BEAR VALLEY UNIFIED SCHOOL DISTRICT

Appendix J – Technology Plan Contact Information

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BEAR VALLEY UNIFIED SCHOOL DISTRICT

Education Technology Plan

July 1, 2010-June 30, 2013

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I. District Overview

Bear Valley Unified School District strives to improve student learning through the integration of technology and advanced teaching methodologies. The application of technology in Bear Valley Unified School District will become an integral part of teaching, learning, and managing, to such an extent that it is seamlessly interwoven into the work of all students and staff, both during school and beyond.

The school district involves all stakeholders in strategic planning in the district. This includes parents, certificated staff, and classified staff. The purpose of these planning sessions is two-fold. First it is to shape the direction of the district in the upcoming years, and second it is to ensure that all the separate things that are done in the district (technology, curriculum planning, teacher teaming, etc.) are all coordinated into a singular focus.

The beliefs of the district are that all students can learn, students are our first priority, all people have worth, high expectations improve performance, and students benefit from family and community support. These are the beliefs that drive all planning in the district. There are 10 strategy families in the strategic plan and the one that relates to technology states: "We will integrate technology throughout our educational system, to enable students to apply technology skills".

With these statements in mind, we have developed the following technology plan to meet the needs of the students, staff, and management of Bear Valley Unified School District.

Profile

The Bear Valley Unified School District is located in the San Bernardino Mountains. Big Bear Lake and the surrounding valley is a resort community for the southern California metropolitan area. Big Bear Lake provides excellent summer recreation and two major snow skiing resorts (providing winter recreation) are located in the valley. In 1958 the Bear Valley Unified School District was formed from the Fawnskin Elementary School District, the Big Bear Lake Elementary School District and the Victor Valley Union High School District.

Today, the Bear Valley Unified School District has seven schools. In October of 2008 there were students in K to eighth grades and students in ninth to twelfth grades for a total student body of 3,091.

Big Bear Elementary

Big Bear Elementary has 421 students in grades K-6 and has 21 teachers. Support staff includes: full-time RSP teacher and the following part-time positions: Speech and language teacher, Title 1 teacher, four Title 1 instructional aides, four ELL aides, Healthy Start Family Advisor, district nurse, health aide clerk, library clerk, district psychologist, district music teacher, and a district prevention counselor.

North Shore Elementary

North Shore Elementary has 537 students in grades K-6 and a staff 28 teachers. Support staff includes: one SDC teacher, RSP teacher, part-time school psychologist, Title 1 teacher, part-time music teacher, part-time teacher on assignment (PAR coach), part-time district nurse, and a part-time health aide.

- Before and after school remediation classes are available to all students demonstrating a need for extra instruction.

Baldwin Lane Elementary

Baldwin Lane Elementary has 493 students in grades K-6 and has 29 teachers. Support staff includes: RSP teacher, SDC teacher, Title I teacher, part-time district nurse and health office aide, and part-time school psychologist. Baldwin Lane offers Intervention classes in Reading and Math in grades K-6.

- Baldwin Lane students in grades 1-6 participate in a collaborative model where teachers, including support staff teachers, team and instruct students at their individual academic level.
- Baldwin Lane participates in a program called *Accountability Concepts*, a positive approach to improving student behavior.

Fallsvale Elementary

Fallsvale has 46 students in grades 1- 6 in a one-room school in Forest Falls, CA. It has 2 teachers, one aide, and excellent parent support.

The principal of Fallsvale is also the Director of Student Services/Psychologist. Support services are provided from the District on an as-needed basis.

Big Bear Middle School

Big Bear Middle School has 482 students in grades 7-8 and has 22 full-time teachers. Support staff includes: counselor, 2 RSP teachers, SDC teacher, music teacher, part-time school psychologist, Title 1 teacher, full-time technology teacher, and part-time district nurse.

- California Distinguished School 1985-86, 1988-89, 1999.

Big Bear High School

Big Bear High School has 1015 students in grades 9-12 and has 48 full-time teachers. Support staff includes: two counselors, two RSP teachers, two SDC teachers, a full time librarian/teacher, a district nurse, a school psychologist and speech therapist who work at BBHS on a rotating schedule with the other schools.

- California Distinguished School 1990, 1992, 1994, 1999,2007
- Golden Bell Award for Title 1 Reading Program 2001-2002.

Chautauqua High School

Chautauqua High School has 96 students in grades 9-12. This continuation high school has 6 teachers. Support staff includes: part-time counselor, part-time school psychologist, part-time district nurse.

