

Technology Plan



Ceres Unified

July 1, 2011 - June 30, 2014

10/11/2010 (revised 10/12/2010)

This plan is for EETT and E-Rate.

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Background and Demographic Profile

Ceres Unified School District has an enrollment of approximately 12,064 students in grades K-12, with additional programs for preschool and adult education. CUSD is comprised of eleven elementary schools, two junior high schools, two comprehensive high schools, one continuation high school, one alternative high school, three charter schools, and an adult education program.

The District has engaged in a decade long school building program. The latest construction project is Chavez Junior High School scheduled to open in the fall of 2011. It will be the third junior high school and will result in smaller, more student friendly schools for junior high students.

1. Plan Duration

July 1, 2011 - June 30, 2014

The District's K-12 technology plan promotes the use of technology in all classrooms, and provides leadership and training in using technology as a key tool of education. With the opening of a total of seven new schools in a decade, CUSD is able to provide students with smaller schools, smaller class sizes and opportunities to learn through the use of state-of-the-art technology tools.

The District Technology Plan serves as a guide for the district's use of education technology for the next three years, July 1, 2011 through June 30, 2014. This plan will also serve as the district's technology planning document for E-rate purposes. The plan was written by a team of educators with the guidance of school personnel and district administrators. Parents and students were also involved.

Goals are identified in section three of the plan to meet curricular needs for grades K-6, 7-8, and 9-12. From these goals, activities were planned for different grade levels in grades K-6 and different subject areas for grades 7-12. These activities are aligned with benchmarks to outline when and where technology will be integrated in the curriculum.

Staff development needs and activities have been identified to meet these curricular goals and activities, and are included as goals in section four of the plan. Teachers will be trained in the skills needed to meet the curricular goals. Benchmarks have been developed to meet these goals, outlining how teachers will be trained each year.

The fifth section of the plan outlines what needs to be purchased based on the curricular goals and activities set forth in section three. This section describes the status of technology at each site, what software, hardware, infrastructure and technical support needs to be funded, and a timeline for filling those needs.

A budget is presented in section six identifying sources of income that could be used to fund technology and cost of each technology infrastructure item needed.

Section seven describes the evaluation plan that details how the impact of technology on students will be evaluated, who will do the evaluation and what will be done with the data collected.

Section eight describes how Ceres Unified collaborated with local adult literacy providers to maximize the use of technology and develop strategies better use other funding resources.

Section nine describes the relevant research behind the design of this plan and the strategies and methods selected. In addition, this plan describes the process the district will use to extend and support the academic rigor provided by the district's curriculum.

2. Stakeholders

Stakeholders		
Name	Position	CDS
Carey Brock	District Administrator	Stanislaus Ceres Unified
Mary Jones	District Administrator	Stanislaus Ceres Unified
Susan Ford	Curriculum Coach	Stanislaus Ceres Unified
Liz Colby	Curriculum Coach	Stanislaus Ceres Unified
Kim Richter	Curriculum Coach	Stanislaus Ceres Unified
Karol Eisenbeis	Curriculum Coach	Stanislaus Ceres Unified
Julie Lynn Martin	District Grant and Communication Specialist	Stanislaus Ceres Unified

This plan was developed by a district technology writing team consisting of: District Coordinator of Educational Technology Carey Brock, District Curriculum Coaches representing grades K-12 and all core subjects, including Susan Ford, Liz Colby, Kim Richter and Karol Eisenbeis. The District's Grants and Communications Specialist, Julie Lynn Martin also participated in the development of this Plan, given her extensive knowledge of the District's plans with technology integration in the area of instruction, having successfully written many funded grants for Ceres Unified that focus on this area. This team obtained input throughout the plan development process from various sources including; district and site administration, including the Deputy Superintendent of Educational Services, Dr. Mary C. Jones, CTAP 6 representatives, including Burt Lo, teacher and student results from the Ed Tech Profile Survey, and certificated staff. This Plan was also presented to the members of the Ceres Community Collaborative for review and recommendation. The Ceres Community Collaborative is comprised of representatives of family resource agencies, district administration, parent representatives, faith-based organizations, and many more. Collaborative partners also completed a survey of what goals they preferred to be addressed in the Plan over the next three year period.

Content data, goals, objectives, and benchmarks were created, reviewed, discussed and finalized by the participants of the Technology Advisory Committee based on the comments and survey outcomes of all groups and individuals involved in the Plan review process.

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

The Ceres Unified School District technology plan describes the technology access available in classrooms, libraries, and computer labs for all students and teachers. As can be seen in Table 1, California's and therefore, the District's fiscal crisis is reflected in the student-to-computer ratio for elementary, middle, and high schools in our district. Notably the district's average of 5.4 students per computer is worse than the county's average of 4.2 students per computer. (Please note the numbers for this table reflect CBEDS submission numbers; therefore, are accurate as of June 30 2009. Therefore they differ from the table in section 5 a.)

School	# of Computers	# of Students Per Computer
Argus High School	142	2.2
Aspire Summit Charter Academy	33	13.5
Blaker Kinser Junior High	167	5.3
Carroll Fowler Elementary	99	6.1
Caswell Elementary	170	3.2
Central Valley High	235	6.8
Ceres High	301	4.6
Don Pedro Elementary	145	3.7
Endeavor Alternative	22	4.9
Joel Hidahl Elementary	48	10.4
LaRosa Elementary	66	8.1
M. Robert Adkison	59	9
Mae Hensley Junior High	150	6.2
Samuel Vaughn Elementary	97	6.4
Sinclear Elementary	73	8.5
Virginia Parks Elementary	100	6.6

Walter White Elementary	106	6
Westportt Elementary	79	5
Whitmore Charter High	41	3.7
Whitmore Charter School of Art	194	2
Whitmore Charter School of Per	0	0
District Total	2,327	5.4
County Total	25,347	4.2
State Total	1,518,546	4.1

Elementary (K – 6)

Ceres Unified has eleven elementary schools. All elementary school classrooms have access to the Internet, email, the student information system, network folders and other online services. All classrooms have IP telephones with voicemail integrated with email. All classrooms have access to a user support web sites maintained by the technology coach. All classrooms have access to Discovery Education streaming – a standards based video service with video clips that support curriculum. All teachers have access to Datawise Measures. This is the District’s student performance data analysis for both CST scores and local assessments. Classroom and lab computers are available to teachers and students before, during, and after the regular school day. In addition, the district’s extensive after school program utilize classroom and lab computers to support learning state content standards in English Language Arts and Math. Schools with computer labs have regularly scheduled computer time for students during the school day and after school. Library computers at all sites are available to students before, during, and after school.

School	# of rooms	Data Projectors Installed
Argus High School	19	19
Blaker Kinser Junior High	42	42
Carroll Fowler Elementary	40	40
Caswell Elementary	32	31
Central Valley High	70	70
Ceres High	74	67
Don Pedro Elementary	36	29

Endeavor Alternative	2	2
Joel Hidahl Elementary	32	32
LaRosa Elementary	32	32
M. Robert Adkison	32	32
Mae Hensley Junior High	42	42
Samuel Vaughn Elementary	33	24
Sinclear Elementary	32	32
Virginia Parks Elementary	33	33
Walter White Elementary	41	20
Westport Elementary	26	23
Whitmore Charter Schools	39	39

Five elementary sites have installed a Waterford Reading lab for their primary students. The other six schools share 67 Waterford licenses for targeted student. One site has a Successmaker lab. Six schools share 72 Successmaker licenses.

Middle School (7 – 8)

Ceres Unified has two junior high schools with classrooms that have access to the Internet, email, the student information system, network folders and other online services. All classrooms have IP telephones with voicemail integrated with email. All classrooms have access to a user support web sites maintained by the technology coach. All classrooms have access to Discovery Education streaming – a standards-based video service with video clips that support curriculum. All teachers have access to Datawise Measures. This is the District’s student performance data analysis for both CST scores and local assessments. Classroom and lab computers are available to teachers and students before, during, and after the regular school day. In addition, the District’s extensive after school program utilizes classroom and lab computers to support learning state content standards in English Language Arts and Math. Schools with computer labs have regularly scheduled computer time for students during the school day and after school. Library computers at all sites are available to students before, during, and after school.

High School (9 - 12)Ceres Unified has two comprehensive high schools and a robust alternative education center. All high school classrooms have access to the Internet, email, the student information system, network folders and other online services. All classrooms have access to a user support web sites maintained by the technology coach. All classrooms have access to Discovery Education streaming – a standards-based video service with video clips that support curriculum. All teachers have access to Datawise Measures. This is the District’s student performance data analysis for both CST scores and local assessments. Classroom and lab computers are available to teachers and students before, during, and after the regular school day.

Schools with computer labs have regularly scheduled computer time for students during the school day and after school. Library computers at all sites are available to students before, during, and after school.

Ceres Unified has successfully provided equal access to all secondary students by modernizing and upgrading the 100 year old Ceres High technology while building and equipping the new Central Valley campus. The alternative center of Argus High school campus was similarly modernized and upgraded. Both high schools have a well developed Career Technical Education program. Detailed information is provided in section 5 of our plan.

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

Ceres Unified School District has identified two specific priorities for technology to support and enhance teaching and learning.

- Provide data on student performance to teachers, students and their parents. Data will be relevant and timely. Although the data has been available to educators for six years it has not been used effectively. Our priority is to increase the availability of data in a user friendly manner to all stakeholders who can impact the student's learning.
- Provide effective online teacher and student resources that provide supplemental teaching and learning tools that support classroom learning. That could be video, web pages, or support services that we contract from outside the district.

Ceres Unified supports widespread use of technology. The District is committed to this by providing appropriate technology skill development and adequate hardware and software. Throughout daily curriculum teachers address issues relevant to information literacy and the appropriate uses of technology.

To increase technology skills for teachers, the District has a full-time instructional coaches. These coaches provide one-on-one skill support to teachers and assist teachers as individuals and in groups on strategies for integrating technology in curriculum. In addition, these coaches provide multi-level support for technology and data literacy to teachers so they can modify instruction to meet the needs of students. For example, at minimum, teachers have quarterly access to California standards based benchmark assessments by grade level and content area.

