

BELLA VISTA ELEMENTARY SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN JULY 1, 2006 – JUNE 30, 2011



County Name: Shasta County
District Name: Bella Vista Elementary School District
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Table of Contents

Acknowledgments	1
Appendix I: Benchmark Review Form	2
District Summary (Criteria Item 1)	
District Profile	4
Education Technology Plan Overview	5
Mission Statement	5
Overview	5
Vision	5
Plan Duration	6
Stakeholders Involvement (Criteria Item 2)	6
Stakeholder Groups	7
Curriculum Driven Technology Goals (Criteria Item 3)	9
Professional Development and Implementation (Criteria Item 4)	33
Infrastructure, Hardware, Technical Support, and Software (Criteria Item 5)	43
Funding and Budget (Criteria Item 6)	49
Monitoring and Evaluation (Criteria Item 7)	54
Effective Collaborative Strategies With Adult Literacy Providers to Maximize the Use of Technology Criterion (Criteria Item 8)	56
Effective, Research-Based Methods, Strategies, and Criteria (Criteria Item 9)	57
Appendix	
Appendix A--Teacher Technology Standards	62
Appendix B -- Student Technology Standards	63
Appendix C-- Criteria for EETT Funded Education Technology Plans	65
Appendix D-- Parent/Student AUS (Acceptable Use of Standards	74
Appendix E -- California School Technology Survey 2003	75
Appendix J – Technology Plan Contact Information	79

Acknowledgments

School Board of Trustees

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District Educational Technology Plan Team

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Financial Personnel

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Site Administrators

George DeFillipo

Teachers

Rene` Griffiths
Niki Manning
Teri Minor

Parents / Students

Kathleen Hankins

Government Agencies

CTAP Region 2, EdTech Plan Coordinator – Nancy Silva
Director of Technology, Shasta County Office of Education

Institutes of Higher Ed., Community Groups & Businesses

Bella Vista Water District
My-T-Fine Foods
Shasta College

Appendix I – Education Technology Plan Benchmark Review

California Department of Education
Enhancing Education Through Technology (EETT)
Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

EETT-F02BR

Education Technology Plan Benchmark Review For the grant period ending June 30, 2006

IDENTIFYING INFORMATION:

CDS # 45698726050074

Applicant Name: Bella Vista Elementary School

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

Technology will be integrated to support increased achievement in the areas of Language Arts, Social Science, Science, Mathematics through standards based curricular activities

- Teacher will collect and evaluate 2 student-produced documents during the course of each semester.
- Teacher will assess all portfolios at end of year and report percentages of students that have produced at least two appropriate grade level formatted, word processed documents as the tool by which to exhibit proficient standards aligned writing skills to the district curriculum coordinator
- District Curriculum Coordinator will identify results and report back to school site department chairs and administration for program modifications where objectives were not met

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

Bella Vista School District staff will participate in preliminary proficiency technology coursework focused on the use of basic computer applications including e-mail, word processing, electronic publishing, spreadsheets, databases, Internet research, and presentation software.

- Site Administrator will evaluate and record successful completion of CTAP 100 portfolio and report percentages of staff meeting this requirement to Technology Coordinator
- Technology Coordinator will communicate results to Technology Committee
- Technology Committee will formulate any required program revisions and forward general program information and subsequent recommendations to Superintendent/Principal
- Superintendent/Principal will report information to School District Board and formalize any needed program revisions based on Technology Committee recommendations, then communicate modified program planning back to site-based administrators and Technology Coordinator
- Technology Coordinator will document plan revisions and forward revised technology plan to appropriate offices at State Department of Education and report information out to parents and stakeholder groups via District web site, ensuing District parent newsletter, and parent e-Letter
- Technology Coordinator and Superintendent/Principal will implement program revisions with District Instructional Staff

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 supporting documentation?

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

For CDE Use Only

Date Added: _____

Selected For Random Review: _____

Comments:

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

District Profile

The Bella Vista Elementary School District is located about 168 miles north of Sacramento in the north valley. The district covers 90.11 square miles. The following data offers a snapshot of our district during the 2004-05 school year from the Ed Data (<http://www.ed-data.k12.ca.us/welcome.asp>) and Dataquest (<http://data1.cde.ca.gov/dataquest/>) web sites.

Bella Vista Elementary School District 2004-05 School Data				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	1	415	25.6	16.2
Total	1	415	25.6	16.2

Bella Vista Elementary School District, Students by Ethnicity 2004-05		
	District	
	Enrollment	Percent of Total
American Indian	35	8.4%
Asian	3	0.7%
Pacific Islander	0	0.0%
Filipino	2	0.5%
Hispanic	41	9.9%
African American	0	0%
White	334	80.5%
Multiple/No Response	0	0.0%
Total	415	100%

Bella Vista Elementary School District, Student & Teacher Data 2004-05	
English Learners	0
Fluent-English-Proficient Students	0
Students Re-designated FEP	0
% Fully Credentialed Teachers	96.6%
Pupil Teacher Ratio	16.2
Avg. Class Size	22.6
Free or Reduced Price Meals	53.3%

EDUCATION TECHNOLOGY PLAN OVERVIEW

MISSION STATEMENT

The staff and community of Bella Vista are dedicated to the purpose of bringing every student to his/her highest potential in a safe environment. We will strive to provide each student with a command of the basic skills and a sense of her/his own purpose, identity and self worth within a school setting. It is essential that we develop in each student the ability to think and recognize and select means of solving problems so that he/she can constructively participate in society.

OVERVIEW

Bella Vista School District is a one school district comprised of Kindergarten through Eighth grade, serving the children in and around the community of Bella Vista. Bella Vista is dedicated to integrating technology into all areas of the curriculum. We are also committed to the acquisition and support of educational technology which provides all teachers and students with attainable contexts for learning. Implementing technology-based solutions into all functions and processes of instruction, management and communication is the responsibility of district and school site curriculum and technology leaders. To facilitate this, the technology leaders need to accomplish the following roles:

- Orchestrate the implementation of our technology plan components with stakeholders.
- Keep the technology funding flowing and manage the technology budgets.
- Keep the infrastructure, hardware, and software are up to date.
- Provide high-quality service to users on an ongoing basis.
- Implement technology solutions that will make accountable differences in instruction, assessment, and management of students as well as improve communication and collaboration.

This revised Technology Plan is the result of many hours of discussion, and collaboration among the administrators, technology committee, teachers, and parents. The original District Technology Committee was formed in the fall of 2000. The committee developed a comprehensive, research-based Education Technology Plan for the 2002-2006 school year that was reviewed, revised, and adopted by the district school board and subsequently approved by the California Department of Education in 2002. We have made great strides in the accomplishment of the goals set forth in our original tech plan and are positively moving forward with this updated tech plan.

Our Education Technology Plan is intended to serve as both a guide for technology related decision making and an instrument to monitor and evaluate progress toward identified goals and objectives. An updated assessment of district technology status, needs, and resources has been completed for each section of our revised tech plan and has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

Vision

- Effective educational technology is dependent on all children having access to—and being ready to use—engaging technology-supported learning opportunities.
- Technology brings new approaches to teaching and learning that provide more opportunities to ensure that all students can successfully engage and participate in an academically rigorous environment.
- Technology's tremendous influence on society has changed what children need to know and be able to do in order to ensure their future success as learners within our classrooms and members within our communities.

1A. PLAN DURATION

The Bella Vista Elementary School District educational technology plan covers five years, from July 1, 2006 through June 30, 2011. It will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology. Our technology committee will annually review the plan and monitor all components and objectives set forth in this plan. Any modifications required through this review will be communicated to both the Superintendent/Principal and School Board. The Technology Coordinator will then work with the Superintendent/Principal to implement any required revisions directly with District Site-Based Administrators. The Program Timeline, Appendix C, will outline in detail the schedule for all activities and program components identified in this District Education Technology plan and for all subsequent monitoring processes and responsibilities throughout our plan duration.

There will be ongoing communication between the Technology Coordinator and the staff throughout the year. A written report will be submitted to the Technology Committee regarding the state of the Technology plan, which shall be included in the Committee's report to the Superintendent/Principal, and the School Board by December and the staff by January.

2A. STAKEHOLDERS

Our District's original Technology Committee has become our implementation oversight team. The group is comprised of representatives from the district, school and community who are responsible for implementing the plan, including district curriculum, data, and Technology Director; administrator, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses.

The technology committee meets monthly, or as often as needed. The Technology Director provides stakeholders with a system for ongoing input and updates regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan. In addition, progress is reviewed at monthly district education support meetings with site administration to:

- Evaluate the status of the current technology plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.

This plan builds upon and incorporates the work of previous planning committees and district plans.

As stakeholders review technology plan outcome and process data, the following key questions are addressed:

- Are the district and schools' visions for student success aligned to today's knowledge-based, Digital Age? Are administrators committed to the vision?
- Is student academic achievement improving where technology is being used effectively?
- Are students demonstrating proficiency in technological literacy?
- Are educators proficient in implementing, assessing, and supporting a variety of effective practices for teaching and learning?
- Do students and school staff have robust access to technology - anytime, anywhere - to support effective designs for teaching and learning?
- Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the district's vision of technology integration?

Stakeholders Chart

Type of Stakeholder	Name of Partner	Role in Development of the Technology Plan	Role in Ongoing Support of the Project
Parents Representative	Kathleen Hankins	Provided and reviewed information	Participation in review
Board Member	Andrea Williams	Provided and reviewed information	Participation in review
Technology Coordinator	Christine Baldwin Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
Superintendent/ Principal	Mr. George DeFillipo Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
Site Teachers	Rene' Griffiths Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
	Nikki Manning Teri Minor Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
Community Businesses	My-T-Fine Grocery Store Tri County Bank	Provided and reviewed information	Participation in review
Government agencies, including county offices of education and CTAP	Shasta County of Education, CTAP Region II	Provided and reviewed information, support and guidance	Participation as needed

Stakeholder Groups

Administration – Superintendent/Principals

Design & Implementation Roles: Representatives on our Technology Committee provide site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

Representatives on our Technology Committee promote, direct, and facilitate the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21st century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems and monitor school performance and make adjustments based on school performance.

District Technology Personnel –the Technology Director and staff.

Design & Implementation Roles: Representatives on our Technology Committee provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

District Financial Personnel – the Director Fiscal Services

Design & Implementation Roles: Representatives on our Technology Committee provide coordination of technology funds and budget issues.

Site Teachers –Teachers representation from our Elementary School.

Design & Implementation Roles: Representatives on our Technology Committee provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

Parents / Students –Parents of children enrolled in our Elementary School.

Design & Implementation Roles: Representatives on our Technology Committee provide input on the district and schools' efforts to integrate technology and the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects.

Government Agencies – representatives from the California Technology Assistance Project (CTAP) Region 2.

Design & Implementation Roles: Representatives on our Technology Committee offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; compliance issues; hardware, software, and infrastructure.

Community Groups & Businesses –Computers For Classrooms and the local media.

Design & Implementation Roles: Representatives on our Technology Committee offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications.

Higher Education – Foothill High, Shasta College

Design & Implementation Roles: Representatives on our Technology Committee reviewed a draft of our tech plan and offered input on research-based best practices in the adoption and integration of technology by teachers and students.

The Bella Vista School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

3: CURRICULUM DRIVEN TECHNOLOGY GOALS

Overview

This section is the heart of our district technology plan. It addresses each of our six strategic curriculum driven technology goals and the development of each of our remaining technology plan components. State, district and site research-based curriculum planning documents and survey data, state and local student achievement results, and Ed Tech Profile survey data have served to guide our technology team in determining which research-based best practices to include in our 2006-2011 curriculum driven technology goals.