- Received six-year accreditation in 2000.
- California Model Continuation High School

Demographics

The district demographics represent the diversity of teacher and students:

Population	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Other
Students	1.7%	1.3%	0.4%	0.5%	26.5%	2.1%	66.7%	0.8%
Teachers	0.7%	0.7%	0%	0%	3.5%	0%	94.4%	0.7%

The district has 9.4% ELL students, 52.5% on free/reduced lunch program, and 9.0% are part of the CalWorks Program. The district has a dropout rate of 2.3% and 50.4 % of the students complete the UC/CSU requirements.

Student Achievement Data

The STAR test is given for measuring student achievement in the spring of every year.

The API District Summary Report for 2008-2009 is listed below

Bear Valley Unified School District – Percent Proficient AYP Status

	School-wide		Hispanic or Latino		White-not Hispanic		English Learners		SED		Student's w/Disabl.	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
District	56.5	56.9	38.0	45.5	65.1	62.5	28.9	44.2	45.7	48.4	46.8	40.2
Elementary Schools												
Baldwin Lane	53.4	59.1	38.0	45.1	60.2	64.5	37.9	55.2	42.3	51.4	61.1	41.2
Big Bear Elementary	61.4	61.5	36.4	45.5	73.3	71.5	31.9	44.9	51.0	50.0	57.9	55.0
North Shore	52.9	67.1	36.7	56.1	63.7	75.7	23.9	50.7	44.3	60.4	25.0	50.0
Middle School												
Big Bear Middle School	57.6	45.8	36.8	30.8	66.5	51.2	28.3	32.1	43.5	35.8		20.0
High School												
Big Bear High School	61.2	57.9	43.8	47.9	68.8	63.6	26.3	36.8	51.3	47.5		
Chautauqua	43.8	31.3			40.0	33.3			42.9	35.7		
Small Schools												
Fallsvale	53.6	60.7			55.0	65.0						

1. Plan Duration

This plan will guide Bear Valley Unified School District's use of technology for the next three years from July 1st 2010 to June 30th 2013. It serves as both the Enhancing Education Through Technology (EETT) education technology plan and the E-rate plan for the district. It will be approved by the district's Board of Trustees.

2. Stakeholder Involvement

The Bear Valley School District Technology Committee was instituted in the 2001-2002 school year. The Technology Committee meets multiple times each year to evaluate progress toward meeting the goals of the District Technology Plan and to allocate funds. It is made up of the site and district technology leads, teachers, and parents. Bear Valley is a small district so in addition to formal meetings many discussions involving technology are done via email between meetings.

Name	Title	Role(s)
Mike Chatham	District Technology Coordinator	District Administration / Parent
Sonia Groover	Computer Technician	District Office / Parent
Jim Kuck	Site Technology Coordinator	Big Bear High Classified / Parent
Scott Waner	Site Technology Coordinator	Big Bear Elementary Teacher / Parent
Jason Schetter	Site Technology Coordinator	Big Bear Middle School Teacher / Parent
Dan Rowan/Rob Kinder	Site Technology Coordinators	Baldwin Lane Elementary Teacher / Parent
Tim Larson	Director of Curriculum & Instruction	District Office Administration
Kevin Amburgey	Principal	North Shore Elementary Principal / Parent

The information discussed at the district technology meetings is shared with site administration via the site technology coordinator and emailed to principals. Site administration is responsible to share key components of the district technology meetings with the school site councils which are made up of parents and business members. The District Technology Committee realizes the need for more partnerships with local businesses and government and will continue to actively seek participation from these groups.

3. Curriculum Component

BVUSD Technology committee recognized that the purpose of technology in our school district is to improve education for all students and enhance efficiency and effectiveness for staff. In this plan we will focus on effectively utilizing technology to maximize learning opportunities, manage information and expand communication.

In an effort to enhance the technology at BVUSD a District Technology Coordinator was hired in the summer of 2001 and a Computer Technician was hired in 2006. The Coordinator is tasked with unifying the efforts of all the school sites and providing leadership to the site technology coordinators. The Computer Technician's role is to assist the District Technology Coordinator with the day to day technical support operations for the entire District and to help manage the ever increasing mandated reports needed by the state.

3a. Current Access to Technology

All classrooms in the Bear Valley Unified School District are networked with Internet access. Most of our Elementary classrooms have a bank of three computers with at least two having Internet access for classroom integration. Our middle and high school core classrooms (Language Arts, Math, & Science) have a bank of 3-5 Internet connected computers for student access. Between July and August of 2009 all classrooms throughout the district have been equipped with an interactive white board and multimedia projection system. They have also been equipped with a full audio and a sound enhancement system. With this system teachers can connect additional computers, document cameras, audio/visual equipment, almost anything that can be used with a multimedia presentation system.

