in mind, the following goals were adapted:

Academic Achievement Goals

ANNUAL YEARLY PROGRESS (AYP)- Federal Mandate:

- Marysville Joint Unified School District (MJUSD) and individual school sites will meet and/or exceed the No Child Left Behind (NCLB) Annual Measurable Objectives (AMOs) in English/language arts and mathematics.
- MJUSD and individual school sites will meet and/or exceed the NCLB Participant Rates.

ACADEMIC PERFORMANCE INDEX (API)- State Mandate:

- MJUSD and individual school sites will meet and/or exceed the annual API Growth Targets in reading/language arts and mathematics.

HIGH SCHOOL EXIT EXAM (CAHSEE)- Class of 2006:

- Provide students in grades 10, 11, and 12 with support and remediation to ensure all graduating seniors, beginning with the class of 2006, successfully pass the reading, writing, and mathematics components of the new California graduation requirement.

EXIT PROGRAM IMPROVEMENT (PI) STATUS:

- Strategic focus on PI schools and district non-performing sub-group to provide targeted support and research-based interventions.

Specifically:

- In-depth analysis of student achievement data to focus instruction.
- Extended learning opportunities for students to master the essential grade-level/content-specific standards.
- Maintain focus on improving explicit, direct instruction.

Communication Goals

- Build a strong, positive, and collaborative TEAM with all members of our educational community to support and enhance academic achievement for all students.

Other Technology Plan Guiding Documents and Reports

This Technology Plan has also been aligned to other federal, state, and district planning documents and reports. These include, but are not limited to:

- No Child Left Behind (NCLB) Act – Information on this mandate can be found at <http://www.ed.gov/nclb/landing.jhtml>
- California Academic Content Standards - Adopted standards can be viewed at <http://www.cde.ca.gov/be/st/ss/>
- District Graduation Requirements - Requirements can be retrieved from any high school within the district
- California Standards for the Teaching Profession - Document can be viewed at <http://www.ctc.ca.gov/reports/cstpreport.pdf>
- Western Association of Schools and Colleges (WASC) accreditation report - Available at each school site
- Local Educational Agency (LEA) Plan – Available at the District Office
- Gifted and Talented Education (GATE) Plan – Available at the District Office
- School Improvement Plan (SIP) – Available at appropriate school sites
- English Learners Master Plan – Available at the District Office

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

The District recognizes that it is essential to provide students with instruction that will insure their academic advancement. While improvement has been made in this area, MJUSD is committed to continued research and identification of resources that will assist in achieving this goal. Technology is an area where the district has chosen to focus its effort and the following goals are made in accordance with that:

3.D Goal 1 – The Marysville Joint Unified School District will integrate technology in support of core-adopted materials in order to improve student achievement of the California Standards. Particular focus will be given to EL and Title I students in the areas of language arts and mathematics.

3.D.1 Objective 1 – By June 30, 2012 100% of core curriculum classes will have integrated technology into the regular instruction.

BENCHMARKS:

| | |
|------|---|
| 2010 | <ul style="list-style-type: none"> 60% of all K-8 classes will have integrated technology into regular instruction 75% of all 9-12 core curriculum classes will have integrated technology in regular instruction |
| 2011 | <ul style="list-style-type: none"> 75% of all K-8 classes will have integrated technology into regular instruction 90% of all 9-12 core curriculum classes will have integrated technology into regular instruction |
| 2012 | <ul style="list-style-type: none"> 100% of all K-8 classes will have integrated technology into regular instruction 100% of all 9-12 core curriculum classes will have integrated technology into regular instruction |

| Implementation Plan: 3.D.1 | | | |
|---|-----------------------------------|--|---|
| Activities | Timeline | Dept(s)/Person(s) Responsible | Monitoring & Evaluation |
| Have each site select a Technology Integrator | Fall 2009 | Site Administrators | List of Technology Integrators will be kept in the Technology Dept. |
| Assess teachers current technology skills by site | Fall 2009 Yearly Thereafter | Technology Director, Site Administrators, Technology Integrators | Use EdTech Profile assessments to determine skill levels |

| | | | |
|--|--------------------------------------|---|--|
| Train Technology Integrators on how to assist teachers in integrating current technology solutions | Fall 2009 Quarterly Thereafter | Educational Services Dept., Technology Dept. | Certificates of completion, sign-in sheets for trainings attended |
| Train teachers on how to integrate technology solutions into their regular instruction | Spring 2009 Ongoing Thereafter | Educational Services Dept., Technology Dept., Technology Integrators | Certificates of completion, sign-in sheets for trainings attended |
| District will work with schools to try to create interactive classrooms with whiteboards, projectors, and other devices that may be deemed necessary and/or beneficial | Fall 2009 Ongoing Thereafter | Technology Dept., Site Administrators | Copies of all purchase orders for any equipment will be kept by the Technology Dept. |
| Teachers integrate technology into regular instruction | Spring 2009 Ongoing Thereafter | Teachers | Lesson Plans and observations |
| Samples of student work will be collected at appropriate grade levels and evaluated | Spring 2009 Ongoing Thereafter | Teachers, Site Administrators, Educational Services Dept., Technology Dept., Technology Integrators | Evaluation of student work and test results will be compared to previous years |

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

3.E Goal 1 – Students in the Marysville Joint Unified School District will acquire necessary technology skills to succeed in today’s technology driven workplace.

3.E.1 Objective 1 – By June 30, 2010 develop grade appropriate district standards for student proficiency in the use of technology and information literacy skills.

BENCHMARKS:

| | |
|------|--|
| 2010 | <ul style="list-style-type: none"> District technology standards will be developed |
| 2011 | <ul style="list-style-type: none"> District technology standards will be evaluated and modified |
| 2012 | <ul style="list-style-type: none"> District technology standards will be evaluated and modified |

3.E.1 Objective 2 – By June 30, 2012 75% of MJUSD students will demonstrate proficiency in the district technology standards.

BENCHMARKS:

| | |
|------|---|
| 2010 | <ul style="list-style-type: none"> Standards being developed |
| 2011 | <ul style="list-style-type: none"> 50% of MJUSD students will demonstrate proficiency in district technology standards |
| 2012 | <ul style="list-style-type: none"> 75% of MJUSD students will demonstrate proficiency in district technology standards |

Implementation plan will be included after section 3.G.

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

3.F Goal 1 – The Marysville Joint Unified School District will include in the technology standards developed in goal 3.E.1 the concept, purpose and importance of the ethical use of technology.

BENCHMARKS:

| | |
|------|---|
| 2010 | <ul style="list-style-type: none"> District technology standards addressing the importance of the ethical use of technology, including copyright and fair use, downloading and file sharing, and plagiarism will be developed as part of the technology standards developed in Goal 3.E.1. |
| 2011 | <ul style="list-style-type: none"> Develop and implement methods for integrating the technology standards addressing the importance of the ethical use of technology into daily instruction. |
| 2012 | <ul style="list-style-type: none"> Standards and curriculum integration methods will be evaluated and modified if necessary |

Implementation plan will be included after 3.G.