Technology skill development begins in primary grades and becomes more formalized in fourth grade and beyond. Microsoft Office is available on every district computer with different emphases being placed on Word, Excel, PowerPoint by grade level. Accelerated Reader is an example of a program used to help students find leisure reading books at their reading level and is used weekly to assess reading skills in Language Arts classrooms. Ninety-five percent of students receive at least nine weeks of word processing instruction before the end of 8 th grade. Internet literacy is taught at the junior high level to 95% of students. AutoCad drafting software is available at the high school level as is computer graphics, which focuses on Adobe PhotoShop, digital photography, flatbed scanning, digital portfolio production, Creative Suites III, web page design, and video production offered on a semester basis.

Information literacy is supported by the teachers using computers for research (using the Internet and encyclopedic software), creating original materials for duplication, communication with peers and parents via e-mail, grade book management, lesson planning and designing, creating and showing instructional presentations, and personal productivity. Based on the skill level of each teacher these technology literacy activities occur on a daily, weekly, or monthly basis.

All schools maintain a computerized library which provides a management system for monitoring and assessing the amount and use of all library materials. This program also provides an online catalog which offers bibliographic and status information on all materials in the libraries.

Technology is integrated into the curriculum through a variety of means. Some examples of uses are: research for projects using the Internet and encyclopedic software; keyboarding skills; word processing of research projects, poetry, writing instruction and practice; creating presentations (slideshows) for research projects; math and language arts skills practice; and problem-solving simulations. Students and educators use web based software such as Google Earth and Map Quest. They use web based tutorials, streaming video, streaming audio, and digital TV. Schools have increasing access to curriculum software loaded on local servers and available online. This software is part of the curriculum adoptions and is integrated with the publisher's books. Teachers and students throughout the district use these technology resources on a daily basis.

3c. Summary of the district's curricular goals that are supported by this tech plan.

In 2001 Ceres Unified School District Board of Trustees adopted a Strategic Plan that formalizes and prioritizes the goals and objectives of the district to ultimately improve student academic achievement. Evaluation assessments are conducted annually to insure progress toward meeting goals. Student achievement in English language arts and math are the number one and two priorities of the district. The plan defines the District's vision, mission and strategic goals, how it will achieve them and how it serves to manage changing priorities.

C E R E S

Committed to Excellence, Responsive to Every Student

The strategic plan mission emphasizes that our students will achieve mastery of academic standards in a safe and supportive environment. A quality, balanced education will be provided to result in academic excellence, and career preparation with attitudes and skills necessary to produce self-directed, productive citizens. The Ceres Unified Strategic Plan process has been recognized as a model that other districts have chosen to implement based on the successes experienced by Ceres Unified in the area student achievement.

This technology plan defines the goals of the district for technology skill development, use, and implementation to improve teaching and increase learning in direct support of the curricular goals identified by the district's Strategic Plan, with student achievement in English Language Arts and mathematics as the top two prioritized goals of the twenty-three targeted in the Plan.

The complete Strategic Plan is available for viewing on the Ceres Unified School District website at www.ceres.k12.ca.us .

In addition, every school site has a School Improvement Plan that includes a technology component to support student achievement in core content areas as guided by the Strategic Plan. The Strategic Plan and therefore the School Improvement Plans are supported by this district technology plan.

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

The goals for this section were developed to meet the academic and curricular needs of students in kindergarten through twelfth grade. These goals were also designed to address the objectives identified in the District's Strategic Plan. The Strategic Plan defines the District's vision, mission, and strategic goals. The Plan details how the District will achieve those goals and serves as the common tool for managing changing priorities, as indicated by the ordering of the objectives. All District decisions reflect the priorities of the Strategic Plan, including this Technology Plan.

Goal 3d.1: To ensure that all students K-12 will improve their academic achievement relative to high standards utilizing a variety of available technologies.

Objective 3d.1.1: 75% of students in each grade level, K-12, each year, inclusive of special populations, will use technology tools to collect and locate information across the curriculum.

Benchmarks:

- Year 1: 60% of students in each grade level, K-12, each year, inclusive of special populations, will use technology tools to collect and locate information across the curriculum.
- Year 2: 70% of students in each grade level, K-12, each year, inclusive of special populations, will use technology tools to collect and locate information across the curriculum.
- Year 3: 75% of students in each grade level, K-12, each year, inclusive of special populations, will use technology tools to collect and locate information across the curriculum.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Student investigations	Annually	Principals and Teachers	Sample projects	Sample projects
District Instructional Coaches will provide training to teachers and administrators on how to successfully integrate technology into teaching techniques through the Direct Instruction model of teaching. Those that have mastered Direct Instruction will earn certification.	Annually	Instructional Coaches, Principals, Teachers	Coaching logs and observations	Direct Instruction Certification list
Students in secondary grades will analyze and validate online information	Annually	Instructional Coaches, Principals, Teachers	Sample Projects	Sample Projects
Students will complete one or more Investigation(s) using Internet research and word processor or presentation software. These will be teacher modeled in primary grades.	Annually	Teachers	Sample Projects	Sample Projects

Objective 3d.1.2: 75% of students, in each grades K - 12 each year, inclusive of special populations, will use technology tools to acquire and reinforce grade-level skills.

Benchmarks:

- Year 1: 60% of students, in each grades K - 12 each year, inclusive of special populations, will use technology tools to acquire and reinforce grade-level skills.
- Year 2: 70% of students, in each grades K - 12 each year, inclusive of special populations, will use technology tools to acquire and reinforce grade-level skills.
- Year 3: 75% of students, in each grades K - 12 each year, inclusive of special populations, will use technology tools to acquire and reinforce grade-level skills.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

Students' performance levels in core curriculum areas will be assessed through the software appropriate to curriculum.	On-going	Principals, Teachers	Teachers will monitor and evaluate individual student results.	Assessment Reports
Students will complete software based individualized lessons progressing toward grade level proficiency.	On-going	Principals and teachers	Teachers will monitor individual student progress.	Student Skill Mastery Reports
Students identified as not progressing toward grade level proficiency will be recommended for further intervention activities targeted toward grade level achievement.	On-going	Principals and teachers	Educational Options Program staff review class lists for recommended intervention status per student to ensure every student is addressed.	Individual class lists for recommended intervention status per student provided to the Educational Options Department.
Students will complete individualized lessons (based on performance level) as assessed through the use of grade-level appropriate skill software for the core curriculum areas. Software examples include: Accelerated Reader, Computer Labs, Waterford Reading, My First Thousand Words, Word Processing, AutoCAD, Robotics, and other grade level and program appropriate software.	On-going	Teachers	Teachers will monitor individual student progress.	Student Projects

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

This section provides goals, objectives and a plan for how and when students will acquire technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Goal 3e.1: Students K-12 will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Objective 3e.1.1: 75% of students, in grades K-12 each year, will learn technology skills necessary to use standard productivity software by completing projects. Teachers will provide instruction on the use of hardware and standard productivity software. Students will achieve, at least, the intermediate level of proficiency.

Benchmarks:

- Year 1: 60% of students in grades K-12 will manipulate text and graphics in a word processing and/or presentation software to complete one project.
- Year 2: 70% of students in grades K-12 will manipulate text and graphics in a word processing and/or presentation software to complete two projects.
- Year 3: 75% of students in grades K-12 will manipulate text and graphics in a word processing and/or presentation software to complete three projects.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will provide instruction on how to use grade appropriate software and hardware prior to students engaging in project activities. Teachers will provide ongoing assistance to students for technology skill attainment.	On-going	Teachers and principals	Classroom observation	Document samples
Students use productivity software such as Word and PowerPoint to complete grade appropriate projects based on curriculum goals. They will manipulate text and images. Students in secondary grades will also manipulate video and sound.	Annually	Director of Technology, Principals, Teachers	Classroom observation	Document samples
Students use spreadsheet software in grade or project appropriate settings	Annually	Director of Technology, Principals, Teachers	Classroom observations	Document samples
Students use specialized productivity software such as AutoCAD and VEX to learn specialized skills	Annually	Director of Technology, Principals, Teachers	Classroom observations	Project samples

Objective 3e.1.2: 75% of students, in grades K-12 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.

Benchmarks:

- Year 1: 60% of students, in grades K-12 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.
- Year 2: 70% of students, in grades K-12 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.
- Year 3: 75% of students, in grades K-12 each year, will attain grade appropriate information literacy skills by completing projects using information sources available through web-based sources. Teachers will provide instruction on how to obtain information from the web and how to evaluate the validity of that information.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will provide instruction on how to perform grade appropriate web searches prior to students' engaging in project activities. Teachers will provide ongoing assistance to students for information literacy skill attainment.	On-going	Teachers and principals	Classroom observation	Document samples
Students perform web searches to complete grade appropriate projects based on curriculum goals. They will find information and evaluate the validity of that information as it applies to their project.	On-going	Teachers and Principals	Classroom observation	Document samples

Students will integrate information obtained from web searches and other sources into their projects.	On-going	Teachers and Principals	Classroom observation	Document samples
The District will insure that the Internet is available to students and teachers and will insure that the content is filtered as required by law	On-going	Director of Technology	The network and web content are continually monitored by software	Network logs and Web filtering logs
Students will identify web sources for information and successfully evaluate the validity of the information. Students will practice accessing the web and conducting searches for information.	On-going	Teachers	Teachers will monitor individual student progress.	Student Projects

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

This section provides goals, objectives and a plan for how students will meet the requirements for ethical use of information technology and how students will learn to distinguish lawful from unlawful uses of copyrighted works.

