

**Santa Maria Joint Union High School District
Revised Comprehensive EETT and E-rate Plan
July 1, 2010 – June 30, 2015**

Santa Maria Joint Union High School District
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Preface

State Guidelines in Technology Planning

In January 2001, the California Board of Education adopted Education Technology Planning: A Guide for School Districts:

"...to assist school districts in their efforts to bring the power of education technology to enhance teaching and learning in California."

These guidelines identify the five essential components of technology plans and present all issues that need to be addressed to utilize technology as part of a comprehensive school improvement plan. The SMJUHSD, its Board of Education, and the District Educational Technology Committee (DETC) aligned the district's technology plan with these guidelines. The California Board of Education adopted guidelines recommended by the Commission on Teacher Credentialing to ensure that teacher candidates:

"...become fluent, critical users of technology to provide a relevant education and to prepare students to be life-long learners in an information-based, interactive society. The appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas is essential to maximizing the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socio-economic background, culture, ethnicity, or geographic location."

The guidelines define the general foundation of knowledge and skills that teachers should have to accomplish these goals. This technology plan is consistent with the California Teacher Credentialing Guidelines and strives to ensure technology is an integral part of professional development across all curriculum areas.

The technological mission of SMJUHSD is to prepare all students to be lifelong learners to meet the technological challenges of the world today and tomorrow. The SMJUHSD is committed to preparing students to adapt to change, think critically and creatively, model ethical integrity and value democratic ideals. This plan will enhance the effective use of technology for instruction while providing all students (including GATE, EL and Special Education) equal access to the technology of the information superhighway.

Description of District

Santa Maria Joint Union High School District provides services to close to 7,700 students at four high schools with approximately 354 certificated staff. The district includes three large comprehensive high schools, Santa Maria High School, Ernest Righetti High School, Pioneer Valley High School and a continuation high school, Delta High School. Santa Maria Joint Union High School District is a district with a strong focus on standards-based instruction across the core content areas. Professional development for teachers emphasizes using the Essential Elements of Effective Instruction. Most of the training is coordinated through alignment of the curriculum to the state core content standards and continual monitoring of student performance. Currently, all schools are in various stages of the implementation of data learning teams. Professional development has been provided to all sites to ensure the success of the purpose and function of these teams.

The Santa Maria Joint Union School District Board of Education recognizes the vital role of technology in the accomplishment of its mission statement to “prepare students for the 21st century.” The Board is taking steps to make this mission a reality. As a result, a line item for technology has been added to the District Budget. The district is also dependent on one-time funding and/or grants to sustain a rapidly growing and changing tool to increase student achievement. In the past, the district has been the recipient of technology funding from the Technology Literacy Challenge Grant, Digital High School Grant, E-Rate, EETT funding, Microsoft funding and others. The district used Digital High School funds to wire and network every classroom in the district providing at least one data port in each instructional area with more access available through routers and switches. These funding streams have long since been used up thus greatly hampering the advancement of the 2010-2015 District Technology Plan. The current age of the materials used to support technology in the early years has created limitations due to advances in hardware as well as equipment simply wearing out. In 2004, the district was successful in passing a bond for the creation of a fourth high school and continuation of improvements to the existing high schools including technology. Currently, bond dollars are being used to upgrade the infrastructure and replacing failing equipment bringing the entire district system up to the requirements needed for the first decade of the 21st century. A continual area of challenge has been to provide sites with the appropriate number of Computer Network Technicians to keep systems running smoothly. In November 2006, the district provided funding to secure two technicians for each comprehensive school site.

The instructional goal of the district is to increase student achievement in the four core areas. It is the purpose of this plan to further incorporate educational technology into the core curriculum as a teaching strategy and tool in the arsenal of resources available to

improve student achievement for all our students – including GATE (Gifted and Talented Education), EL (English Learners), Title I, and Special Education. In order to accomplish our technology goals, we must recognize that teachers will only embrace instructional strategies that are both available and reliable. To this end, a very structured accountability plan has been put in place with monitoring by site principals, district administration, District Educational Technology Committee and Board of Education. School sites will be required to benchmark assess students in grades 9 – 12 using the National Education Technology Standards (NETS) as a guide. A District Technology Assessment Instrument will be developed to meet the proficiency levels, grades 9 – 12. Through a regularly scheduled reporting of data to the District Educational Technology Committee, Superintendent and Board of Education, all stakeholders will have the opportunity to be informed and give input regarding the level of proficiency data needed to sustain and improve the education of our students.

Teachers stress the need for ongoing professional development that focuses on educational technology software aligned with our standards-based instructional program for delivery, instruction, and assessment. The formal process for software approval will follow the process currently in place for textbooks. Results from the surveys based on the updated NETS standards for teachers will provide information regarding the level of need for our teachers. For the past three years, dependence on technology for everyday instruction has increased immensely. A Service Level Agreement (SLA) exists in the district which outlines the replacement plan for all computers in the District. The District is now planning to begin replacing teacher computers according to this SLA as funding allows. Other forms of technology besides computers will need to be taken into consideration when developing the professional development plan. The use of SmartBoard-type technology, digital cameras, digital video and sound recording equipment are just a few of the technologies that staff will need professional development in to fully develop the potential to improve instruction.

Plan Duration

The Santa Maria Joint Union High School District Revised Comprehensive Educational Technology Plan will focus district efforts and resources over the next five years (2010-2015) to provide all students and staff with access to technology for sound and effective instruction and learning. This plan will guide the district's use of technology through a set of goals, objectives, benchmarks, and assessments for the period of July 1, 2010 through June 30, 2015. The first three years of this plan will also serve as the E-rate plan for SMJUHS for July 1, 2010 through June 30, 2015. At the end of three years a review will be done for E-rate purposes and modifications will be made at that time for the next two years.

Stakeholders

DETC provided input and designed the goals, benchmarks and implementation activities to successfully integrate educational technology in effective teaching and learning in the district. The committee includes representatives from district and site administration, teachers, classified employees, students, parents, and business community members. The DETC will meet once a month. The input of this committee will guide future actions of the district and the necessary steps to ensure the success of this plan and the success of the district's teachers and students. The Superintendent will assure that, in the event of a vacancy, each stakeholder group will be equitably represented.

Doug Kimberly, Ed. D.
Superintendent

Kathy Frazier, Ed. D.
Assistant Superintendent, Curriculum and Instruction

Steve Molina
Principal, Ernest Righetti High School

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Network Operations Coordinator

Iain Sinclair,
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Christine Watkins
Teacher, Pioneer Valley High School, Math

3.a.1. Describe student access to computers before, during, and after school (for multiple schools, give information for each school).

Student technology access in the classroom:

A majority of classrooms throughout the district have between 2 – 4 computers available for student Internet access.

Student technology access in the library media center:

Students have access to computers in all district libraries before, during and after school. These computers provide students with Internet access and office software. There are staff members in the library that can help students with the use of the computers. Computer labs are open before and after school. The credit recover labs are open until 6:00 p.m. four afternoons per week and Saturday mornings.

Student technology access to computer labs:

During the school day, teachers sign up for the computer labs by period. Unfortunately, with the limited number of labs, use of the main lab at each site is very impacted. The computer labs however are open for student use before and after school. Students may check with the Lab Technician to make special arrangements if necessary.

At Pioneer Valley High School, two of the largest buildings are two stories; therefore, wireless carts have been purchased to provide access for those on the second floor.

Student technology access before, during and after school:

Students have access to library computers until 3:30 at Righetti and Santa Maria. Delta's lab is available to students until 8:00 p.m. Pioneer is open until 4:00 p.m. At Santa Maria High School students may work on the computers and receive tutoring until 8:30 p.m. Students at all schools have access to computers beginning at least 30 minutes prior to school starting. In most cases, students may make special arrangements with the Intervention Lab Specialist for particular times.

Students have personal accounts with private passwords for information storage. Students have access to the Internet. All student access is protected by the district firewall and blocking software. Students have access to an increasing number of teacher instructional websites. Students may contact their teachers during specific "chat" times prior to exams, projects, or special events. Teachers arrange to be online to help students, especially in the area of science.

A non-profit organization in the Santa Maria Valley, Computer Connections, is awarding free computers to students. A student, who does not have a computer in their home, is eligible for consideration and to date thirty-three computers have been awarded to students of the Santa Maria Valley.

Assistive technology is available for special needs students on an "as needed basis" through the Santa Barbara County Education Office. Special Education departments use adaptive-needs based inventory to assess and provide for individual needs.

Pioneer Valley High School

In August 2004, Pioneer Valley High School opened. Every class had at least one computer station, an LCD projector and/or a TV monitor. In 2009, many classes have SmartBoards and use of digital projectors. There are currently four computer labs accessible to students with access to the PLATO program as well as Internet access and use of Microsoft Office products. There are five classroom labs; three of which are part of the business department and one in the English department where the goal is reading improvement. Several classrooms have “mini labs” with three to ten computers that the students have access to. There is a wireless mini lab in the special education department to be used for reading and math improvement, with help from the PLATO program. The campus also has one wireless mobile lab for math instruction.

Every classroom has at least one computer and many classrooms have more than one for student use. There are four computer labs; three classrooms with 30 computers and one classroom with 10 computers.

Projectors are ceiling-mounted in each classroom connected to the teacher computer. Pioneer Valley High School has implemented a number of wireless access points around the campus, most recently in the Large Conference Room and the Library. The school will utilize this wireless technology to access various security cameras located in remote areas of the campus to assist Administration and Campus Security in maintaining a safe learning environment.

Santa Maria High School

Computer workstations currently exist in every classroom, with connections to the Internet and the Wide Area Network (WAN). Teachers’ computers were replaced beginning in 2006. Teachers use these machines for classroom management and grade programs, preparing lessons (both written and oral presentations), maintaining professional contacts and conducting research. Mini-labs of three to fifteen computers exist throughout the school.

While 11.3% of the incoming Freshman Class of 2008 reported not having a computer at home; 21.5% reported not having the Internet at home.

Teachers from all of the curricular areas use the PC Lab and the new Quality Education Investment Act (QEIA) Lab, both of which consist of thirty workstations, printers, scanners, and other peripherals, to integrate technology in their teaching. The labs are scheduled on a sign-up basis. After school, the PC lab functions as a PLATO lab for remediation. It is also open before school, during lunch, and after school every weekday until 3:30 p.m. for student use. The Multimedia Learning Center (MMLC), which has thirty workstations and one printer, is open after school on Mondays and Wednesdays until 8:00 p.m. MMLC computers are available to students from 7:30 a.m. to 4:00 p.m. as well. All students have access to networked computers and printers for research, word processing, and preparation of presentations for core area and elective classes. The SMHS Career Center, located in the MMLC, has another ten student use computers for career and post-high school research and planning.

Radios are assigned to all security staff providing student information while they are outside monitoring the campus. Video cameras are placed in areas requiring monitoring.

Ernest Righetti High School

Throughout the Ernest Righetti High School campus, students have access to computers and/or thin client workstations with high speed Internet access, including two PLATO labs (60), Multimedia Center (38), Library (12), Career Center (6), Reading Improvement Lab (11), two ROP Business & Technology Labs (65), ROP CAD Lab (33), ROP Video Lab (21), VPA Lab (22), Science Department Mobile Lab with wireless laptops (15), and various other mini labs in classrooms ranging from 1 to 15 computers per room. Total available computers for Righetti students are 344 or approximately a 6.4 student to computer ratio. This allows students an opportunity to extend their learning and/or complete their assignments before school, during lunch and after school. Computers are also available to our students at the public libraries in Santa Maria and Orcutt.

The PLATO and Multimedia Center are open daily from 7:30 a.m. to 2:50 p.m. for teachers to schedule their classes. Additionally, the labs are open Monday through Thursday from 3:30 p.m. to 5:30 p.m. and on Saturdays from 9:00 a.m. to noon for On-Track Credit Recovery Courses. Students are supervised by their assigned teachers and supported by an Intervention Lab Specialist. Students use the computers in our school library and Career Center Monday through Friday 7:30 a.m. to 3:30 p.m. The workstations have Internet access, word processing software, and printers for students to complete their assignments. Majority of teachers offer their students an opportunity to use the available computers in their classrooms/labs before school, during lunch, and after school.

Student surveys indicate that approximately 85% of the Ernest Righetti High School students have computer and Internet access at home.

Delta High School

Delta High School has the following labs with student computers: PLATO Lab (18), Reading/AV Lab (17), and Business Lab (22). All labs are available for student use. The PLATO lab is used for PLATO PLE classes, including CAHSEE intervention and some electives. It is also available for after-hours tutoring. Most classrooms have at least one student computer. There are 64 student computers on campus. This provides for a 3.4:1 student-to-computer ratio. There are eight classrooms with network accessibility.

Five classrooms on campus have mounted LCD projectors. Four classrooms have mounted SmartBoards and there is one portable board that all staff can use. Plans are in place to install projectors and SmartBoards in all classrooms at the new facility. Teachers use these systems on a daily basis.

3.a.2. Describe teacher access (provided individual laptop, desktop, projection system, interactive white board, email account, we-based SIS, etc.)

Teacher technology access in the classroom:

Teachers have access to technology at all times throughout the day at our school sites. Each classroom in the district has at least one teacher computer with Internet access. Many classrooms have mini-labs of between three and 15 student use computers. Libraries at the comprehensive schools have computers for library research through programs located on local servers and through Internet access. A new facility is being built for Delta Continuation High School. This facility will have updated technology available for student use. Classes are regularly scheduled into the libraries and computer labs for research and intervention.

In November 2006, the district upgraded the wireless capacity to many parts of the district to provide additional access for wireless laptops with charging carts. These carts provide in classroom lab type access for students as opposed to physically moving to a standard lab. This wireless system also controls Point of Access (POA) for the cafeteria.

At minimum, all teachers have a phone, television monitor or AV projector, and DVD/VCR player in their classrooms. All teachers have access to cable television in their classrooms through Comcast. Teachers also have storage capacity for themselves and their students on servers located at the sites. All teachers have individual email accounts. All students received email accounts in January 2010. Teachers have direct contact with student information in their classroom through the Aeries Student Management System, ABI.

Teacher technology access in library media centers:

Teachers and students have access to computers housed in the library media centers. Books are checked out using the Spectrum Library System. This system provides the schools with the capacity of feeding information directly into the student management system. This allows library staff and administration the ability to see what students have checked out. It helps to provide a seamless information stream in the accountability of library and textbook materials.

Teacher's technology use in computer labs:

Teachers may sign up for any of the numerous computer labs located at each campus. These labs are open before, during, and after school. Students may use these labs as a center for research, word processing, or hardware/software instruction. This type of technology has just been improved on our campuses offering remote areas access to the use of technology on a more regular basis.