The following goals will strategically meet our students' need to acquire and refine their technology and information literacy skills in order to improve the effectiveness, efficiency, and ideally, the enjoyment of their learning experiences as they master the core content standards.

Goal 1: District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

Goal 2: District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

Goal 3: All Students will acquire district approved tech standards based on the National Education Technology grade level profile standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Goal 4: All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Goal 5: The district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Goal 6: The district and schools will use technology to improve two-way communication between home and school.

3a. Current Technology Access

Bella Vista School District is committed to equitable access to all technology for all students. The actions that underpin this commitment are defined in such legislation as The Individuals with Disabilities Education Act. As such, The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make

sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a “due process” procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child’s unique needs. Bella Vista School District holds itself accountable to all statutes set forth in this legislation and has taken every step necessary to develop the goals, objectives, and benchmarks found within this technology plan in a manner congruent with the mandates set for in this legislation.

The Bella Vista School District respects the use of technology, and requires all students who access the Internet to have a Parent/Student AUS (Acceptable Use of Standards) contract signed by their parent or guardian. This form is sent home the first week of school and is kept on file in the Computer Lab/Resource Center according to class. Teachers are responsible for monitoring the use of the Internet by students who have and do not have AUS agreements on file. Bella Vista School is committed to complying with CIPA (Children’s Internet Protection Act) in addition to being filtered by “X-Stop” through the Shasta County Office of Education. Bella Vista School District is dedicated to the purpose of bringing every student to his/her highest potential in a safe environment. The Internet contains an unregulated collection of resources, and the School District cannot guarantee the accuracy of the information or the appropriateness of any material that staff or a student may encounter. For this reason, each staff member/student and his/her parent/guardian shall sign and return an Acceptable Use Agreement before using the District’s on-line resources. This agreement shall specify user obligations.

According to our current California Technology Survey and district records, our student to computer ratio for computers four years old or newer is 10:1. All teachers at the school in our district have access to a minimum of one multi-media computer with internet access in their classrooms as well as in their Library/Media Centers, and Computer Labs, before, during, and after school hours. All teachers will schedule before and/ or after school access to computer programs and the Internet as needed students to complete classroom activities.

Elementary Schools

Bella Vista Elementary School:	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (<i>*instructional use</i>)	42
Total # of computers* 4 years old or newer with Internet access	42
# of computers* in Classrooms	120
# of computers* in Library/media centers	2
# of computers* in Computer Labs	34
# Available times for Student access to computers before and after school	as scheduled with Teacher

3b. Current Technology Integration in Curriculum

Bella Vista Elementary School District Technology Integration

District's current hardware use by site:	Hardware (site-based servers, individual workstations, peripherals)		
	Type of Use	Frequency of Use	
Site: Bella Vista School District	Technology Skills: K-2 3-5 6-8	<p>All students use classroom workstations, or the computer lab to utilize technology at this level to reinforce basic computer skills.</p> <p>Students will be introduced to the basic computer parts: Mouse, Tower, Monitor, CD-Rom, Keyboard and printer, with some basic keyboarding and word processing</p> <p>Students will be introduced to the basic keyboarding and word processing: opening, saving and printing. Also introduced to Internet communication and research skills</p> <p>Students will be proficiency of word processing with emphasis on saving, save as, editing, spell check, word replacement, cut and paste, inserting graphics, and printing, plus internet communication and research skills.</p>	Varied as needed to meet the needs of students, teachers, and curriculum throughout the quarter. Instructional Component
	Information Literacy: All students use classroom workstations and computer lab to participate in accelerated reading programs that test reading comprehension and Internet research projects as appropriate for grade level.	Varied as needed to meet the needs of students, teachers, and curriculum throughout the quarter. Instructional Component	
	Curricular Integration: All students use classroom workstations and/or library-computer lab to utilize technology at this level to reinforce basic skill practice in areas of reading, writing, Social Studies, Science and arithmetic.	Varied as needed to meet the needs of students, teachers, and curriculum throughout the quarter. Instructional Component	

District's current software use by site:	Software (site-based instructional and/or student-management systems)	
	Type of Use	Frequency of Use
Site: Bella Vista School District	Technology Skills: Windows 98, 2000, XP; operating systems Microsoft Office to reinforce basic computer skills	Varied as needed to meet the needs of students, teachers, and curriculum
	Information Literacy: Internet Explorer, and search engines to access information from the Internet. Online library and CD's are used for reference, CD's in classrooms subject matter as needed.	Varied as needed to meet the needs of students, teachers, and curriculum
	Curricular Integration: Microsoft Office is used for word processing, spreadsheet, presentation software, and web page design. Adobe Photoshop, PageMaker, is used for creation of the yearbook, and web page design. Accelerated Reading, Accelerated Math, Star Reading, Star Math, Math Facts and Edusoft are programs used for assessments and reinforcements for students. Jumpstart typing and Typing 10 are used to enhance students keyboarding.	Varied as needed to meet the needs of students, teachers, and curriculum
	Student Management: Aeries are used for student administration purpose. AERIES ONLINE Grade reporting, Online grade books and Class master are the grading programs and grade reporting to parents.	Varied as needed for the teachers, parents and administration

The following data offers a snapshot of hardware /software use and typical frequency and technology / information literacy skills integrated in the curriculum in our district from the 2004-05 Ed Tech Profile certificated staff survey data. Complete 2005-2006 data is available in our district Ed Tech Profile reports. <http://www.cde.ca.gov/ls/et/rs/techsurvey.asp>

District Software Used:

How often do teachers use the following technology tools for classroom instruction?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and Peripherals (scanner, printers, etc.)	8	5	3	3	1	2
Video based presentation devices (VCR/DVD, laser disc player, LCD projector, etc.)	2	3	7	5	4	1
Video based creation tools (video camera, digital camera, etc.)	2	1	5	4	5	5
Internet	12	2	3	0	4	0
Email	10	3	1	1	6	0
Hand-held electronic devices (PDA, GPS, heart monitor, etc.)	2	0	0	0	3	17

How often and in what subject areas teachers use technology tools for instruction.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Reading/Language Arts	4	2	5	5	0	6
Mathematics	2	2	5	1	3	8
Science	2	2	5	1	3	8
History/Social Science	1	3	3	3	2	8
PE/Health	0	1	0	1	5	11
Fine Arts	0	1	1	1	7	8
Business/Computer Science	1	0	1	1	4	11
Foreign Language	0	0	0	1	4	12
Home Economics	0	0	0	1	4	12
Industrial Arts	0	0	0	1	4	12
Careers	0	0	0	2	3	12

In what ways and to what degree teachers use technology tools (computers, video, Internet, and hand-held devices) at their school.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Create instructional materials	5	6	6	4	0
Deliver classroom instruction	3	2	7	4	6
Manage student grades and attendance	14	0	1	3	3
Communicate with parents or students	5	3	3	5	5
Gather information for planning lessons	4	4	6	3	5
Access model lesson plans and best practices	3	4	6	2	7

To what degree do teachers use the following technology tools at your school to support and improve home/school communication?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Voice Mail	8	2	2	1	4
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	8	1	1	1	6
Video Conferencing	0	0	0	1	15
Electronic Grading System	9	1	2	3	2
Online Student Assessments	5	0	3	2	7

Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations.	Library media center	Computer Lab	Classroom or other instructional areas	My students don't use technology tools.	Total Responses
My students use technology tools in	4	19	15	0	38

How often teachers require students to use technology tools for classroom assignments.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it
Computers and peripherals (scanner, printer, etc.)	5	4	5	6	1
Internet	2	3	6	3	7
Email	0	2	2	4	11
Hand-held electronic devices (EX: PDA, GPS, heart monitor, etc.)	0	0	0	1	7

How often teachers assign students in their typical classroom, work that involves using technology tools.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word processing	2	2	6	3	10
Reinforcement and practice	4	1	5	4	9
Research, using the Internet and/or CD-ROMs	3	1	5	6	8
Creating reports or projects	1	1	6	7	8

How often teachers assign students in their typical classroom, work that involves using technology tools.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Demonstrations or simulations	0	0	5	7	10
Correspondence with experts, authors, students from other schools, etc., via email or Internet	1	1	2	3	16
Solving problems or analyzing data	1	1	4	2	15
Graphically presenting information	1	1	3	4	14

3c. Summary of District’s Curricular Planning Documents

Summary of the district’s curricular goals and academic content standards as spelled out in various district and site comprehensive planning documents.

Bella Vista Elementary School District has established clear curricular goals tied to the academic content standards monitored by various district and site-based assessment systems, and referenced in comprehensive planning documents and efforts. The common underlying purpose of all our district improvement plans is to improve student achievement of the state content standards.

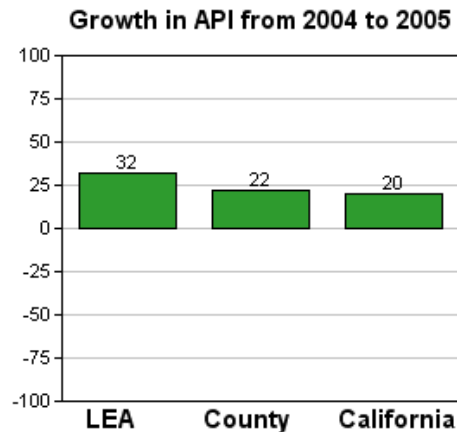
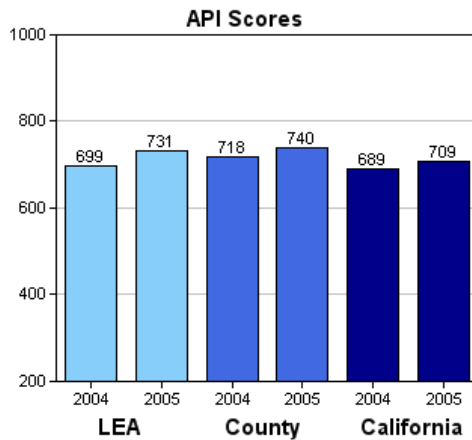
Our 2004-05 student achievement data indicates that our precise academic goals and objectives, aligned to both the content and cognition levels identified in the California Adopted Academic Content Standards and Frameworks, are having a positive impact at Bella Vista School. (See Student Achievement data that follows)

Progress on the Academic Performance Index (API) 2004-05 Reporting Cycle

District: Bella Vista

County: Shasta

Data Resource: <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>



2005 AYP Criteria Summary

Bella Vista made AYP meeting 13 of its 13 AYP Criteria

Data Resource: <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>

AYP components

Participation rate
 Percent proficient (AMOs)
 API as additional indicator
 Graduation rate

Met 2005 AYP criteria

Yes
 Yes
 Yes
 --

Data Resource: <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>

<i>Annual Measurable Objectives (AMOs) 2004-05</i> DISTRICT PERCENT PROFICIENT <i>Data Resource: http://ayp.cde.ca.gov/reports.asp</i>	English - Language Arts		Mathematics	
	Percent At or Above Proficient	Met 2005 AYP Criteria	Percent At or Above Proficient	Met 2005 AYP Criteria
LEA-wide	39%	Yes	45%	Yes
African American or Black (not of Hispanic origin)	-	-	-	-
American Indian or Alaska Native	44.4%	-	46.2%	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	40.0%	-	60.0%	-
Pacific Islander	-	-	-	-
White (not of Hispanic origin)	39.2%	Yes	44.2%	Yes
Socio-economically Disadvantaged	32.4%	Yes	39.6%	Yes
English Learners	-	-	-	-
Students with Disabilities	13.3%	-	23.3%	-

Bella Vista School District Curricular Goals

Bella Vista Elementary School Board adopts key goals annually are tied to and support the adopted, state approved, content standards in all academic areas. These key goals support the LEA plan on the district level. Bella Vista School ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based comprehensive single school plans for student achievement and School Accountability Report Cards (SARC).