Goal 3f.1: 100% of students in grades 7-12 will learn to distinguish lawful from unlawful uses of copyrighted works and understand fair use concepts and what constitutes plagiarism.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

Introduce teachers to fair use: http://teams.lacoe.edu/documentation/classrooms/gayle/fairuse/fairuse.html Fair Use Resources: http://www.sabine.k12.la.us/edu/copyright.htm	Annually as part of a staff meeting	Director of Technology and Deputy Superintendent of Educational Services	Survey question will be added to the technology skills survey	Technology skills survey
All grades 7-12 students will be introduced to fair use policies as part of English instruction. Introduce students to fair use: http://teams.lacoe.edu/documentation/classrooms/gayle/fairuse/fairuse.html Fair Use Resources: http://www.sabine.k12.la.us/edu/copyright.htm	Annually	Director of Technology and Deputy Superintendent of Educational Services	Teachers will be surveyed to determine if they provided fair use instruction to their students	Teacher technology survey and selected student survey
Appropriate members of the District's administrative team will meet annually to review overall program, collect and analyze evaluation data and recommend modifications to the District's instruction to students regarding the lawful uses of copyrighted works and fair use concepts and what constitutes plagiarism.	Annually	Director of Technology and Deputy Superintendent of Educational Services	The Director of Technology will gather appropriate student and teacher data. Analysis of the data will facilitate modifications as needed.	Survey

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

In this section the district addresses Internet safety, including how to protect online privacy and avoid online predators.

Goal 3g.1: The district will address Internet safety, including how to protect online privacy and avoid online predators. This goal will be address in all K-6 grades and grades 7 and 9.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will be provided online curriculum for lessons in Internet safety http://www.myctap.org/index.php/cybersafety-home	Annually	Director Technology and Director Curriculum and Instruction	Website	Website review
Elementary PE teachers will provide Internet safety instruction as part of a district developed curriculum available for rainy day use. All students participate in rainy day activities during the school year.	Annually	Teachers, Director of Curriculum and Instruction	Teachers surveyed	Teacher technology survey and selected student technology
All seventh grade students will receive Internet safety instruction as part of their mandatory keyboarding class	Annually	Teachers and Principals	Survey	Teacher technology survey and selected student technology surveys
All ninth grade students will receive Internet Safety instruction as part of their advisory class at Central Valley or their PE class at Ceres High	Annually	Teacher and Principal	Survey	Teacher technology survey and selected student technology

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

The District's goal is that all students will have appropriate access to technology.

For example, all students have access to networked, fully-equipped computer labs before, during, and after school. Every classroom has a minimum of one computer, available for students' use. Computer labs are available for class use on a teacher-signup basis. All computers are fully equipped with industry standard productivity software. It is the practice of this District that all students have access to appropriate software and hardware during the school day. This occurs in computer labs, classrooms, and libraries. All students have access to printers as appropriate in each of these locations. Subject specific software is available as grade appropriate. For students in grades 9-12 this includes accounting software, imaging software, video and audio software, AutoCAD and other programs needed for specific courses and career paths. It is also the practice of this school district to research and provide new and appropriate hardware and software that supports academic and career skills as these needs become apparent.

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

This section addresses the goals, objectives and implementation of the accessibility of student records and appropriate assessment material to teachers and administrators to support efficient data driven decision making to meet students' academic needs.

Goal 3i.1: Student records and appropriate assessment material will be available online to teachers and administrators to support efficient data driven decision making to meet student's academic needs.

All student record keeping is done in Infinite Campus. That includes attendance, scheduling, behavior, health, program participation, grades, and more. All teachers are required to use Infinite Campus. All students and parents are eligible to have accounts. Infinite Campus has been used for three years at Ceres Unified.

Ceres Unified has focused on data driven decisions for over ten years. We have used Measures by DataWise for benchmark assessments. We also import our students CST data into Measures. This powerful data analysis tool allows teachers and administrators to evaluate both programs and individual instruction. Administrators are required to analyze CST data for their school at the opening of each school year and adjust programs as needed. All teachers are provided data. School site staff meetings are devoted to data analysis at the start of each school year.

Objective 3i.1.1: Continue to support Infinite Campus, the Student Information System (SIS) to allow continued accessibility by 100% of the district's teachers and administrators. SIS will include district's current student information. The teacher's Infinite Campus lesson planner will be linked to the parent/student portal. 100% of teachers and administrators will be provided training to use the Infinite Campus System.

Benchmarks:

- Year 1: Continue to support the use of Infinite Campus by all staff for student record keeping. This includes attendance, scheduling, grades, behavior, health, assessment, demographics, education program, and other data required by the state of California.
- Year 2: Same as Year 1 ,À train newly hired teachers and administrators
- Year 3: Same as Year 1 ,À train newly hired teachers and administrators

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Appropriate members of the Technology Committee will review the surveys at the end of the year to determine the effectiveness of SIS.	Yearly - to be collected in May	Director of Technology and Deputy Superintendent of Educational Services	The Director of Technology will create the agenda, and will facilitate the Technology Committee members in gathering appropriate student and teacher data. Agenda will include an analysis of the data and discussion of modifications based on outcomes.	Teacher survey, Attendance Clerk survey, Resource Teacher survey
Provide training to newly hired teachers and administrators as requested.	On-going	Director of Technology and designated Technology staff	The Director of Technology and/or designated Technology staff will review Technology Help Desk Requests on a monthly basis to ensure that all requests were responded to and requested training was provided.	Technology Help Desk Requests and training logs

Goal 3i.2: Continued support of student assessment performance data (Datawise).

Objective 3i.2.1: Continue to support Datawise Student Performance Information System for teachers and administrators.

Benchmarks:

- Year 1: Provide technical support for Datawise including support for the hardware, software, and the system users.
- Year 2: Same as year 1
- Year 3: Same as year 2

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The District Data Base Administrator will provide technical support for the Datawise hardware and software.	Annually	Director of Technology	Helpdesk requests	Helpdesk reports

Provide training for teachers and administrators on Datawise Student Performance Information System	Annually	Deputy Superintendent of Education Services	System usage	System reports
Teachers will analyze student performance data and modify instruction to based on identified needs.	Bi-monthly grade-level meetings	Teachers and principal	Classroom observation and review of student benchmark assessments	Student benchmark assessments

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

The District's Student Information System (SIS) is Infinite Campus. This system has a robust parent and student portal that provides families with grades, attendance, behavior, health, and demographic information. In addition, Infinite Campus provides a link to the integrated teacher lesson planner. Families are able to see past assignments and grades. They are also able to see future assignments and the due date. These features are dependent on the teachers using the integrated lesson planner. All Ceres Unified teachers are encouraged to use these features. At time of this plan writing, 67% of teachers were using the lesson planner which makes information regarding assignments, etc., available to parents.

Although all parents have access to the system, not all parents use the system. For all schools, 22% of the parents have used the parent portal between August 11, 2009 and September 29, 2010. This increases to over 30% for all secondary schools. Parents are reminded about the Parent Portal at back to school night and other school functions. Information about the portal is available on the District's website.

Teachers and District staff make parent phone calls regarding students. A few teachers have developed blogs as a communication tool for students are parents.

The district has a school-to-parent communication system, Black Board Connect. The District uses this system extensively to communicate with parents regarding issues at the site, school events, student absences and other types of communication. This communication is well received by parents. Communication is sent through this system via voice messages, emails, and text messages.

Goal 3j.1: Technology resources will be used to improve two-way communication between home and school.

Objective 3j.1.1: The families and students (K-12) will have access to the Student Information System through appropriate portals. Two-way communication will be available via email,

telephone, blogs, and other means to 100% of stakeholders. Currently, 22.5% of students have a parent with an Infinite Campus Parent Portal account.

Benchmarks:

- Year 1: K-12 students and parents will access SIS information including grades, attendance, behavior, assignments, health and other information. This system will be available to families of all K-12 students. We will increase to 25% of students will have a parent with an Infinite Campus Parent Portal account.
- Year 2: Increase to 30% of students will have a parent with an Infinite Campus Parent Portal account..
- Year 3: Increase to 35% of students will have a parent with an Infinite Campus Parent Portal account.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administrators and teachers will inform parents about the availability of the Infinite Campus Parent Portal. This information will also be available in the report to the community.	Annually	Director of Technology and Deputy Superintendent of Educational Services	System access logs will be evaluated as well as anecdotal evidence resulting from interaction between school site staff and parents &/or students.	Access reports from SIS and technology requests resulting from need identified by administrators as a result of interaction between parents and students

Objective 3j.1.2: The district has implemented a telephone and email communication system to update families on attendance, upcoming events, and other important information.

Benchmarks:

- Year 1: All school sites will use the telephone communication system to communicate with parents.
- Year 2: Same as Year 1
- Year 3: Same as Year 1

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
All sites will use the telephone communication system to send voice &/or text or email messages to parents	Ongoing	Superintendent of Student Support Services	System logs will be evaluated	System logs

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

This district has developed a formal process for monitoring the Curricular Component goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The first phase of the monitoring process includes assigning roles and responsibilities to key stakeholders including district and site administrators, technology committee members, and key educators. This process will also include an analysis of the results of the evaluation instruments identified for each objective. The preliminary monitoring plan includes roles and responsibilities for key administrative that include:

- Director of Technology & Principals - School sites should have adequate computers for all students
- Director of Technology – Maintain the SIS at all sites, support the SIS portal for Parent and Student, and insure proper software and hardware is available for teachers and students
- Director of Technology and Deputy Superintendent of Education Services – provide access to teachers and other staff as necessary for student performance data. Develop strategies for teachers to use performance data for decision in lesson development and support these strategies with professional development delivered by the Curriculum Coaches.
- Superintendent of Student Support Services – monitor school & district websites to insure that staff email, addresses, school calendars and other school information is current
- Deputy Superintendent of Educational Services or designee – Include technology professional development into the district comprehensive staff development program delivered by Curriculum Coaches and others
- Director of Curriculum and Instruction – Implement the student performance and analysis system and coordinate the district-wide staff development needed for teachers and other staff to use the data effectively.

By the end of each school year, district teachers will take both the technology satisfaction survey and the technology skills survey. The survey will query teachers regarding curriculum projects, use of grade-level appropriate software, standard productivity software, computer literacy for students, information literacy, and the appropriateness of online accessibility. The District's Curriculum Coaches, Director of Curriculum & Instruction, Director of Technology, and the Deputy Superintendent of Educational Services will evaluate the results and develop strategies of meeting the changing needs of teachers and staff. Deputy Superintendent of Educational Services or designee will gather CST scores to monitor the progress toward meeting the standards.