Teacher access to technology away from school:

Teachers have the ability to access their email from off campus through the Microsoft Exchange. Teachers may keep in contact with parents, substitutes, and administration through this service.

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

Santa Maria High School

All of the core departments, English, Math, Science and Social Studies, have added the use of computers in their curricula through the production of newsletters, historical brochures, and the study of the writing process. The departments have purchased LCD projectors and SmartBoard/eBeam technology for use by many of their teachers and students in presentations. The English, English Language Development, and International Language classes regularly use labs at each school for drafting, editing, final drafts and illustrations. The PLATO program is used for reading improvement for all learners in several classes and a specialized computer-reading lab. The PLATO lab and one of the Business labs are now being used for credit recovery using the PLATO program and other resources. Many classrooms have mini-labs that are utilized by the students before, during, and after school.

The SMHS Business Department has three labs of 30 computer stations, LCD projectors, scanners, and digital cameras. The three business labs are used for classes in computer literacy, Internet research capabilities, and preparation for upper level business courses requiring computer and peripheral skills. Upper level courses include specific knowledge of programs, and peripherals for entry-level employment and/or college entrance skills in accounting, office technology, communication technology, and web page development.

The Automotive program is supported by the use of highly specialized workplace level computer equipment and software. The Home Economics Department teaches with computerized sewing machines and students' access data on the department's mini-lab. The Math Department uses computers, scanners, SmartBoards and LCD projectors in all classes from Algebra 1 to Advanced Placement Statistics. All math classes use graphing calculators.

Ernest Righetti High School

Teachers at Ernest Righetti High School are utilizing those technology tools available to them for instructional and learning purposes. On a school-wide basis all teachers utilize the Aeries Attendance system with the option of using either the ABI Grade Book program or other grading systems like Making the Grade or Think Wave. Core departments are using a data base management system called Edusoft for common formative assessments and to generate other class exams. An Intervention Team is using AIMS Web to provide ongoing progress monitoring of freshmen to determine early response to intervention. To provide on-going communications teachers have websites or are in the process of creating their individual sites with the use of Dreamweaver or a web-based software program. Our district has provided each student with a free email account to maintain this communication.

To service the needs of our diverse learners, Righetti High has three computer labs with a total of 98 thin client workstations with Internet access. Two of the labs are used for Math and English CAHSEE preparation and remediation using the web-based PLATO software program. In addition, the PLATO lab houses several intervention and remedial classes for the English and Math departments, including Linguistics, Writing Intervention, 10th Grade

English Classes, and 2 year Algebra 1A/B shadow classes. These labs are also used for student comprehension of standards, remedial work, and enrichment. The third new Multimedia Lab has 38 new thin clients and will be used by teachers and their students from all curricular areas in order to integrate technology into the instruction and learning. Microsoft Office software and printer will be available to assist students with completing assignments. On-Track Credit Recovery courses are also being facilitated through these labs after school and on Saturdays.

To provide students with the computer literacy and technical skills needed to be successful academically and in the workplace, over the last two years a variety of new hardware and software technologies have been added to the two Business & Technology Department Labs of 65 computers. Hardware additions include: Upgraded computers with high speed Internet access to handle increased demand for the most recent versions of software used in the lab, including Adobe Creative Suite 4 (Dreamweaver, Flash, Illustrator, Acrobat, and Photoshop), 3D modeling and animation software, Adobe Premier, Sim City, MS Excel and Automated Accounting Software, as well as both Microsoft Office 2003 and 2007. Printers and scanners are in each lab, including a new color laser printer and a 3 – Dimensional laser scanner and printer are available for advanced Multimedia classes. The Smart Sync monitoring system is used to observe students and provide interactive learning with Smart Board. All software and hardware selections are made after consultation with both our Industry Advisory Committees and 2 + 2 Articulation partners with Allan Hancock Community College.

Most of the English Department classrooms have at least one computer workstation for student use, however, many of them are outdated. Overhead projectors are used for instructional purposes. The scope and sequence of technology instruction for the English department is outlined by grade level: Freshmen – Mobile Lab reports with writing process; Sophomores – Internet Research; Juniors – Word Processing Reports (business forms; resumes, letters, etc.) and Seniors – Power Point Presentations. Edusoft is being used for common formative assessments, and AIMS Web is being used to monitor freshmen who are below proficient for early intervention steps. LOLA program is used with ELD 3 and Linguistics classes to assess their content mastery and benchmark assessments.

The Math Department creates tests using Equation Editor, and calculates grades with ABI Grade Book/Making the Grade Pro. Instruction is done primarily with overheads and whiteboards. Students use programmable TI Calculators. Edusoft is being used for common formative assessment for Algebra I. AIMS Web is being used to monitor freshmen who are below proficient for early intervention steps.

The Science Department has a new wireless 15 unit laptop mobile labs to be used in science classrooms. They have installed overhead projectors in several classes with others incorporating ELMO projectors. This department maintains an extensive website housing curricular materials for students, including access to videos, student work examples, assignments and classroom notes. Students use software called Lab Pro that interfaces with data collection for lab experiments in Chemistry and Physics classes. Edusoft is being

used for common formative assessments with the non-honors Biology and Earth Science classes.

Seven out of the ten Social Studies classrooms have LCD projectors used by students and teachers to create and present standards-based lessons. These projectors are primarily utilized with PowerPoint, Internet browsers to view content related websites, and other multimedia. Learning is assessed through problem-based learning assignments such as Web Quests. All grades use portions of MS Office, but the emphasis for each grade level is outlined by grade-level as follows: World History – PowerPoint Presentations; United States History – Internet Research; Government/Economics – Office Suite and AP History – Web Quests. Some of the student computers are over 6 years old with outdated software.

Special Education has acquired five LCD projectors and laptops for their teachers. Their classrooms have networked mini labs with most computers aged over 6 years old. The computers provide access to the web-based PLATO software for CAHSEE prep and other remediation. They use augmented communication devices for day to day communications with non verbal students. AIMS Web is being used to monitor freshmen who are below proficient for early intervention steps.

The Visual and Performing Arts Department offer digital curriculum with their Video and Photography classes using their networked mini labs with the latest video equipment and digital cameras with their respective software (Adobe Premiere, After Effects, Photoshop and Final Drafts). The computers in the Photography lab are 6 – 10 years old. The Choir room has a few new computers for student use and has installed the Finale Music Composing and Notation software.

The International Language Department has a mobile computer mini lab with outdated computers. LCD projectors are utilized for student and teacher presentations. Textbook based software for planning, instruction, and assessment is widely used. Students also have access to textbook based review work from home.

The ROP Industrial Arts Technology Department has 33 computers that are 1 to 3 years old, and uses Computer Aided Design (CAD) software for their Mechanical Drawing and Architectural Engineering classes. In addition to the CAD use, there are dedicated computers to operate the two CAM (Computer Aided Manufacturing) Routers in the Drafting and Woods Lab. The Drafting Lab has a SmartBoard for instruction. The Yearbook class is also held in the CAD Lab where students use desktop publishing software.

The Home Economics department has older computers for student use, and a newer laptop with SmartBoard for teachers. There are two Elmo document cameras installed in two of the four classrooms. Assessments include assignments that utilize desktop publication applications and Office Suite software to measure student learning.

The Agriculture Department has a networked mini lab with outdated computers. Software installed includes MS Office, California Ag Record Book, Degree Applications (State & National), Proficiency Award Applications, and Plasma Cam Design & Fabrication.

Delta High School

The English, Science, Social Science, and Business Departments have computers for students to use in completing a variety of assessments to meet standards. Computers are used to draft and finalize essays, to access the Internet, to complete research and to prepare multimedia presentations. Students in business/vocational courses use the computers to gain and improve skills associated with Microsoft Office programs. They use Mavis Beacon as their placement program in Keyboarding Classes and in their final assessments for certification. They also use Print Shop program software to enhance their business documents and to create their Mock Business in Exploratory Business classes. In addition, the Career Center classes use word processing programs to develop resumes and the Internet to research various careers.

Several classrooms have LCD projectors and SmartBoards with which teachers are able to present standards-based lessons using a variety of presentation modes, such as PowerPoint, video clips, Internet research, word processing, etc. Students are also able to use SmartBoards to present multimedia projects.

Several classes utilize the PLATO PLE program for CAHSEE prep and intervention. The PLATO program is used in reading improvement courses that focus on targeted students. Students are also able to take some core and elective courses through PLATO PLE.

Pioneer Valley High School

Pioneer Valley High School has the good fortune of being the newest high school in the district. Opened in the fall of 2004, the school was constructed with the latest in architectural design including major accommodations for technology. Pioneer Valley (PVHS) opened with grades 9 and 10, adding another grade level with each year following. PVHS graduated their first class at the end of the 2006/2007 school year.

As part of the classroom set up, PVHS teachers received a computer and LCD projector. It was decided to cease buying large 35-inch televisions for each classroom and instead purchase LCD projectors, thus saving room and providing teachers with a ceiling mounted (if requested) unit, which would be linked to a DVD player as well as computer.

PVHS also has implemented a reading lab of 25 computers and designed their library to house two additional labs. Each lab can be used for research, projects, and the PLATO Learning System intervention program. Both library labs are open until 7:30 p.m. Monday through Thursday where intensive intervention through PLATO/OTCR is offered by credentialed teachers for all students.

The location of PVHS, an undeveloped farming area in north Santa Maria, made connection to the Internet a challenge due to the lack of fiber to this new area. The school

was connected via three T-1 lines until November 2006 when fiber was made available through Verizon and most recently via Comcast.

PVHS is also wired for future wireless connectivity. Currently all food sales are handled via a "Point of Service" system which provides students with a pay card. When students go through the lunch line in the cafeteria or at one of the remote carts in the lunch area the dollar amount of their food purchase is deducted from their pre-paid amount. Now that the fiber connection has been made, the site is poised for 21st Century usage of technology by all staff.

3.c. Summary of district curricular goals as listed in District Goals

Santa Maria Joint Union High School District has adopted standards-based curriculum in all core content areas in alignment with California State Content Standards. The professional development plan will emphasize familiarizing the teachers in these areas with the various educational technology tools and resources in order to teach the content standards and integrate technology into the curriculum. The next step will be to create a database of units of instruction, which are models of effective technology integration in the classroom.

It is extremely important to note that in the timeline columns found in sections 3, 4, & 5, some references are made to June 2015. This is important because of the articulation (evaluation, testing, etc.) with the feeder districts preparing for their students to enter as ninth graders.

District's Goals

1. Opportunities for students to excel
2. Open and transparent communication and collaboration
3. Fiscal stability and health

Supporting Informational Documents

- District LEA Plan
- District LEA Plan Addendum
- District Action Plan
- School Site Plans
- School Site Council Directives
- School Site WASC Action Plans
- School Site Technology Minutes
- No Child Left Behind
- Site Master Schedules
- District Inventory of Technical Hardware
- District Inventory of Technical Software

- Acceptable Use Policies and Agreements (Student and Staff)
- Board of Education Agendas and Minutes
- Superintendent's Administrative Cabinet Agendas and Minutes
- BoardLine (a communication tool distributed by the Superintendent for Board members)
- Curriculum Department newsletter distributed to all stakeholders
- General Fund Budget Documents
- District Technology Plan (previous plan from July 1, 2007-June 30, 2010)
- EETT Funds
- E-Rate

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

The Santa Maria Joint Union High School District has been using technology to improve student learning since the first Digital High School grant was received more than 10 years ago. Santa Maria High School had been a recipient of the SB 1274 grant in 1993, using a major portion of their budget to pay for the first backbone on the campus. With the Digital High School Grant, sites were able to begin their first leg of a very exciting commitment of enhancing their teaching through technology. Since that time, the district has weathered many financial challenges, many times unable to completely support technology to the extent planned. However, technology has become an integral part of everyday life of both staff and students for recordkeeping, communication and most of all a tool to increase student achievement.

With the passing of No Child Left Behind and the State of California emphasis on student performance reflected in the school and district Academic Performance Index (API), the district recognized the need to expand the use of technology to all students in all district programs.

The challenges, which the district faced, were many. Out-of-date equipment, problems with early connection materials, age of some buildings, sudden increase in the number of students requiring over 50 portables be placed on the two comprehensive campuses, the building of Pioneer Valley to help with the overcrowding at Santa Maria High School (3,800 students prior to the new school), and more restrictions for the use of categorical dollars. Until the 2006/07 school years, issues with connection speed, equipment failure, lack of needed technology staff had reached a crisis point. Bond C2004 was one major accomplishment by the community, which began a district-wide overhaul of the entire infrastructure. There have been enormous amounts of planning to solve the past challenges and create reliable technology access. The district has moved ahead, overcoming many of the challenges, all the while keeping the importance of increased student performance ahead of all else. Many of the challenges of the past five years have

been overcome between 2006 and 2007 with the upgrade of the infrastructure, purchase of new computers, and implementation of the Internet Based PLATO Learning System.

Through the Aeries Student Management System, teachers were given access to the Aeries interface system (ABI), which allows them to have access to student attendance, testing data, and the Student Information screen.

In addition, teachers have access through Aeries and Edusoft to their student scores from the previous semester/previous testing and are able to reflect on adjustments to their instruction. Teachers also receive period-by-period student rosters showing student scores of their current classes. This allows teachers to adjust their instruction to meet the needs of their current students. Teachers were trained in the use of this software program during the 2007/2008 school year. Funding for a portion of this district wide training came from site allocated EETT funds. Site professional development may look different at each school due to need. An on-going assessment of the effect of professional development on student learning will be obtained from teacher-made assessments and district-wide benchmark assessments. Administration is trained in reading the reports and in turn, trains their staff in the analysis of data.

In 2009, our students scored 44.1% proficient or advanced in ELA falling slightly below the minimum Adequate Yearly Progress proficiency target of 44.5%. The previous two years our students exceeded minimum school wide proficiency targets in ELA. Our students fared better in mathematics exceeding Adequate Yearly Progress minimum proficiency targets over the same period of time. In 2009, our students scored 56.9% proficient or advanced levels; exceeding the minimum target of 43.5%. The percentages proficient in ELA and mathematics for Adequate Yearly Progress are based on the 10th grade administration of the California High School Exit Exam (CAHSEE).

Technology has played a major role in the required intervention programs for the CAHSEE and CST. Students have access to the PLATO Learning System before, during and after school. During school, math and English Language Arts intervention classes are held as regular scheduled classes. There are at least two classes per period or block per school therefore teachers rotate time in the specialized labs. Each school has coordinated this highly effective program to fit the needs of their students and schedule. Current data, monitored by staff at Ernest Righetti High School, has shown a 93% CAHSEE passage rate on the ELA and a 98% passage rate on math by the students' senior year.