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

3.G Goal 1 – The Marysville Joint Unified School District will provide all students and parents information regarding Internet Safety that includes best practices for protecting online privacy and avoiding online predators.

BENCHMARKS:

| | |
|------|--|
| 2010 | <ul style="list-style-type: none"> All students and parents will receive information on Internet Safety that includes best practices for protecting online privacy and avoiding online predators. |
| 2011 | <ul style="list-style-type: none"> The information distributed and the methods in which they are delivered will be evaluated and modified if necessary. |
| 2012 | <ul style="list-style-type: none"> The information distributed and the methods in which they are delivered will be evaluated and modified if necessary. |

| Implementation Plan: 3.E.1-2, 3.F.1 and 3.G.1 | | | |
|---|---|---|---|
| Activities | Timeline | Dept(s)/Person(s) Responsible | Monitoring & Evaluation |
| Research and development of technology standards | Fall 2009 Yearly Review Thereafter | Educational Services Dept., Technology Dept., Technology Advisory Committee | Agendas and meeting minutes from Technology Advisory Committee meetings |
| District will research, develop and/or acquire materials on ethical use of technology and Internet Safety | Fall 2009 Ongoing Thereafter | Educational Services Dept., Technology Dept. | Parents and students will be required to submit documentation showing they received information. Will be collected at the same time as Acceptable Use Policy. |
| Preliminary standards submitted to teachers for review | Spring 2010 | Technology Director, Site Administrators, Technology Integrators | Responses from teachers will be kept in the Technology Dept. for review. |
| Preliminary standards submitted to parent committees for review | Spring 2010 | Technology Director, Site Administrators | Responses from parent committees will be kept in the Technology Dept. for review |
| Final District Technology Standards will be submitted to the School Board for approval | June 2010 | Technology Director | Agenda and meeting minutes will be kept for review. |
| Research and development of methods for integrating the technology standards into regular instruction. | Fall 2010 Yearly Review Thereafter | Educational Services Dept., Technology Director, Technology Integrators | Developed grade level best practices will be kept in the Educational Services and Technology Depts. |
| Internet Safety materials and methods of delivery will be evaluated and modified | Summer 2010, Yearly Thereafter | Educational Services Dept., Technology Director, Technology Integrators | Agenda and meeting minutes will be kept for review. |
| Teachers will have trainings and resources provided to demonstrate methods | Spring 2010 Ongoing Thereafter | Educational Services Dept., Technology Dept., Technology Integrators | Sign-ins for trainings and records of resources distributed will be kept in the Educational Services Dept. |
| Teachers are assisted with the implementation of the standards into regular instruction | Spring 2010 Ongoing Thereafter | Technology Integrators | Classroom observations and representative student work |
| Samples of student work will be collected at appropriate grade levels and evaluated | Spring 2010 Ongoing Thereafter | Teachers, Site Administrators, Technology Integrators | Evaluation of student work and test results will be compared to previous years |

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

The district has worked hard to guarantee that all students will have equitable access to technology. Over the past 3 years the student to computer ratio has been lowered to below 5:1 for the first time ever. Schools have made it a priority to place computers in areas where they will get the most use. In the middle and high schools this has led to the creation of more computer labs and more areas where students can access computers outside of regular class time. In the elementary schools pods of computers have been placed in nearly every classroom giving students the ability to access programs like Waterford or Accelerated Reader when appropriate. In addition, many schools have started to make some computers available after school for students who may not have computers at home. The district will continue to track the number of computers available and will continue to work with the school sites to make sure that they are being utilized in the best way possible.

3.I - List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

The Marysville Joint Unified School District currently uses Edusoft as its academic data management system. Currently all teachers use the system to track assessments and utilize the data in developing individualized lesson plans. The Educational Services Department trains new teachers and monitors and evaluates the use and effectiveness of the Edusoft system. Both teachers and administrators realize the value of the Edusoft system and feel that it is an invaluable part of the instructional development process.

3.I Goal 1 – The Marysville Joint Unified School District will continue to make available an academic data management system that fulfills the district's needs.

BENCHMARKS:

| | |
|------|--|
| 2010 | <ul style="list-style-type: none"> All teachers and administrators will continue to use the district's chosen academic data management system |
| 2011 | <ul style="list-style-type: none"> All teachers and administrators will continue to use the district's chosen academic data management system |
| 2012 | <ul style="list-style-type: none"> All teachers and administrators will continue to use the district's chosen academic data management system |

| Implementation Plan: 3.I.1 | | | |
|---|------------------------------------|--|--|
| Activities | Timeline | Dept(s)/Person(s) Responsible | Monitoring & Evaluation |
| The academic data management system will be evaluated for effectiveness and modifications will be made if necessary | Fall 2009, Yearly Thereafter | Educational Services Dept., Technology Integrators | Agenda and meeting minutes will be kept for review. |
| New teachers will be trained on the use of the districts academic data management system | Fall 2009, Yearly Thereafter | Educational Services Dept., Technology Integrators | Sign-ins for trainings and records of resources distributed will be kept in the Educational Services Dept. |

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

All Marysville Joint Unified School District teachers and administrators have district provided e-mail addresses. This has led to much more frequent communication through e-mail with parents. The district has also provided the schools and teachers with Web pages that they are able to modify and maintain. Parents are also able to view their student's attendance and grade book online through Aeries, the district's student information system. The district also provides classroom phones and individual extensions to all teachers in the district. Administrators and some teachers also have district provided cellular phones to increase their availability. With all of these in place the district is looking to new and innovative ways to increase two-way communication including but not limited to teacher blogs, podcasts, discussion forums and web lockers for students.

3.J Goal 1 – The Marysville Joint Unified School District will provide a password protected online community for students, parents, teachers and administrators.

3.J.1 Objective 1 – By June 30 2012 50% of students and teachers and 25% of parents will utilize the district's online community.

BENCHMARKS:

| | |
|------|--|
| 2010 | <ul style="list-style-type: none"> 5% of students and teachers will utilize the online community |
| 2011 | <ul style="list-style-type: none"> 25% of students and teachers will utilize the online community 5% of parents will utilize the online community |
| 2012 | <ul style="list-style-type: none"> 50% of students and teachers will utilize the online community 25% of parents will utilize the online community |

| Implementation Plan: 3.J.1 | | | |
|--|--------------------------------------|--|--|
| Activities | Timeline | Dept(s)/Person(s) Responsible | Monitoring & Evaluation |
| Research available resources for creating online communities | Fall 2009 | Technology Dept. | Evaluation sheets for all options will be produced and kept by the Technology Dept. for review. |
| Develop/acquire necessary software and hardware to host the online communities | Winter 2009 | Technology Dept. | Copies of all purchase orders for equipment and/or software will be kept by the Technology Dept. |
| Setup pilot sites and provide training for technology Integrators and selected teachers and administrators | Spring 2010 | Technology Dept., Technology Integrators, Site Administrators | Responses by technology Integrators and site administrators will be kept in the Technology Dept. for review |
| Train teachers on how to utilize new online communities and how to instruct students to utilize them | Fall 2010 Ongoing Thereafter | Educational Services Dept., Technology Dept., Technology Integrators | Certificates of completion, sign-in sheets for trainings attended |
| Teachers and students begin using the online communities | Spring 2011 Ongoing Thereafter | Teachers | Web usage logs will be kept showing amount of hits and which pages are accessed |
| Provide parents with information on how to utilize the online communities | Spring 2011 Yearly Thereafter | Site Administrators, Technology Integrators, Teachers | Information will be sent home to parents separately during initial phase and then will be included in yearly information packets provided at the beginning of the school year. |