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

1. Bella Vista School District will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By 2013-2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. Bella Vista School District will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
3. All students will be taught by highly qualified teachers.
4. Bella Vista School District will work with administration, teachers and staff to collect and analyze school and student data and develop continuous cycles and plans for school improvement including improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, conducive to learning and conducive to building student's internal and external resources.

These district goals and corresponding specific measurable objectives that support them can be found in the following district and site comprehensive planning documents.

Our state adopted academic standards, curriculum, pacing guides, assessments, interventions and professional development plans are articulated in our District Curriculum and Assessment Plan that is updated and modified each year. A copy of this guide is provided to each principal and teacher at the specified grade level(s) annually.

The Bella Vista School District's *2010 Strategic Plan* represents a working document to guide the improvement of student achievement and the quality of instruction for all students. The Strategic Plan includes measurable district strategies that call for: integrating state standards and assessment; improving teaching and learning; providing high quality professional development; providing equitable access to digital age skills and technology; nurturing linkages among district schools, parents, families, and communities; providing governance, funding, evaluation, and accountability.

To meet the District's Strategic Plan goals and objectives, each school site develops a *School Accountability Report Card (SARC)* that targets specific achievement goals for their school, with an action plan and evaluation component to measure success. Beginning with the 2003-2004 planning cycle, each school site included a technology component in their SARC that identifies the site's focus in relation to technology integration, implementation, and professional development.

Other district and site comprehensive planning documents and data that establish and/ or guide our standards-based curriculum include:

- The district adopted State Content Standards for K-8.
- The district LEA plan.
- No Child Left Behind compliance / implementation documentation.
- CDE and Federal district-wide school achievement data from annual AYP, API, and STAR results.
- The CDE's Academic Performance Survey (APS) and District Assessment Survey (DAS)
- The District's Master Plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.
- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. The GATE plan supports the provision of services that are integrated into the regular school day as differentiated learning experiences that are based on the core curriculum.
- The Policy and Procedures handbook which details the District's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site-based Single Plans for Student Achievement, SARC, WASC, and CPM self-study reviews and actions plans. School Improvement Program (SIP), categorical programs, and other program goals, which vary from site to site.
- Our current district Educational Technology Plan.

3d- 3h. Curricular Driven Technology Goals and Implementation Plans

3i -3j. Benchmarks, Timelines, Monitoring, and Evaluation

All of the Curriculum Component Criteria 3d-3j elements are included in the curricular driven action plan charts in the Component 3 pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state approved content standards.

Here is a summary of our curricular driven Ed Tech goals. The details can be found in the charts that follow.

3d. To Improve Teaching and Learning

Goal 1: Bella Vista School will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

Goal 2: Bella Vista School will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

3e. For Student Acquisition of Technology and Information Literacy Skills.

Goal 3: All district students will acquire district approved tech standards aligned to grade level NETs standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

3f. For Appropriate Access to Technology for All Students

Goal 4: All district students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

3g. To Make Student Record Keeping & Assessment More Efficient and Useful

Goal 5: Our district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and research/ data driven decision-making.

3h. To Make Teachers and Administrators More Accessible to Parents.

Goal 6: Bella Vista School District will use technology to improve two-way communication between home and school.

District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3d, 3i-j)

Goal 1 –Bella Vista School District Curriculum Goal Supported by Technology - E/LA & Technology
Goal 1: Bella Vista School will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year. Target Group: All students including special education, English Learner, and GATE students.
Specific Measurable Objective by June 30, 2011
Objective: 1a: By the 2010-11 school year, A minimum of 70% of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time. (70% is approx. NCLB AMO benchmark for all students in 2011)
Annual Benchmarks - Year 1: minimum of 45% in the 2006-07 school year Year 3: minimum of 55% in the 2008-09 school year Year 2: minimum of 50% in the 2007-08school year Year 4: minimum of 60% in the 2009 -2010 school year Year 5: minimum of 70% in the 2010-2011school year.
Evaluation Instrument(s) & Data
Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in English/Language Arts; Data: Percentage scoring proficient or above
Instrument: Grade/subject level district professional development and collaboration meeting times / agendas / participation records and outcomes. Data: % of teachers participating: Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.
Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices, and arrangements.
Instrument: Annual Site Academic Software Survey: Data: Curriculum-based state and district approved software and productivity software being used at each site.
Instrument: Annual CTAP-squared I-assessment: Data: teacher's self assessed technology and integration skills
Data reviewers District Administrator, District curriculum, data, and Technology Director will analyze annually in late August / September after state releases data.

(Objective 1a - Continued on next page)

Goal 1: Objective: 1a - E/LA & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Annually, provide professional development on adopted curriculum and technology resources (such as AB 466 E/LA for teachers, AB 75 training for site Administrator)	CLRN and district approved curriculum software such as Renaissance Learning and <i>Accelerated Reader</i> , <i>Accelerated Math</i> , <i>FrontPage</i> , a variety of grading programs such as <i>Grade Book</i> and <i>AERIES ONLINE</i>
3. Beginning in fall 2006 and every year thereafter, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	<i>Grade reporting</i> , Web-based student assessment platform such as <i>Edusoft</i> .
4. By fall 2007, design and distribute an annual site academic software usage survey.	Microsoft Office and other productivity software.
5. By fall 2007, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.	Internet Resources
6. Beginning in the fall 2007 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey.	Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	CTAP Online Professional Development.
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (k-8).	
10. Continue to monitor targeted intervention time aligned with adopted program (k-8). Targeting the lowest performing students.	
11. Ensure and assist all teachers to become fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	
12. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	
Monitoring	
District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: Most of the aforementioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October 1.	
Person(s) responsible: District Administrator, in addition, the Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development, ensuring their instruction is based on standards-aligned objectives, and research based programs, practices, and arrangements.	

District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3d, 3i-j)

Goal 2-Bella Vista School District Curriculum Goal Supported by Technology – Math & Technology
<p>Goal 2: Bella Vista School will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.</p> <p>Target Group: All students including special education, English Learner, and GATE students.</p>
Specific Measurable Objective by June 30, 2011
<p>Objective: 2a: By the 2010-11 school year, a minimum of <u>70%</u> of all students will score proficient or above on the Math portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.</p> <p>(70% is approx. NCLB AMO benchmark for all students in 2011)</p> <p>Annual Benchmarks -</p> <p>Year 1: minimum of 48% in the 2006-07 school year Year 3: minimum of 60% in the 2008-09 school year</p> <p>Year 2: minimum of 55% in the 2007-08 school year Year 4: minimum of 65% in the 2009 -2010 school year</p> <p>Year 5: minimum of 70% in the 2010-2011 school year.</p>
Evaluation Instrument(s) & Data
<p>Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in Math;</p> <p>Data: Percentage scoring proficient or above with the content standards.</p> <p>Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule</p> <p>Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices, and arrangements.</p> <p>Instrument: Annual Site Academic Software Survey:</p> <p>Data: Curriculum-based state and district approved software and productivity software being used.</p> <p>Instrument: Annual CTAP-squared I-assessment:</p> <p>Data: teachers' self assessed technology and integration skills</p> <p>Data reviewers</p> <p>District Administrator, District curriculum, data, and Technology Director will analyze annually in late August / September after state releases data.</p>

(Objective 2a- Continued on next page)

Goal 2: Objective: 2a - Math & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites. CLRN and district approved curriculum software such as Renaissance Learning and <i>Accelerated Reader</i> , <i>Accelerated Math</i> , <i>FrontPage</i> , a variety of grading programs such as <i>Grade Book</i> and <i>AERIES ONLINE Grade reporting</i> , Web-based student assessment platform such as <i>Edusoft</i> . Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development. Web-based student assessment platform such as <i>Edusoft</i> .
2. Annually, provide professional development on adopted curriculum and technology resources	
3. Annually, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	
4. By fall 2007, design and distribute an annual site academic software usage survey.	
5. By fall 2007, create and distribute a matrix of CLRN approved Math curriculum and intervention software and online resources that is supported by the district. Track usage with annual survey.	
6. Annually provide professional development on district/ CLRN approved curriculum software and online resources as needed.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (k-8).	
10. Continue to monitor targeted intervention time aligned with adopted program (k-8), targeting the lowest performing students.	
11. Ensure and assist all teachers to become fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	
Monitoring	
District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The aforementioned actions are already underway annually in the district and will continue to be planned for and implemented after annual data driven needs assessments take place for each school annually no later than October 1.	
Person(s) responsible: District Administrator, in addition, the Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development, ensuring their instruction is based on standards-aligned objectives, and research based programs, practices, and arrangements.	

District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3e, 3i-j)

Goal 3 –Bella Vista School District Technology Skills and Information Literacy Goal	
Goal 3: All students in our district will acquire the National Education Technology grade level student profile standards to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.	
Target Group: All students including special education, English Learner, and GATE students.	
Specific Measurable Objective by June 30, 2011	
Objective: 3a - All students will pass the district approved based grade band technology assessments based on NETs by 2010-2011 school year. Teachers will learn to integrate the student skills in their academic curriculum assignments. Students will learn the skills (including technology productivity tools and information literacy) as appropriate, during their curricular assignments. Student proficiency will be tracked through end of year exit assessments/ portfolios (K-2, 3-5, 6-8).	
The Six Strands each have scaffold grade level (K – 2, 3 – 5, 6 – 8) specific standards and performance indicators.	
<ol style="list-style-type: none"> 1. Basic operations and concepts 2. Social, ethical, and human issues 3. Technology productivity tools 4. Technology communications tools 5. Technology research tools (Information Literacy) 6. Technology problem-solving and decision-making tools 	
Annual Benchmarks -	
Year 1: minimum of 0% in the 2006-07 school planning year	Year 3: minimum of 50% in the 2008-09 school year
Year 2: minimum of 25% in the 2007-08school year	Year 4: minimum of 75% in the 2009-2010school year
Year 5: 100% in the 2010-11 school year.	
Evaluation Instrument(s) & Data	
Instrument Annual Standardized District based Grade level Exit assessment/ survey based on student profile standards which include technology skills and information literacy.; Annual High school graduation computer competency assessment:	
Data: Percentage passing assessment	
Instrument: Annual CTAP-squared I-assessment	
Data: teachers' self assessed technology and integration skills	
Data reviewers	
District Administrator and Technology Director will analyze end of school year results annually in June.	