Teachers will also have access to the Edusoft test generator which will print answer sheets, score and record student results on the district-wide benchmark assessment tests. Students will be able to take paper/pencil tests or complete their tests on line.

Each site will have their principal, Data Team, and Site Educational Technology Committee monitor specific portions of this plan and analyze their results on a yearly basis. The DETC will monitor these results on a yearly basis also from reports generated by the site principal.

In most cases, the principal is the main person accountable for the success of the technology plan. It is through their leadership that the goals of this plan will be executed.

Each year the incoming freshmen will take a district-wide survey based on the NETS for students. Each site will need to compile a matrix of skills for both students and teachers and from that matrix, determine what students need from teachers in the way of technology and also what teachers need for professional development. This information must be shared with School Site Councils to comply with new oversight statutes. All strategies to improve student achievement must be discussed and monitored by School Site Councils. All monitoring reports will be used to evaluate each site's single school plan. This technology plan is aligned with our LEA Plan and focuses on using technology as a diverse set of tools to support student learning in all subjects. The district's curricular goals and needs influence and drive our technology goals.

Santa Maria Joint Union High School District CAHSEE results for 2006 – 2009 in the Areas of English Language Arts and Mathematics.

SMJUHS DISTRICT

10th Grade	2006-07	2007-08	2008-09	
Class of	2008-09	2009-10	2010-11	SB County
Passed Math	1,497	1,495	1,480	2,946
Taken Math	1,945	1,833	1,815	3,518
Percent Passed Math	77%	82%	82%	84%
Passed ELA	1,432	1,374	1,371	2,817
Taken ELA	1,938	1,836	1,819	3,506
Percent Passed ELA	74%	75%	75%	80%
Passed Both	1,284	1,270	1,275	not avail.
Taken Both	1,886	1,770	1,796	not avail.
Percent Passed Both	68%	72%	71%	not avail.

DELTA HIGH SCHOOL

10th Grade	2006-07	2007-08	2008-09
Class of	2008-09	2009-10	2010-11
Passed Math	6	4	2
Taken Math	15	7	7
Percent Passed Math	40%	57%	29%
Passed ELA	9	4	3
Taken ELA	15	7	7
Percent Passed ELA	60%	57%	43%
Passed Both	6	3	2
Taken Both	15	7	7
Percent Passed Both	40%	43%	29%

PIONEER VALLEY HIGH SCHOOL

10th Grade	2006-07	2007-08	2008-09
Class of	2008-09	2009-10	2010-11
Passed Math	510	517	504
Taken Math	670	616	624
Percent Passed Math	76%	84%	81%
Passed ELA	519	476	469
Taken ELA	667	618	625
Percent Passed ELA	78%	77%	75%
Passed Both	462	440	432
Taken Both	653	601	618
Percent Passed Both	71%	73%	70%

ERNEST RIGHETTI HIGH SCHOOL

10th Grade	2006-07	2007-08	2008-09
Class of	2008-09	2009-10	2010-11
Passed Math	573	537	501
Taken Math	681	613	592
Percent Passed Math	84%	88%	85%
Passed ELA	558	528	496
Taken ELA	682	611	589
Percent Passed ELA	82%	86%	84%
Passed Both	511	494	460
Taken Both	665	586	584
Percent Passed Both	77%	84%	79%

SANTA MARIA HIGH SCHOOL

10th Grade	2006-07	2007-08	2008-09
Class of	2008-09	2009-10	2010-11
Passed Math	406	437	473
Taken Math	574	591	592
Percent Passed Math	71%	74%	80%
Passed ELA	344	365	403
Taken ELA	570	594	598
Percent Passed ELA	60%	61%	67%
Passed Both	305	333	381
Taken Both	553	576	587
Percent Passed Both	55%	58%	65%

Section 3.d. Curricular Goal - Goal: To improve students scores to proficient and advanced in the areas of English Language Arts, Math, Science and Social Science.

Based on the district's over arching curricular goals, identify goals and objectives for improving student achievement in identified content areas. (3D)	What are the measurable benchmarks for each goal? At least one benchmark is needed for each year of the plan. (3D)	How can technology assist in achieving these goals? How will you integrate technology to support teaching and learning? (3D)	What technology tools (hardware & software), infrastructure and technical support are needed? Indicate whether these currently exist (5A) or are needed. (5B)	What professional development may be needed? (4B)	What costs are involved for professional development, hardware, software, infrastructure and technical support? (6B)	What is the implementation plan and timeline for each goal? (3D)	Who is responsible (by job title) for implementing/ monitoring the goals and what are their responsibilities? (3D, 3K)
<p>Objective 1: By June 2015 , through the use of classroom technologies, 70% of students will be at Proficient or Advanced in English Language Arts (ELA)</p>	<p>By June 2011, through the use of classroom technologies, 55 % of students will be Proficient or Advanced in ELA By June 2012, through the use of classroom technologies, 58% of students will be Proficient or Advanced in ELA By June 2013, through the use of classroom technologies, 62% of students will be Proficient or</p>	<p>Expand the use of PLATO in all core content areas. Increase the use content delivery technology such as SmartBoards, eBeam, LCD Projectors, interactive response systems, etc. Students use technology to interact, collaborate, and publish with peers, experts, or others employing a variety</p>	<p>PLATO labs exist at each school. SmartBoards, Smart Sync, document readers, LCD Projectors, Interactive response systems, and classroom mini-labs exist at each site. More of these are needed at each site. Digital readers will be piloted in selected classes.</p>	<p>Training for ELA teachers in the use of PLATO. Training will be necessary for all teachers integrating software, hardware and other technology tools into their curricula. Data Team and/or PLC Training for purposes of using data to</p>	<p>PLATO is funded by Title I. More PLATO licenses must be purchased as the use of the program expands. Training must be held. Training must be held for each of these technologies. Much of the training can be provided by in-house trainers.</p>	<p>Site Administration/ staff will identify how many students are targeted. Identify how many licenses are needed at each site to meet the needs of our targeted students. As funds allow licenses and technology tools will be purchased and training will be held.</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site Technology Committees and/or School Technology Facilitators will be responsible for planning and training.</p>

	<p>Advanced in ELA</p> <p>By June 2014, through the use of classroom technologies, 65% of students will be Proficient or Advanced in ELA</p> <p>By June 2015, through the use of classroom technologies, 70% of students will be Proficient or Advanced in ELA</p>	<p>of digital environments and media.</p>		<p>drive instruction.</p>			
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Strategies to ensure that teaching and learning occur.

Throughout the five years of the plan, teachers will participate in professional development geared to specific English-language arts curricular objectives, technology components of textbook adoptions (when instructional materials funds become available), data analysis, and meeting needs of all students including but not limited to the English Learners.

Benchmarks:

Year One: By May 2011, 75% of Level 1 and 2 English Learners Development teachers will receive training on the to-be-determined English Learners intervention materials as documented by teacher sign-in teachers and attendance monitored by site and/or district administrators. Title III funds as well as Title 1 professional development funds will be utilized.

By May 2011, school site data teams composed of teachers and site administrators will receive training on training in EduSoft and data analysis of student reports as measured by workshop attendance monitored by site administrators.

By May 2011, all English-language arts teachers will to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learner in the area of English-language arts as measured by workshop attendance and classroom use as monitored by site administration.

Year Two: By May 2012, 100% of the Level 1 and 2 English Learners Development teachers will receive training on the to-be-determined English Learners intervention materials as documented by teacher sign-in teachers and attendance monitored by site and/or district administrators. Title III funds as well as Title 1

professional development funds will be utilized.

By May 2012, site data teams will conduct ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of English-language arts to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2012, all English-language arts teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of English-language arts as measured by workshop attendance and classroom use as monitored by site administration.

Year Three: By May 2013, any new teachers assigned to Level 1 and 2 English Learners Development classes will receive training on the to-be-determined English Learners intervention materials as documented by teacher sign-in teachers and attendance monitored by site and/or district administrators. Title III funds as well as Title 1 professional development funds will be utilized.

By May 2013, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of English-language arts to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2013, all English-language arts teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of English-language arts as measured by workshop attendance and classroom use as monitored by site administration.

Year Four: By May 2014, any new teachers assigned to Level 1 and 2 English Learners Development classes will receive training on the to-be-determined English Learners intervention materials as documented by teacher sign-in teachers and attendance monitored by site and/or district administrators. Title III funds as well as Title 1 professional development funds will be utilized.

By May 2014, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of English-language arts to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2013, all English-language arts teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of English-language arts as measured by workshop attendance and classroom use as monitored by site administration.

Year Five: By May 2015, any new teachers assigned to Level 1 and 2 English Learners Development classes will receive training on the to-be-determined English Learners intervention materials as documented by teacher sign-in teachers and attendance monitored by site and/or district administrators. Title III funds as well as Title 1 professional development funds will be utilized.

By May 2015, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of English-language arts to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2015, all English-language arts teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of English-language arts as measured by workshop attendance and classroom use as monitored by site administration.

<p>By June 2015 , through the use of classroom technologies, 75% of student scores will be at Proficient or Advanced in Math</p>	<p>By June 2011, through the use of classroom technologies, 60% of students will be Proficient or Advanced in Math</p> <p>By June 2012, through the use of classroom technologies, 63% of students will be Proficient or Advanced in Math</p> <p>By June 2013, through the use of classroom technologies, 66% of students will be Proficient or Advanced in Math</p> <p>By June 2014, through the use of classroom technologies, 70% of students will be Proficient or Advanced in Math</p> <p>By June 2015, through the use of classroom technologies, 75% of students will be Proficient or Advanced in Math</p>	<p>Expand the use of PLATO in all core content areas.</p> <p>Increase the use content delivery technology such as SmartBoards, eBeam, LCD Projectors, interactive response systems.</p> <p>Students use technology to interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p>	<p>PLATO labs exist at each school.</p> <p>SmartBoards, Smart Sync, document readers, LCD Projectors, Interactive responses, and classroom mini-labs exist at each site. More of these are needed at each site.</p>	<p>Training for Math teachers in the use of PLATO.</p> <p>Training will be necessary for all teachers integrating software, hardware and other technology tools into their curricula.</p>	<p>More PLATO licenses must be purchased and training must be held.</p> <p>Training must be held for each of these technologies. Much of the training can be provided by in-house trainers.</p> <p>EETT Funds</p>	<p>Site Administration staff will identify how many students are targeted. Identify how many licenses are needed at each site to meet the needs of our targeted students.</p> <p>As funds allow licenses and technology tools will be purchased and training will be held.</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site Technology Committees and/or school technology facilitators will be responsible for planning and training.</p>
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Strategies to ensure that teaching and learning occur.

Throughout the five years of the plan, teachers will participate in professional development geared to specific mathematics curricular objectives, technology components of textbook adoptions (when instructional materials funds become available), data analysis, and meeting needs of all students.

Benchmarks:

Year One: By May 2011, school site data teams composed of teachers and site administrators will receive training on training in EduSoft and data analysis of student reports as measured by workshop attendance monitored by site administrators.

By May 2011, all mathematics teachers will to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of mathematics as measured by workshop attendance and classroom use as monitored by site administration.

Year Two: By May 2012, site data teams will conduct ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of mathematics to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2012, all mathematics teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of mathematics as measured by workshop attendance and classroom use as monitored by site administration.

Year Three: By May 2013, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of mathematics to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2013, all mathematics teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of mathematics as measured by workshop attendance and classroom use as monitored by site administration.

Year Four: By May 2014, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of mathematics to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2014, all mathematics teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of mathematics as measured by workshop attendance and classroom use as monitored by site administration.

Year Five: By May 2015, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of mathematics to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2015, all mathematics teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of mathematics as measured by workshop attendance and classroom use as monitored by site administration.

<p>Objective 3: By June 2015 , through the use of classroom technologies, 57% of student scores will be at Proficient or Advanced in Science</p>	<p>By June 2011, through the use of classroom technologies, 48% of students will be Proficient or Advanced in Science</p> <p>By June 2012, through the use of classroom technologies, 50% of students will be Proficient or Advanced in Science</p> <p>By June 2013, through the use of classroom technologies, 52% of students will be Proficient or Advanced in Science</p> <p>By June 2014, through the use of classroom technologies, 55% of students will be Proficient or Advanced in Science</p> <p>By June 2014, through the use of classroom technologies, 57% of students will be Proficient or Advanced in Science</p>	<p>Expand the use of PLATO in all core content areas.</p> <p>Increase the use content delivery technology such as SmartBoards, eBeam, LCD Projectors, interactive response systems.</p> <p>Students use technology to interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p>	<p>PLATO labs exist at each school.</p> <p>SmartBoards, Smart Sync, document readers, LCD Projectors, Interactive responses, and classroom mini-labs exist at each site. More of these are needed at each site.</p>	<p>Training for Science teachers in the use of PLATO.</p> <p>Training will be necessary for all teachers integrating software and hardware tools into their curricula.</p>	<p>More PLATO licenses must be purchased and training must be held.</p> <p>Training must be held for each of these technologies. Much of the training can be provided by in-house trainers.</p> <p>EETT Funds</p>	<p>Site Administration/st aff will identify how many students are targeted. Identify how many licenses are needed at each site to meet the needs of our targeted students.</p> <p>As funds allow licenses and technology tools will be purchased and training will be held.</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site Technology Committees and/or school technology facilitators will be responsible for planning and training.</p>
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Strategies to ensure that teaching and learning occur.

Throughout the five years of the plan, teachers will participate in professional development geared to specific science curricular objectives, technology components of textbook adoptions (when instructional materials funds become available), data analysis, and meeting needs of all students.

Benchmarks:

Year One: By May 2011, school site data teams composed of teachers and site administrators will receive training on training in EduSoft and data analysis of student reports as measured by workshop attendance monitored by site administrators.

By May 2011, all science teachers will to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of science as measured by workshop attendance and classroom use as monitored by site administration.

Year Two: By May 2012, site data teams will conduct ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of science to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2012, all science teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of science as measured by workshop attendance and classroom use as monitored by site administration.

Year Three: By May 2013, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of science to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2013, all science teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of science as measured by workshop attendance and classroom use as monitored by site administration.

Year Four: By May 2014, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of science to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2014, all science teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of science as measured by workshop attendance and classroom use as monitored by site administration.

Year Five: By May 2015, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of sciences to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2015, all science teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of science as measured by workshop attendance and classroom use as monitored by site administration.