3.K - Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The Technology Integrators Group will meet quarterly to discuss methods, strategies, and successes. These meetings will have minutes kept in the Technology Dept. The Technology Advisory Committee will meet semiannually to discuss progress of the entire Technology Plan. Minutes from these meetings will also be kept in the Technology Dept. The Superintendent and the rest of the Cabinet will provided information on progress made on the Technology Plan semiannually as well.

4. Professional Development

4.A - Summary of teachers' and administrators' current technology skills and professional development needs

Over the past three years, the proficiency levels of the Marysville Joint Unified School District teachers has improved dramatically. More work needs to be done, but the improvement over the last three years has been encouraging. Information from the EdTechProfile Reports is shown in the tables below.

Administrators use technology for communication on a regular basis. Administrators also model the use of technology during staff meetings and in data compilation.

The following table represents the technology skills of teachers at the elementary schools in the district showing percentages of teachers with intermediate or proficient skills in each category. Percentages not represented makeup the “Not Applicable” and “Beginning” categories

| School | | General computer Knowledge and skills | Internet Skills | Email Skills | Word Processing Skills | Presentation software skills | Spreadsheet software skills | Database software skills |
|---------------|--------------|---------------------------------------|-----------------|--------------|------------------------|------------------------------|-----------------------------|--------------------------|
| Arboga | Intermediate | 61% | 33% | 28% | 28% | 11% | 33% | 50% |
| | Proficient | 17% | 33% | 33% | 61% | 28% | 17% | 6% |
| Browns Valley | Intermediate | 29% | 29% | 43% | 43% | 29% | 14% | 14% |
| | Proficient | 29% | 14% | 14% | 29% | 14% | 14% | 0% |
| Cedar Lane | Intermediate | 62% | 62% | 59% | 31% | 41% | 45% | 28% |
| | Proficient | 24% | 10% | 17% | 45% | 14% | 7% | 10% |
| Cordua | Intermediate | 60% | 40% | 0% | 40% | 40% | 40% | 40% |
| | Proficient | 20% | 40% | 60% | 40% | 0% | 0% | 0% |
| Covillaud | Intermediate | 63% | 50% | 58% | 29% | 29% | 29% | 21% |
| | Proficient | 8% | 4% | 4% | 38% | 13% | 4% | 4% |
| Dobbins | Intermediate | 80% | 60% | 20% | 60% | 40% | 40% | 40% |
| | Proficient | 20% | 20% | 40% | 40% | 20% | 20% | 20% |
| Ella | Intermediate | 68% | 58% | 47% | 37% | 21% | 21% | 21% |
| | Proficient | 11% | 11% | 32% | 47% | 16% | 11% | 11% |
| Johnson Park | Intermediate | 72% | 56% | 36% | 56% | 32% | 12% | 12% |
| | Proficient | 8% | 12% | 16% | 24% | 8% | 8% | 4% |
| Kynoch | Intermediate | 57% | 43% | 36% | 54% | 25% | 29% | 25% |
| | Proficient | 21% | 21% | 29% | 29% | 18% | 11% | 4% |

| | | | | | | | | |
|--------------|--------------|-----|-----|-----|-----|-----|-----|-----|
| Linda | Intermediate | 33% | 33% | 41% | 33% | 21% | 18% | 5% |
| | Proficient | 18% | 8% | 10% | 28% | 0% | 5% | 0% |
| Loma Rica | Intermediate | 56% | 44% | 11% | 44% | 22% | 0% | 22% |
| | Proficient | 22% | 11% | 33% | 33% | 0% | 22% | 11% |
| Olivehurst | Intermediate | 58% | 50% | 54% | 42% | 38% | 29% | 25% |
| | Proficient | 4% | 4% | 8% | 21% | 4% | 4% | 0% |
| Yuba Feather | Intermediate | 56% | 44% | 33% | 44% | 33% | 22% | 11% |
| | Proficient | 22% | 22% | 22% | 33% | 11% | 11% | 11% |

The following table represents the technology skills of teachers in the district's middle schools showing percentages of teachers with intermediate or proficient skills in each category. Percentages not represented makeup the "Not Applicable" and "Beginning" categories

| School | | General computer Knowledge and skills | Internet Skills | Email Skills | Word Processing Skills | Presentation software skills | Spreadsheet software skills | Database software skills |
|--------------|--------------|---------------------------------------|-----------------|--------------|------------------------|------------------------------|-----------------------------|--------------------------|
| Foothill | Intermediate | 70% | 60% | 50% | 50% | 30% | 50% | 50% |
| | Proficient | 30% | 20% | 30% | 40% | 50% | 10% | 10% |
| McKenney | Intermediate | 50% | 45% | 32% | 27% | 32% | 39% | 26% |
| | Proficient | 14% | 18% | 27% | 36% | 18% | 13% | 9% |
| Yuba Gardens | Intermediate | 57% | 50% | 43% | 21% | 29% | 36% | 50% |
| | Proficient | 36% | 21% | 21% | 50% | 29% | 14% | 7% |

The following table represents the technology skills of teachers at the high schools in the district showing percentages of teachers with intermediate or proficient skills in each category. Percentages not represented makeup the "Not Applicable" and "Beginning" categories

| School | | General computer Knowledge and skills | Internet Skills | Email Skills | Word Processing Skills | Presentation software skills | Spreadsheet software skills | Database software skills |
|---|--------------|---------------------------------------|-----------------|--------------|------------------------|------------------------------|-----------------------------|--------------------------|
| Lindhurst | Intermediate | 62% | 49% | 41% | 28% | 31% | 28% | 36% |
| | Proficient | 31% | 23% | 41% | 62% | 31% | 33% | 10% |
| Marysville | Intermediate | 55% | 45% | 32% | 43% | 25% | 34% | 20% |
| | Proficient | 27% | 18% | 25% | 41% | 25% | 14% | 14% |
| Marysville Charter Academy for the Arts | Intermediate | 42% | 33% | 33% | 42% | 17% | 33% | 8% |
| | Proficient | 42% | 17% | 25% | 33% | 17% | 8% | 17% |

While the standard computers skills of the teachers has steadily been improving, the EdTechProfile reports also show that additional training is needed in the areas of CCTC Program Standard 9 and CCTC Program Standard 16.