(Objective 3a- Continued on next page)

Goal 3: Objective: 3a - Technology Skills & Information Literacy Implementation Action Steps	Use of Technology
1. During the 2006-07 school year, a focus group of teachers, librarians, and media assistants, in the district help design the grade band student curriculum integration and assessments for k-8 technology and information literacy skills.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. By spring 2007, adopt grade level based standards for k-8 student technology skills and information literacy.	CLRN and district approved curriculum software such as Renaissance Learning and <i>Accelerated Reader</i> , <i>Accelerated Math</i> ,
3. Beginning in the summer/fall 2007 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 2) to k-8 teachers on integrating the student grade level skills and standards in their curriculum.	<i>FrontPage</i> , a variety of grading programs such as <i>Grade Book</i> and <i>AERIES ONLINE Grade reporting</i> , Web-based student assessment platform such as <i>Edusoft</i> .
4. By fall 2007, Students will begin systematically learning the skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	Microsoft Office and other productivity software.
5. By spring 2008, begin administering annually the standards-aligned grade span based exit assessments / portfolios for grades 2 & 5	Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
6. By spring 2009, begin administering annually the standards-aligned grade span based exit assessments / portfolios for grade 8 .	CTAP Online Professional Development.
Monitoring	
District Administrator and Technology Director will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Administrator, and Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the skills, and assessing the students.	

District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3f, 3i-j)

Goal 4 –Bella Vista School District Goal for Appropriate Access to Technology
Goal 4: All students in our district will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society. Target Group: All students including special education, English Learner, and GATE students.
Specific Measurable Objective by June 30, 2011
Objective: 4a – By June 30, 2011 our district average student to computer ratio will be 10 to 1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and district records). Annual Benchmarks - Year 1: Minimally maintain 10 students to 1 computer by June 2007. Year 3: Minimally maintain 10 students to 1 computer by June 2009. Year 2: Minimally maintain 10 students to 1 computer by June 2008 Year 4: Minimally maintain 10 students to 1 computer by June 2010 Year 5: Maintain or improve 10 students to 1 computer by June 2011 All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goal 3) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. English Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.
Evaluation Instrument(s) & Data
Instrument: Annual California School technology Survey Data: average student to computer ratio by school and district wide – Four years old or newer Instrument: Annual District Supplemental Tech needs and service survey including IEP, EL, and GATE program directors and educators in the district: Data: Technology Accessibility to all students including special technology needs (IEP, EL, and GATE) and feedback on new district communication and collaboration strategies. Data reviewers District Administrator, and Technology Director, will analyze end of school year results annually in June.

(Objective 4a- Continued on next page)

Goal 4: Objective: 4a - Appropriate Access to Technology Implementation Action Steps	Use of Technology
1. Annually leverage technology funding and grants to provide new computers and Computers for Classrooms to provide like new refurbished computers to schools and teachers participating in district Ed Tech professional development and to district schools with the highest student to computer ratio (as space permits).	<p>Adopted Text Supplemental Tech resources including publisher software and websites for IEP, EL, and GATE students.</p> <p>CLRN and district approved curriculum software for IEP, EL, and GATE students.</p> <p><i>Microsoft Office</i> and other productivity software.</p> <p>Internet Resources</p> <p>Peripherals such as LCD projectors, digital cameras, video cameras, and printers.</p>
2. Annually in the spring, systematic supplemental survey, and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities, and schedules.	
3. Annually install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year.	
4. Beginning in the 2006-07school year, conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings.	
5. Beginning in the 2006-07school year, cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the district Technology Director (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students.	
6. Beginning in the 2006-07school year, cultivate ongoing two-way communication between district English Learner program directors and educators, site administrators, and the district Technology Director (via e-mail/phone)and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards.	
7. Beginning in the 2006-07school year, cultivate ongoing two-way communication between district Gifted and Talented (GATE) program directors and educators, site administrators, and the district Technology Director (via e-mail/phone)and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum.	
8. By fall 2007, all students enrolled in district after school programs will have access to internet connected computers and curricular technology integration / homework support.	
Monitoring	
<p>District Administrator, Technology Director will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.</p>	
<p>Timeline: The timeline for the aforementioned actions begins during the first year of our five-year tech plan July 2007 –June 2007 and will continue annually.</p>	
<p>Person(s) responsible: District Administrator and the District Technology Director, district Special Ed, EL, and Gifted and Talented (GATE) program directors are responsible for the planning, development, implementation, and evaluation of all the aforementioned Teachers are responsible for attending professional development.</p>	

District Technology Action Plan July 1, 2006– June 30, 2011 (sections 3g, 3i-j)

Goal 5 –Bella Vista School District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making

Goal 5: Bella Vista Elementary School Districts will support the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

Target Group: Bella Vista Elementary (k-8)

Specific Measurable Objectives by June 30, 2011

Objective 5a: By June 2011, 80% of teachers will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

Annual Benchmarks

Year 1: 40% of **teachers** in the district by June 2007. **Year 3:** 60% of **teachers** in the district by June 2009

Year 2: 50% of **teachers** in the district by June 2008. **Year 4:** 70% of **teachers** in the district by June 2010.

Year 5: 80% of **teachers** the district by June 2011.

By June 2011, 80% of district **Teachers** will have implemented and integrated student assessment and data management system such as *Edusoft*.

Annual Benchmarks

Year 1: 40% of **teachers** in the district by June 2007. **Year 3:** 60% of **teachers** in the district by June 2009

Year 2: 50% of **teachers** in the district by June 2008. **Year 4:** 70% of **teachers** in the district by June 2010.

Year 5: 80% of **teachers** the district by June 2011.

Objective: 5b: By June 2011, 80% of district **teachers** will have access to Aeries, the District’s student information / attendance software / online suite tools and necessary training to use.

Annual Benchmarks

Year 1: 40% of district **teachers** by June 2007. **Year 3:** 60% of district **teachers** by June 2009.

Year 2: 50% of district **teachers** by June 2008. **Year 4:** 70% of district **teachers** by June 2010

Year 5: 80% of district **teachers** by June 2011.

Evaluation Instrument(s) & Data

Instrument: School / Classroom grade book software, Excel spreadsheets

Data: % of school sites and teachers using student assessment / spreadsheet software to inform instruction.

Instrument: District integrated student assessment and data management system training participation records and usage records

Data: % of school sites and teachers using integrated student assessment and data management system to inform instruction.

Instruments: District AERIES and Edusoft training participation records

Data: % of teachers completing *Aeries*, *Electronic Grade book training*; % of teachers using *AERIES ONLINE*,

Data reviewers

District Technology Director, school site Administrator, and school site tech coordinators will analyze end of school year results annually in June.

(Objective 5a, b, c- Continued on next page)

Goal 5: Objective: 5a,b Student Data Collection, Analysis, Reporting, and Decision Making	Use of Technology
Implementation Action Steps	
1. During the 2006-07 school year and every year thereafter until we meet our 2010-11 school year objective, the district will continue its rollout of an integrated student assessment platform at selected school sites. Participating teachers will get necessary training.	AERIES, AERIES grade book, and Aeries Online. A variety of grading programs such as <i>Class Master</i> and <i>Grade book Aeries Online</i> .
2. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	Web-based student assessment platform such as <i>Edusoft</i> .
3. Bella Vista Elementary schools currently are using Aeries as the student information system to report attendance. The other two components <i>Aeries grade book</i> and <i>AERIES ONLINE</i> will continue to be rolled out at district site, with priority given the hardware, infrastructure, and site administration support necessary to fully implement.	
Monitoring	
District Administrator and Technology Director will track the development and implementation of all activities and accomplishments monthly and report progress at monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Administrator and the Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.	

District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3h, 3i-j)

Goal 6 –Bella Vista School District Goal for Improving Parent Access to Teachers and Administrators
Goal 6: Bella Vista Elementary schools and District Office will use technology to improve two-way communication between home and school.
Target Group: Parents of all students including special education, English Learner, and GATE students.
Specific Measurable Objective by June 30, 2011
<p>Objective: 6a By June 2011, 30% of teachers at our 1 school will offer parents password protected, online access to their student’s attendance, assignments and grades through a web-based system such as AERIES ONLINE 6-8.</p> <p>Annual Benchmarks - Year 1: 10% of teachers by June 2007. Year 3: 20% of teachers by June 2009. Year 2: 15% of teachers by June 2008. Year 4: 25% of teachers by June 2010 Year 5: 30% of teachers by June 2011</p> <p>Objective: 6b By June 2011, the district site administrators, and teachers will have access to a classroom phone, voice-mail, and a district e-mail account and will provide this information to all parents at back to school night and via the school website.</p> <p>Annual Benchmarks Year 1: 60% of schools by June 2007. Year 3: 80% of schools by June 2009. Year 2: 70% of schools by June 2008. Year 4: 90% of schools by June 2010 Year 5: 100% of schools by June 2011</p> <p>Objective: 6c By June 2011, all district site administrators, and teachers will provide parents with timely school / class information via newsletters and flyers (translated in native home language as needed.)</p> <p>Annual Benchmarks Year 1: 40% of schools by June 2007. Year 3: 60% of schools by June 2009. Year 2: 50% of schools by June 2008. Year 4: 70% of schools by June 2010 Year 5: 80% of schools by June 2011</p>
Evaluation Instrument(s) & Data
<p>Instruments: Ongoing AERIES Online “how to access’ communications and/ or trainings, parent password requests, and usage records. Data: % of parents trained; % of parents requesting passwords; % of parents using <i>Aeries Online</i>.</p> <p>Instrument: Monthly Site Admin reports to district on implementation status of standards-based progress report mailings. Data: % of district schools that have implemented standards-based progress report mailings.</p> <p>Instrument: District and site based equipment and e-mail account records Data: % of teachers with access</p> <p>Instrument: School website and communication artifacts. Data: evidence of efforts to improve two-way communication</p> <p>Data reviewers District Administrator and Technology Director will analyze end of school year results annually in June.</p>

Goal 6: Objectives: 6a,b - Improving Parent Access to Teachers and Administrators Implementation Action Steps 5	Use of Technology
1. By fall 2006, develop an installation / replacement schedule for teachers and Administrator without phone, voice-mail, and/ or e-mail. Provide training as needed.	AERIES, AERIES grade book, and Aeries Online. A variety of grading programs such as <i>Class Master</i> and <i>Grade book Aeries Online</i> . Word, desktop publishing, and Outlook e-mail. District IT work order management system and equipment inventory database.
2. By June 2007, design and distribute a standardized district <i>Student at Risk</i> notification template letter to schools.	
3. By June 2009, ensure all district schools have the hardware, infrastructure, and training needed to implement the Parent Connect component of Aeries.	
4. By June 2011, all district schools will be providing access to Parent Connect and all district parents will have received information and/ or training about how to access Parent Connect student data.	
5. Continue to fund and maintain, district /school website where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.	
6. Annually provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community.	
Monitoring	
District Administrator and Technology Director will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Administrator and the Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data	

4. PROFESSIONAL DEVELOPMENT

4a. Summary of District Teachers' & Administrators' Technology Skills

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

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills from the Ed Tech Profile survey. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

Our district reviews Ed Tech Profile survey data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools use their site's Ed Tech Profile survey data and teacher input annually to plan for site-based professional development needs.

Site Administrators' Survey Data

The Ed Tech Profile survey was taken in April 2006 by the single school district's Superintendent / Principal. The administrator is at the intermediate levels with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

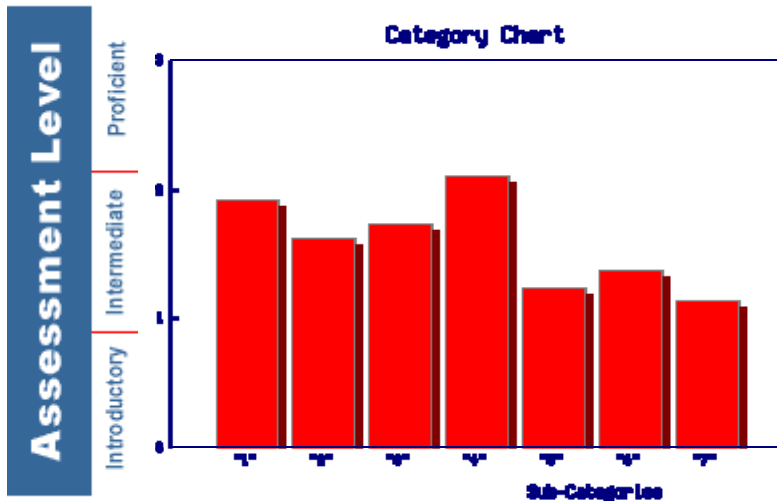
Implication: The district's Superintendent / Principal needs professional development opportunities in basic Personal Technology proficiencies.