<p>Objective 4: By June 2015 , through the use of classroom technologies,</p>	<p>By June 2011, through the use of classroom technologies, 40% of students will be Proficient or Advanced in Social Science</p>	<p>Expand the use of PLATO in all core content areas. Increase the use content delivery</p>	<p>PLATO labs exist at each school. SmartBoards, Smart Sync,</p>	<p>Training for Social Science teachers in the use of PLATO.</p>	<p>More PLATO licenses must be purchased and training must be held.</p>	<p>Site Administration/st aff will identify how many students are targeted. Identify</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site</p>
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<p>50% of student scores will be at Proficient or Advanced in Social Science</p>	<p>By June 2012, through the use of classroom technologies, 43% of students will be Proficient or Advanced in Social Science</p> <p>By June 2013, through the use of classroom technologies, 45% of students will be Proficient or Advanced in Social Science</p> <p>By June 2014, through the use of classroom technologies, 47% of students will be Proficient or Advanced in Social Science.</p> <p>By June 2015, through the use of classroom technologies, 50% of students will be Proficient or Advanced in Social Science.</p>	<p>technology such as SmartBoards, eBeam, LCD Projectors, interactive response systems.</p> <p>Students use technology to interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p>	<p>document readers, LCD Projectors, Interactive responses, and classroom mini-labs exist at each site. More of these are needed at each site.</p>	<p>Training will be necessary for all teachers integrating software and hardware tools into their curricula.</p>	<p>Training must be held for each of these technologies. Much of the training can be provided by in-house trainers.</p> <p>EETT Funds</p>	<p>how many licenses are needed at each site to meet the needs of our targeted students.</p> <p>As funds allow licenses and technology tools will be purchased and training will be held.</p>	<p>Technology Committees and/or school technology facilitators will be responsible for planning and training.</p>
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Strategies to ensure that teaching and learning occur.

Throughout the five years of the plan, teachers will participate in professional development geared to specific social science curricular objectives, technology components of textbook adoptions (when instructional materials funds become available), data analysis, and meeting needs of all students.

Benchmarks:

Year One: By May 2011, school site data teams composed of teachers and site administrators will receive training on training in EduSoft and data analysis of student reports as measured by workshop attendance monitored by site administrators.

By May 2011, all social science teachers will to be trained in effective technology use and exposed to classroom technology resources and

applications relevant to supporting student learning in the area of social science as measured by workshop attendance and classroom use as monitored by site administration.

Year Two: By May 2012, site data teams will conduct ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of social science to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2012, all social science teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of social science as measured by workshop attendance and classroom use as monitored by site administration.

Year Three: By May 2013, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of social science to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2013, all social science teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of social science as measured by workshop attendance and classroom use as monitored by site administration.

Year Four: By May 2014, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of social science to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2014, all social science teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of social science as measured by workshop attendance and classroom use as monitored by site administration.

Year Five: By May 2015, ongoing workshops for classroom teachers in the use of data analysis and EduSoft to facilitate the use of common formative assessments in the area of sciences to monitor student progress and inform instruction as measured by CFAs administered throughout the year.

By May 2015, all social science teachers will continue to be trained in effective technology use and exposed to classroom technology resources and applications relevant to supporting student learning in the area of social science as measured by workshop attendance and classroom use as monitored by site administration.

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

Our students today need to be technology advanced and proficient to successfully navigate, access, and assess information from a variety of sources as it relate to classroom and other uses, including that of the workplace.

Section 3.e. Technology Skills and Information Literacy							
All students will acquire 21st Century technology and information literacy skills as measured by the ISTE NETS Student Technology Standards							
Identify goals and objectives for students to acquire technology skills and information literacy. (3E)	What are the measurable benchmarks for each goal? At least one benchmark is needed for each year of the plan. (3E)	How can technology assist in achieving these goals? How will you integrate technology to support teaching and learning? (3E)	What technology tools (hardware & software), infrastructure and technical support are needed? Indicate whether these currently exist (5A) or are needed. (5B)	What professional development may be needed? (4B)	What costs are involved for professional development, hardware, software, infrastructure, and technical support? (6B)	What is the implementation plan and timeline for each goal? (3E)	Who is responsible (by job title) for implementing / monitoring the goals and what are their responsibilities? (3E, 3K)
By 2015, 45% of students will demonstrate appropriate mastery of the NETS Standards as measured by the NETS Rubric for 12 th Grade Students	<p>By June 2011, through the use of classroom technologies, 25 % of students will be at the NETS for Students Proficient level</p> <p>By June 2012, through the use of classroom technologies, 30 % of students will be at the NETS for Students Proficient level</p> <p>By June 2013, through the use of classroom technologies, 35 % of students will be at the NETS for Students Proficient level</p> <p>By June 2014, through</p>	<p>Increase the use content delivery technology such as SmartBoards, eBeam, LCD Projectors, interactive response systems, and other technology tools.</p> <p>Students use technology to interact, collaborate, and publish with peers,</p>	<p>Multiple computer labs and classroom mini-labs exist at each school.</p> <p>SmartBoards, Smart Sync, document readers, LCD Projectors, Interactive response systems and supporting technologies exist at each site. More of these are needed at each</p>	<p>Training for teachers and administrators on NETS Standards, the use of technology and the integration of technology into the curriculum will take place at district and site level in-services.</p> <p>Best practices to integrate technology into the curriculum and into</p>	<p>Staff development will be provided through in-house experts/ and consultants as needed.</p> <p>Maintenance of equipment and installation of new equipment is provided by the Information Systems Department in accordance with the Service Level Agreement.</p> <p>EETT Funds</p>	<p>Teachers will be trained on NETS for Students and the connection to their Academic Standards.</p> <p>Each year the incoming freshman will take a district-wide survey based on the NETS Student Standards. The data from this survey will be analyzed to identify student proficiency levels.</p> <p>Site technology members will analyze student data and make</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site Technology Committees and/or school technology facilitators will be responsible for planning and training.</p>

	<p>the use of classroom technologies, 40 % of students will be at the NETS for Students Proficient level</p> <p>By June 2015, through the use of classroom technologies, 45% of students will be at the NETS for Students Proficient level</p>	<p>experts, or others employing a variety of digital environments and media in the community.</p>	<p>site.</p> <p>Digital readers will be piloted in selected classes.</p>	<p>student work will be shared through the District Educational Technology Committee.</p>	<p>The cost of the consultant is covered by a grant based at UC Santa Clara.</p>	<p>recommendations to the site department chairpersons.</p> <p>Using a multi-disciplinary approach, site department chairpersons will address student needs and formulate action plans to address areas of needs. These plans will be monitored through the use of common formative assessments in the core curriculum areas throughout the year as well as post-NETS student survey in the senior year.</p> <p>All teachers will be advised of their student's proficiency levels in order to best address the student needs.</p> <p>Individual teachers will measure progress in the NETS standards as relates to their academic standards yearly.</p> <p>Students will retake</p>	
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						the survey in their senior year to measure their proficiency in the NETS Standards.	
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3.f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

As technology becomes an increasingly integral part of our curriculum across all subject matters areas, all teachers, but especially our English-language arts teachers, must address the ethical use of information technology in their classrooms. English-language arts teachers incorporate into their student research lessons the ethical use of information technology.

Section 3.f. Appropriate and Ethical Use of Technology - 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).							
Identify goals and objectives to address appropriate and ethical use of technology. (3F)	What are the measurable benchmarks for each goal? At least one benchmark is needed for each year of the plan. (3F)	How can technology assist in achieving these goals? How will you integrate technology to support teaching and learning? (3F)	What technology tools (hardware & software), infrastructure and technical support are needed? Indicate whether these currently exist (5A) or are needed. (5B)	What professional development may be needed? (4B)	What costs are involved for professional development, hardware, software, infrastructure, and technical support? (6B)	What is the implementation plan and timeline for each goal? (3F)	Who is responsible (by job title) for implementing / monitoring the goals and what are their responsibilities? (3F, 3K)
Students will demonstrate	In 2011 25 % of seniors will demonstrate	The SMJUHSD webpage for	Mini-labs and full computer	The SMJUHSD webpage for	Staff development	Each year the incoming freshman	Site Principal will be

<p>knowledge of the concept, purpose and significance of the ethical use of information technology. Students will be able to distinguish lawful from unlawful uses of copyrighted works; distinguish lawful from unlawful downloading and file sharing; and avoid plagiarism.</p>	<p>knowledge of the ethical use of technology as measured by the District Survey. (see Goal 3E.)</p> <p>In 2012 30 % of seniors will demonstrate knowledge of the ethical use of technology as measured by the District Survey. (see Goal 3E.)</p> <p>In 2013 35 % of seniors will demonstrate knowledge of the ethical use of technology as measured by the District Survey. (see Goal 3E.)</p> <p>In 2014 40 % of seniors will demonstrate knowledge of the ethical use of technology as measured by the District Survey. (see Goal 3E.)</p> <p>In 2015 45% of seniors will demonstrate knowledge of the ethical use of technology as measured by the District Survey. (see Goal 3E.)</p>	<p>Teacher Resources will house a collection of websites and lesson plans to support the teaching of ethical use and intellectual property.</p>	<p>labs at each site are available for teacher and student use.</p> <p>Labs and many classrooms are equipped with LCD projectors for instructional purposes.</p>	<p>Teacher Resources will house a collection of websites and lesson plans to support the teaching of ethical use and intellectual property.</p> <p>Teachers will receive training on Internet safety as mandated by AB 307.</p> <p>Training for teachers and administrators on ethical use and intellectual property will take place at district and site level inservices.</p>	<p>will be provided through in-house experts/ and consultants as needed.</p> <p>Maintenance of equipment and installation of new equipment is provided by the Information Systems Department in accordance with the Service Level Agreement.</p> <p>EETT Funds</p>	<p>will take a district-wide survey based on the NETS Student Standards. The data from this survey will be analyzed to identify student proficiency levels. (NETS Student Standard 5: Digital Citizenship)</p> <p>Teachers will be advised of the proficiency levels in order to best address the student needs.</p> <p>English-language arts teachers weave into their lessons, particularly with student research projects, the ethical use of information technology. Teachers monitor and address such issues as plagiarism, copyrights infringements, and inappropriate file sharing within their classrooms. Issues are communicated and forwarded to the site technology committee to address on a school-wide</p>	<p>responsible for oversight. Site Principal, Site Technology Committees and/or school technology facilitators will be responsible for planning and training.</p>
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						<p>basis.</p> <p>Individual teachers will measure progress in the NETS standards as relates to their academic standards yearly.</p> <p>Students will retake the survey in their senior year to measure their proficiency in the NETS Standards. (NETS Student Standard 5: Digital Citizenship)</p>	
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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.

Cypersafety and cyberbullying are increasingly areas of continued focus and monitoring. Cybersafety refers to the general safety and privacy while online. Cyberbullying refers to any type of bullying using the Internet, interactive devices, digital technologies or mobile phones. The district is developing and updating the Acceptable Use Agreement (AUA), which outlines general rules about the use of electronic devices in the district. However, the district recognizes that students have access to such devices away from school and must continue to educate students on how to properly use these devices in acceptable and safe ways. At present, all computers in the district are restricted from many social networking sites where online predators and/or inappropriate content may be found.

Section 3.g. Internet Safety - Students will be educated about Internet safety.							
Identify goals and objectives to address	What are the measurable benchmarks for each goal? At least one	How can technology assist in	What technology tools	What professional development may	What costs are involved for professional	What is the implementation plan and timeline	Who is responsible (by job title) for

internet safety. (3G)	benchmark is needed for each year of the plan. (3G)	achieving these goals? How will you integrate technology to support teaching and learning? (3G)	(hardware & software), infrastructure and technical support are needed? Indicate whether these currently exist (5A) or are needed. (5B)	be needed? (4B)	development, hardware, software, infrastructure, and technical support? (6B)	for each goal? (3G)	implementing/ monitoring the goals and what are their responsibilities? (3G, 3K)
Students will demonstrate knowledge of how to practice Internet safety (including how to protect online privacy and avoid online predators) as measured by the District Survey.	<p>In 2011 25 % of seniors will demonstrate knowledge of Internet safety as measured by the District Survey. (see Goal 3E.)</p> <p>In 2012 30 % of seniors will demonstrate knowledge of Internet safety as measured by the District Survey. (see Goal 3E.)</p> <p>In 2013 35 % of seniors will demonstrate knowledge of Internet safety as measured by the District Survey. (see Goal 3E.)</p> <p>In 2014 40 % of seniors will demonstrate knowledge of Internet safety as measured by</p>	The SMJUHSD webpage for Teacher Resources will house a collection of websites and lesson plans to support the teaching Internet safety.	<p>Mini-labs and full computer labs at each site are available for teacher and student use.</p> <p>Labs and many classrooms are equipped with LCD projectors for instructional purposes.</p>	<p>The SMJUHSD webpage for Teacher Resources will house a collection of websites and lesson plans to support the teaching Internet safety.</p> <p>Training for teachers and administrators on Internet safety will take place at district and site level inservices.</p>	<p>Staff development will be provided through in-house experts/ and consultants as needed.</p> <p>Maintenance of equipment and installation of new equipment is provided by the Information Systems Department in accordance with the Service Level Agreement.</p> <p>EETT Funds</p>	<p>Each year the incoming freshman will take a district-wide survey based on the NETS Student Standards. The data from this survey will be analyzed to identify student proficiency levels. (NETS Student Standard 5: Digital Citizenship)</p> <p>Teachers will be advised of the proficiency levels in order to best address the student needs.</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site Technology Committees and/or school technology facilitators will be responsible for planning and training.</p>

	<p>the District Survey. (see Goal 3E.)</p> <p>In 2015 45% of seniors will demonstrate knowledge of Internet safety as measured by the District Survey. (see Goal 3E.)</p>					<p>Individual teachers will measure progress in the NETS standards as relates to their academic standards yearly.</p> <p>Students will retake the survey in their senior year to measure their proficiency in the NETS Standards. (NETS Student Standard 5: Digital Citizenship)</p> <p>Each year students and parents will sign the Acceptable Use Agreement (AUA).</p> <p>Within the classroom setting, teachers in all areas, but particularly English-language arts and social science, will lead classroom discussions</p>	
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						regarding Cyber Ethics, online safety, and digital citizenship. Many teachers in these curricular areas have embedded these issues into student projects and debate topics.	
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3.h. Describe district policy, practices or goals that ensure equitable technology access for every student.

The Santa Maria Joint Union High School District is ADA compliant and ensures equal and appropriate access to all students, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability. If a student requires additional assistive technologies, the technologies are, and will continue to be, purchased to meet their needs, as outlined in their Individual Education Plan (IEP). Students have access to this technology in the classrooms and, in special needs cases, have additional technology at home as determined by the IEP and special needs.