The overall district percentages of teacher skill levels in these areas are as follows

Standard 9: Using Technology in the Classroom

| Proficiency Level | Standard 9a | Standard 9b | Standard 9d | Standard 9e | Standard 9f | Standard 9g | Standard 9h | Standard 9i |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Not Applicable | 6% | 15% | 8% | 7% | 18% | 18% | 27% | 21% |
| Beginning | 53% | 53% | 43% | 49% | 50% | 53% | 46% | 48% |
| Intermediate | 36% | 28% | 31% | 29% | 28% | 27% | 21% | 23% |
| Proficient | 6% | 3% | 19% | 16% | 4% | 2% | 5% | 8% |

Standard 16: Using Technology to Support Student Learning

| Proficiency Level | Standard 16a | Standard 16b | Standard 16c | Standard 16d | Standard 16e | Standard 16f | Standard 16g |
|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Not Applicable | 12% | 30% | 4% | 22% | 20% | 29% | 36% |
| Beginning | 60% | 52% | 46% | 48% | 53% | 38% | 37% |
| Intermediate | 25% | 15% | 45% | 26% | 24% | 20% | 23% |
| Proficient | 2% | 2% | 5% | 5% | 2% | 12% | 3% |

These charts show that the majority of our teachers are becoming comfortable with the most common uses of technology. However, it also shows that a large percentage of our teachers would benefit from additional training in the areas of presentation software, spreadsheets, and database software. The District will focus on these areas over the course of this Technology Plan. The district's administrators are improving in all areas of technology as well. The needs of the administrators are the same as the teachers, with presentation, spreadsheet, and database software being the areas where the most training is required.

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

These results show us that we need to focus on providing instruction on implementing technology into the classroom and into instruction. As shown in section 4.A, it is important to focus on presentation, spreadsheet, and database software as we continue to increase our teachers skill levels. This also coincides with the goals listed in section 3 above. Therefore, the district’s primary professional development goal is:

4.B Goal 1 – MJUSD Teachers will develop a clear understanding on how to best integrate technology into their regular instruction with special attention given to presentation, spreadsheet, and database software.

4.B.1 Objective 1 – By June 30, 2012 75% of MJUSD teachers will have an intermediate or advanced skill level in all subsections of CCTC Program Standard 9.

Benchmarks:

| | |
|------|---|
| 2010 | • 40% of teachers will have an intermediate or advanced skill level |
| 2011 | • 50% of teachers will have an intermediate or advanced skill level |
| 2012 | • 75% of teachers will have an intermediate or advanced skill level |

4.B.1 Objective 2 – By June 30, 2012 75% of MJUSD teachers will have an intermediate or advanced skill level in all subsections of CCTC Program Standard 16.

Benchmarks:

| | |
|------|---|
| 2010 | • 40% of teachers will have an intermediate or advanced skill level |
| 2011 | • 50% of teachers will have an intermediate or advanced skill level |
| 2012 | • 75% of teachers will have an intermediate or advanced skill level |

4.B.1 Objective 3 – By June 30, 2012 75% of MJUSD teachers and administrators will have an intermediate or advanced skill level in spreadsheets, presentation software and database software.

| | |
|------|--|
| 2010 | • 40% of teachers and administrators will have an intermediate or advanced skill level |
| 2011 | • 50% of teachers and administrators will have an intermediate or advanced skill level |
| 2012 | • 75% of teachers and administrators will have an intermediate or advanced skill level |

4.B.1 Objective 4 – By June 30, 2012 100% of MJUSD teachers and administrators will have received training to ensure that they know and understand the district’s student technology standards developed in section 3.E and how to implement them into the curriculum. This will include all items mentioned in sections 3.E, 3.F and 3.G of this technology plan.

| | |
|------|--|
| 2010 | <ul style="list-style-type: none"> The technology standards in section 3.E will be developed. |
| 2011 | <ul style="list-style-type: none"> 75% of teachers and administrators will know and understand the district’s student technology standards and be trained on implementing them into the curriculum |
| 2012 | <ul style="list-style-type: none"> 100% of teachers and administrators will know and understand the district’s student technology standards and be trained on implementing them into the curriculum |

| Implementation Plan: 4.B.1 | | | |
|---|--------------------------------------|--|---|
| Activities | Timeline | Dept(s)/Person(s) Responsible | Monitoring & Evaluation |
| Technology Integrators will review EdTechProfile reports for their sites | Fall 2009 | Technology Integrators | Copies of the reports can be seen on the EdTechProfile Web site |
| Sites develop Technology Training Plans for the site | Winter 2009 | Technology Director, Educational Services, Site Adinistrators, Technology Integrators | Technology Training Plans will be available at each site |
| Sites will begin training according to their Technology Training Plans | Spring 2010 Ongoing Thereafter | Technology Director, Educational Services, Site Adinistrators, Technology Integrators | Sign-in sheets will be kept for technology related trainings |
| Technology Integrators Group will meet to compare strategies and techniques | Fall 2009 Quarterly Thereafter | Technology Director, Educational Services, Technology Integrators | Meeting minutes will be kept in the Technology Dept. |

4.C - Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

The Technology Integrators Group will meet quarterly to discuss methods, strategies, and successes. These meeting will have minutes kept in the Technology Dept. The Technology Advisory Committee will meet semiannually to discuss progress of the entire Technology Plan. These meetings will also be kept in the Technology Dept. The Superintendent and the rest of the Cabinet will provided information on progress made on the Technology Plan semiannually as well.

5. Technology Support and Infrastructure

5.A - Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

The key to all of the above goals being met is adequate bandwidth, stable and reliable equipment, and the necessary support staff to guarantee the equipment works. Without reliable equipment, any technology project is destined to fail. With that in mind, this section will discuss how the MJUSD Technology Dept. is going to make certain that the necessary equipment, infrastructure, and support is in place to increase the probability of success for the Curricular Technology Goals.

It has already been discussed in detail, the amount of computers that are used throughout the District, which can be seen in section 3.A of this plan. What has not been discussed is the current look of the infrastructure behind the computers. This includes routers, switches, high bandwidth connections, etc. A summary of the current infrastructure follows.

WAN

MJUSD participates in the state funded K-12 High Speed Network. Funding and operation of the ongoing California K-12 High Speed Network is administered by the Imperial County Office of Education, in partnership with the Mendocino and Butte County Offices of Education, and School Services of California, Inc. Through this system, the district connects to the Yuba County Office of Education for Internet services. Currently, this connection is made via a 100 Mbps fiber connection.

Elementary Schools

Currently – Nearly all elementary schools are connected to the district office via 10 Mbps fiber connection. Johnson Park elementary school is connected via 100 Mbps fiber connection. Dobbins, Yuba Feather and YESCA are connected via 1.5 Mbps T-1 connections.

Needed – Yuba Feather and Dobbins elementary school need additional bandwidth. The Technology Dept. will monitor bandwidth usage at all sites to determine necessary expansion in the future.

Intermediate Schools

Currently – All of the Intermediate schools are connected to the district office via 10 Mbps fiber connection.