These processes will be ongoing. The results of the continual monitoring are included in the annual evaluation of the District's strategic plan progress. The results of this evaluation is reported annually to the Board of Trustees.

4. Professional Development

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

The following table reflects the results of the skill level of CUSD Certificated staff, including teachers and administrators. Each of the skill areas listed reflects areas that the District regards as important in the delivery of instruction to students. Our plan addresses the results that identify the needs to improve technology proficiency and integration of technology into teaching and learning.

	No Ability	Beginning	Intermediate	Advanced
Infinite Campus - Attendance	3	31	152	158
Infinite Campus - Grade Book	74	33	135	97
Computer File Management	36	63	155	199
PowerPoint	22	76	157	199
Excel	48	139	114	33
Word	7	20	162	137
InterWrite Pad/Mobi	74	126	92	30
Student Response 'Clickers'	208	57	39	5
United Streaming	70	81	135	67
Creating classroom video	174	95	39	23
Digital Photography	67	106	119	42
Waterford (Elementary)	110	43	53	18
Accelerated Reader	106	54	84	26
Measures & data analysis	56	135	104	20
Online textbook resources	103	104	92	30

Prefer training when?	32 Summer	3 Saturday	167 After School	
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Ceres Unified teachers and administrators have worked hard to acquire skills in the last three years. Most are able to use productivity software and email effectively.

All teachers and administrators use Infinite Campus (SIS) to take attendance, post grades and review student data. All teachers in grades 3-12, use the Lesson Planner portion of Infinite Campus for assignments that are posted on the Parent Portal. The Parent Portal is a component of Infinite Campus that allows parents and students to access; assignments, grades, attendance, behavior, health and other data through a password protected web interface.

Based on the results of the staff survey, data projectors are in a majority of classrooms and teachers use them effectively. Teachers that have Waterford Early Reading and Accelerated Reader use these tools effectively.

The District is interested in moving instruction forward with more interaction, such as student response systems, classroom video, classroom photography. The District continues to focus on data informed instruction and continues to support teachers in the use of benchmark testing and test analysis through Measures Student Data Analysis System.

The certificated staff, teachers and administrators have an extensive need for professional development in the use of data analysis tools. This will be a primary focus for this three year plan. The District will investigate online textbook resources and the professional development required to use them.

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

This section addresses how the district will provide technology based professional development opportunities to teachers, specifically in the areas of technology use that support the goals and objectives outlined in this plan. Technology integration in the instructional practices of teachers in this district is a high priority. Ceres Unified provides a unique opportunity to teachers and administrators to obtain professional development in a variety of areas, that include technology integration throughout instruction, during the annual Ceres Summer Institute (CSI). The District Instructional coaches provide targeted instructional support and training to teachers throughout the district. These coaches are trained and experienced in successfully integrating technology into instruction and therefore, are able to pass their knowledge onto their peers with follow up to ensure the proper techniques for integration are implemented. The Technology department staff also provides one-on-one training to staff as needed. Additionally, each school site has a designated staff member that provides on-site technology support for teachers that require immediate assistance.

Goal 4b.1: Teachers and administrators will be trained in skills and strategies to use technology in the classroom to support content teaching and learning

Objective 4b.1.1: 100% of teachers and administrators will be provided training opportunities in skills and strategies to use technology in the classroom to support content teaching and learning. This will include face-to-face training, website tutorials, blogs, online video tutorials, and other training options that technology provides. Technology is not an "add-on" in Ceres Unified, but rather an integrated part of all the support teachers and administrators receive. That includes seamless integration with professional development and instructional coaching.

Benchmarks:

- Year 1: 100% of teachers will be provided training opportunities in skills required to support instruction. Selected teachers will receive specialized training opportunities as required by course or grade level content.
- Year 2: Same as Year 1
- Year 3: Same as Year 2

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
District-wide Technology Committee will meet four times a year to review overall program, collect and analyze evaluation data and recommend modifications.	Yearly , Ài May through June	Director of Technology and Deputy Superintendent of Educational Services	The Coordinator of Technology will create the agenda, and will facilitate the Technology Committee members in gathering appropriate student and teacher data. Agenda will include an analysis of the data and discussion of modifications based on outcomes.	Teacher survey
100% of teachers and administrators will be provided training opportunities to search the Internet effectively using a variety of search engines.	Annually	Director of Technology and Deputy Superintendent of Educational Services	Review of strategies used during professional development by Curriculum Coaching staff as they use & demonstrate technology.	Ceres Summer Institute attendance logs and curriculum coaching logs
100% of teachers and administrators will be provided training opportunities to use services such as Discovery Education streaming to more effectively support standards based instruction.	Annually	Director of Technology and Deputy Superintendent of Educational Services	Review of strategies used during professional development by Curriculum Coaching staff as they use & demonstrate technology.	Ceres Summer Institute attendance logs and curriculum coaching logs

100% of teachers and administrators will be provided training opportunities to use both a standard word processing program and presentation program effectively and creatively.	Annually	Director of Technology and Deputy Superintendent of Educational Services	Review of strategies used during professional development by Curriculum Coaching staff as they use & demonstrate technology.	Ceres Summer Institute attendance logs and curriculum coaching logs
100% of teachers and administrators will be provided training opportunities to use district data programs and SIS tools effectively.	Annually	Director of Technology and Deputy Superintendent of Educational Services	Review of strategies used during professional development by Curriculum Coaching staff as they use & demonstrate technology.	Ceres Summer Institute attendance logs and curriculum coaching logs
100% of teachers and administrators will be provided training opportunities to use district developed support resources more effectively.	Annually	Director of Technology and Deputy Superintendent of Educational Services	Review of strategies used during professional development by Curriculum Coaching staff as they use & demonstrate technology.	Ceres Summer Institute attendance logs and curriculum coaching logs

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

By the end of each school year, the district-wide technology committee will create a teacher survey to be administered the following March through May. The survey will query teachers regarding staff development in word processing, Internet research, multimedia, the Student Information System, and e-mail service. The district technology committee's survey will be distributed online and/or on paper. After reviewing the surveys, modifications and adjustments will be made to the activities.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware: Ceres Unified continually monitors and evaluates the current levels of hardware provided to the students a staff of the district. Table 1, below, indicates the student-to-computer ratio and internet connectivity of each Ceres Unified school, as compared to the county and state averages. As can be seen, Ceres Unified is in alignment with the county and state averages.

The District currently has 3,734 total desktops in classrooms and offices at seventeen school sites. That includes a mix of Windows 7 and Windows XP. Of those, 30.3% are considered to be obsolete by the state standard – of more than three years old. Ceres Unified has 2,533 computers that are three years old or newer. That is up from the 2327 reported to CDE in the previous year. Within the next two to three years over 2,000 desktop computers will need to be replaced district-wide to meet the state criteria for up to date computers available for student use.

Ceres Unified School District’s commitment to technology reaches above and beyond hardware. Providing connectivity to the District’s network, the Student Information System and access to student performance data, is also a high priority for the district. Teachers especially must have the ability to access student data to effectively target instruction for students. (Please note the numbers for tables in this section reflect purchases through June 30 of 2010. Therefore, they differ from the section 3a table.)

Table 1

Computer to Student Ratio

School	# of Computers	# of Students per Computer
Argus High (Continuation)	57	4.8
Blaker-Kinser Junior High	281	3.1
Carroll Fowler Elementary	103	6.3
Caswell Elementary	172	3.2
Central Valley High	240	5.2
Ceres High	539	2.9
Don Pedro Elementary	100	5.3

Endeavor Alternative	17	9
Joel J. Hidahl Elementary	100	4.7
La Rosa Elementary	32	13.7
M. Robert Adkison Elementary	40	10.5
Mae Hensley Junior High	135	6.5
Samuel Vaughn Elementary	70	8.4
Sinclear Elementary	30	20.9
Summit Charter Academy	98	4.1
Virginia Parks Elementary	117	5.4
Walter White Elementary	122	5.7
Westport Elementary	85	5
Whitmore Charter	65	0.3
Whitmore Charter High	65	1.7
Whitmore Charter School of Tech	65	4.9
District Total	2,533	4.7
County Total	22,411	4.8
State Total	1,427,384	4.4

Ceres Unified strives to provide the most up-to-date technology to ALL users. In response, Ceres Unified established eleven technology infrastructure standards that formally guide the focus of the District's efforts in providing a rich technology environment for all students.

CUSD Technology Infrastructure Standards

Revised 10/19/2006 and presented to the Board of Trustees annually in May

- **Standard One: Classroom Connectivity (100% Complete)**

Every classroom will be connected to the District network and the internet at no less than a 100 Mb connection. This will be achieved through Category 5 or better cable to the intermediate distribution frame, fiber optic to the main distribution frame, and a 1.0 Gb wide area network from the school to the District Office.

- **Standard Two: Teacher Access to Student Information System (100% Complete)**

Every classroom will have teacher access to the student information system for the purpose of

looking up student data.

- **Standard Three: Access to Student Performance Data (100% Complete technically)**

Every teacher will have access to the student performance data for student's in their class. This will be through Datawise Measures for elementary schools and Datawise Measures for secondary schools.

- **Standard Four: Data Projectors (84% Complete)**

Every classroom will have electronic images projected through a mounted data projector that is connected to the teacher's classroom computer. (Replaces TVs.)

- **Standard Five: On Line Grades and Attendance (100% Complete)**

Every teacher will submit attendance and grades online.

Standard Six: Telephones on the Network with Integrated Voice and Email (100% Complete)

Every classroom will have an IP addressable telephone featuring integrated voice and email.

- **Standard Seven: Student Connectivity (100% Complete)**

Students will have access to internet ready connections at the bandwidth described in Standard One. This number and configuration of connections will be appropriate to school, grade level and subject matter needs.

- **Standard Eight: Interactive Display Technology (62% Complete)**

Every classroom will have an interactive display device for the presentation of information allowing for real time editing and feedback. This may be achieved through Smart Boards or Inter Write Pads, (replaces overhead projectors).