Assistive technology is addressed at all IEP meetings. SMJUHS D will continue to maintain its student to computer ratio by continuing to reallocate existing resources and to search and apply for grants and partnerships with community businesses. English Learners will also have appropriate access to technology hardware and software needed to support their English language acquisition as well as their achievement of the academic standards.

Section 3h. Equitable Access for All Students - District policy and practice will ensure equitable technology access for all students.

Identify goals and objectives to achieve equitable access for all students. (3H)	What are the measurable benchmarks for each goal? At least one benchmark is needed for each year of the plan. (3H)	How can technology assist in achieving these goals? How will you integrate technology to support teaching and learning? (3H)	What technology tools (hardware & software), infrastructure and technical support are needed? Indicate whether these currently exist (5A) or are needed. (5B)	What professional development may be needed? (4B)	What costs are involved for professional development, hardware, software, infrastructure, and technical support? (6B)	What is the implementation plan and timeline for each goal? (3H)	Who is responsible (by job title) for implementing/ monitoring the goals and what are their responsibilities? (3H, 3K)
Provide equitable access to educational and informational resources for all students including, ELL, AP, Special Ed, "At Risk" and Title I students in classrooms, libraries, and computer/media labs by maintaining a 5:1 student to computer ratio	<p>By 2011, the student to computer ratio will be maintained at the current 5:1 ratio with all computers less than six years old</p> <p>By 2012, the student to computer ratio will be maintained at the current 5:1 ratio with all computers less than six years old</p> <p>By 2013, the student to computer ratio will be maintained at the current 5:1 ratio with all computers less than six years old</p> <p>By 2014, the student to computer ratio will be maintained at the current 5:1 ratio with all computers less than six</p>		<p>At the present time, the district maintains satellite computer labs at the City Library. This is accessible to all students in the district. Each site has computer labs that are open to students before school, during lunch, and after school, incl. Saturdays.</p> <p>The three comprehensive high school library /multimedia centers have computers available for student use.</p> <p>Many classrooms in the comprehensive high schools have mini-labs of between 3-15 computers.</p>	None	<p>The C2004 Bond Issue funds are available for student computers only.</p> <p>Microsoft funds may be available for hardware and software.</p> <p>EETT funds are available.</p> <p>A technology support line item has been added to the District Budget.</p>	<p>All workstations or peripherals will be scheduled for replacement according to the guidelines defined in the Service Level Agreement (SLA)</p> <p>All instructional software used in the district will go through the same approval process as textbooks. This will ensure that the software purchased will support the standards based instruction in the classroom.</p> <p>The DETC has developed a process for implementing computer purchases through the C2004 funds.</p>	<p>The DETC, Information Systems Department, Site Technology Committees and/or school technology facilitators and site administrations will be responsible for the planning and purchasing of equipment.</p>

	<p>years old</p> <p>By 2015, the student to computer ratio will be maintained at the current 5:1 ratio with all computers less than six years old</p>		<p>Portable laptop labs exist at some sites.</p> <p>The alternative high school is currently being expanded, and computer lab access is included in the expansion.</p> <p>More computers with Internet access in classrooms are needed at all sites.</p>		<p>Each site has a process for the approval of technology purchases such as LCD projectors, SmartBoards, etc.</p>	
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3.i. List clear goals, measurable objectives, annual benchmarks, and an implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

The Santa Maria Joint Union High School District uses Aeries for its student information system and is standardizing the report card process through the use of the Aeries Browser Interface (ABI). Although Edusoft was purchased and the contract extended through at least 2012, previous use was limited to relatively few teachers particularly those teachers in only the core subject areas who were utilizing common formative assessments. As a result of this limited usage, the district is in the process of training all teachers. The goal is for teachers to use data to inform and drive their instruction. The district has adopted the Special Education Information System (SEIS) for Individual Education Plan (IEP) management and is in the process of training all special education teachers in its use.

Section 3.i. Record Keeping and Assessment - Technology will be used to support the district's student record keeping and assessment efforts in order to be more efficient and supportive of teachers' efforts to meet individual academic needs.							
Identify goals and objectives to make record keeping and assessment	What are the measurable benchmarks for each goal? At least one benchmark is needed for each year of the plan. (3I)	How can technology assist in achieving these goals? How will you integrate technology to support teaching and learning?	What technology tools (hardware & software), infrastructure	What professional development may be needed? (4B)	What costs are involved for professional development, hardware, software,	What is the implementation plan and timeline for each goal? (3I)	Who is responsible (by job title) for implementing /monitoring

more efficient. (3I)		(3I)	and technical support are needed? Indicate whether these currently exist (5A) or are needed. (5B)		infrastructure, and technical support? (6B)		the goals and what are their responsibilities? (3I, 3K)
<p>Teachers will use technology tools for collecting and recording assessment data, including District multiple measures, report cards, and State tests.</p>	<p>By 2011, 60% of teachers will be proficient in using technology tools for assessing and recording student progress</p> <p>By 2012, 70% of teachers will be proficient in using technology tools for assessing and recording student progress</p> <p>By 2013, 80% of teachers will be proficient in using technology tools for assessing and recording student progress</p> <p>By 2014, 98% of teachers will be proficient in using technology tools for assessing and recording student progress</p> <p>By 2015, 100% of teachers will be proficient in using technology tools for assessing and recording student progress</p>	<p>Continue to use Edusoft to analyze student performance data, to evaluate instructional practices for improving student achievement.</p> <p>Continue to use Aeries for Standard Based Report Card</p> <p>Utilize Interactive Response Devices in the classroom to quiz, survey and provide instant feedback to students.</p>	<p>Continue to use Edusoft, and to explore the use of Aims Web throughout the district.</p> <p>Acquire Interactive Response Devices for Core Depts. to utilize in the classroom.</p>	<p>Data Team and/or PLC Training for purposes of using data to drive instruction.</p> <p>On-going training on Edusoft and expansion of Aims Web use.</p> <p>Workshop on effective use of instruction interactive response devices.</p> <p>Additional training on Aeries Gradebook and support for the Parent</p>		<p>InService presentation on the benefits of Edusoft and Aims Web to target struggling students and provide early intervention.</p> <p>Follow-up with identifying Intervention teams.</p> <p>Provide other training on assessment tools that drive instruction that meets the diverse needs of students.</p> <p>Ongoing SEIS training will be conducted on</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site Technology Committees and/or school technology facilitators will be responsible for planning and training.</p> <p>Director of Special Education will monitor all</p>

	progress			Portal.		an annual basis.	IEPs and give appropriate feedback to teachers.
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3.j. List clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Parents have accessibility to the district and individual schools via several avenues. The District website contains general district information, resources, and district publications, including the student and parent resources. Individual school websites provide access to school site data and

resources. Additionally, all students, all employees, including classified and certificated staff members, have individual district email and most have voice mail accounts. The district also uses ConnectED to allow outgoing bilingual messages to be sent to all, or a group, of parents. In addition, Santa Maria High School, as part of their QEIA plan, has implemented TeleParent, TeleParent allows teachers to quickly and easily send messages which are specifically in any language without typing or recording. The messages are separated into five categories: Attendance, Corrective, Grade Progress, Informational, and Rewarding/Positive. General messages are delivered in both English and Spanish.

Parents through Aeries, the student information system, have access to their students' academic and attendance progress. Parents may also access individual teacher's website to find out such information as homework assignments, student projects, grading procedures, due dates for student assignments, and other resources. At present, 671 parent accounts have logged on at least once and 158 student accounts have logged on at least one. Over 301 parent and 71 students are frequent uses of these portals. More usage by both parents and students is a continuous goal.

In addition, the district has computers available for students and parents use in the Santa Maria Public Library to facilitate increase communication from home to school.

Section 3.j. Two-Way Communication - Technology will be used to improve two-way communication between home and school.							
Identify goals and objectives to	What are the measurable benchmarks for each goal? At least one benchmark is	How can technology assist in achieving these goals? How will	What technology tools (hardware & software),	What professional development	What costs are involved for	What is the implementation plan and	Who is responsible (by job title)

improve two-way communication between home and school. (3J)	needed for each year of the plan. (3J)	you integrate technology to support teaching and learning? (3J)	infrastructure and technical support are needed? Indicate whether these currently exist (5A) or are needed. (5B)	may be needed? (4B)	professional development, hardware, software, infrastructure, and technical support? (6B)	timeline for each goal? (3J)	for implementing/monitoring the goals and what are their responsibilities? (3J, 3K)
<p>Administrators and teachers will use technology tools effectively to improve two-way communication between home and school</p>	<p>By 2011, 70 % of teachers will use email and web-based technology to communicate between home and school.</p> <p>By 2012, 80 % use email and web-based technology to communicate between home and school.</p> <p>By 2013, 90% use email and web-based technology to communicate between home and school.</p> <p>By 2014, 100% use email and web-based technology to communicate between home and school.</p> <p>By 2015, 100% use email and web-based technology to communicate between home and school.</p> <p>SMJUHSD contracts with ConnectEd for administrators</p>	<p>Teacher Websites can provide 2-way communication with student and their parents.</p> <p>ConnectEd Provides immediate communication between school administrators and parents.</p> <p>District and site websites provide 2-way communication with student and their parents.</p>	<p>Maintain the district web server and implement web-based website programs to eliminate problems with the district web server.</p> <p>Continued contract with ConnectEd. Possible expanded use of Teleparent for teachers to connect with home.</p> <p>Maintain the district web server and implement web-based website programs to eliminate problems with the district web server.</p>	<p>Training for administrators in the use of ConnectEd.</p> <p>Teacher Training on how to create a basic web-based website is in process.</p> <p>Train teachers in the district guidelines for a classroom website and posting student work.</p> <p>Training for District and Site staff in the maintenance of the district and site websites.</p>	<p>Provide in-house training for teachers on how to create a website.</p> <p>Cost of program</p> <p>Provide in-house training for staff on how to maximize their use of web-based technologies.</p>	<p>Use Inservice Days to continue to train staff on how to create a website with established site guidelines.</p> <p>Continue implementation.</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site Technology Committees and/or school technology facilitators will be responsible for planning and training.</p>

	<p>to contact parents through the phone systems.</p> <p>The district and site websites will continue to be maintained.</p>						
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3.k. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline..

The curriculum section will be measured and monitored as outlined throughout Section 3. In addition, the monitoring process is embedded within each goal in Section 4b1.1). The Curriculum & Instruction and Informational Systems Departments work collaboratively and cooperatively with each other to ensure implementation and success of the technology plan. At the monthly District's Educational Technology Committee, benchmarks and timelines are monitored and reviewed.

4. Professional Development

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

In order for students to master technology and be able to use it in alignment with curriculum goals, all Santa Maria Joint Union High School District teachers will continue to be provided with the necessary training and support to learn and utilize technology in the classroom.

Teachers are the immigrants in the new world of technology. Our students are the natives. Teachers must educate themselves since students whose teachers were high level users of technology in the classroom scored significantly better than did students whose teachers were low level users of technology in the classroom (Middleton & Murray, 1999) Middleton, B. M. & Murray, R. K. (1999). The impact of instructional technology on student academic achievement in reading and mathematics. *International Journal of Instructional Media*, 26(1), 109.

Research reveals a continuing need for site mentors or coordinators. "The support provided by an effective coordinator serves to tip the scales for teachers weighing the costs and benefits of technology use (Strudler, 1994. *The Role of School-Based Technology Coordinators as Change Agents in Elementary School Programs: A follow-up study* Neal Strudler, 1994, unpublished manuscript, University of Nevada, Las Vegas.)

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

Classified staff members have also been, and will continue to be, encouraged and supported to attend technology training classes to enhance their skills.

Due to various funding and scheduling problems, technology has been missing from most recent staff development in-services until this year. There has been a renewal commitment by new district administration to provide technology training at all district-wide professional development days. Technology training was provided at the first district-wide professional development day and is also planned for the spring. The District plans to utilize the CTAP Region 8 technology proficiency program, as modified by the BTSA program.

A Technology Use Survey for teachers designed to test the NETS for teachers will be conducted each year to measure the gains made in teacher proficiencies, as well as the

use of technology in the classrooms by students. The California Online Technology Survey will also assist the district in assessing the available technology and its usage by students, teachers and administrators. This information will be used to guide professional development.

The District is a member of the California Technical Assistance Project (CTAP) Region VIII. The CTAP Region VIII Technology Certification program is designed to help educators. Educators demonstrate mastery at each level through the development of a portfolio organized around proficiency standards. The CTAP Region VIII proficiency standards are aligned to Standards 9 and 16 of the teacher performance standards written by the California commission on Teacher Credentialing (CTC).

The SBCEO AB 430 Administrator and Management Training are certified by California Department of Education. As stated on the CDE website for AB 430 the purpose of the training is to develop administrators who are effective instructional leaders. Specifically, the training program for content areas 1, 2, 3, 4 and 5 will build skills and capacity necessary to: 1) Establish and communicate state and district visions and goals for student focused instructional improvement; 2) Create awareness and familiarity with implementation of approved instructional program texts and materials; 4) Direct and support proven staff training and professional development activities for uniform instruction and material use; 5) Manage data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices; and 6) Fully utilize technology and fiscal and human resources for the purpose of student academic success.

Participants are required to attend a total of 160 hours of training. Module 1 participants must attend a minimum of 40 hours of institute training and 40 hours of practicum. Module 2 participants must attend a minimum of 15 institute hours. Module 3 participants must also attend a minimum of 15 institute hours. The practicum hours for Modules 2 and 3 vary by training provider. In order to receive credit for all three modules, you must complete a total of 160 hours of training. All administrators with the exception of one have completed all three modules of the AB 430 Administrators Training program, previously AB 75 Principal Training. The one administrator who has not finished the program is currently in process of completion.

By 2015, 100% of administrators will meet CTAP level 1 proficiency program. Site principals will monitor and schedule their administrative staff to participate in and pass the CTAP level 1 requirements using online and classroom training.

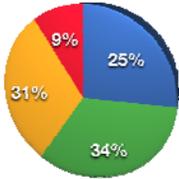
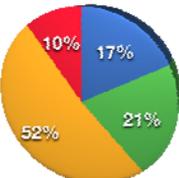
Santa Maria High School has developed an instrument that is based on the NETS for Teachers. This survey instrument will be expanded to include all district certificated teachers and administrators.

Below are the results of the spring 2009 Survey:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

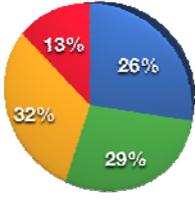
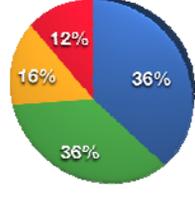
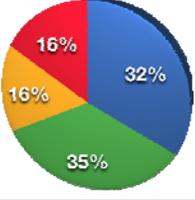
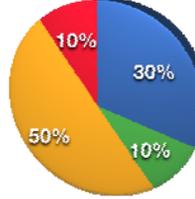
As a teacher, I . . .