Needed – Nothing currently. Technology Dept. will monitor bandwidth usage to determine necessary expansion in the future.

High Schools

Currently - Lindhurst High School (LHS) is connected to the district office via 100 Mbps fiber connection that is shared with Johnson Park Elementary. Marysville High School and Marysville Charter Academy for the Arts are connected to the district office via Gigabit Fiber connections.

Needed – Nothing currently. Technology Dept. will monitor bandwidth usage to determine necessary expansion in the future.

Other Schools

Currently - South Lindhurst Continuation School connects to LHS via a Gigabit fiber line and shares the 100 Mbps fiber connection at LHS. North Marysville Continuation School, Adult Education, and Abraham Lincoln School are connected to the district office via Gigabit Fiber connections.

Needed – Nothing currently. Technology Dept. will monitor bandwidth usage to determine necessary expansion in the future.

LAN

Elementary Schools

Currently – Each school utilizes a Cisco router which manages the data connection as well as the voice over IP phone system. IDF locations contain either Cisco or HP switches. The connections between the MDF and IDF's are 1 Gbps fiber connections. The connections to the desktop are at least 100 Mbps with some connections being 1 Gbps.

Needed – The district will look to replace the remaining HP switches with Power over Ethernet Cisco switches which work better with the voice over IP phone solution and would increase all data ports in the classrooms to 1 Gbps.

Intermediate Schools

Currently – Each school utilizes a Cisco router which manages the data connection as well as the voice over IP phone system. IDF locations contain either Cisco or HP switches. The connections between the MDF and IDF's are 1 Gbps fiber connections. The connections to the desktop are at least 100 Mbps with some connections being 1 Gbps.

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High Schools

Currently – Each school utilizes a Cisco router which manages the data connection as well as the voice over IP phone system. IDF locations contain either Cisco or HP switches. The connections between the MDF and IDF's are 1 Gbps fiber connections. The connections to the desktop are at least 100 Mbps with some connections being 1 Gbps.

Needed – The district will look to replace the remaining HP switches with Power over Ethernet Cisco switches which work better with the voice over IP phone solution and would increase all data ports in the classrooms to 1 Gbps.

SECURITY

MJUSD currently uses the following devices for various security purposes

- Cisco Firewall Services Module in a Cisco 6509
- Sophos – Antivirus
- Sophos Pure Message – Anti-spam
- 8e6 – Web Filtering
- Vlan’s separate administration data from classroom data.

The District will continue to look at additional security options to guarantee that confidential information is kept secure and that the network availability is more than adequate.

CURRENT EDUCATIONAL SOFTWARE USED

The following software is currently used for various educational and/or educational support purposes:

- Waterford – Reading software for grades K-3
- Accelerated Reader – Reading software for grades 1-8
- Accelerated Math – Math software used in grades 8-12
- Star Reading – Reading software for elementary grade levels
- Star Math – Math software used in elementary and middle schools
- Publisher provided software resources in support of textbooks
- Microsoft Office
- Aeries – Student Information System
- Edusoft – Academic Data Management System
- Follett – Library Management System

CURRENT TECHNOLOGY DEPT. STAFFING

There are currently seven people in the Technology Dept. The current positions include:

- Director of Technology
- Senior Network Analyst
- Database Analyst
- Telecommunications Technician
- Network/Computer Technician
- Web/Computer Technician
- Computer Technician I
- Technology Assistant
- Systems Technician I

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

TECHNOLOGY SUPPORT

With the advancement and upgrades that have come to the network over the past 2-3 years, as well as the increase in computers throughout the District, the current staff has been stretched very thin. A few schools have teachers or support staff that assist with some of the basic technology issues at their sites, but there are not enough to cover the amount of work that is required at the sites. In an effort to increase the level of service to the school sites, and to prepare for the expected continued growth of the district, the following steps are currently being done, or planned during the course of this Technology Plan.

1. Minimum Specifications for Supported Computers

The most common issues the Technology Department deals with are the constant requests to repair machines that are 5 years old or more. These machines tend to fail more often than new machines for obvious reasons, and since they are no longer under warranty, the work has to be done completely by the Technology Department. In an effort to eliminate these calls and therefore greatly reduce the amount of time spent on repeated problems, the technology department will no longer support hardware issues on machines that are older than 5 years old. The age of a machine can be determined by looking at the asset tag number on the machine. The first two digits of the asset tag represent the year that the machine was purchased (i.e. 07003451 was purchased during the 06-07 school year). There are approximately 1500 computers that will reach the five year age during this technology plan

Since the number of computers reaching five years old during the course of this plan is so large. The district is planning on looking into alternative deployment options for those machines. The district has already begun testing the Linux system on the older machines because it has much lower system requirements than Windows XP. The goal is to be able to deploy Linux onto the older machines which will allow us them to be utilized in the classrooms for an extended period of time. As stated above, hardware issues with the machines will not be supported, but with the Linux operating system, we hope to be able to extend the life of the older machines by a few years.

2. Additional and Future Staffing

The current computer to Technology Dept. Staff person ratio within the district is approximately 550:1. This is misleading however, since not all members of the Technology Dept. are available

to repair machines. The actual computer to computer technician ratio is 1000:1. For the sake of future staffing, the ratio will be defined as computers to Computer Repair Technicians.

The district recognizes that additional support is needed and will look at various ways to increase the number of technicians.

3. Work Order System

The Department is currently using a work order system called HEAT from Frontrange Solutions. This system allows users to input technology work orders online. We will continue evaluate and modify the system to improve functionality.

COMPUTER REPLACEMENT PLAN

Over the last 3 years the district provided 1000 computers to the school sites distributed by student populations at the sites. This means that over the next 3 year period it will be the responsibility of the sites to replace machines at their sites. The technology Integrators will assist with the planning on how to accomplish this.

ANTICIPATED SOFTWARE UPGRADES

The District will most likely be upgrading or changing some of the main administration software currently used. It is expected that a new financial/personnel system will be purchased to replace the outdated Escape Classic software that the district uses now. The new financial system is expected to cost approximately \$250,000 with an annual maintenance fee of approximately \$75,000/year. The purchase of this software will be funded by a Certificate of Participation (COPs), with the annual maintenance fees coming from the general fund.

PLANNED NETWORK/SERVER UPGRADES

As mentioned above the district will look to replace some of the HP switches currently being used with Power Over Ethernet switches. The district will also look into options to replace aging servers that are currently used. There are currently approximately 100 servers district-wide that are located at over 30 locations. Current bandwidth will allow us to begin centralizing some of the servers if an appropriate option can be found.

The district will also look into the possibility of bringing wireless access into all of the schools. As the district purchases more laptops and utilizes additional wireless devices, the need for wireless access is becoming essential.

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

The following benchmarks will show how and when the district plans on acquiring the necessary upgrades listed in section 5.B.