- **Standard Nine: Parental Access (100% Complete)**

Every parent will have access to their student's classroom information through a secure internet site.

- **Standard Ten: Public Address and Bell Systems on the Network (40% Complete)**

Every classroom will have an IP addressable public address and bell system that can be programmed from a central location.

- **Standard Eleven: Video Security on the Network (3 sites out of 17 sites)**

Every classroom will be protected externally by an IP addressable security camera. This may be achieved by one camera covering multiple classrooms.

The Ceres Unified School District Technology Infrastructure Standards provide the essential stepping stones for meeting the technology needs of the district. Tables 2 – 5 provide current data in response to each of the standards.

All teachers have access to student performance data through a district-wide database. This database enables teachers to access student assessment scores in an effort to guide instruction. However, most teachers are still unable to use this system effectively. This is identified as a major area for need. The information must be more easily accessible to teachers.

The District has a gigabyte network and all schools, except one, access the district office ISP through the shared gigabyte connection. With the increased focus on student information for both administrative and student performance data, the need for reliability and speed has increased dramatically.

Existing Internet Access: *Table 2*

Network Connectivity & Access to Data

School	# of Rooms	Classrooms with Internet	Access to Student Information System	Access to Student Performance Data
Argus High	19	19	19	19
Blaker-Kinser Junior High	42	42	42	42
Carroll Fowler Elementary	40	40	40	40
Caswell Elementary	32	32	32	32
Central Valley High	70	70	70	70
Ceres High	74	74	74	74
Don Pedro Elementary	36	36	36	36
Endeavor Alternative	2	2	2	2
Joel J. Hidahl Elementary	32	32	32	32
LaRosa Elementary	32	32	32	32
Samuel Vaughn Elementary	33	33	33	33
Sinclear Elementary	32	32	32	32
Virginia Parks Elementary	33	33	33	33
Walter White Elementary	41	41	41	41
Westport Elementary	26	26	26	26

Whitemore Charter Schools	39	39	39	39
Totals	660	660	660	660

As can be seen in Table 2 above, Ceres Unified successfully provides classroom connectivity and access to the Internet for all classrooms. In addition, every classroom has access to the district's Student Information System (SIS) and student performance data. District-wide, teachers use the SIS to take attendance, and the grade book component of the SIS. It is mandatory for Grades 3 - 12 teachers to use the online grade book and associated Parent Portal for improved communication with Parents.

Ceres Unified is focused on providing a rich multi-media environment to students. In this effort data projectors and stereo speakers have been installed in 93% of the classrooms. Discovery Streaming is provided district-wide. This service provides video clips that are linked to state standards in every core subject area and every grade level. Many teachers use this resource well. However, additional work remains to provide professional development to insure that this use supports standards based instruction.

In addition, more resources need to be provided. This includes resources for student instruction as well as multi-media support for teachers in the form of exemplar lessons that illustrate effective strategies.

All teachers currently take attendance online. This provides them with student information and parent contact information. The district's student information system and associated Parent Portal has been a powerful connection with parents. Additionally, students use the Parent Portal to monitor their progress in courses and well as check for upcoming assignments. .

Ceres Unified has successfully installed IP Telephones at every school, in every classroom. This telephone system allows staff access to voicemail that is integrated with email. This gives staff tools to effectively manage communication inside and outside of the district.

Existing Electronic Learning Resources: *Table 3*

Electronic Resources and Telecommunications

School	# of Rooms	Data Projectors	Online Grades and Attendance	IP Phones	Student Connectivity	Interactive Technology
Adkison	32	32	32	32	32	9
Caswell	32	31	32	32	32	32
Don Pedro	36	29	36	36	36	26

Fowler	40	40	40	40	40	29
Hidahl	32	32	32	32	32	35
Parks	33	33	33	33	33	28
Sinclear	32	32	32	32	32	23
Vaughn	33	24	33	33	33	24
Westport	26	23	26	26	26	23
White	41	20	41	41	41	6
LaRosa	32	32	32	32	32	18
Argus	19	19	19	19	19	11
Endeavor	2	2	2	2	2	2
Blaker-Kinsler	42	42	42	42	42	0
Mae Hensley	45	45	45	45	45	40
Central Valley	70	70	70	70	70	70
Ceres High	7	67	74	74	74	68
WC Schools	39	39	39	39	39	39
Totals	660	612	660	660	660	483

Table 3 above, indicates that all teachers have access to a grade book option that is integrated with the District's SIS system. Grades 3 - 12 teachers are required to use the online grade book and associated Parent Portal.

The District's comprehensive plan for meeting technology standards continues to result in progress toward all classrooms having access to outstanding technology . The District is committed to providing students with teaching presentations that are both visually and auditorially appealing. The Interactive technology frees the teacher to move around the classroom and monitor students progress. It also allows teachers to give the teaching moment to any student in class.

Table 4 below, indicates the District's progress with Parent Communication. The District has moved forward with a new Student Information System that allows parents of all elementary and secondary students to access the student's educational data including grades, discipline, attendance and assessment data. This has contributed positively to communication with parents. The District also has a District wide calling system that allows phone calls, text messages, and email messages to be sent to all families or to targeted families. Research has indicated that

parents do want critical information, but most do not want a significant number of calls home at night.

Table 4

Electronic Learning Resources and Parent Communication

Standard 9			
School	# of Rooms	Parent Access to SIS Information	Rooms
		Percentage	Number
Adkison	32	31%	10
Caswell	32	50%	16
Don Pedro	36	22%	8
Fowler	40	53%	21
Hidahl	32	28%	9
Parks	33	45%	15
Sinclear	32	41%	13
Vaughn	33	42%	14
Westport	26	35%	9
White	41	32%	13
LaRosa	32	28%	9
Argus	19	100%	19
Endeavor	2	100%	2
Blaker-Kinser	42	100%	42
Mae Hensley	45	100%	45
Central Valley	70	100%	45
Ceres High	74	100%	74
WC Schools	39	21%	8

Totals	660	60%	397
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Existing Technical Support: Table 5 indicates the District’s progress in site communication and safety. The public address system allows for two way communication with staff and students in classrooms. Security cameras enable staff to identify individuals on campus who are causing problems both during school hours and after school hours. The cameras also serve as a deterrent to students thinking about committing discipline violations.

Table 5

Site Communication and Safety

		Standard Ten		Standard Eleven	
School	# of Rooms	IP Public Address and Bells	Rooms	IP Security Cameras	
		Percentage			
Adkison	32	100%	32		1 Camera
Caswell	32		0		
Don Pedro	36		0		
Fowler	40		0		
Hidahl	32	100%	32		
Parks	33		0		
Sinclear	32	100%	32		
Vaughn	33		0		
Westport	26		0		
White	41		0		
LaRosa	32	100%	32		
Argus	19	100%	19	Yes	
Endeavor	2	100%	2	Yes	
Blaker-Kinser	42		0		

Mae Hensley	45	100%	45		
Central Valley	70	100%	70	Yes	
Ceres High	74		0		
WC Schools	39		0		
Totals	660	40%	264		

Technology Support

The District has a Coordinator of Technology, a network administrator, a technology specialist for database support, and 7 FTE computer specialists for desktop support. This staff supports more than 3700 desktops and laptops. They support the student information system. That includes administrative users, support personnel, teacher's use of classroom and grade book features. The staff also supports the Datawise Measures student performance analysis software for student information. Student information is used administratively and in the classroom for lesson planning. The team has piloted the use of video to enhance professional development for teachers and others. That project as been successful at calibrating the evaluations of Principals in the classroom. It is being expanded to provided another learning avenue for teachers. In addition, the team supports the Destiny district library system.

The District supports an extremely large variety of software and hardware. Below is a list of the major support areas.

- Destiny – district-wide library system
- Lunchbox – district-wide lunch system to keep record of student accounts
- Infinite Campus Student Information System
- Pre-ID – 3 STAR, 4 CaHSEE,
- PE, 2 CELDT
- CalPADS – state identification
- Data cleanup
- Import scores into system from STAR, SATs, CaHSEE, CELDT
- Encryption software to receive SAT scores directly
- Datawise Measures – student assessment database with massive reporting to teachers and other educators
- Scores and scanning for local assessments
- Support DataWise engineers
- Various finance databases including inventory
- Maintenance Help Desk
- Technology Help Desk
- Media Center Billing system
- Parent Notification System – we produce extracts from Infinite Campus for student names

- Valcom – IP Intercom
- IP Phones – over 1148 to date
- Voicemail – about 1500 to date
- IP Cameras – over 40 to date
- recording
- two week archives
- Projectors – about 612 to date
- InterWrite School Pads
- Sound Systems
- Wireless mic
- Over 40 servers
- 17 sites with Cisco gear about 200 switches – over \$2 million worth of equipment
- UPS – Battery back-ups about 100 district – wide
- Exchange Email – with 1500 mailboxes
- MS Office
- Outlook
- Word
- Excel
- Power Point
- Access
- Publisher
- Creative Suite II
- InDesign page layout software – yearbooks, posters, newsletter
- Photoshop
- Illustrator
- Acrobat
- Premiere
- McAfee – antivirus software
- Websense web filter software
- Brightmail – SPAM filter
- Accelerated Reader & STAR
- Waterford – reading support
- MP3 – AP Language testing
- Audacity
- AutoSkill Math Academy
- AutoCAD
- Adobe Audition
- Blue Bear – Student Store Accounting system
- Cyber Ed Science software
- Cyber High
- Mavis Beacon
- Harcourt Math
- Exam View
- File Maker
- Interactive Physics
- Microtype

- Digital Schools installation
- ROP software
- Print To Mail for report cards at sites
- Websites – district wide
- Contribute client software
- Dreamweaver editing software
- Poster printing – poster and photo quality
- Support of district publications developed by users
- Report to the Community
- Elementary Yearbooks
- CVH & CHS digital signs
- Meeting setup throughout the district
- Specifications for projector mounting and data cables installation
- Digital Scanning to file
- Live video streaming – school announcements
- Purchase hardware and software – about 400 POs a year
- Coordinate delivery to sites & setup of hardware
- Coordinate contractors as needed
- Coordinate engineers for software set up
- Create about 10,000 student accounts
- Employee ID badges
- Pre-approve all software and hardware
- Board room set up and tech support during meetings
- Support 3000 computer – Win 95-98, Win 2000, Win XP
- Set up all new computers – 636 new just in the current year
- Set up all new printers
- Photography of formal events
- Video support
- Deliver equipment with personal vehicles
- PC Duo and remote desktop support
- Printers – 1000
- Grant writing and Erate application – over \$3 million since 2000
- Media Center Support – yearbooks and other digital files
- Bandwidth
- Security Cameras

5b. 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.