<p>Promote, support, and model creative and innovative thinking and inventiveness.</p>		<p>Blue = Fair Green = Good Gold = Proficient Red = Advanced</p>
<p>Engage students in exploring real-world issues and solving authentic problems using digital tools, learning networks and resources.</p>		
<p>Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.</p>		
<p>Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.</p>		

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes for students which involve creativity, communication and critical thinking. <http://nets-implementation.iste.wikispaces.net/>

As a teacher, I . . .

<p>Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>		<p>Blue = Fair Green = Good Gold = Proficient Red = Advanced</p>
<p>Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. I am intentionally helping my students develop a digital footprint.</p>		
<p>Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.</p>		
<p>Provide students with multiple and varied formative and summative assessments aligned with content and technology standards http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm and use resulting data to inform learning and teaching.</p>		

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

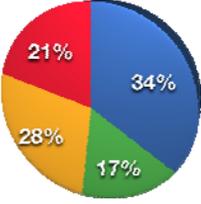
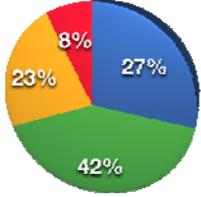
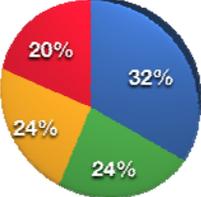
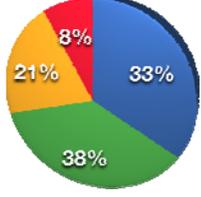
As a teacher, I . . .

<p>Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. I use 21st Century tools in my own learning.</p>		<p>Blue = Fair Green = Good Gold = Proficient Red = Advanced</p>
<p>Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. I also have a personal learning network that includes peers from around the globe.</p>		
<p>Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</p>		
<p>Model and facilitate effective use of current and emerging digital tools to collaborate and locate, analyze, evaluate, and use information resources to support research and learning.</p>		

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

As a teacher, I . . .

<p>Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. I understand Creative Commons licensure and know how to license my own work as well as help my students license theirs.</p>		<p>Blue = Fair Green = Good Gold = Proficient Red = Advanced</p>
<p>Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.</p>		
<p>Promote and model digital etiquette and responsible social interactions related to the use of technology and information.</p>		
<p>Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.</p>		

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

As a teacher, I . . .

<p>Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of my school and community in both physical spaces and online. I have a digital footprint.</p>		<p>Blue = Fair Green = Good Gold = Proficient Red = Advanced</p>
<p>Participate in local and global learning communities to explore creative applications of technology to improve student learning. I understand how to build a personal learning network</p>		
<p>Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.</p>		
<p>Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.</p>		

Based on this survey, the majority of teachers are computer literate. The majority are also integrating some technology into their curriculum. The district's greatest technology staff development need is to increase the proficiency level of the teachers as relates to the NETS for Teachers.

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

Objective	What are the measurable benchmarks for each goal? At least one benchmark is needed for each year of the plan. (3D)	What specific staff development opportunities will be offered. (tied to the goals and objectives in Section 3.)	What costs are involved for professional development? (6B)	What is the implementation plan and timeline for each goal? (3D)	Who is responsible (by job title) for implementing/ monitoring the goals and what are their responsibilities? (3D, 3K)
<p>Objective 1: Continue to provide opportunities for teachers and administrators to become proficient in integrating technology into the curriculum</p>	<p>By June 2011, 50% of all teachers and administrators will be proficient as measured by the district survey based on the NETS for Teachers/Administrators.</p> <p>By June 2012, 60% of all teachers and administrators will be proficient as measured by the district survey based on the NETS for Teachers/Administrators.</p> <p>By June 2013, 70% of all teachers and administrators will be proficient as measured by the district survey based on the NETS for Teachers/Administrators.</p> <p>By June 2014, 80% of all teachers and administrators will be proficient as measured by the district</p>	<p>3.d.1 Training for PLATO</p> <p>Training for Smart boards/ ebeams, integration in curricula, clickers New technology – SmartBoards etc. Training must be held for each of these technologies.</p> <p>3.e Training for teachers and administrators on NETS Standards, the use of technology and the integration of technology into the curriculum will take place at district and site level inservices.</p> <p>Best practices to integrate technology into the curriculum and into student work will be shared through the District Educational Technology Committee.</p> <p>3.f The SMJUHSD webpage for Teacher Resources will house a collection of websites and lesson plans to support the teaching of ethical use and intellectual property. Teachers will receive training on Internet safety as mandated by AB 307.</p>	<p>PLATO Trainers</p> <p>Training will be held for each of these technologies. The majority of the training can be provided by in-house expert trainers to be paid with extra work assignments (EWAs) for preparation time, and/or vender support.</p>	<p>All certificated staff will participate yearly in the NETS based technology proficiency survey to identify staff development needs.</p> <p>District and Site technology staff development will be based on the survey results.</p> <p>Teachers will be encouraged to achieved CTAP Certification Level 2</p>	<p>Site Principal will be responsible for oversight. Site Principal, Site Technology Committees and/or school technology facilitators will be responsible for planning and training.</p>

	<p>survey based on the NETS for Teachers/Administrators.</p> <p>By June 2015, 90% of all teachers and administrators will be proficient as measured by the district survey based on the NETS for Teachers/Administrators.</p>	<p>Training for teachers and administrators on ethical use and intellectual property will take place at district and site level inservices.</p> <p>3.g The SMJUHS D webpage for Teacher Resources will house a collection of websites and lesson plans to support the teaching Internet safety.</p> <p>Training for teachers and administrators on Internet safety will take place at district and site level inservices.</p> <p>Additional training on Aeries Gradebook and support for the Parent Portal.</p> <p>3.i Data Team and/or PLC Training for purposes of using data to drive instruction.</p> <p>Ongoing training on Edusoft and expansion of Aims Web use. Workshop on effective use of instruction interactive response devices.</p> <p>3.j.1 Teacher Training on how to create a basic web-based website is in process. Train teachers in the district guidelines for a classroom website and posting student work. Training for administrators in the use of ConnectEd. Training for District and Site staff in the maintenance of the district and site websites.</p> <p>Educational technology conferences</p>	<p>Travel and Conference fees related to technology.</p>	<p>Site District Educational Technology Committee representatives will report back information to the sites about the updates to the website and district technology training opportunities</p> <p>District will provide Data Team training.</p>	
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4.c. Identify and describe the monitoring process and those individuals responsible for each portion. (See last column above.)

This data are provided in the graphs above.

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

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 (sections 3 and 4) of the plan.

The district recognizes that classroom networking has the potential of dramatically affecting the fundamental nature of the classroom environment, but only when the networking is of sufficient magnitude (e.g., adequate numbers of computers and Internet connectivity), teachers and staff are provided adequate professional development, students have access to problem-solving tools such as spreadsheets, databases, word processor programs, and multimedia presentation software. Research-based evidence shows schools need to make effective use of technology by integrating it into the curriculum.

Hardware

A plan for the regular computer replacement of student and teacher computers has been developed by the district and the district has committed some funds towards this need. Using bond funds (C2004), the District will purchase 165 student-use computers each year of this plan. These computers will expand student access to PLATO (3d)

Computers have also been purchased by categorical, departmental and/or one-time funding. SmartBoards, eBeams, LCD Projectors and interactive response systems will be purchased by site level department funds.

Each school site will purchase two interactive response systems each year until all core departments have one complete system to be shared amongst the teachers of that department. These systems will be purchased with Site Administration Funds.

In addition, the District will continue to develop the Computers for Families program.

Bond Funding

The district will continue to use the C2004 bond funds to improve the infrastructure and replace student computers. In the future, the district will be researching additional grant funding to allow the expansion of the technology financial support system. One hundred sixty-five student computers will be purchased each year of the plan using these funds.

Expand the bandwidth going to the Internet

Currently the district has been using a connection to the Internet via the Comcast. While this has been a supportive environment, K12 High Speed Network (K12HSN) will be the provider as of July 1, 2010. This will open the opportunity for the district to move from a 45 Mbit pipe to 1000 Mbit pipe. The district will continue to use Comcast as our WAN connection between the campuses and the Student Support Center. The district has started the implementation of voice over IP (VoIP) for its telephony and continues to implement additional related VoIP technologies. With implementation of K12HSN the district will be available to serve as a NODE site for the surrounding school districts.

Continue to seek standards based software

All instructional software used in the district will go through the same approval process as textbooks. This will ensure that the software purchased will support the standards based instruction in the classroom. The district has completed developing the standards based curriculum guides for all core classes thus providing a firm foundation for software expectation.

Continue to establish an on-going articulation with the elementary districts in the Santa Maria Valley

When planning for the potential change in Internet provider, the districts in the Santa Maria Valley met to discuss their options. It was decided that we would meet on a regular basis. The districts will also include Lompoc Unified School District when appropriate due to their isolated geographic location. The articulation will focus on the consolidation of technology opportunities as well as the alignment of software materials for students. It will also be imperative that the districts know and understand the contents of each technology plan. Since most students in the Santa Maria Valley eventually attend the high school district, it seems only reasonable that the districts have knowledge of what students should know and be able to do when they arrive at high school. This is not to say that the Santa Maria Joint Union High School District will dictate to the other districts, but provide a forum for discussion of what technology skills we expect our students to have by the time they graduate from high school. The district technology plans provide an outstanding wealth of two-way information and knowledge of expectation for each district.

Technology Support

The district has hired necessary technology staff to support the school sites. The district is expected to remain stable as far as enrollment is concerned over several years. However, growth is anticipated over the next three to five years. This is largely due to the fluctuation in the housing construction market in the valley. A large number of homes are expected to be built as soon as conditions in the market improve. This will create growth in our schools. Plans to address this potential growth should be investigated for the future and the amount of additional support needed to meet the demand. It will be imperative that the district technology leadership articulate to address the future needs of technology in a potential growth market.

Planning for technology-rich learning environments needs to include the purchase, installation, and support for LAN-based Internet connections in the classroom. The highest levels of student use of computers for research, projects, and publications were in classrooms with at least four computers that had LAN-based direct connections to the Internet (Becker, 1999).

Description of Ongoing Technical Support

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

By providing district standards for hardware acquisition, it provides uniformity at the sites. It assists the district since they only deal a select number of vendors and producers of equipment. By standardizing the images of all the instructional Mac and PC workstations,

the training of the technical support personnel is streamlined. Technical support is provided by eleven technicians, one helpdesk position, two student data management personnel and one manager.

5.b. Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the curriculum and professional development components of the plan,

SMJUHSD currently supports a technology environment that consists of approximately 75 administrative and instructional servers running Microsoft 2003 – 2008 server, MAC OSX (10.5 and 10.6) and SuSe Linux at five sites. There are also two Apple Macintosh OSX and four Windows 2003 servers for providing classroom-level or computer lab services. These sites connect to the District Data Center through a Wide Area Network.

The District believes strongly in standardization of hardware and software. By creating and enforcing standards, it permits the District to maintain spare parts inventories, to train support staff effectively maintaining these limited platforms, and to provide a higher level of user support with a limited staff.

The District has standardized all networking equipment by using Extreme Networks Products, for backbone-managed switches. The District has standardized the network topology by using a STAR Ethernet it provides 1000Mb (Gigabit) or 100Mb backbone services and up to 1000Mb to the desktop. All current installations support Gigabit Ethernet backbone services and 1000Mb to the desktop.

Specific applications may reside on vendor offered servers, primarily where those applications were delivered from the vendor as a “turn-key” solution. In those cases where the vendor is not continuing to maintain the hardware, and where the choice of hardware is not essential to the functioning of the software, the best available servers with open-architecture design will replace these servers.

The District supports both Dell Windows-based PC and Apple Macintosh computers. All network users are required to be authenticated using Microsoft’s Active Directory Services Security Schema in order to use Network Resources. Network policies are enforced preventing access to certain servers, update virus protection files, and perform other tasks automatically.

The District currently supports these Operating Systems: Windows 2003 - 2008, Windows XP Windows Vista and plans to support Microsoft’s Latest OS Windows 7 and OSX and above. Office 2000(XP)/2003/2004(MAC)/2007/2008(MAC) are the supported office productivity suites. Internet Explorer 5.0 and above are the supported browsers. In addition, SuSe Linux (server) and Open Exchange comprise the email platform.

Wide Area Network

All schools and administrative offices connect to the District Data Center 45Mb fiber connection. This fiber circuit is provided to the district by Comcast. In July 2007, this WAN topology was converted to all fiber optic circuits provided by Comcast and offering a minimum of 45 Mbits to each site and the Internet.

Local Area Networks

All schools have Local Area Networks installed through a combination of Digital High School grants, Modernization Bond Funds, Measure C 2004 Local Bond Funds, and E-Rate funds intended for the reconstruction of aging schools. Santa Maria, Ernest Righetti, and Pioneer Valley High Schools currently have Gigabit Ethernet backbone while Delta Continuation School currently has 100Mb Ethernet backbones; all other campuses provide 10/100/1000Mbps switched connections to the desktop. All classrooms have a minimum of two network drops and a majority of our classrooms received additional drops to increase network access. The use of routers, switches and wireless hubs provide additional connectivity. All schools have multiple computer labs connected to the district network.

These Local Area Networks connect to the Internet through the District's Wide Area Network. The Internet section of this plan describes the Proxy, filtering and caching services. Power for these Local Area Networks provided by either Nortel or Extreme Network switches. Local funds for the reconstruction of aging schools allow necessary electrical upgrades, thus supporting campus technology.

The central component of each local area network is the Main Distribution Frame (MDF). Each MDF contains a central switch responsible for all site data traffic and Internet bound data traffic. In order to continue improving network performance, these switches will each be replaced during the course of this plan.

All libraries serve as research centers, by wiring for technology and installing Winnebago Spectrum library management software. In addition to managing the books and magazines in the library, this software permits students to check the catalog from their classroom.

Delta Continuation High School will be upgraded to 10 gigabit backbone during the course of the 2009/10 school year when the new campus comes online at the beginning of the 2010 school year.

Student Computer Technologies

Before any student may use district technology, both the student and their parent/guardian must review and sign the Acceptable Use Policy at the time of registration, which includes permission for Web Page and Internet Access by their child. Displaying on all student computers at log on is "Acceptable Use Policy". All students must accept it by clicking on a "Yes" button before they may complete logging on to computer and their network resources.