BENCHMARKS:

| | |
|------|--|
| 2010 | <ul style="list-style-type: none"> • District will have researched and selected a new financial/personnel system • District will begin redeploying older machines with Linux • District will have researched and selected a server replacement option • District will have researched and selected a wireless option • 100% of sites will create a computer replacement schedule |
| 2011 | <ul style="list-style-type: none"> • District will have completed implementation of new financial/personnel system • District will have redeployed all computers older than five years old with Linux • District will have completed implementation of server replacement option • District will have created a plan for implementation of wireless access • 100% of sites will have begun replacing computer according to their replacement plan |
| 2012 | <ul style="list-style-type: none"> • 100% of sites will continue working on their computer replacement plan |

| Implementation Plan: 5.B | | | |
|--|---------------------------|--------------------------------------|---|
| Activities | Timeline | Dept(s)/Person(s) Responsible | Monitoring & Evaluation |
| Research begun on server replacement options | Summer 2009 | Technology Dept. | Documentation of different proposals will be kept in the Technology Dept. |
| Research begun on a new financial/personnel system | Fall 2009 | Financial Software Committee | Documentation of different proposals will be kept in the Accounting Dept. |
| District will pilot a computer lab using older machines with Linux | Fall 2009 | Technology Dept. | Dept. will monitor the effectiveness of the redeployed machines through interviews with teachers, administrators, and students using the lab. |
| Sites will begin to develop their computer replacement plans | Fall 2009 | Technology Integrators | Plans will be documented and available at all school sites |
| District will implement server replacement option | Winter 2009 - Spring 2010 | Technology Dept. | Copies of Purchase Orders will be kept in the Technology Dept. |
| Sites will complete their computer replacement plans | Spring 2010 | Technology Integrators | Plans will be documented and available at all school sites |

| | | | |
|--|------------------------------|---|--|
| Research begun on wireless options | Spring 2010 | Technology Dept. | Documentation of different proposals will be kept in the Technology Dept. |
| District will begin implementation of new financial/personnel system | Fall 2010 | Technology Dept., Accounting Dept., Vendor | Copies of Purchase Orders and vendor implementation plan will be available in the Accounting Dept. |
| District will select a wireless option | Fall 2010 | Technology Dept. | Documentation of different proposals will be kept in the Technology Dept. |
| District will complete implementation of new financial/personnel system | Spring 2011 | Technology Dept., Accounting Dept., Vendor | Copies of Purchase Orders and vendor implementation plan will be available in the Accounting Dept. |
| Sites will begin to replace computers according to their replacement plans | Fall 2010 ongoing thereafter | Site Administrators, Technology Integrators | Copies of Purchase Orders will be kept in the Purchasing Dept. |

6. Funding and budget

6.A - List of established and potential funding and discount sources

Marysville has taken advantage of numerous funding sources in the past, and will continue to do so in the future. Some of the sources used are as follows:

- Enhancing Education Through Technology (EETT) - Funding for school technology from the No Child Left Behind Act of 2001 used in classrooms to improve student academic achievement. Funds are distributed through formula and competitive grants. MJUSD will make every effort to secure funding under both types of grants.
- E-Rate – The E-rate program is administered by the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC). The program was set up in 1997 when the Federal Communications Commission (FCC) adopted a Universal Service Order implementing the Telecommunications Act of 1996. The Order was designed to ensure that all eligible schools and libraries have affordable access to modern telecommunications and information services. Up to \$2.25 billion annually is available to provide eligible schools and libraries with discounts under the E-rate program for authorized services. Discounts range from 20% – 90%. MJUSD has been taking advantage of these discounts for over five years, and will continue to do so throughout the duration of this plan.
- California Teleconnect Fund - The **California Teleconnect Fund** is a California program administered by the California Public Utilities Commission to provide additional discounts to schools, libraries, hospitals and community based organizations for telephone and telecommunications services. The CTF is funded by a surcharge on residential phone bills.
- MJUSD will continue to make every effort to secure state and federal grants whenever they become available. The district will also continue to utilize available discount purchasing options such as WSCA, PEPPM, and Microsoft Select Agreements.
- Certificates of Participation (COPs) – Loan options made available to school districts with very good repayment terms to allow districts to make large purchases they otherwise would not be able to afford. This will be used for the Financial/Personnel software.
- The Marysville Joint Unified School District still has approximately \$250,000 available in Microsoft Vouchers. This money will be used to upgrade the servers and possibly start on the wireless solution.
- Bonds – MJUSD has had 2 separate bond measures approved by voters which have been designated for facilities work. The Technology Dept. has worked closely with the Facilities Dept. to make sure that all technology related facilities work falls within the guidelines of the district Technology Plan and the district’s standard technology specifications.

6.B - Budget

The following pages show the anticipated technology costs for the 3 year period.

| Budget Category | Item Descriptions | Est. Year 1 Cost | Est. Year 2 Cost | Est. Year 3 Cost | E-rate Eligible Amount |
|--|---|-------------------------|-------------------------|-------------------------|-------------------------------|
| 1000-1999 Certificated Salaries | | | | | |
| 2000-2999 Classified Salaries | Includes all members of the Technology Department | \$539,191 | \$549,975 | \$560,975 | |
| 3000-3999 Employee Benefits | Includes all members of the Technology Department | \$218,429 | \$222,798 | \$227,254 | |
| 4000-4999 Materials & Supplies | Year 1 – Financial/Personnel System Year 1-3 – Standard Office Supplies and miscellaneous technology equipment | \$270,000 | \$45,000 | \$45,000 | |
| 5000-5999 Other Services & Operating Expenses | Year 1-3 – Annual maintenance agreements for SIS, Financial System, Work Order System, Web Site, LANDesk, etc. | \$709,715 | \$709,715 | \$709,715 | |
| 6000-6999 Equipment | Year 1 – Server Replacement Year 1-3 – Telecommunication Costs | \$748,465 | \$498,465 | \$498,465 | \$393,787/yr |
| Totals | | \$2,485,800 | \$2,025,953 | \$2,041,409 | \$393,787/yr |

6.C - District's Replacement Policy

Over the last 3 years the district provided 1000 computers to the school sites distributed by student populations at the sites. This means that over the next 3 year period it will be the responsibility of the sites to replace machines at their sites. The site's technology Integrators will assist with the planning on how to accomplish this. Since we do not expect the schools to be able to replace all of the older machines at their sites, we will proceed with the redeployment of Linux machines as stated in sections 5.B and 5.C.

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

The technology budget of the district will be discussed during Technology Advisory Meetings. The minutes from these meetings will be available in the Technology Dept. During these meetings we will also discuss potential funding sources to decide which would most benefit the district. The technology Integrators at each school will track technology expenditures with assistance from their administrators. The site expenditures will be guided by the computer replacement plan at each site.

Updates of their progress will be discussed during meetings of the Technology Integrators Group. Minutes from these meetings will be available in the Technology Dept.