District Teachers' Survey Data – See Chart on Next Page

Ed Tech Profile survey data of district teachers as of December 2005 indicates that most teachers are at similar intermediate levels as administrators with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

Implication: Teachers still need professional development opportunities in basic Personal Technology proficiencies. We will integrate basic skill training with integration training.

Bella Vista Elementary has 24 credentialed teachers, this chart represents the assessment summary for 23 teachers or 96%. It is important to note that this includes both fully completed and partially completed assessments.



- 1 General computer knowledge and skills (Includes 23 in calculation)
- 2 Internet skills (Includes 23 in calculation)
- 3 Email skills (Includes 22 in calculation)
- 4 Word processing skills (Includes 22 in calculation)
- 5 Presentation software skills (Includes 22 in calculation)
- 6 Spreadsheet software skills (Includes 22 in calculation)
- 7 Database software skills (Includes 23 in calculation)

In addition, the following district technology training preferences came from 2005 Ed Tech Profile survey data for the district and were factored into our professional development plans.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	11	15	0

The implication: Although we will continue to offer both Basic Personal Proficiency and Professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the need.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	9	15	6

The implication: We will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	10	9	0	2	10

The implication: We will offer technology training at a variety of times, with most offerings after school. Some professional development will occur during the school day with subs and during summer workshops and conferences.

4b-d. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

All of the Professional Development Criteria 4b-d elements are included in the teachers’ and administrators’ professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

Our three main Education Technology professional development goals over the next five years are:

Goal 1: All teachers in the district will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students as well as proficient with work specific productivity tools.

Goal 2: All teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Goal 3: District administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

The accomplishment of these goals will be met through the following:

Our Education Technology Professional development will encompass a three tiered professional development approach based on teachers’ individual technology training needs.

1. Annually as needed, we will offer Personal proficiency training on skills, including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills.
2. Annually as needed, we will offer Professional proficiency training on skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources such as SETs, and job specific productivity and assessment tools.

3. Annually as needed, we will offer Technology Leadership / Coach proficiency training: Training interested teachers as site-based coaches offering support to teachers as they work toward proficiency in tiers one and two.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our district's curricular goals. The district will offer a variety of training options such as the CTAP Online (www.ctaponline.org) learning portal, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology coaches and CTAP Online mentors available to each district site.
- District as well as site based annual face-to-face technology skill professional development opportunities.
- Anytime, anywhere online district technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes and supported by site based technology coaches.
- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using CTAP Online's *Course Builder* tool.
- CTAP Online technology integration training.
- Broad-based pre/post completions of the Ed Tech Profile survey and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator Ed Tech Profile survey data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources. National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site *What Works Clearinghouse* (<http://www.w-w-c.org/>). We will regularly examine and use relevant data from the *What Works Clearinghouse* (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. We will also rely on the County Office of Education, CTAP Region 2, and CTAP Online resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS) - which provides technical professionals in California schools improved access to training, support and other resources.

District Professional Development Plan July 1, 2006– June 30, 2011 (sections 4b-4d)

Goal 1 - District Professional Development Goal

Goal 1: District Site Administrators and Teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of students as well as proficient with work specific productivity tools.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2, , 3 & 4 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2011

Objective: 1a: By June 2011, **90%** teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the district approved tech standards for students. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

Annual Benchmarks

Year 1: minimum of 0% in the 2006-07 school planning year

Year 3: minimum of 50% in the 2008-09 school year

Year 2: minimum of 25% in the 2007-08school year

Year 4: minimum of 75% in the 2009-2010school year

Year 5: 100% in the 2010-11 school year.

Objective: 1b: By June 2011, **90%** ELA and Math teachers, who participate in educational technology professional development focused on technology integration including CLRN and/ or SBE approved curriculum based technology resources will become proficient.

Annual Benchmarks

Year 1: minimum of 50% in the 2006-07 school year **Year 3: minimum of 70%** in the 2008-09 school year

Year 2: minimum of 60% in the 2007-08 school year **Year 4: minimum of 80%** in the 2009-10 school year

Year 5: minimum of 90% in the 2010-11 school year.

Objectives 1a, b - Continued on next page)

Goal 1: Objective: 1a ,b, Evaluation Instrument(s) & Data	
<p>Instrument: Ed Tech Profile completed for all district sponsored Education Technology professional development programs</p> <p>Data: Administrators' and teachers' self assessed technology and integration skills</p> <p>Instrument: District and site-based training agendas and records</p> <p>Data: Professional development participation correlated with proficiency in I-assessment survey</p> <p>Data reviewers District Administrator, District curriculum, data, and Technology Director will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.</p>	
Goal 1: Objective: 1a ,b, Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post Ed Tech Profile survey by all who participate in district sponsored technology training programs.	<p>Microsoft Office Suite, e-mail, Internet.</p> <p>Peripherals such as LCD projectors, digital cameras, video cameras, and printers.</p> <p>CLRN approved curriculum-based software</p> <p>CTAP Online Professional Development.</p> <p>Online resources including SETs</p> <p>Ed Tech Profile</p>
2. Annually, in June, analyze i-assessment administrator and teacher technology and integration skill data to plan for professional development offerings during the year.	
3. Annually, provide I-assessment workshops to teachers, administrators, and site I-assessment Administrator	
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, assistive technology, and to identified I-assessment professional development needs including information literacy skills.	
5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards, and to identified I-assessment professional development needs.	
6. Annually, the district will train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level.	
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	
Monitoring	
District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Administrator, the District Technology Director, School Site Council are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

Goal 2 - District Professional Development Goal

Goal 2: District administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2011

Objective 2a: By June 2011, 80% of teaches will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

Annual Benchmarks

Year 1: 40% of **teachers** in the district by June 2007. **Year 3:** 60% of **teachers** in the district by June 2009

Year 2: 50% of **teachers** in the district by June 2008. **Year 4:** 70% of **teachers** in the district by June 2010.

Year 5: 80% of **teachers** the district by June 2011.

Objective 2b. By June 2011, 80% of district administrators and teachers, who attend professional development, will be proficient with the implementation and integration of a student assessment and data management system such as *Edusoft*.

Annual Benchmarks

Year 1: 40% of **teachers** in the district by June 2007. **Year 3:** 60% of **teachers** in the district by June 2009

Year 2: 50% of **teachers** in the district by June 2008. **Year 4:** 70% of **teachers** in the district by June 2010.

Year 5: 80% of **teachers** the district by June 2011.

Objective: 2c: By June 2011, 80% of district administrators and teachers, who attend professional development, will be proficient with the complete district student information / attendance suite: *Aeries, Aeries Grade book, and ABI Online* offering parents password protected, online access to their student’s attendance, assignments, grades, and progress reports.

Annual Benchmarks

Year 1: 40% of district **teachers** by June 2007. **Year 3:** 60% of district **teachers** by June 2009.

Year 2: 50% of district **teachers** by June 2008. **Year 4:** 70% of district **teachers** by June 2010

Year 5: 80% of district **teachers** by June 2011.

Evaluation Instrument(s) & Data

Instrument: Annual CTAP-squared I-assessment:

Data: teacher’s self assessed technology and integration skills

Instrument: District sponsored training records, usage records and site-based mentor support records

Data: % of teachers trained and proficient.

Data reviewers

District Administrator, District curriculum, data, and Technology Director will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

(Objective 2a, b - Continued on next page)

Goal 2: Objective: 2a,b,c Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion pre and post Ed Tech Profile survey by all who participate in district sponsored technology training programs.	Aeries, Aeries Grade book, and Aeries Online.
2. Annually, in June, analyze Ed Tech Profile administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.	Web-based district student reporting system developed by <i>Diverse Network Associates</i> .
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.	Integrated student assessment platform/system such as <i>Edusoft</i>
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all Aeries components.	CTAP Online Professional Development.
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system.	Ed Tech Profile
6. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on an integrated student assessment platform/system such as <i>Edusoft</i> .	
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	
Monitoring	
District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Administrator, the District Technology Director, School Site Council are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

Goal 3 - District Professional Development Goal

Goal 3: District administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2011

Objective: 3a By June 2011, 95% site administrators and teachers, who attend professional development, will be proficient with the district's web publishing software.

Annual Benchmarks

Year 1: 70% by June 2007. **Year 3:** 85% by June 2009.

Year 2: 80% by June 2008. **Year 4:** 90% by June 2010.

Year 5: 95% by June 2011.

Objective: 3b By June 2011, 95% site administrators and teachers, who attend professional development, will be proficient with using Word and Desktop Publishing software to produce timely print communications for parents and the community.

Year 1: 70% by June 2007. **Year 3:** 85% by June 2009.

Year 2: 80% by June 2008. **Year 4:** 90% by June 2010.

Year 5: 95% by June 2011.

Objective: 3c By June 2011, 80% teachers, who attend professional development, will post students' attendance, assignments and grades through a web-based system such as Aeries's *ABI* and all parents that want access will be given a password and access instructions/training....or other such mechanism such as *Teacher Web* website.

Annual Benchmarks

Year 1: 40% of district **teachers** by June 2007. **Year 3:** 60% of district **teachers** by June 2009.

Year 2: 50% of district **teachers** by June 2008. **Year 4:** 70% of district **teachers** by June 2010

Year 5: 80% of district **teachers** by June 2011.

(Objective 3a, b, c - Continued on next page)

Goal 3: Objective: 3a,b,c Evaluation Instrument(s) & Data

Instruments: District records of the number of teachers trained to use *Aeries IntegratePro* to feed data into *Parent Connect*

Data: % of teachers trained; % of parents requesting passwords and instructions; % of parents using *Parent Connect*.

Instrument: District and site based equipment and Outlook e-mail account records

Data: % of teachers with access

Instrument: Communication artifacts from School and classroom websites.

Data: evidence of efforts to improve two-way communication.

Data reviewers

District Administrator, District curriculum, data, and Technology Director will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 3: Objective: 3a,b,c Implementation Action Steps

Use of Technology

1. Annually, require administrator and teacher completion of pre and post Ed Tech Profile survey by all who participate in district sponsored technology training programs.	Aeries, Aeries Grade book, and Aeries Online
2. Annually, in June, analyze Ed Tech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.	Web publishing software
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all Aeries components during the school year.	Microsoft Outlook e-mail online access and client software
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system and <i>Students at Risk</i> procedures.	CTAP Online Professional Development.
5. By fall 2007, schedule and promote district sponsored Outlook workshops for administrators and for teachers during the 2007-07school year with the objective of getting 30% trained by the end of year. Continue training annually.	Online resources including SETs
6. Annually in the fall continue to schedule and promote district sponsored Outlook workshops for administrators and for teachers during the school year	Ed Tech Profile

Monitoring

District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Implementation Action Steps listed above.