Student Computer Technologies provide the student individualized network access. Students authenticate using Microsoft's Active Directory Services Security Schema. Independent Student Domain Controllers at each of the campuses maintain these accounts. They maintain over 7000 student accounts. One hundred six-five student use computers will be purchased each year in this plan using C2004 Bond funds.

A network file share provides each student 100 MB of storage. Information Services provides the ability to student to access their file shares at any campus in the district. To accomplish this, five student servers, one at each campus and at Student Support Center by configuring them using Microsoft Windows Server 2003 Distributed File System.

A Windows Server and MS Exchange 2007 comprise the email platform for the students. This independent email server allows the student to exchange email with anyone within the district's domain. Curriculum to give a student the opportunity to create and develop web pages is available, supporting this curriculum on an independent FTP student server.

Using bond funds (C2004), the District will purchase 165 student-use computers each year of this plan. These computers will expand student access to PLATO (3d)

With the support of Information Services, the business departments at each campus are using a departmental server based on the Student WAN servers with additional added components of a folder allowing the student to drop work assignments and local network storage. Information Services Personnel maintain all these servers.

Network

The District's Data Center is currently located at the main Student Support Center. This Data Center contains the primary administrative servers and mainframes, the primary router, Internet connectivity, Web servers, firewall and a variety of other servers and services. Staffed 10 hours a day 5 days a week and monitored 24 hours day 7 days a week by trained computer operators/technicians. This center serves as the hub for all data communications. Also housed in this facility is the district's data processing office maintaining all aspects of student information system.

Internet Access

All Internet traffic in the District is centralized. Comcast provides ISP service to the District. Daily peak utilization of this circuit averages about 87% of capacity. A firewall server provides Intrusion protection, which is monitored by network management staff. Virus protection accomplished at multiple levels. Panda Anti-Virus Hardware and Software monitors all HTTP Traffic. The Barracuda Firewall provides protection for SMTP and POP3 Protocols. Panda Antivirus Enterprise provides the final means of protection. It is used to provide a software layer of protection at the desktop and server levels. All new virus patterns download automatically from the Panda Web site and installed on the primary servers. All other servers automatically update themselves daily. User machines update regularly from an internal District server using Panda's built-in auto-update mechanism.

All Internet traffic routes through the NetEnforcer filtering system provided by Allot Software. The District runs a network traffic policy filter for load balancing and redundancy. A server running SuSe Linux in the Data Center provides proxy services for Internet access. The District employs a hierarchical caching strategy. SuSe Linux systems Local Area Network provides Internet traffic caching at the site level. A request from client machine first searches this cache to service the request, if the local cache does not answer to the request, the next request is to the District cache for requested pages and/or images. Only if one of these caches cannot answer the request, will the request proceed onto the Internet. Typically, sites will average a greater than 50% cache hit ratio. This strategy has not allowed the District to avoid exceeding the capacity of the District's connection to the Internet.

Starting July 1, 2010, the District will begin using the new KI2HSN Node Connection. This connection will offer 1 gigabit bandwidth, improving access to PLATO web, AIMSweb and Edusoft.

Email Services

Administrative, support and teaching staff as well as students receive Email services through Microsoft Exchange 2007, this product is being maintained through a Dell SANs providing the district with more than 2 TB of Drive space, we have recently added an additional 2 SANs each provide 15 TB of storage space.

Voice Mail Services

Next to the telephone's system central processing cabinet on each site resides the Voice-mail system cabinets. Voicemail is provided through pc-based Repeater that intercepts incoming calls and switches the calls to a PBX system at each site. All PBX units are tied together through ShoreTel switches providing VoIP across the District.

Goal 5.b.1 – To enhance WAN capabilities within the district by continuing efforts to provide sites with appropriate access for instructional purposes

- **Benchmark – Within five years, increase network bandwidth to match usage needs to ensure availability of appropriate access to technology for instructional purposes.**
 - Year one increases bandwidth by 10 mbps
 - Year two increases bandwidth by 10 mbps
 - Year three increases bandwidth by 10 mbps
 - Year four increases bandwidth by 10 mbps
 - Year five increases bandwidth by 10 mbps
- **Benchmark – Within two years, increase usage of virtual environment systems in order to improve up time of Internet-related central resource servers to provide the availability of appropriate access of technology for instructional purposes, Curriculum, Technology or professional development.**
 - Year one combine three shared resource servers into one virtual environment machines.
 - Year two combine six shared resource servers into one virtual environment machines.

Goal 5.b.2 – To increase the amount of functional instructional technology in the classroom by optimizing resources within the district to provide timely and efficient technical support to the sites

- **Benchmark – By August 2012, design and implement a technology standard for supported equipment and incorporate such standards in the Service Level Agreement.**

- **Benchmark – By August 2012, maintain Maximum uptime of all instructional workstations to ensure consistent and reliable availability of functional instructional technology resources to meet professional development and curricular goals.**
 - All technicians will complete online training programs appropriate to their areas of responsibilities and complete CTAP level 1 and level 2 programs.

Technology Needs to Support Professional Development Goals					
Goal #	Implementation Plan/Activities	Responsible Person	Timeline	Budget Source	Monitoring and Evaluation Activities
5.b.2.a	Design and implement a technology standard for supported equipment and software to include a standardized “approved for purchase” list	Director of IS	Aug '10	General Funds	Site Educational Technology Committee approval, District Technology approval, Report to DETC
5.b.2.b	Revise Service Level Agreement to meet new implementation technologies(SLA)	Director of IS	Jun '11	General Funds	Cabinet approval, Report to DETC
5.b.2	Insure productivity and administrative tools meets the standard of new technologies	Director of IS	Aug '10	General Funds EETT	Site Educational Technology Committee approval, District Technology approval, Report to DETC
5.b.2	Increase Help Desk Services	Director of IS	Jan '12	General Funds	Report to DETC
5.b.2	Continue updating support of software, hardware and technical support to insure protection from internal and external network health threats	Director of IS	Aug '11	General Funds EETT	Report to DETC
5.b.2	Continuing updating support in support of application software to support intervention programs	Director of IS	Aug '12	General Funds	Report to DETC
5.b.2	Evaluate and catalogue current network technologies	Director of IS	Jan '12	General Funds	Report to DETC

5.b.2	Maintain district standards to Maximize uptime of all instructional workstations through proactive servicing, replacement of failing hardware, software and appropriate user education.	Director of IS	Aug '10	General Funds	Report to DETC
5.b.2	Maintain MS Exchange for all Staff users insuring it maintains the district standard of uptime	Director of IS	Dec '11	General Funds	Report to DETC
5.b.2	Install and implement MS Exchange for Student Users	Director of IS	Dec '09	MS Funding	Report to DETC
5.b.2	Install DFS servers for all Staff member District-wide	Director of IS	Aug '10	MS Funding	Report to DETC
5.b.2	Develop a plan to fund ongoing technology needs for Student Curriculum and Professional Development	Asst. Sup. Curriculum & Instruction and Asst. Supt of Business	Aug '11	Various Sources	Report to DETC
5.b.2	Improve site technician response time to 2 days	Director of IS	Dec '10	N/A	Report to DETC
5.b.2	Improve Help Desk Response time to 4 hrs	Director of IS	Aug '10	N/A	Report to DETC

5.c. Benchmarks and Time Lines

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

During the life of this plan, there are significant hardware, software and support issues that will be addressed in order to implement to goals of this plan.

Goal 5.1

By June 2012, provide updated hardware, software and support to manage the components of this plan.

Benchmarks

Year One:

- Purchase 300 PLATO licenses for student use.
- Purchase 165 student use computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.

- Purchase 65 faculty /staff computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 3 shared resource servers as data storage growth requires.
- Purchase 1 central main distribution switch to replace aging switch at a site
- Renew anti-virus and content filtering licenses district-wide
- Renew service contracts for all network switches district-wide
- Complete Infrastructure upgrades at Ernest Righetti High School
- Delta High School construction of its new campus infrastructure will be built to meet the next standard in technologies
- Evaluate and revise as necessary the plan for replacement of all administrative and clerical computers.
- Begin the development of Computers for Families program
- Complete Curriculum Pacing Guides to align software purchase with standards based Math and English Language Arts curriculum
- Continue to align standards based Science and Social Studies Curriculum Pacing Guides with software purchases
- Begin online classes for Home/Hospital students using PLATO Learning Systems.
- Develop and distribute a schedule of technology training opportunities
- Begin monthly articulation meetings with all districts in the Santa Maria Valley. Move to quarterly meetings as appropriate.
- Begin periodic television spots on Comcast access channel to communicate with parents and the community spotlighting education in the Santa Maria Joint Union High School District.
- Connect to the K12HSN as a new Node site hosting the Northern Santa Barbara County schools.
- Purchase two interactive response systems per school site.

Year Two:

- Purchase 300 PLATO licenses for student use.
- Purchase 165 student use computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 65 faculty /staff computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 3 shared resource servers as data storage growth requires.
- Purchase 1 central main distribution switch to replace aging switch at a site
- Renew anti-virus and content filtering licenses district-wide
- Renew service contracts for all network switches district-wide
- Increase the offerings of online classes to include other programs in the district
- Develop integration of departments outside of Math, English Language Arts, Science, and Social Studies to support the standards based instruction of the core.
- Continue to develop and distribute a schedule of technology training opportunities.
- Continue to train all new and existing staff in the use of the student management system.
- Continue services of technology consultant, if needed to address new construction.
- Continue monthly/quarterly articulation meetings with districts in the Santa Maria Valley

- Evaluation of yearly activities and impact on student learning using CAHSEE, CST, Benchmark assessments, student work and student electronic portfolios
- Connect one feeder district to the new Santa Maria JUHSD K12HSN Node site.
- Purchase two interactive response systems per school site.

Year Three:

- Purchase 300 PLATO licenses for student use.
- Purchase 165 student use computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 65 faculty /staff computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 3 shared resource servers as data storage growth requires.
- Purchase 1 central main distribution switch to replace aging switch at a site
- Renew anti-virus and content filtering licenses district-wide
- Renew service contracts for all network switches district-wide
- Increase the offerings of online classes to include other programs in the district
- Continue to develop the integration of departments outside of Math, English Language Arts, Science and Social Studies to support the standards based on instruction of the core
- Continue to develop and distribute a schedule of technology training opportunities.
- Continue monthly/Quarterly articulation meetings with districts in the Santa Maria Valley.
- Evaluation of yearly activities and impact on student learning using CAHSEE, CST, Benchmark assessments, student work and student electronic portfolios.
- Connect one feeder district to the new Santa Maria JUHSD K12HSN Node site.
- Purchase two interactive response systems per school site.

Year Four:

- Purchase 300 PLATO licenses for student use.
- Purchase 165 student use computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 65 faculty /staff computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 3 shared resource servers as data storage growth requires.
- Purchase 1 central main distribution switch to replace aging switch at a site
- Renew anti-virus and content filtering licenses district-wide
- Renew service contracts for all network switches district-wide
- Increase the offerings of online classes to include other programs in the district
- Continue to develop the integration of departments outside of Math, English Language Arts, Science and Social Studies to support the standards based on instruction of the core
- Continue to develop and distribute a schedule of technology training opportunities.
- Continue monthly/Quarterly articulation meetings with districts in the Santa Maria Valley.
- Evaluation of yearly activities and impact on student learning using CAHSEE, CST, Benchmark assessments, student work and student electronic portfolios.

- Continue to recruit feeder schools and districts into the new K12HSN Node site.
- Purchase two interactive response systems per school site.

Year Five:

- Purchase 300 PLATO licenses for student use.
- Purchase 165 student use computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 65 faculty /staff computers as new and replacement assets in accordance with District Service Level Agreement (SLA). Reference Section 6.c for details.
- Purchase 3 shared resource servers as data storage growth requires.
- Purchase 1 central main distribution switch to replace aging switch at a site
- Renew anti-virus and content filtering licenses district-wide
- Renew service contracts for all network switches district-wide
- Increase the offerings of online classes to include other programs in the district
- Continue to develop the integration of departments outside of Math, English Language Arts, Science and Social Studies to support the standards based on instruction of the core
- Continue to develop and distribute a schedule of technology training opportunities.
- Continue monthly/Quarterly articulation meetings with districts in the Santa Maria Valley.
- Evaluation of yearly activities and impact on student learning using CAHSEE, CST, Benchmark assessments, student work and student electronic portfolios.
- Continue to recruit feeder schools and districts into the new K12HSN Node site.

5.d. Monitoring the Process for Success

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

The district technology committee will be the main body for monitoring all aspects of the technology plan. However, the Director of Information Systems will be the main person responsible for making decisions regarding the infrastructure of the district. The evaluation of the student scores, student work, benchmark assessments and student electronic portfolios will be under the direction of the sites with the preliminary and final data coming to the DETC. The Information Systems department is responsible for the technical support of technology use in the district. Discussed during regular technical support staff meetings are current problems and projects. These meetings provide a chance for problem-solving, future-needs planning, and for determining how the department will work to accomplish the goals of the district technology plan. The Director of Information Systems reports directly to the Assistant Superintendent of Business Services and conducts formal reporting quarterly, which includes information regarding network system status, project progress, and an analysis of technical support service requests and IT Budget conditions/needs. In addition, the Director of Information Services collaborates with the Assistant Superintendent of Curriculum and Instruction in order to ensure curricular goals are met. This constant communication and evaluation ensures the district infrastructure and support abilities are sufficient to support the goals of the technology plan. Each of the goals in 5.c. has a series

of articulated monitoring strategies through the school administration, site technology team, district administration and DETC.

6. Funding and Budget Component

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

The primary purpose of technology is to support teaching and learning. Thus, the budget is the educational plan translated into dollars with the overall technology plan as our roadmap to that end.

The district utilizes General Fund (GF) unrestricted dollars to provide staffing of the entire Information Systems department, all major support servers, software, internet connectivity service, VoIP service and various other infrastructure needs. Additionally, the GF provides allocations to the school sites to support their instructional programs, which in turn allows for the purchase of software, computers, scanners, printers, professional development opportunities, etc.

The district applies for E-rate discounts to augment the limited funds available for technology needs. The E-rate discounts are applied to telecommunication services for local and long-distance services, cell phone services, Internet access, enterprise network, web hosting and public notification services. This amount varies from year to year, but valued \$224,195 in 2009.

The Microsoft K12 vouchers for \$381,000 have been almost totally subscribed in the past few years replacing computers and software. Additionally, the district will apply for any future funds available to continue to replace hardware and software from this program.

Participation in the K12HSN will further expand the district's bandwidth at a significantly reduced cost to the district. This partnership between SMJUHSD and K12HSN will also benefit other local school districts enabling all of us to better utilize our limited resources.