Hardware Needed: Ceres Unified is committed to ensuring that technology resources are maintained at a current status and are utilized by staff, students and parents in an effective and

efficient manner. Assessments of technology resources are conducted annually to determine the types of equipment and technology resources needed and the age of existing hardware.

Table 6 indicates that 61.1% of the district’s computers are more than three years old. The last column shows the number of computers that are five years old and obsolete’. The district continues to use an additional 1,112 computers that are over 5 years old due to ongoing budget constraints. A major need for the District is the funding to replace computers every three years. Along with that is the need to upgrade or purchase software with each computer upgrade and acquisition. (Please note the numbers in this table reflect purchases through June 30, 2010.)

Table 6

Computers by School Site and by Age

School	Computers	09-10 FY	08-09 FY	07-08 FY	06-07 FY	05-06 FY	Obsolete	Replace in 11-14
Argus High (Continuation)	137	13	1	27	72	24	2	125
Blaker-Kinser Junior High	83	37	6	10	7	23	10	50
Carroll Fowler Elementary	83	7		40	36		22	98
Caswell Elementary	35	7	1	26	1		0	27
Ceres High	228	18	56	6	116	32	4	158
Don Pedro Elementary	101	21	21	26	2	31	9	68
Endeavor Alternative	13			4	9		0	13
Mae Hensley Junior High	91	7	48	16	16	4	1	37

Vaughn (Samuel) Elementary	89	2		43	30	14	28	115
Virginia Parks Elementary	47	29	4	10	1	3	0	14
Westport Elementary	37	12	7	0	12	6	0	18
White (Walter) Elementary	17	3	10	0	1	3	18	22
Whitmore Charter School	200	17	5	14	163	1	0	178
Joel Hidahl Elementary	91	18	1	24	11	37		72
Sinclear Elementary	120	11	19	17	37	36		90
Robert Adkison Elementary	122	42	5	16	4	55		75
LaRosa Elementary	101	16	1	18	66			84
Whitmore 1 Charter Schools	1		1					
Central Valley High	303	55	4	9	52	183	94	338
	1-3 Years Old							
Grand Total	1899	315	190	305	636	452	188	1582

Table 7, below provides a summary of the District's current status for installation of data projectors and interactive presentation controls for teachers. The District is committed to providing the necessary equipment for engaging instruction and learning. The District still needs to provide data projectors in 7% of classrooms for a total of 48 additional projectors above any replacement required. The District still needs to provide interactive presentation controls in 27% of classrooms for a total of 177 presentation pad above replacement numbers.

Table 7

Presentation and Interactive Technology

School	Rooms Total	Data Projectors Installed	Interactive Technology Installed
Argus High	19	19	11
Blaker-Kinser Junior High	42	42	0
Carroll Fowler Elementary	40	40	29
Caswell Elementary	32	31	32
Ceres High	74	67	68
Don Pedro Elementary	36	29	26
Endeavor Alternative	2	2	2
Mae Hensley Junior High	45	45	40
Vaughn (Samuel) Elementary	33	24	24
Virginia Parks Elementary	33	33	28
Westport Elementary	26	23	23
White (Walter) Elementary	41	20	6
Whitmoare Charter Schools	39	39	39
Joel J. Hidahl Elementary	32	32	32
Sinclear Elementary	32	32	23
Robert Adkison Elementary	32	32	9
LaRosa Elementary	32	32	18

Whitmore Charter Schools	39	39	39
Central Valley High	70	70	70

Table 8 below indicates the current status of installation of modernized public address systems and security cameras in the District. These are student safety components that the district regards as critical to the learning environment.

Table 8
Public Address and Security Camera Current Status

School	Rooms Total	IP Public Address Installed	Security Cameras
Argus High	19	32	Yes
Blaker-Kinser Junior High	42	0	0
Carroll Fowler Elementary	40	0	0
Caswell Elementary	32	0	0
Ceres High	74	0	0
Don Pedro Elementary	36	36	0
Endeavor Alternative	2	2	2
Mae Hensley Junior High	45	45	0
Vaughn (Samuel) Elementary	33	0	0
Virginia Parks Elementary	33	0	0
Westport Elementary	26	0	0
White (Walter) Elementary	41	0	0
Whitmoare Charter Schools	39	39	0
Joel J. Hidahl Elementary	32	32	0
Sinclear Elementary	32	32	0
Robert Adkison Elementary	32	32	2

LaRosa Elementary	32	32	0
Central Valley High	70	0	0

Nine of the District's seventeen school still need a modern public address system. Fourteen of seventeen schools need security cameras for a total of 50 to provide basic video monitoring.

The district is planning a five year rotation of computers. The three years of this plan will replace three-fifths of the computers at each site. The District has fallen behind the current state of county averages in student per computer ratio. This is a result of severely reduced funding. In addition, many school sites will need to schedule in which specific year they will be able to purchase a new intercom and security system. Since the installation of the Intercom System and installation of the security system must each be done school-wide, each of these is a large single year expenditure. The site principals will determine when it is feasible to invest the required funding to complete these acquisitions. Sites and the District have committed to ensuring that these identified needs are met within the time frame of this plan.

Electronic Learning Resources Needed: The District provides support to sites as they purchase and implement electronic learning resources. In Ceres Unified, this includes Waterford Reading Labs, Success Maker labs, math and science tutorial labs and various other classroom software installations to support student learning. All sites currently have electronic learning resources available to students and can be expected to continue to support those and acquire others as needed. These resources are purchased with site funds and grants as available. The District provides installation and maintenance support at no cost to the site budget. This policy will continue in the future. This plan addresses District requirements. The District does approve and support all such purchases on a site by site basis. These electronic learning resources will be those approved by CLRN and those that District data analysis proves are beneficial to students. The District continues to evaluate the benefit of district-wide electronic learning resources.

Networking and Telecommunications Infrastructure Needed: The District has used the Erate program very effectively for years. The networking and telecommunications needs of the District have been addressed for existing schools. The District will continue to apply for Erate discounts on those services. The District currently qualifies for a 79% discount rate. Additional network gear and upgraded services will be acquired as needed through the Erate program. The district has ongoing needs in this area as equipment becomes outdated or fails. As new schools are built, the networking gear part of the construction funding. All schools have a robust physical plant system for the support of technology. Any additional upgrades are supported through routine repair and maintenance funding. This policy will continue for the duration of this plan. This District does not anticipate a major increased need in this area.

Physical Plant Modifications Needed: No physical plant modifications are needed to maintain the current number of computers and computer labs in schools. However, should sites required additional labs, more electrical capacity will be required at eleven of the districts seventeen sites.

Technical Support Needed: Technology support is always an issue. The District will continue to maintain the current level of support available to all stakeholders. Staff will be added as funding becomes available. The technology staff has made progress in developing tutorials and a Wiki that show teachers and staff how to do simple and routine operations. This is effective in changing the ratio of true technology problems that need to be addressed as compared to simple user hand-holding that could be greatly reduced with learning resources available to staff. A major focus has been to teach teachers and staff how to use software help menus, FAQs, and other resources to do their own trouble shooting and guide their own support. This has maximized the effectiveness of the current technology support staff. The technology support staff has become extremely proficient with remote access to software to fix computer problems and support teacher and staff training. All of these efforts need to continue and be expanded in the future.

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

Year 1 Benchmark: 60% implementation: Ceres Unified will increase bandwidth and install updated server access to all users; replace or purchase one third of the computers necessary to support a 4:1 student to computer ratio; replace or update one third of the necessary software and technology resources essential to the implementation of the technology plan; maintain current levels of operational software and hardware; investigate additional resources to enhance teaching and learning as well as operational effectiveness; and develop effective professional development techniques that help to contain costs by using technology.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 300 computers	June 2012	Principals, Director Technology
Update server software and licenses	June 2012	Director Technology

Increase bandwidth from ISP	June 2012	Director Technology
Update firewall software	June 2012	Director Technology
Update Infinite Campus (SIS)	June 2012	Director Technology
Provide operations maintenance including agreements and service for network equipment and servers	June 2012	Director Technology
Provide additional data projectors and upgrade older projectors - 150 projectors	2012	Site Principals
Increase access to interactive technology through purchase of 150 Mobi units	June 2012	Site Principals
Increase access to interactive through purchase of 25 sets of student response clickers	June 2012	Site Principals
Increase campus safety through purchase of 50 security cameras	June 2012	Site Principals
Investigate video for effective professional development	June 2012	Deputy Superintendent Educational Services
Investigate use of teacher blogs and interactive sites for teacher use	June 2012	Director of Technology & Site Principals
Replace sixth Computer Specialist 1 position that was lost in 2009-2010 year	June 2012	Director Technology

<p>Year 2 Benchmark: 70% implementation: Ceres Unified will increase bandwidth and install updated server access to all users; replace or purchase one third of the computers necessary to support a 4:1 student to computer ratio; replace or update one third of the necessary software and technology resources essential to the implementation of the technology plan; maintain current levels of operational software and hardware; investigate additional resources to enhance teaching and learning as well as operational effectiveness; and develop effective professional development techniques that help to contain costs by using technology.</p>		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 325 computer	June 2012	Principals, Director Technology
Update server software and licenses	June 2013	Director Technology
Increase bandwidth from ISP	June 2013	Director Technology
Update Cisco IOS on critical equipment	June 2013	Director Technology
Update Infinite Campus (SIS)	June 2013	Director Technology
Provide operations maintenance including agreements and service for network equipment and servers	June 2013	Director Technology
Provide additional data projectors and upgrade older projectors - 150 projectors	June 2013	Site Principals
Increase access to interactive technology through purchase of 150 Mobi units	June 2013	Site Principals