7. Monitoring and Evaluation

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

Student achievement will be closely monitored to determine the effectiveness of the instructional technology implementation. To keep this plan current, determine successfulness, and make implementation most effective the following activities will be undertaken, and data evaluated:

- The Technology Advisory Committee will meet regularly. This committee will make recommendations on all parts of the Technology Plan, including budget decisions, minimum computer specifications, progress made, etc.
- The EdTechProfile iAssessment surveys will be reviewed annually by the Technology Advisory Committee.
- MJUSD will distribute information regarding district and site technology projects and initiatives.
- MJUSD will coordinate the updating and revision of the plan on an annual basis through recommendations made by the Technology Advisory Committee.
- Results of the evaluation and surveys will be distributed among district staff through e-mailed reports, and will be made available to the educational community at large on the EdTechProfile Web page.
- API, AYP, Student Assessment Data, etc. will be evaluated and analyzed to determine the plans successfulness in supporting the district in its effort to achieve its goals.

7.B - Schedule for evaluating the effect of plan implementation.

- The Technology Advisory Committee will meet semiannually.
- The Technology Integrators Group will meet quarterly.
- The Technology Plan will be revised annually after the last Technology Advisory Committee meeting of the school year.
- Information will be provided to district staff annually after the last Technology Advisory Committee meeting of the school year.

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

- The Technology Integrators will provide each site with a site specific progress report on an annual basis. The report will be developed by the end of May each school year. This report will show the site's progress toward meeting the goals stated in the district's Technology Plan, the site's Computer Replacement Plan, and the site's Technology Training plan. This report will be supplied to the site, the Educational Services Dept. and the Technology Dept.

- The Director of Technology will provide the School Board, Superintendent, Cabinet, and Site Administrators with a district-wide progress report on an annual basis. The report will be developed by the end of May each school year. This report will show the district's progress toward meeting the goals stated in the district's Technology Plan. All stakeholders will be notified about the progress of the technology plan.
- After the final Technology Advisory Committee meeting of the school year, any suggested modifications to the Technology Plan will be made. The modified Technology Plan will be submitted to the Technology Advisory Committee during the first meeting of the following year for approval. Once the committee approves the modifications, the plan will be submitted to the School Board for final approval. All stakeholders will be notified about modifications made to the technology plan. The final approved plan will be made available on the MJUSD Website at <http://www.mjUSD.k12.ca.us>.

8. Effective Collaborative Strategies with Adult Literacy Providers

MJUSD will sustain development of technology in adult literacy programs, applying the distinctive opportunities of technology to management and instruction, and help provide solutions for the current adult literacy needs found in MJUSD as identified through an annual needs assessment conducted through MJUSD’s Adult Educational Department. MJUSD will analyze district data which includes adult learning data. Included in the annual meetings will be adult literacy providers from the community and county.

Collaboration between Schools, District, and Organizations to Improve Adult Literacy to Produce Benefit for All Constituents:

Within MJUSD, Adult Literacy needs are served through a variety of agencies. MJUSD Adult Education provides classes in basic literacy, GED preparation, ESL and several specialty areas such as technology literacy, job interview skills and parenting. Yuba County ROP offers classes in a variety of job and life skills within MJUSD, including technology skills such as basic word, processing, home budgeting with spreadsheets, and resources on the internet. Additional Adult Literacy Classes to which technology is being used are available at Yuba County’s One Stop. One Stop houses many of our County Offices, Welfare, EDD, Head Start, as well as a computer lab to better prepare adults for today’s workforce. Intensified collaboration between these service providers will assist in developing a better trained staff and improved modifications in student recruitment and training.

Strategies:

MJUSD will continue to collaborate with community and county adult literacy providers to develop an adult literacy system which will have coordinated organizational procedures to provide access to computers and other forms of technology, including, training, curriculum implementation, funding, and evaluation of existing and newly implemented adult literacy programs.

| Adult Literacy Providers | Ed Tech Strategies/Activities | Component Involvement | Staff Responsible |
|----------------------------|--|---|--|
| Adult Education Department | Classes Utilizing: <ul style="list-style-type: none"> • Distance Learning • NovaNet • ESL • GED | <ul style="list-style-type: none"> • On-site Lab • Loaner Laptops • Classroom Computers | Director of Adult Education Tech Dept. |
| School Sites | Classes Utilizing: <ul style="list-style-type: none"> • ESL • ROP • Parenting Courses | <ul style="list-style-type: none"> • On-site Labs • Classroom computers • Wireless Laptop moveable lab | Dir. Of Adult Education Site Principal Tech Dept. |

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|-----------------------------------|--|--|--|
| One Stop | Classes Utilizing: <ul style="list-style-type: none"> • ESL • GED | • Computer Lab | Yuba County Office of Education Staff |
| Community Library Services | • Direct one on One Instruction | • Referrals in Coordination with District Programs | Director of Technology Teacher on Special Assignment Community Volunteers Librarians |
| Yuba College | • GED | • Computer Lab | Yuba College |
| Monitoring and Feedback Inclusion | We will meet with adult literacy providers including community and county based librarians and providers in January and June to review current progress and adjust program to meet emerging needs as indicated by stakeholder input and data. | | |
| Input Inclusion | Adult Literacy Providers will be invited to the semi-annual meetings to review relevant data and suggest changes. District staff will meet periodically with individual programs to solicit additional input as appropriate to the program. | | |

Funds and Resources:

Many facilities and labs are used by K-12 students during the instructional school day, and used by Adult Education and ROP courses that utilize technology during after school hours. In addition, the MJUSD district is dedicated to pursuing funding opportunities such as the Community Technology Centers Grant, SRTG, Coca Cola Grant, Reading First, SSP and Cal Works Grant, enabling MJUSD to leverage resources and enhance the district’s ability to serve the adults in our community.

9. Effective, research-based methods and strategies

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

In their meta-analysis review of research conducted between 1993 and 2000 on the effectiveness of DES, Murphy et al (2001) found evidence of a positive association between use of DES products and student achievement in reading and mathematics, an association consistent with earlier reviews of the research literature on the effectiveness of computer-based instruction (e.g., Kulik & Kulik, 1991; Kulik, 1994; Fletcher-Flinn & Gravatt, 1995; Ryan, 1991). Students in the early grades, from pre-K to grade 3, and in the middle school grades appear to benefit most from DES applications for reading instruction, as do students with special reading needs.

In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005) found that, while controlling for both prior achievement and socioeconomic status, fourth-grade students who reported greater frequency of technology use at school to edit papers were likely to have higher total English/language arts test scores and higher writing scores on fourth grade test scores on the Massachusetts Comprehensive Assessment System (MCAS) English/Language Arts test.

Michigan's Freedom to Learn (FTL) initiative, an effort to provide middle school students and teachers with access to wireless laptop computers, has been credited with improving grades, motivation and discipline in classrooms across the state, with one exemplary school seeing reading proficiency scores on the Michigan Education Assessment Program (MEAP) test, administered in January 2005, reportedly increasing from 29 percent to 41 percent for seventh graders and from 31 to 63 percent for eighth graders (eSchool News, 2005).

In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests.