Person(s) responsible: District Administrator, the District Technology Director, School Site Council are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

5. INFRASTRUCTURE, HARDWARE, SOFTWARE, & TECHNICAL SUPPORT

5a & 5b. Summary of current district technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support and anticipated needs to support our tech plan objectives.

Bella Vista School District currently operates approximately 155 computers, each networked and connected to the Shasta County Office of Education as the Internet service provider by a T-1 lines. Teachers utilize the Internet, Accelerated Reader, Accelerated Math, and other subject matter software to improve student learning. A Technology Director provides technical Support. Additional support is given through the Shasta County Office IT Department

Current District Hardware

Existing hardware and electronic resources at each of our sites is included in *Component 3a: Current Technology Access* in our tech plan. This data comes from both our CBEDS data and our annual California School Technology Surveys.

District Equipment Replacement Chart				
School Name	2005-06 Enrollment (Unofficial CBEDs)	# of current Instructional Multimedia computers / thin clients 4 years or newer in 2005 -06 C.A. Tech Survey	# of new computers needed to maintain or improve 10:1 by June 2007	# of new computers needed to reach/ maintain goal of 10:1 in five years as per District objective.
Bella Vista Elementary K-8 and Special Education	415	42	40	30
	415	42	40	30
415 students / 42 computers = 10:1 Current Student to Computer Ratio				

District Hardware Needs During the Next Five Years

Improving student to up-to-date multi-media computer ratios is a moving target. As the district annually purchases new computers for its school, others are retired, making it difficult to obtain a student to computer homeostasis. To complicate the issue further, our student population fluctuates annually.

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops and laptops. We will also improve our student to computer ratios through our partnership with the non-profit *Computers For Classrooms* program, which provides the district, free of charge, with refurbished up-to-date multi-media computers that can be placed in service for a minimum of 3 years.

40 new computers (4 years or newer in Spring 2007) to maintain 10:1 student to computer ratio
10 new computers (4 years or newer in Spring 2008) to maintain 10:1 student to computer ratio
10 new computers (4 years or newer in Spring 2009) to maintain 10:1 student to computer ratio
10 new computers (4 years or newer in Spring 2010) to maintain 10:1 student to computer ratio
70 = **Total number of new computers needed over the next five years: 2006-2011**

District Software Needs During the Next Five Years

- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all k-8 grade levels.
- Additional K-8 SBE adopted text book publisher companion technology resources, particularly for English/Language Arts and Math.
- Ongoing subscriptions to online research resources such as EBSCO and SIRS
- CLRN approved assistive software as identified by Special Education teachers by the district
- Upgrades to existing software versions as needed.

Current District Infrastructure, Site Networks, and Connectivity

Total Number of district schools = 1

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection = 1

Total Number of district schools connected to the Internet by:

Full T-1: 1

Fractional T-1:

ISDN

DSL:

Microwave:

Wireless (not microwave):

Other, please specify: _____

Total number of schools in the district that are NOT connected to the District's LAN: 0

Average # of drops per classroom: 2

What percentage of schools is served by the following Internet service provider?

- District office:
- County Office of Education **100 %**
- California State University/University of California
- Commercial provider (e.g., Earthlink, MCI, Sprint, etc.)

What percentages of classrooms, in the district, do not have a phone service in the classroom?
0%

What percentages of classrooms, in the district, do not have voicemail service? **0%**

District Infrastructure Needs During the Next Five Years

- To replace all routers, fiber, and network cables as need
- Increase fiber to new buildings
- Increase 2 more of drops per classroom

Current District Tech Support

District Support includes a Technology Director. The technician is available to the school and district five days a week as well as assistance from the County Office of Education Information Technology Support Department which provides infrastructure and hardware consultation free of charge.

The one full-time Director of Technology duties are:

- Administrative Computers, Software, Infrastructure, & LAN
- Elementary School Computers, Software, Infrastructure, & LAN
- Administrator to SSI, Touch n Serve, Winnebago, Edusoft, and CSIS

The Technology Director also supports the financial system (QSS) and serves as the Information Services HELP DESK, and answers questions about the SASI software.

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	Tech Coordinator (5 FTE)
Technical Support provided during school hours	Tech Coordinator, Shasta Country Office of Ed (5 FTE)
Technical support after school hours	Tech Coordinator (5 FTE)
Technology Integration Support	CTAP Region 2, Shasta Country Office of Ed, Tech Coordinator, Teacher

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	Tech Coordinator
Technical Support provided during school hours	Tech Coordinator
Technology Integration Support	Tech Coordinator

District Tech Support Needs Over the Next Five Years

The district will offer WAN/LAN troubleshooting and Network standards training for site staff. The district will also hire additional technicians as needed and as funding is available. To support teachers participating in the district's education technology professional development opportunities, the district will train and offer stipends to site-based technology integration mentors (peer coaches).

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 1 – Bella Vista School District Goal for Hardware and Software
Goal 1: All students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society. <i>(Aligns to curriculum goals #1,2, & 4 in component 3)</i>
Specific Measurable Objective by June 30, 2011
Objective: 1a By June 30, 2011 our district average student to computer* ratio will be maintained at 10 to 1 or better. (*based on CDE defined up to date multimedia computer - four years old or newer). Year 1: Minimally maintain 10 students to 1 computer by June 2007. Year 3: Minimally maintain 10 students to 1 computer by June 2009. Year 2: Minimally maintain 10 students to 1 computer by June 2008 Year 4: Minimally maintain 10 students to 1 computer by June 2010 Year 5: Maintain or improve 10 students to 1 computer by June 2011
Objective: 1b By June 30, 2011 90% k-8 core curriculum classroom (E/LA, Math, History/Social Science, Science) will have access to district approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions. Annual Benchmarks Year 1: minimum of 50% in the 2006-07 school year Year 3: minimum of 70% in the 2008-09 school year Year 2: minimum of 60% in the 2007-08 school year Year 4: minimum of 80% in the 2009-10 school year Year 5: minimum of 90% in the 2010-11 school year.
Monitoring and Evaluation Instrument(s) & Data
Instrument: Annual CBEDS: Data: average student to computer ratio by school and district wide Instrument: Annual California Online Tech Survey: Data: average student to computer ratio by school. Instrument: Annual district technology software survey Data: % of classrooms with access to approved curriculum based software Monitoring and Evaluation Process: District Administrator and Technology Director will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Administrator and Technology Director will analyze end of school year results annually in June.

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 3 - Bella Vista School District Goal for Technical Support

Goal 3: Bella Vista School will have access to timely district technical support so teachers and students have access to technology needed to support standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society.

Specific Measurable Objective by June 30, 2011

Objective: 3a By June 2011, the district will have an standardized Information Technology Services (ITS) work order process and tracking system in place.

Annual Benchmarks and Timeline:

Year 1: 60% by June 2007 **Year 2:** 75% by June 2009
Year 3: 65% by June 2008 **Year 4:** 80% by June 2010
Year 5: 85% complete by June 2011

Objective: 3b By June 2011, the district will have ITS computer, software, and network security standards in place for district supported technology.(i.e. Virus protection, web content filtering software, Spam Blocking)

Annual Benchmarks and Timeline:

Year 1: 60% by June 2007 **Year 2:** 75% by June 2009
Year 3: 65% by June 2008 **Year 4:** 80% by June 2010
Year 5: 85% complete by June 2011

Monitoring and Evaluation Instrument(s) & Data

Instrument: District ITS Polices and Procedures handbook

Data: Standardized work order process and security standards for computers and networks.

Monitoring and Evaluation Process:

District Administrator and Technology Director will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Administrator and Technology Director will analyze end of school year results annually in June.

6. ED. TECHNOLOGY FUNDING & BUDGET

Economic conditions in California and the nation may continue to impact K-8 education budgets and grants through the duration of our 5 year tech plan. Therefore, our established and potential funding sources to implement our Education Technology Plan may be impacted as well.

In developing the budget for EETT-Formula Tech Plan, we took into consideration a 5 year Strategic (long range) plan, and five-year curricular goals for Bella Vista students by grade level range.

Generally speaking, the District General Fund pays for:

- The salaries for the Information Services staff,
- SASI implementation & growth of application of components,
- Tech help support,
- The Computers for Classrooms program,
- Internet Service Provider fees
- Other equipment/tools used by the Information Services department.

In some cases, school site budgets also pay for site technical support, educational software, computers & peripherals, etc.

A local bond measure, discounts from the Calif Teleconnect Fund (DAS) and Erate grants pay for infrastructure upgrades, electronics & data circuits.

The EETT-Formula budget pays for facilitation, mentoring, and stipends for:

- Teacher technology staff development to meet curricular goals (basic and integration proficiencies)
- Standards-based achievement tracking (Edusoft)
- Aeries and Aeries online,
- Training for our standards-based report card system
- Teacher & school webpage training
- Advanced training for our technical staff
- Extra technical help for special project deployment

CTAP provides in-kind coordinator time to assist with Technology Plan implementation and pays subscription fees for Bella Vista School and faculty to use the CTAP Online staff development system. CTAP also offers fall and spring after-school technology workshops (for a fee) and a two-day Summer Teaching and Learning Collaborative conference at the CSUC campus each summer (for a fee) that help us meet our technology plan objectives.

Regarding the continued needs for up-to-date student and teacher computers (4 years old or newer) and for site technical help these are the biggest budget challenges for technology in our district. District and Site budgets from various sources help pay for needed hardware. In addition,

Budget Assumptions:

- District-paid and site-paid tech support will continue at the same level.

- DAS/CPUC/CA Teleconnect Fund and the Federal E-rate program will continue throughout the duration of the Ed tech plan.
- EETT Formula grant funds will continue at approximately the same funding rate throughout the duration of the Ed tech plan.
- EETT Competitive grant continues to be available to grades 4-8 upon successful grant application approval.
- The 21-hour staff development time will be at the teacher/principal/district's discretion throughout the duration of the plan.
- There will not be any state or district budget freezes for the duration of our Tech Plan.
- The volunteer nonprofit *Computers for Classrooms* computer refurbishing program will continue the duration of the plan.
- School site budgets and Title 1 funds will fund some of the site specific hardware, software, professional development, and tech support outlined in the plan.

Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

Given the uncertainty of our Ed tech sources of funding, we have established the following priorities list to guide allocation:

- School site technical support
- Updated student and teacher computers
- Staff development for Edusoft, elementary standards-based report cards, teacher web pages, where to find educational resources, and computer basics and integration training.
- Curricular software & associated service contracts – elementary level
- Staff development for administrators – web searching, basics file management & how to work with attachments, where to find educational resources
- Voice mail & auto attendant communication systems
- Infrastructure upgrades

6A. Established and Potential Funding Sources

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

(See chart on following page)

Funding source information is included in all goals, objectives, and benchmarks identified in the Curriculum Component section 4 above. Currently the technology funding comes approximately 68% from the General fund, about 30% from grants, and 2% from Parents Club/donation.

Future funding sources will be identified by utilizing the resources available on the California Department of Education website in addition to federal sources, private grants and foundations. The technology committee will identify such sources and the Superintendent/Principal, in cooperation with the technology team, will direct the procurement of this funding. The total percentage of budget is included in the following table, as is the percentage each source currently contributes.