Increase access to interactive through purchase of 25 sets of student response clickers	June 2013	Site Principals
Increase campus safety through purchase of 50 security cameras	June 2013	Site Principals
Increase use of video for effective professional development	June 2013	Deputy Superintendent Educational Services
Increase use of teacher blogs and interactive sites for teacher use	June 2013	Director of Technology & Site Principals

Year 3 Benchmark: 80% implementation: Ceres Unified will increase bandwidth and install updated server access to all users; replace or purchase one third of the computers necessary to support a 4:1 student to computer ratio; replace or update one third of the necessary software and technology resources essential to the implementation of the technology plan; maintain current levels of operational software and hardware; investigate additional resources to enhance teaching and learning as well as operational effectiveness; and develop effective professional development techniques that help to contain costs by using technology.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 425 Computers	June 2013	Principals, Director Technology
Update server software and licenses	June 2014	Director Technology
Increase bandwidth from ISP	June 2014	Director Technology
Update Waterford, Destiny (Library) and Measures servers	June 2014	Director Technology
Update Infinite Campus (SIS)	June 2014	Director Technology
Provide operations maintenance including agreements and service for network equipment and servers	June 2014	Director Technology
Provide additional data projectors and upgrade older projectors - 150 projectors	June 2014	Site Principals
Increase access to interactive technology through purchase of 150 Mobi units	June 2014	Site Principals
Increase access to interactive through purchase of 25 sets of student response clickers	June 2014	Site Principals
Increase campus safety through purchase of 50 security cameras	June 2014	Site Principals
Refine techniques for effective professional development with video	June 2014	Deputy Superintendent Educational Services
Investigate use of teacher blogs and interactive sites for teacher use	June 2014	Director of Technology & Site Principals

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

In addition to the principal, the district-wide technology committee will annually review progress toward the benchmarks listed in 5C for each school year. The Director of Technology will assess the progress of each school and provide the district-wide technology committee with the finished checklist. After reviewing the checklist, modifications and adjustments will be made to the benchmarks and prioritized items. Additionally, the Assistant Superintendent of Business along with the Director of Technology reports technology progress toward benchmarks to the Board of Trustees annually. This annual review process provides data for decisions in the following school year. Budgets and programs are developed to address areas of greatest need. Specific site needs are communicated to site Principals by the Assistant Superintendent of Business during both the spring and fall meetings that Principals have with Cabinet.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

Funding Source
EdTech K-12 General Purpose Voucher
EdTech K-12 Software Voucher
Title 1
Site Improvement Plan Funds
E-rate discounts district average
EETT – Competitive
Other federal and state funding as available
General Fund as Available

Potential Funding Sources:

Funding Source
EdTech K-12 General Purpose Voucher
EdTech K-12 Software Voucher
Title 1
Site Improvement Plan Funds
E-rate discounts district average
EETT – Competitive
Other federal and state funding as available

General Fund as Available

6b. Estimate annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
2000-2999 Classified Salaries				
Staff Salary	\$584,000	\$584,000	\$600,000	General
3000-3999 Employee Benefits				
Employee Benefits	\$164,000	\$164,000	\$168,000	General
4000-4999 Materials and Supplies				
Server Licenses	\$5,000	\$5,000	\$5,000	General
Firewall software upgrade	\$5,000	\$5,000	\$5,000	General
Call Manager Upgrade	\$9,500	\$9,500	\$9,500	General
Websense Filter Software	\$0	\$25,000	\$0	General
Desktop Replacement	\$300,000	\$325,000	\$425,000	General
McAfee Antivirus	\$0	\$70,000	\$0	General
Solar Winds Network Monitoring software	\$1,100	\$1,200	\$1,300	General
Brightmail	\$7,500	\$8,000	\$8,500	General
AutoCAD - High Schools	\$10,000	\$11,000	\$12,000	Categorical
Library Server upgrades	\$1,000	\$1,000	\$1,000	Categorical
Measures (Data Warehouse) Server Upgrade	\$0	\$0	\$12,000	Categorical
5000-5999 Other Services and Operating Expenses				
ISP Charter & ATT	\$216,000	\$220,000	\$225,000	Erate
Infinite Campus renewal	\$110,000	\$110,000	\$110,000	General

Staff Mileage	\$7,500	\$7,500	\$7,800	General
6000-6999 Equipment				
Server Replacement and Additions	\$20,000	\$15,000	\$15,000	General and Erate
Totals:	\$1,440,600	\$1,561,200	\$1,605,100	

6c. Describe the district's replacement policy for obsolete equipment.

The district is recommending a five year replacement rotation. This results in replacement of 20% of the computers at each site, each year. It is apparent that even well funded schools are unable to replace computers at a faster rate under current funding models. As of September 2010 most sites had more than half their computer at more than five years old. In the three years of this plan, the district will only be able to replace computers that are already five years old. By 2014, the district will have 500 to 700 computers that have aged to five years by then.

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

Funding for technology will be evaluated annually. Funding will be provided to technology on a priority, based on need each year and available funds. The District has been very successful at securing competitive grants for technology as well as other funds that help to support technology for students. In addition, the District actively participates in the Erate discount program for services and equipment. The District also receives California Discount Advanced Services support. The Director of Technology has primary responsibility for monitoring budgets and technology purchases district wide. The Director of Technology is responsible to insure that district and site funds are spent on the best, cost effective solutions possible. The Director of Technology works with direction from the Assistant Superintendent of Business as well as, input from the Deputy Superintendent of Education Services.

7. Monitoring and Evaluation

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

The District evaluates progress toward the strategic plan technology goals each year. The District also conducts a technology satisfaction survey of all staff members each year. The District also requires all certificated staff to complete the staff training needs survey. The results from each of these evaluations are shared with stakeholders. All site and department leaders are included and course correction activities are coordinated with the group.

The impact of technology for staff and students will be evaluated with the following instruments:

- Student benchmark assessment data - provided to teachers through Measures Student Performance Data analysis
- Reports from Infinite Campus of student and parent use of the Infinite Campus Parent Portal
- Technology Skills Survey administered to all certificated staff including teachers and administrators
- Technology Satisfaction Survey administered to all certificated staff including teachers and administrators
- Annual report to California Department of Education regarding student to computer ration and classroom connections to the Internet
- Annual report to the CUSD Board of Trustees regarding the progress toward achieving the technology standards established by the District

The District's technology goals for the duration of this plan are:

Standard One: Classroom Connectivity

Every classroom will be connected to the District network and the internet at no less than a 100 Mb connection. This will be achieved through Category 5 or better cable to the intermediate distribution frame, fiber optic to the main distribution frame, and a 1.0 Gb wide area network from the school to the District Office.

Standard Two: Teacher Access to Student Information System

Every classroom will have teacher access to the student information system for the purpose of looking up student data.

Standard Three: Access to Student Performance Data

Every teacher will have access to the student performance data for student's in their class. This will be through Oars and Measures for elementary schools and Measures for secondary schools.

Standard Four: Data Projectors

Every classroom will have electronic images projected through a mounted data projector that is connected to the teacher's classroom computer. (Replaces TVs.)

Standard Five: On Line Grades and Attendance

Every teacher will submit attendance and grades on-line.

Standard Six: Telephones on the Network with Integrated Voice and E-mail

Every classroom will have an IP addressable telephone featuring integrated voice and e-mail.

Standard Seven: Student Connectivity

Students will have access to internet ready connections at the bandwidth described in Standard One. This number and configuration of connections will be appropriate to school, grade level and subject matter needs.

Standard Eight: Interactive Display Technology

Every classroom will have an interactive display device for the presentation of information allowing for real time editing and feedback. This may be achieved through Smart Boards or Inter Write Pads. (Replaces Overheads.)

Standard Nine: Parental Access

Every parent will have access to their student's classroom information through a secure internet site.

Standard Ten: Public Address and Bell Systems on the Network

Every classroom will have an IP addressable public address and bell system that can be programmed from a central location.

Standard Eleven: Video Security on the Network

Every classroom will be protected externally by an IP addressable security camera. This may be achieved by one camera covering multiple classrooms.

Each of the proceeding goals is in support of using technology to enhance teaching and learning for all.

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

This Plan will be evaluated annually between March and May by the District's Technology Advisory Committee , a representative of Educational Services, a representative of Business Services, and the Director of Technology. Results of the evaluation activities related to the

individual sections of this plan will be communicated by the responsible individuals/teams to the the Technology Advisory Committee each May during an annual Technology Plan Progress Review meeting. Data resulting from the evaluation tools and activities will be reviewed to determine the level of progress made toward goal and objective achievement. Recommendations will be made any modifications to the objectives and activities for future years. The Technology Advisory Committee will determine if the recommendations for modifications warrant actual changes to the Plan. Additionally, given that Technology is included as a priority in the District's Strategic Plan, progress toward the goals and objectives related to technology as a tool to support teaching and learning is reported to the the Board of Trustees on annual basis, each December for the most recent completed school year.

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

The District Technology Satisfaction Survey will be distributed online and/or paper to all administrators and staff. After reviewing the surveys, the Director of Technology and the Assistant Superintendent of Business will modify and adjust the activities as needed. Mid-course corrections will be implemented based on evaluation of current operations and evaluation and adoption of new opportunities.

Progress toward goals will be summarized and reported to the school board and be available on the web. The progress summary will be provided to the Superintendent for possible inclusion in the annual report to the community. The Ceres Community Collaborative will be provided information on the results of this plan and will have input regarding plan modifications as needed.

Annual Review of Goals Year One:

Annual Review of Goals Year Two:

Annual Review of Goals Year Three:

8. Collaborative Strategies with Adult Literacy Providers

The Ceres Unified School District (CUSD), is comprised of 11 elementary schools, 2 junior highs, 2 high schools, 1 continuation high school, 1 alternative high school and 3 charter schools. As the school year ended in June 2009, a total of 11,445 students were enrolled in CUSD. Ceres is in the heart of the agricultural belt and most of the adults work as seasonal farm laborers or hold unskilled jobs. Additionally, the ethnic diversity of CUSD is reflected in the 2006 CBEDS as 60% Hispanic, 27% White, and 13 % representing all other ethnicities.