Federal categorical funds (such as Title I, Title II, EETT Carl Perkins Vocational Education Funds) and various state categorical funds (such as EIA-LEP and QEIA) are utilized to employ PLATO Lab Technicians, purchase equipment, PLATO software licenses and training and provide a multitude of professional development opportunities for instructional staff.

Local General Obligation Bonds from Measure C-2004 continue to provide \$200,000 annually to purchase student computers. Also, major infrastructure upgrades at the school sites continue to be funded by C-2004 when buildings are constructed or modernized.

6.b. Estimate implementation costs for the term of the plan (5 years).

The chart below identifies by major object the ongoing expenditures from the combination

of General Fund, Federal and State categorical funds, General Obligation Bonds, E-rate discounts, and various grants. The expenditures include professional development, technology staff positions, software licenses, capitalized and non-capitalized hardware, internet access, telecommunication services and infrastructure.

Major Object of Expenditure	Year One 2010 - 2011	Year Two 2011- 2012	Year Three 2012 - 2013	Year Four 2013-2014	Year Five 2014-2015	Expenditure Detail
1000-1999 Certificated Personnel Salaries	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	Release Time for Prof Development, curriculum writing and sub teachers
2000-2999 Classified Personnel Salaries	\$1,214,000	\$1,238,000	\$1,263,000	\$1,288,000	\$1,314,000	Technicians, HelpDesk, Info Systems personnel, Plato Lab technicians, IT manager
3000-3999 Employee Benefits	\$404,000	\$ 412,000	\$ 420,000	\$428,000	\$437,000	Fixed costs for positions above
4000-4999 Books and Supplies	\$815,000	\$815,000	\$815,000	\$815,000	\$815,000	Plato Lab License, Switches, non-capitalize equipment such as computers and printers, software, supplies
5000-5999 Services and Other Operating Expenditures	\$360,000	\$ 360,000	\$ 360,000	\$360,000	\$360,000	Travel/Conf for Prof. Dev., Repairs, Maintenance. agreements, ERATE-discounted services include: Internet access, Telecommunication services & Cell phone services
Indirect Costs at an Established Rate (excluding the 6000-6999)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	Only applies if categorical funded, therefore, none shown.
6000-6999 Capital Outlay	\$300,000	\$ 300,000	\$ 300,000	\$300,000	\$300,000	Switches, Servers, Infrastructure Upgrades to school sites
Total Funds	\$3,143,000	\$3,175,000	\$3,208,000	\$3,241,000	\$3,276,000	

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

The district does not have a **formal** replacement plan in place. However, the DETC has created a desired replacement schedule (pending available funding) as follows:

Computer Hardware	Replacement Plan	Funding Source
Classroom computers	After five years	Bond C-2004 or site funds (as available)
Administrative, Teacher and Support staff computers	After three years	General Fund budgeted line item
District mission critical servers	Every three years	General Fund – IS budget
Site mission critical servers	Every five years	Site budgets
Library servers	After five years	Site budgets

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 Assistant Superintendent of Business Services in collaboration with the Assistant Superintendent of Curriculum and Instruction will monitor the district technology needs and make recommendations accordingly each fiscal year during the budget planning process. The District’s Educational Technology Committee (DETC) will serve in an advisory role to advise, recommend, and monitor the implementation costs and any new funding opportunities that would support the goals and objectives in the technology plan. The DETC meets monthly during the school year and will review the progress in the plan. Since the Assistant Superintendent of Business Services is the primary point of contact for monitoring funding opportunities and pursuing those that meet the district’s needs, the Assistant Superintendent of Business will present funding decisions after consulting with the Assistant Superintendent of Curriculum and Instruction and the DETC to the Superintendent and ultimately the Board of Education for final approval.

The Director of Information Systems is the primary individual who monitors infrastructure needs and notifies the Assistant Superintendent of Business when equipment or software is in need of replacement and they jointly develop each year’s annual budget requirements for technology in conjunction with the Curriculum and Instruction Department.

7. Monitoring and Evaluation Component

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

Monitoring and evaluation have been specified for each curricular goal and timelines throughout the plan. The District’s Educational Technology Committee (DETC), comprised of teachers, staff members, employee organizations’ representatives, and administrators, monitors and evaluates the overall plan’s effect on teaching and student learning. Along with surveys and student work samples, the DETC will review achievement tests, grades, and/or student work for the purpose of determining the plan’s impact on student learning.

The DETC will meet monthly to review plan implementation and reports will be presented to the superintendent and the Board of Education annually.

The level of technology used by both staff and students will be measured in a variety of ways. Student technology use will be measured on an annual basis through the Student Technology Survey. Student curricular objectives will be monitored as indicated in section 3 as well as reviewed quarterly by the DETC. Equipment inventories may be used to analyze equity and access issues for students and teachers. Other indicators of student success are grades, credits earned, test scores, dropout rates, student attendance, and other student work. The DETC may also analyze computer and library usage as needed.

Professional development will be aligned to technology needs. The effectiveness of professional development in the area of educational technology will be determined through evaluation, classroom applications, interviews, and observations.

In addition, the DETC will interact and collaborative with the District's Curriculum Council, made up of department chairpersons across the District.

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

The District's Educational Technology Committee (DETC) will meet monthly to oversee the implementation of the plan and make changes as necessary.

Objective	Evaluation Instrument(s)	Data to be Collected	Schedule for Evaluation Program	Analysis and Modification Process.
Goal 1: To improve students' scores to proficient and advanced in the areas of English Language Arts, mathematics, science, and social science.				
1.1	CAHSEE and CST test results	Percentage of students who are proficient and/or advanced as indicated on the CAHSEE for ELA and mathematics and CST for science and social science.	As soon as CAHSEE and CST results are released.	CAHSEE and CST data will be collected and reviewed with recommendations for technology program modifications made to site administrators, Curriculum Council, and District Technology Plan. Data and modifications to be shared with district stakeholders.
Goal 2: All students will acquire 21st Century technology and information literacy skills as measured by the ISTE NETS Student Technology Standards.				
2.1	NETS	Percentage of students who are proficient or above as measured by the NETS Rubric for 12 th grade students.	As soon as NETS results are released.	NETS data will be collected and reviewed with recommendations for technology program modifications made to site administrators, Curriculum Council, and District Technology Plan. Data and modifications to be shared with district stakeholders.
Goal 3: 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).				
3.1	Student Technology Survey, classroom observations, student	Results of Student Technology Survey,	By the end of the school year annually.	Analysis of results by both the District's Educational Technology Committee with input from the Curriculum Council.

	work samples.	collaboration regarding ethical technology use by students with the Curriculum Council.		
Goal 4: Students will be educated about Internet safety.				
4.1	Student Technology Survey and Internet Safety curricular resources.	Results of student surveys.	During the ninth and twelfth grade year.	Analysis of results by both the District's Educational Technology Committee with input from the Curriculum Council.
Goal 5: District policy and practice will ensure equitable technology access for all students.				
5.1	Student to computer ratio.	Annual student to computer ratio by school site and compared to overall district ratio.	Once a year.	Analysis of results by the District's Educational Technology Committee.
Goal 6: Technology will be used to support the district's student record keeping and assessment efforts in order to be more efficient and supportive of teachers' efforts to meet individual academic needs.				
6.1	Student data, curricular and management systems, including but not limited to AERIES, Edusoft, and PLATO.	Student test scores, grades, attendance, course completion.	Ongoing	Analysis of effectiveness of technology resources to support academic achievement by the District's Educational Technology Committee, Curriculum Council, Cabinet, and other District stakeholders.
Goal 7: Technology will be used to improve two-way communication between home and school.				
7.1	Technology resources which may or may not include ABI Parent portal, teacher webpages, school's websites, ConnectED, TeleParent.	Increased home and school communication as indicated by usage logs, participation at school events, and parent interviews.	Annual basis	Analysis of results by the District's Educational Technology Committee.

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

The District's Educational Technology Committee will prepare recommendations for modifications to the plan and present them to Curriculum Council and the Board of Education annually. After review and comment on these recommendations the plan will be updated on an annual basis. When mid-course corrections are necessary, the DETC will have the authority to request, approve and allocate resources to effect change in technology initiatives.

8. Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology.

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

The local community college, Allan Hancock Community College, is the primary provider of adult literacy programs. Until recently, the Santa Maria Joint Union High School District did provide adult literacy classes through the Community-Based English Tutoring (CBET) program and adult education classes. However, these funds are no longer accessible.

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.

The following overarching technology goals guide the objectives for sections 3, 4, and 5 and are supported below with research.

1. All students will reach proficiency levels in the areas of English Language Arts, mathematics, science, and social science.
2. All students will acquire 21st Century technology and information literacy skills as measured by the ISTE NETS Student Technology Standards.
3. All 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).
4. All students will be educated about Internet safety.
5. All students will have equitable technology access for all students as supported by District policy.
6. Technology will be used to support district's student record keeping and assessment efforts in order to be more efficient and supportive of teachers' efforts to meet individual academic needs.
7. Technology will be used to improve two-way communication between home and school.

The following relevant research was examined and integrated into our plan. The research that was selected emphasizes best practices for technology integration in the curriculum and important factors that contribute to successful professional development. Santa Maria Joint Union High School District's philosophy is that technology is an instructional tool and should be infused into the curriculum. Technology is not a stand-alone but an integrated part of the instructional program at all levels.

Technology supports and enhances student achievement

The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century. (2001). The CEO Forum
<http://www.ceoforum.org/downloads/report4.pdf>.

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement

strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

How the research has been and will be used: Consistent with this research, SMJUHSD will carefully analyze learning resources and lessons both for alignment with California Curriculum Content Standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, SMJUHSD will continuously monitor its attainment of the goals and objectives of the 2010-2015 District Technology Plan, and will report results annually to the superintendent, the school board, and the public through the school board meetings. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

Maximizing Technology Resources

Ringstaff, Cathy; Kelley, Loretta. (2002). The learning return on our educational technology investment. A review of findings from research. West Ed.

http://www.wested.org/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.

How the research has been and will be used: Consistent with this research, SMJUHSD's Educational Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring of the plan itself is built into the plan.

Technology integration and online support

The CEO Forum school technology and readiness report. The power of digital learning:

Integrating digital content. (2000). The CEO Forum.

<http://www.ericit.org/fulltext/IR020402.pdf>

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st Century skills. The report presents a vision for digital learning. The power of digital learning is discussed, including the need for digital learning, the power and potential of digital learning, reasons why digital content is essential to digital learning, digital learning environments, digital learning develops 21st Century skills, shifting to digital learning environments, models from the business

community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content.

How the research has been and will be used: Consistent with this research, in the development of this Technology Plan, SMJUHSD has followed, and will continue to follow, the steps recommended in the report. In alignment with the report, SMJUHSD has identified educational goals and linked technology resources to those objectives; established student outcomes and performance standards that will be achieved by the inclusion of technological resources; and determined a process for measurement and evaluation of the outcomes and a process to modify the plan accordingly.

Professional development

Designs for learning: An introduction to high quality professional development for teachers. The California Department of Education.

<http://www.cde.ca.gov/pd/pdf/designsintro.pdf>

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement.

How the research has been and will be used: SMJUHSD has designed a professional development program consistent with the recommendations made in this document. The professional development programs address the needs of professionals at their respective levels. All professional development activities will be monitored, evaluated and modified, as described in the plan.

Improve two-way communication and expand technology usages

Valdez, G., McNabb, M., et. al. (May, 2000). Computer-based technology and learning: Evolving uses and expectations. North Carolina Regional Educational Laboratory.

<http://ericit.org/fulltext/IR020868.pdf>

This research report takes an in-depth look at the three distinct phases of technology uses and expectations: Print Automation, Expansion of Learning Opportunities, and Data-Driven Virtual Learning. For each it addresses two important and highly interrelated questions facing educators as they try to determine the best use of technology in educational settings: (1) What evidence is there that the use of computer-based technology in each phase has a positive effect on learning; and (2) What significance do the findings from each phase have for educators today as they try to make technology-related decisions that have an impact on student learning?

How the research has been and will be used: Consistent with this research, and following the recommendations made in the report, SMJUHSD has designed and will continue to:

implement a plan that provides an opportunity for technology to make learning more interactive; individualize and customize the curriculum to match learners' developmental needs as well as personal interests; capture and store data for informing data-driven decision making; enhance avenues for collaboration among family members and the school community; and improve methods of accountability and reporting.

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 (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).

Santa Maria Joint Union High School District believes in being proactive and innovative in examining ways to deliver curriculum and professional development. The District is committed to increasing course offerings through the use of technology and exploring distance learning opportunities for students. This year the use of an On-Track credit recovery program has been launched to address limited summer school offerings and discontinuation of the concurrent courses offered by the adult school. In addition, other virtual educational opportunities are being explored.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate documentation.

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

Kathy Frazier
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Assistant Superintendent of Curriculum and Instruction
TITLE OF AUTHORIZED REPRESENTATIVE

Kathy Frazier
SIGNATURE
DATE

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	6	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).		Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).		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.	8	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.	11	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.

c. Summary of the district’s curricular goals that are supported by this technology plan.	Page in District Plan 16	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.	17	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district’s curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	29	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	32	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	34	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	37	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan’s goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	Page in District Plan 39	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	41	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	43	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	44	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.	44	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	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 - 3j) of the plan.	51	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	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.	53	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.

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan 54</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>54</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>55</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>61</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>63</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>63</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. List established and potential funding sources.</p>	<p>63</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>

b. Estimate annual implementation costs for the term of the plan.	Page in District Plan 64	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	65	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Technology funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	65	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	66	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.	66	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.	66	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 technology plan stakeholders.	68	The plan describes the process and frequency of communicating evaluation results to technology 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).	68	Example of Adequately Addressed	Example of Not Adequately Addressed

<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>	<p>Page in District Plan</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>68</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>68</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>71</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 F – Private/Nonprofit schools

Appendix G – Minimum Specifications for Purchases or Leases

Appendix I – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 42-63910

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

LEA Name: Santa Maria Joint Union High School District

*Salutation Dr.
*First Name Kathy
*Last Name Frazier
*Job Title Assistant Superintendent of Curriculum & Instruction
*Address 2560 Skyway Drive
*City Santa Maria
*Zip Code 93455
*Telephone (805) 922-4573 Ext. 4211
*Fax (805) 928-9916
*Email kfrazier@smjuhsd.org

Please provide backup contact information.

1st Backup Name: Larry Dragan, Director of Information Systems

1st Backup E-Mail: ldragan@smjuhsd.org

2nd Backup Name: Gabby Nuñez, Administrative Assistant

2nd Backup E-Mail: gnunez@smjuhsd.org

*Required information in the ETPRS