6A. Established and Potential Funding Sources

source	pays for	ongoing	1-time	potential	y1	y2	y3	y4	y5
Dist Gen fund	salaries, bandwidth	x			\$40,000	\$42,000	\$44,000	\$46,000	\$48,000
Dist ed tech budget	equip, diagnostics, tools, extra help, etc.	x			0	0	0	0	0
Site budgets	Various including hardware & ELR	x			varies	varies	varies	varies	varies
Erate	Discounts only	x			varies	varies	varies	varies	varies
Title I site	various	x			TBD	TBD	TBD	TBD	TBD
Title II Part A district	various	x			TBD	TBD	TBD	TBD	TBD
EETT-F	in-service, serve fees, hardware,	x			1184.00	varies	varies	varies	varies
CTAP Reg.2 & CTAP online – in kind	CTAP online, coordinator time, tech training	x			\$500 in kind	\$500 in kind	\$500 in kind	\$500 in kind	\$500 in kind
K-12 voucher program			x	x	potential	potential	potential	potential	potential
Beaumont				x	potential	potential	potential	potential	potential
Other Grants				x	potential	potential	potential	potential	potential
Total known Ed Tech budget and in-kind services available in year one = \$41,684									

**Funding amounts are estimates only*

6B. Estimate of Tech Plan Implementation Costs for District’s Five Year Plan.

Cost estimates are based any and all Grants received. The cost of hardware, infrastructure, resources, maintenance and support is continuing changing and will directly relate to the hardware and software purchased. Professional development cost is also ongoing, and a set amount will be allocated. Support will increase commensurately with the addition of network upgrades and the addition of Internet workstations.

Category	Description Item/category Cost	Estimated cost Yr One	ERATE discount	Total Cost Estimate by Obect of Expenditure yrs 1-5
1000-1999 - Certificated Salaries	Substitutes and stipends for staff development	\$1884		\$15,000
2000-2999 - Classified Salaries	Tech Support	\$25,700		\$145,700
3000-3999 - Employee Benefits	Benefits for certificated and classified	\$14,100		\$89,100
4000-4999 Books and Supplies	Donations from CalTrans and other nonprofits for 40 like new computers in year one. We plan to use k-12 voucher to cover the costs of additional hardware, software, and infrastructure over the five year term of the plan.	0		\$70,000
5000 -5999 Services, operating expenses, travel	Staff Development Training	0	varies	\$7,800
6000-6999-	Capitol Outlay if over \$10,000 purchased at one time	0		0
TOTAL		\$41,684 <i>Yr One</i>	varies	\$327,600 <i>Yrs 1-5</i>

We will implement year one of our five year technology plan with our known annual technology budget and will implement the remainder of our five year technology plan as new funding opportunities arise, particularly the k-12 voucher settlement.

6c. Level of Ongoing District Technical Support

The district has 1 FTE computer technicians offering tech support to schools, and maintain the computers in the district. In addition to the District Technical Support information in Component 5 (a,b,c,d) of our tech plan, the district will train and offer stipends to site-based technology integration support mentors (peer coaches) to assist teachers participating in the district's education technology professional development opportunities.

6d. District's Replacement Policy for Obsolete Equipment

The district replacement policy for obsolete equipment is every five years and/ or as our district budget allows. Some of our school sites have their own technology budgets. The Principal Superintendent works with the School Site Council to review tech inventories at the school and replace as needed.

6e. District's Budget and Funding Monitoring Process

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software.

The District Administrator has the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the Business Manager who takes budget recommendations and revision requests to Cabinet-level meetings and the School Board as needed. Routine district budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of Superintendent/Principals and school site councils.

District technology support provide the Technology Director ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the district.

7. MONITORING & EVALUATION OF TECHNOLOGY PLAN

7. a. - Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.

An assessment of student learning in technology will be based on the benchmarks, goals and objectives, and timelines set fourth in sections 3, 4, 5, and 6. The Technology Committee, which includes administrator, technology coordinator, teacher, parents, and community stakeholders, will review this assessment and re-evaluation of the Technology plan. The areas of participation will vary and are indicated in the table below.

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

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the district Technology Director, who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished and by our Technology Committee.

7. c. - Description of how the information obtained through the monitoring and evaluation will be used.

The district's core Technology Committee is comprised of the District Administrator, District Board Member, Technology Director, teachers and parents. The Technology Committee will track the development and implementation of all activities and accomplishments monthly. Technology Planning issues, successes and setbacks will be communicated between the Technology Committee via e-mail and voice-mail on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during six Technology Committee meetings during the school year (one every other month). In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our Board Meetings.

The following chart specifies who is responsible for the monitoring and evaluation activities and an approximate amount of monthly work contract time to be spent on the activities.

Superintendent/Principal	Mr. George DeFillipo
Bella Vista Board Member	Andrea Williams
Office Manager	Sue Wallick
Technology Director	Christine Baldwin
Site Teachers	Rene' Griffiths Nikki Manning Teri Minor
Parent Representative	Kathleen Hankins

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly FTE Time Estimate
District Superintendent/Principal Technology Director	Provide overall Tech Plan management and coordination	as required
District Superintendent/Principal	Manage, coordinate, and assess curriculum-based technology staff development	as required
Technology Director CTAP2	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.	as required
Technology Director Site Teachers	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	as required
Technology Director	Collect staff development data on technology proficiencies through the completion of the EdTechProfile. (i-assessment)	as required
Technology Director Parent Representative	Coordinate ongoing partner involvement with community and private schools.	as required
District Superintendent/Principal Site Teachers	Collect and analyze data regarding k-8 students' computer skills and students' academic achievement	as required
District Superintendent/Principal Technology Director	Provide and / or facilitate necessary Ed Tech professional development for the district based on data.	as required
District Superintendent/Principal Technology Director	Collect data regarding staff development focused on teaching students computer and information literacy skills	as required
District Superintendent/Principal and Technology Director	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	as required
District Superintendent/Principal, Technology Director Site Teachers	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	as required
Technology Director	Collect annual California School Technology Survey data and assist with pre and post Ed Tech Profile completion.	as required

8. ADULT LITERACY AND TECHNOLOGY

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

The Bella Vista School District does not provide adult education courses at this time. However, we have identified the following adult education providers in our area: Shasta Community College, Shasta County Office of Education, Shasta Union High School District.

During the spring of 2006, the Bella Vista School District technology committee will meet with adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and discover how we may collaborate to better provide services to our students, parents, and the general community. Possible assistance may include providing facilities so that classes may be provided locally, providing ideas and assistance so that technology may be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, and assisting them in locating online adult literacy providers such as ESL and GED classes.

9. EFFECTIVE, RESEARCH-BASED STRATEGIES

9a Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices:

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/ Language Arts and Math. The learning objectives are based on the California State Academic Content Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, Total Cost of Ownership, and important factors that contribute to successful staff development.

Bella Vista School District's conception is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

In an ACOT study student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000) Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; "Critical Issue," 1999)

While our district does offer some basic technology courses, technology integration will not be taught in isolation. Staff development has, and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology

- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key elements are addressed in several places in our Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals emphasizing technology-enhanced, standards-based curricular lessons and units.

Our revised Education Technology Plan 2006-2011 includes all the research-based best practices integrated in:

- **The EETT Technology Plan** research-based requirements for formula and competitive grant applications for Title II, Part D in *No Child Left Behind*.
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- **Education Technology Planning: A Guide for School Districts**. California's research-based guidelines for district-level educational technology planning.
<http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>

In our district technology plan, professional development is a primary focus and CTAP Online (www.ctaponline.org) is at the heart of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document: **Learning...Teaching...Leading...Report of the Professional Development Task Force** (<http://www.cde.ca.gov/re/pn/fd/documents/learnteachlead.pdf>) which contained 10 recommendations for developing a comprehensive, aligned, and integrated statewide system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, "... **Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training.**" (pp 37-38, *Learning...Teaching...Leading*.)

In addition CTAP Online matches up against the design elements for high quality professional development as outlined in the *Designs for Learning*. *Designs for Learning* was developed by the California Professional Development Reform Initiative, which was sponsored by the California Department of Education with support from the California Professional Development Consortia, the Center for the Future of Teaching and Learning, the California Staff Development Council, and the New Teacher Center. <http://www.cde.ca.gov/pd/ps/te/designs4lrng.asp>

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online

http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including

instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Our Education Technology Plan is consistent with the Becker research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend sessions every semester both online and face-to-face that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

9b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring Information and technology literacy skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking.

Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be CLRN and/ or SBE approved and

evaluated for its ability to support the five key literacy components, and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.

9c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.

Bella Vista Elementary School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of standards-based report cards, easy to use school and teacher Web Publishing software, free or low cost Internet resources for students, teachers, and administrators.

Our district is committed to increasing course offerings through the use of technology. The district is investigating online courses for middle school students. The district is also investigating video conferencing capabilities at school sites in order to enhance instruction through collaborative learning projects, to deliver courses from different sites, to allow for students and teachers to collaborate with peers and experts.

We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our middle school students. Through our partnership with CTAP Region 2 we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings.

Appendix

Appendix A

Teacher Technology Standards

Professional development is and shall continue to be an important part of this District's technology plan. Effective staff development is critical to the implementation and use of technology by staff and students. Training sessions are planned based on the needs of the staff. Whenever necessary and/or possible, release time will be provided for training during the regular school day.

- Training and in-service shall be provided by experts in the computer field (e.g. Shasta County Office of Education, CTAP, etc.)
- Staff shall be encouraged to attend staff development training such as CTAP 100 to raise proficiency
- Staff shall be encouraged to utilize e-mail to communicate with the administration, other staff, students and parents
- Additional or on-going training towards proficiency in all applications, Internet, e-mail, server, School Wise, Curriculum companion, grading programs
- Whenever possible or needed, staff shall be given the opportunity to attend conferences and work shops off-campus related to the use of technology in the classroom (e.g. the CUE conference).
- Every teacher competent in all phases of technology and use of all equipment
- Teachers trained to develop specific curriculum for grad levels incorporation technology
- Certificated staff able to teach all phases of technology

Appendix B

S_{tudent} T_{echnology} S_{tandards}

Kindergarten

Identify computer components
Tower, Monitor, Mouse,
Keyboard, and Printer
Turn on; Sign in, Restart and Shutdown
a computer
Able to use the mouse
Able to use paint or drawing tools
Changing colors, shapes, and
tools
Able to move between websites
Understanding basic ethics of the
computer

1st & 2nd Grade

Identify computer components
Tower, Monitor, Mouse, Keyboard,
and Printer
Turn on, Restart and Shutdown a
computer
Able to use paint or drawing tools
Changing colors, shapes, tools
and size
Creating a graphic
Understanding basic ethics of the
computer
Start and End programs
Beginning Basic Keyboard Skills
Can identify letter and number
keys
Both hands on keys and thumb
on spacebar
Introduction to Word Processing
Opening, Saving, Editing, and
Printing Work
Highlight text, Change Font and
Font size

3rd & 4th Grade

Identify all computer components and Peripherals

Turn on, Restart and Shutdown a computer

Able to use paint or drawing tools

Changing colors, shapes, tools and size

Applying Effects: Rotation, move, stretch, and shrink

Import and Export of graphics

Understanding basic ethics of the computer

Basic Keyboard Skills

Correct Finger Placement on home row keys

Can touch type about 5-10 words per minute

Introduction to Word Processing

Opening, Saving, Editing, and

Printing Work

Highlight text, Changing Font, font size,

Adding in a graphic and text wrap

Introduction to Word Processing;