CUSD recognized the need to establish a Community Collaborative to address the ongoing issues of our students. The ultimate purpose of the collaborative is to support and empower families to be responsible for meeting the needs of children by applying collective energy, talent, and ideas of community, neighbors, extended family and friends. The Collaborative is composed of a wide cross-section of service providers, school personnel, business professionals, government representatives, religious leaders, parents, and community members. Meetings of the Collaborative occur each quarter with an average of 35 or more regular attendees. These meetings are designed to study educational issues of students and parents. From this collaborative many highly effective and diversified parent education programs have been facilitated and targeted to the adults of the Ceres Community.

The Ceres Adult School currently provides literacy programs to the community. The General Education Diploma (GED) classes, in addition to English as a Second Language (ESL) and Community Based Education Tutoring (CBET) classes, are held at various sites throughout the district. In addition, the courses that Ceres Adult School offers will be expanded by the inclusion of keyboarding in Spanish for community members who wish to learn computer skills for entry into the job market and an entry level secretarial course in both English and Spanish for those who are seeking to acquire these skills to better their career pursuits. These courses will be held at Ceres High School and are scheduled once a week from 6:30 to 9:30 p.m. Students will receive hands on activities in the computer lab in order to fully experience the content of the courses.

Other Collaborative members, including the Parent Institute for Quality Education, offer career development and language development classes for parents. The Stanislaus Literacy Center provides one on one and small group tutoring for adults who need help with reading and the Migrant Education program provides funding for tutors and teachers to work with migrant children in the Ceres Unified School District.

The Collaborative regularly maintains online collaboration with other agencies to support education. The Collaborative consistently seeks grants and other funding medias to provide up to date technology services to the Ceres community. Collaborative members regularly make presentations utilizing technology to provide content instruction for adult learners. For example, most Collaborative members, such as the Parent Institute for Quality Education (PIQE) regularly build interactive lessons around video presentations. The Adult Ed program utilizes “Compass Learning” software as a component of the CBET program. Other Collaborative members provide technology integration into adult education through workshops, career resource presentations and literacy activities.

Current funding sources include the Adult Education program, and the District Technology Department which provides equipment and additional technical support to operate a computer lab for parent/student use .

9. Effective, Researched-Based Methods and Strategies

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

The research cited below was used in the preparation of this plan and how the district has used and will use the research findings in the development and implementation of the plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

Curriculum

In the CUSD Technology Plan curriculum objectives include student skills in collecting, evaluating, processing and locating information across the curriculum via appropriate technology medias. This CUSD focus is validated by research, “These technologies provided an excellent platform – a conceptual environment – where children could collect information in multiple formats and then organize, play, visualize, link, and eventually construct new ideas about relationships among facts and events. The same technology could then be used powerfully by students to communicate their ideas to others, to argue and critique their beliefs, to persuade and teach others, to add greater levels of understanding to their own growing knowledge (Dwyer, D. (1992). ACOT: History, finding, impact, Cupertino, CA: Apple Computer, Inc.) Building and maintaining an environment conducive to maximum student learning is stressed. Technology is recognized by CUSD as a positive component in creating a successful learning environment. This is corroborated by research which indicates: “The computer-integrated instructional program (Project Child) found that elementary students in project classrooms from kindergarten through fifth grade consistently had higher test scores and better discipline than their counterparts.” Butzin, S.M. (2000, June). Project child: A decade of success for young children [feature]. *Technology Horizons in Education Journal*, 27(11). Retrieved from <http://www.thejournal.com/magazine/vault/a2882.cfm> . This research supports the district’s understanding of the link between classroom behaviors and academic achievement.

All curriculum objectives are designed to improve educational achievement, as measured through standardized tests. These objectives are supported by research, which states: “There is a positive relationship between academic performance in core studies, language, math, and reading…” (Idaho council for Technology in Learning (1999). *The Idaho technology initiative: An accountability report to the Idaho legislature on the effects of monies spent through the Idaho council for Technology in Learning. The State Division of Vocational Education, The State Department of Education, Bureau of Technology Services.*) CUSD actively supports student success, as reflected on standardized tests, through goals and objectives, particularly objective 2.0 in the Strategic Plan, which describes the district’s plan to increase student test scores on the NRT/SAT (CAT-6) test by 5%.

Other research supports the district’s desire to broaden student learning capabilities and experiences through direct technology interaction, as noted in the Education Technology Plan, Objective 2 (page 8.) “And in the 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.” (Sandholtz, J.H., Ringstaff, C., & Dwyer, D.C. (1997). Teaching with technology: creating student-centered classrooms, New York: Teachers College Press.) This research supports the district focus on student training in technology and on teaching children the value of technology in career implementation. There is evidence that active engagement in technology also reinforces the discipline structure of the classroom, creating a learning environment that is conducive to teaching core subjects. This is reinforced through research, which indicates, “The computer-integrated instructional program (Project Child) found that elementary students in project classrooms from kindergarten through fifth grade consistently had higher test scores and better discipline than their counterparts.” (Butzin, S.M. (2000, June) Project Child: A decade of success for young children [feature] Technology Horizons in Education Journal, 27(11). Retrieved from <http://www.thejournal.com/magazine/valt/A2882.cfm>)

Exposing students to technology skills will begin with basic instruction on the identification of hardware components, peripherals and their purposes, the identification of icons, familiarity with windows and menus and keyboarding skills. Word processing, exploration of Internet sources, use of graphing software, graphic calculators, Accelerated Reader software and other technology sources will support students in acquiring computer skills.

In order to maximize the effectiveness of goals and objectives in the Educational Technology Plan, most sites have computer labs, with 20-30 computers available for use. There is a minimum of four computers in most grades 4-6 classrooms and the district continues to seek funding to improve the student/computer ratio. After school programs have access to the computer labs and school staff assists students in furthering their technology awareness and skills through age and subject appropriate software.

Professional Development

In the Educational Technology Plan, professional development is a high priority. Benchmarks have been established for staff developed infrastructure. Each in-service is designed to provide a platform for teachers to support student learning in the classroom. Teachers collaborate with various staff to produce and practice technology-integrated activities and presentations which will enhance classroom instruction and learning. The proof of correlation between professional development and student achievement is reflected in the following research: “…the greatest gains in student achievement occurred when teachers were trained in the use of technology.” (Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: <http://www.mff.org/pubs/ME161.pdf> .) and additional, supporting, research which states that “…students whose teachers received professional development on computers showed gains in math scores of up to 13 weeks above grade level.” (Wenglinsky, H. (1998). Does it compute? The relationship between educational technology and student achievement in mathematics (Educational Testing Service Policy Information Report). Retrieved March 12, 2001, from <ftp://ftp.ets.org/pub/res/technolog.pdf> .) Objective 1 of 4b in the Ceres Technology Plan emphasizes the District’s intent to train teachers on the use of the Internet, basic word processing skills and a standard multimedia program. This is a direct correlation to research, which emphasizes, “…when teachers are learning to integrate technology into their classrooms, the most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on, active

learning.” (Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: <http://www.mff.org/pubs/ME161.pdf>.)

There is a concerted focus, by the CUSD administration, to actively promote, and support, the use of technology in the district on all levels. Teachers have access to the district network and are encouraged by the Administration to use email in lieu of hard copies when communicating with other staff and community members. Lessons are posted on line for parent convenience and student work is displayed on school web pages. Highlights from administrative meetings are regularly posted on the web site and copies are electronically transmitted to all staff members. This consistent exposure to technology reinforces teacher/staff skills and is a direct benefit to students in the classroom.

District administrative staff has visited successful virtual classrooms throughout the state to observe the methodology of technology implementation within the classroom. These visits have resulted in an assessment of the viability of implementing as many of these methods as possible within Ceres Unified School District. In addition, the District Ed Technology/Media Services Department regularly attends conferences and subscribes to networking methods in order to keep abreast of current technology trends. This focus is in direct response to research that details, “computer-integrated instructional program (Project Child) found that elementary students in project classrooms from kindergarten through fifth grade consistently had higher test scores and better discipline than their counterparts.” (Butzin, S.M. 2000 June). Additional research indicates, “Computer-assisted instruction and drill-and-practice software can significantly improve students’ scores on standardized achievement tests (Kulik, 1994; Sivin-Kachala & Bialo, 2000), in all major subject areas, preschool through higher education (Coley, 1997.) This research directly reinforces the focus of the district, as noted in Objective 2.0 in the Strategic Plan, on increasing student test scores on the NRT/SAT (CAT-6) test by 5%.

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

The District is seeking several educational avenues that will provide additional, advanced, technology education to students within the district. We will investigate streaming video for both student support materials and staff development. This service would benefit students and staff of the Ceres Unified School District by offering support video that can be accessed anytime. The district is currently looking at online support systems such as Nut Shell Math for students. This service will give students extra help at any time.

The District is currently developing an extensive Career Technical Education program. Valuable elements of that program will be made available to the regular education students. In addition, powerful partnerships are being developed with area business and industry. The insight from those partners will guide the district’s efforts.

Students in current AP classes are required to utilize technology as part of their course requirements. All students are required to research the Internet for projects. In addition, most classes require the inclusion of Power-Point presentations as a component of required coursework. Analysis tools, (i.e. Excel spreadsheets) are widely used as a crucial component of Science classes and other curricular areas. Language Arts courses require that work be completed in word processing programs. There is a concerted effort to develop student skills in technology that will enhance career potential.

Distance learning will be investigated on a limited basis. It is not the primary focus during the duration of this plan.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

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

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

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

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

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>		<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>		<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>		<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>		<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>		<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>		<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>		<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>		<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>		<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>		<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>		<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

<p>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</p>		<p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p>	<p>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.</p>
<p>b. Schedule for evaluating the effect of plan implementation.</p>		<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p>		<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>
<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>		<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

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

**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 50 - 71043

School Code (Direct-funded charters only): _____

LEA Name: Ceres Unified

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* Required information in the ETPRS