Cavanaugh's synthesis (2001) of 19 experimental and quasi-experimental studies of the effectiveness of interactive distance education using videoconferencing and telecommunications for K-12 academic achievement found a small positive effect in favor of distance education and more positive

effect sizes for interactive distance education programs that combine an individualized approach with traditional classroom instruction.

Boster, Meyer, Roberto, & Inge (2002) examined the integration of standards-based video clips into lessons developed by classroom teachers and found increases student achievement. The study of more than 1,400 elementary and middle school students in three Virginia school districts showed an average increase in learning for students exposed to the video clip application compared to students who received traditional instruction alone.

Wenglinsky (1998) noted that for fourth- and eighth-graders technology has "positive benefits" on achievement as measured in NAEP's mathematics test. Interestingly, Wenglinsky found that using computers to teach low order thinking skills, such as drill and practice, had a negative impact on academic achievement, while using computers to solve simulations saw their students' math scores increase significantly. Hiebert (1999) raised a similar point. When students over-practice procedures before they understand them, they have more difficulty making sense of them later; however, they can learn new concepts *and* skills *while* they are solving problems. In a study that examined relationship between computer use and students' science achievement based on data from a standardized assessment, Papanastasiou, Zemblyas, & Vrasidas (2003) found it is not the computer use itself that has a positive or negative effect on achievement of students, but the way in which computers are used.

Research indicates that computer technology can help support learning and is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry "by engaging students in authentic, complex tasks within collaborative learning contexts" (Roschelle, Pea, Hoadley, Gordin & Means, 2000; Means, et. al., 1993).

MJUSD has considered some of the conclusions from the research that address the conditions under which technology has the most benefits for students. For example, this Technology Plan has stressed the importance of implementing technology into the curriculum, making it a fundamental part of the teaching that the students receive. It is recognized that simply teaching about computers in isolation is not the most effective way to increase student's awareness of technology, but rather to have it be part of a conscious effort to include technology in everyday instruction.

MJUSD will continue to utilize the mentioned studies, along with any new studies conducted, to develop models and strategies to maximum the influence technology can have in the classroom. The ultimate goal being student achievement advancing to a level where no school is classified as Program Improvement, and students feel they received an education that has effectively prepared them for continued education or to enter the workforce.

All MJUSD staff who work with children are trained in the importance of the developmental assets. The District recognizes the importance and responsibility every adult has in the development of each child as well as the need to nurture the internal qualities that guide choices and create a sense of centeredness, purpose, and focus.

As more resources become available, the District will strive to get to and stay at the forefront of innovative instruction. This Technology Plan will be evaluated annually to verify that technology is being integrated into curriculum in the most appropriate way possible, based on research from numerous sources.

9.B - Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

The District realizes the value of utilizing technology to enhance the education that students receive. This is particularly true of some of our advanced students. District and Site administrators take this into account during their yearly meetings when discussing the K-12 course offerings. The course content is looked at in relation to student demographics and identified student needs.

9.B Goal 1 – The district will continue to look for methods to improve the level of instruction, with an emphasis on distance-learning opportunities when appropriate.

9.B.1 – Objective 1 – By June of 2012 the district will have identified and implemented rigorous academic curricula utilizing available technologies for all appropriate students.

BENCHMARKS:

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|------|---|
| 2010 | <ul style="list-style-type: none">• Rigorous academic curricula for identified 9-12 students will be researched and implemented |
| 2011 | <ul style="list-style-type: none">• Rigorous academic curricula for identified 4-8 students will be researched and implemented |
| 2012 | <ul style="list-style-type: none">• Rigorous academic curricula for all identified students will be researched and implemented |

Appendix C – Criteria for EETT Funded Technology Plans

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

| 3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|--|------------------------------|--|---|
| a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours. | 7 | 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. | 10 | The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum). | The plan cites district policy regarding use of technology, but provides no information about its actual use. |
| c. Summary of the district's curricular goals that are supported by this tech plan. | 11 | The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s). | The plan does not summarize district curricular goals. |
| d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals. | 13 | The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to | 14 | The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills. | The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals. |

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| <p>succeed in the classroom and the workplace.</p> | | | |
| <p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p> | <p>15</p> | <p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p> | <p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p> |
| <p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p> | <p>15</p> | <p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p> | <p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p> |
| <p>h. Description of or goals about the district policy or practices that ensure equitable technology</p> | <p>17</p> | <p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology</p> | <p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology</p> |

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| <p>access for all students.</p> | | <p>access for all students. The policy or practices clearly support accomplishing the plan's goals.</p> | <p>will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p> | <p>17</p> | <p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p> | <p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p> | <p>18</p> | <p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p> | <p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p> | <p>19</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p> |

| 4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|--|------------------------------|---|--|
| a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. | 20 | The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies. | Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels. |
| b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan. | 23 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan. | The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component. |
| c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities. | 24 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |

| 5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|---|------------------------------|--|--|
| a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan. | 25 | The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. | The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail. |
| b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan. | 28 | The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components. | The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components. |
| c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, | 30 | The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern | The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be |

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| <p>learning resources and technical support required to support the other plan components as identified in Section 5b.</p> | | <p>what needs to be acquired or repurposed, by whom, and when.</p> | <p>acquired or repurposed, by whom, and when.</p> |
| <p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p> | <p>30</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p> |

| <p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |
|---|-------------------------------------|--|--|
| <p>a. List established and potential funding sources.</p> | <p>32</p> | <p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p> | <p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p> |
| <p>b. Estimate annual implementation costs for the term of the plan.</p> | <p>33</p> | <p>Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.</p> | <p>Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.</p> |
| <p>c. Describe the district's replacement policy for obsolete equipment.</p> | <p>33</p> | <p>Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.</p> | <p>Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.</p> |
| <p>d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding</p> | <p>33</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p> |

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| opportunities and to adjust budgets as necessary. | | | |
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| 7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|---|------------------------------|---|--|
| a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning. | 35 | The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success. | No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing. |
| b. Schedule for evaluating the effect of plan implementation. | 35 | Evaluation timeline is specific and realistic. | The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan. |
| c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders. | 35 | The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders. | The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings. |
| 8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy | 37 | 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 | 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. |

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| <p>providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p> | | <p>resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p> | |
|---|--|--|--|

| <p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Not Adequately Addressed</p> |
|--|-------------------------------------|--|---|
| <p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p> | <p>39</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. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p> | <p>41</p> | <p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p> | <p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p> |

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 58 -72736

LEA Name: Marysville Joint Unified School District

*Salutation: Mr. Ms. Dr.

*First Name: Bryan

*Last Name: Williams

*Job Title: Director of Technology

*Address: 1919 B St

*City: Marysville

*Zip Code: 95901

*Telephone: (530) 749-6135 Ext: _____

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Please provide backup contact information.

1st Backup Name: Mary Hicks

1st Backup E-Mail: mhicks@mjud.k12.ca.us

2nd Backup Name: _____

2nd Backup E-Mail: _____

*Required information in the ETPRS