Opening, Saving, Editing, and

Printing Work

Importing a graphic and text wrap

Spell Check

Creating a one page report

Introduction to the Internet

Basic research

Introduction to the server

Opening and saving to the server

5th & 6th Grade

Identify all computer components and Peripherals

Turn on, Restart and Shutdown a computer

Able to use paint or drawing tools

Changing colors, shapes, tools and size

Applying Effects: Rotation, move, stretch, and shrink

Import and Export of graphics

Keyboard Skills

Correct Finger Placement on home row keys

Can touch type about 15-20 words per minute

Introduction to Word Processing

Opening, Saving, Editing, and

Printing Work

Highlight text, Changing Font, font size,

Adding in a graphic and text wrap

Introduction to Word Processing;

Opening, Saving, Editing, and

Printing Work

Importing a graphic and text wrap

Spell Check

Creating a one page report

Introduction to the Internet

Basic research

Introduction to the server

Opening and saving to the server

Create a short PowerPoint presentation

A page short presentation with pictures, text, sound, and animation

7th Grade

Identify all computer components and Peripherals

Turn on, Restart and Shutdown a computer

Able to use paint or drawing tools

Changing colors, shapes, tools and size

Applying Effects: Rotation, move, stretch, and shrink

Import and Export of graphics

Understanding basic ethics of the computer

Keyboard Skills

Correct Finger Placement on home row keys

Can touch type about 25-30 words per minute

Introduction to Word Processing

Opening, Saving, Editing, and Printing Work

Highlight text, Changing Font, font size,

Adding in a graphic and text wrap

Introduction to Word Processing;

Opening, Saving, Editing, and Printing Work

Importing a graphic and text wrap

Spell Check

Creating a one page report

Introduction to the Internet

Basic research

Introduction to the server

Opening and saving to the server

Create a short PowerPoint presentation

8th Grade

Identify all computer components and Peripherals

Turn on, Restart and Shutdown a computer

Able to use paint or drawing tools

Changing colors, shapes, tools and size

Applying Effects: Rotation, move, stretch, and shrink

Import and Export of graphics

Understanding basic ethics of the computer

Keyboard Skills

Correct Finger Placement on home row keys

Can touch type about 30-40 words per minute

Introduction to Word Processing

Opening, Saving, Editing, and Printing Work

Highlight text, Changing Font, font size,

Adding in a graphic and text wrap

Introduction to Word Processing;

Opening, Saving, Editing, and Printing Work

Importing a graphic and text wrap

Spell Check

Creating a one page report

Introduction to the Internet

Basic research

Introduction to the server

Opening and saving to the server

Create a PowerPoint presentation

One Final eighth grade presentation with pictures, text, sound, and animation

Give the presentation in front of peers

Appendix C

Criteria for EETT-Funded Education Technology Plans

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

- For corresponding EETT Requirements, see Appendix F.
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) at the beginning of the technology plan.
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. The plan should guide the district’s use of education technology for the next three to five years.	6	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	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, & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	10	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 literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	18	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	20	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	20	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensures appropriate access to all students.	20	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	20	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	20	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	21	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	22	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	33-34	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	35	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	37-42	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	37-42	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	43	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district’s Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	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.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	44	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	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.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	46-48	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within	46-48	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

the specified time frame.			
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6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List of established and potential funding sources and cost savings, present and future.	49	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (three to five years).	50	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	53	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district’s replacement policy for obsolete equipment.	53	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	53	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term “resources” means funding, in-kind services, donations, or other items of value.			

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.	54	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	54	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	55	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

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

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	57	The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.	The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	57	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	59	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district’s curriculum offerings

Appendix D

Parent/Student AUS (Acceptable Use of Standards)

As the parent/guardian of _____, I hereby give the Bella Vista Elementary School permission to allow _____ to access the internet, and I understand and agree that although Bella Vista Elementary School exercises reasonable supervision over those who access the Internet within our system and that Bella Vista Elementary School uses due diligence in education students and employees regarding acceptable and unacceptable practices on the Internet within our system, it is still possible that students and employees may intentionally or unintentionally access information which some may consider to be inappropriate.

I further understand and agree to the following Acceptable Use Standards (AUS):

- (A) Bella Vista Elementary School may terminate a student's SCOE Internet access at any time without cause if these Acceptable Use Standards are violated.
- (B) Use of the system is a privilege that may be terminated if the student abuses the system, Abuse would include, but is not limited to: the placing of unlawful information on or through the system; and the use or retrieval of information (messages, text, images, programs) which is obscene, abusive or otherwise objectionable; and use of the system as a commercial operation.
- (C) Bella Vista Elementary School or designated staff will be the sole determiner of what constitutes use of retrieval of information (messages, text, images, programs) which is obscene, abusive otherwise objectionable.
- (D) Bella Vista Elementary School or designated staff reserves the right to access any material stored in files and reserves the right to remove any material which it considers obscene, abusive or otherwise objectionable.
- (E) The student is responsible for any password security extended to him or her in conjunction with Shastalink Bella Vista Elementary School Internet activities.

Parent/Guardian's printed name

Parent/Guardian's signature

Date

Appendix E

California School Technology Survey 2006

4/4/2006 11:34:15 AM

School:	Bella Vista Elementary
District:	Bella Vista Elementary
CDS Code:	45698726050074

1. School Profile

CTAP Region: **02**

Number of Teachers: **30**
(include credentialed teachers,
those on emergency
credentials,
and part-time teachers)

Name of site principal: **Mr. George DeFillipo**

Person completing this survey: **Christine Baldwin**

Title: **Director of Technology Services**

Phone: **530-549-4415**

Email: **cbaldwin@shastalink.k12.ca.us**

Number of instructional classrooms in your school: **24**
(include the library, but do not include your school's
gymnasium)

Is this site a multi-track year round school? **No**

If yes, what is the highest number of students who are on track at any one
time?

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2. Technology Plan

- a. Does your school have a site plan that includes technology planning (this could be a separate plan or it could be a school improvement plan that addresses using technology to improve teaching, learning and overall school management)? **Yes**
Enter the URL of your school's technology plan: **www.shastalink.12.ca.us/bellavista/technology**

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3. Equipment

- a. How many computers (including all desktops, laptops, thin clients) for instructional use (including computers used by teachers for instruction) are there at your site? **151**
- b. Of the computers in question 3.a., how many are laptop computers? **3**
- c. Of the computers in question (a) that are NOT thin client devices, how many are:
- | | |
|---|-----------|
| less than 1 year old | 1 |
| between 1 year old and less than 2 years old | 0 |
| between 2 years old and less than 3 years old | 78 |
| between 3 years old and less than 4 years old | 0 |
| more than 4 years old | 72 |

If you have a system that uses thin client devices, how many:

Thin client devices are multimedia capable (e.g., Internet, sound, etc.)	0
Thin client devices are NOT multimedia capable	0

d. Where are the computers reported in question (a) located?

Location	Number of computers at the location
Classrooms	104
Computer labs	31
Library/media center	2
Laptops on Carts	0
Other (Waiting to go to classrooms)	14

- e. How many computers do you expect to acquire this fiscal year from all public or private sources? **67**
- f. How many computers reported in question 3(a) do you expect to retire this fiscal year? **57**
- g. How many Persona Digital Assistants (PDAs) are used by students as part of the teaching/learning process? **0**
- h. How many rooms at the school site have video conferencing capabilities? **0**
- i. Does your school have sufficient electrical capacity to achieve a 4:1 student-to-computer ratio?
Note: It is very important that this question be answered accurately. If you do not know, please indicate so.
Yes

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4. Connectivity

- a. Is your school connected to the Internet by a permanent (non-dialup) connection? **Yes**
- b. Of the computers in question a, how many are connected to the Internet by a permanent (non-dialup) connection? **151**
- c. What is the **total** number of your classrooms that are connected to the Internet by a permanent (non-dialup) connection? **24**
- d. Does this school provide Internet access via a wireless connection onsite? **No**

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5. Technical Support

- a. When hardware breaks at your site, how long does it usually take to fix the problem? **Within 2 and 5 work days**
- b. In units of full-time equivalent (FTE) personnel, how much paid technical support does your school have in total, counting both technical staff and teachers who have been given specific assignments for technical support? Report only site-based staff; do not include district office staff who may visit the school; these individuals should be included in the district survey. Please only report technical support personnel, not curriculum development or staff development positions related to technology.
- | | | |
|------------------|---|--|
| Certificated FTE | 0 | Examples |
| Classified FTE | 1 | 1.0 FTE = full time faculty or staff member |
| | | .5 FTE = half time person or teacher with 1/2 time devoted out of classroom |
| | | .2 FTE = person working 1 day/week or stipended teacher using 1-2 hr/day |

c. How many hours per week do students or other non-school personnel spend providing technical support to your school? Note that student positions may be paid or volunteer.

Type of Technical Support	Hours per week
Contracted vendor services	0
Students	0
County Office of Education services	6
Others, including volunteers	0

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6. Curriculum Support

- a. When teachers need help with integrating technology into the curriculum (such as understanding how to use Web resources in a unit of Egyptian history), how long does it take to get this support? **2 hours or less**
- b. In units of full-time equivalent (FTE) personnel as indicated below, who provides your support for integration of technology into the curriculum? Report only site-based staff; do not include district office staff; these individuals should be included in the district survey. Please only report curriculum support or staff development positions related to technology, not technical support personnel.

Curriculum Support for Technology Use	Certified FTE	Classified FTE	Examples
Staff Development Coordinator (responsible for designing and implementing growth activities in technology use and integration)	0.2	0	1.0 FTE = full time faculty or staff member .5 FTE = half time person or teacher with 1/2 time devoted out of classroom
Technology Resource Teacher (responsible for assisting with classroom teachers with technology integration)	0	0.5	.2 FTE = person working 1 day/week or stipended teacher using 1-2 hr/day
Other	0	0	
Total School Technology Personnel	0.2	0.5	

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7. Technology Use

- a. What percent of teachers at all the site have an email account? **100%**
- b. What percent of administrators at the site have an email account? **100%**
- c. Please respond to the following descriptions of administrators' use of technology:

Administrators use technology:	Description of administrators' professional use of technology
as a tool in school financial and/or personnel management	75% to 100% of the administrators
to analyze and monitor student achievement data	50% to less than 75% of the administrators
to assist with instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance	50% to less than 75% of the administrators
to monitor the professional development needs of their staff	50% to less than 75% of the administrators
to communicate with parents via email	50% to less than 75% of the administrators
to communicate with the district office or other sites via email	75% to 100% of the administrators

- d. Please respond to the following descriptions of students' use of technology:

Students use technology for:	Description of students' computer applications as part of their school learning experiences in support of meeting State Standards
word processing	50% to less than 75% of the students
accessing content-specific software or web-based resources such as those listed on CLRN (http://www.cln.org/)	25% to less than 50% of the students
research, using the Internet or CD-ROMS	75% to 100% of the students
creating reports or projects	50% to less than 75% of the students
demonstrations or simulations	50% to less than 75% of the students
corresponding with experts, authors, students from other schools,	25% to less than 50% of the students

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Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 45-69872

LEA Name: Bella Vista Elementary School

*Salutation: Mr.

*First Name: George

*Last Name: DeFillipo

*Job Title: Superintendent/Principal

*Address: 22661 Old Alturas Road

*City: Bella Vista, California

*Zip Code: 96008

*Telephone: (530) 549-4415 Ext: 234

Fax: (530) 549-7751

*E-Mail: gdefillipo@shastalink.k12.ca.us

Please provide backup contact information.

1st Backup Name: Christine Baldwin-Director of Technology Services

1st Backup E-Mail: cbaldwin@shastalink.k12.ca.us

2nd Backup Name: Rene' Griffiths-Teacher

2nd Backup E-Mail: rgriffiths@shastalink.k12.ca.us

*Required information in the ETPRS