Most elementary schools, the middle, and high school have a bank of computers, scanners, and a projector in the library/media center available for student use during school hours. These computers are available to teachers for class time activities by reservation. Each site continues to explore options to extend the use of the lab & library computers for use before and after school for student projects. All this equipment is available to the entire student population, including Special Education, GATE, English Language Learners, and students requiring adaptive and assistive technologies as stated in their IEPs.

In addition to these computers Baldwin Elementary has a roving laptop lab for classroom use on a check out bases. The Adult Education program has access to our two computer labs at the high school which is currently offering extended courses through San Bernardino Valley College.

The following chart describes the ratio of students per computer at each school. Only those computers that are Internet accessible were counted in the ratio calculations. The following table summarizes that data:

Current Access to Technology

	Overall *7 schools*	Baldwin Lane	Big Bear Elem.	North Shore Elem.	Falls-vale	Middle School	High School	Chautauqua (cont.)
Total Instructional Computers	722	160	80	157	25	93	171	36

	Overall *7 schools*	Baldwin Lane	Big Bear Elem.	North Shore Elem.	Falls-vale	Middle School	High School	Chautauqua (cont.)
Student-to-Computer Ratio	4.2	2.7	5.5	3.4	1.8	5.2	5.9	3.5
Number of Computers with CD-ROM	722	160	80	157	18	93	171	36
Students-to Computers with CDROM ratio	4.2	2.7	5.5	3.4	1.8	5.2	5.9	3.5
Number of Classrooms with Internet	149	29	22	27	2	25	39	5

In addition to individual computers in classrooms most schools have at least one computer lab.

Although there is variation as to the access to technology tools during the school day for teachers and students, generally, all of the district's students have access to computer time during the week, either through classroom computers, computer laboratories, library/media centers or all. Currently, student access to technology tools during school hours and outside of school hours is largely dependent upon the priorities, the strategies, and instructional practices of teachers. Bear Valley USD is committed to finding more ways of providing access outside of school hours.

3b. Current Use of Technology

The District's current use of hardware and software to support teaching and learning varies between school sites and classrooms. Each school site has a computer available for teacher use in their classroom. This computer is in turn connected to projector, an interactive whiteboard, and a voice amplification system. Teachers' utilize student information and achievement data on classroom and school computers. In addition to these computers Baldwin Elementary has a roving laptop lab for classroom use on a check out bases. The Adult Education program has access to our two computer labs at the high school and is currently offering extended courses for San Bernardino Valley College. All school sites have an on-line grading and student information system that is accessible to parents and students via the Internet to check attendance, grades, and assignments.

Hardware and software is maintained and repaired by the District Technology Coordinator and the district Computer Technician. Some school sites have a technology Lead Teacher who assists in maintaining hardware and software. Big Bear High School has a classified employee who maintains equipment in the computer lab and in classrooms.

Current and emerging technologies across the Bear Valley Unified School District will be supported and maintained through the Bear Valley Unified School District Technology Plan. Technology will also be supported through general funds and school site categorical funding to ensure that each school site meets the needs of the students at their site. A Total Cost of Ownership (TCO) system will be explored and implemented to help establish a technology fund for maintenance, repair, staff development, and equipment purchase in the future. New LAN and WAN technologies will be investigated, and implemented into core Instructional program through facilities funding, district funds, and site funding sources.

The following technologies are used consistently throughout the Bear Valley Unified School District:

- **Classroom workstations for teacher use**
  - Record keeping (i.e., class attendance)
  - Productivity (i.e., Word Processing, Data Base use, grade book management, lesson plan management, etc.)
  - Word processing
  - Newsletters, reports, etc.
  - E-mail

- **Classroom interactive whiteboard for teacher/student use**
  - Online curriculum enhancement via the web, video streaming, or text book publisher supplied media
  - Virtual whiteboard with the ability to save all work for later reinforcement of a particular teaching moment

- **Classroom workstations for student use**
  - Drill and practice
  - Skill introduction and building
  - Word processing stories, reports, etc.
  - Specialized software for tutorial support, ELD, GATE Enrichment, curriculum extension
  - Curriculum games
  - Individualized instruction through technologically assisted instruction
  - Student research and presentations
  - Online assignment and grade lookup

- **Classroom workstations for parent use**
  - Adult Education classes utilize software and computers to assist them in how to use technology.
  - Parents may utilize school libraries upon request

- **VCR/DVD**
  - Video and multimedia lessons
  - Story starters
  - Student reports and presentations
  - Digital video Cameras and Digital video tapes

- **Other Technology Used**
  - Scanners with Workstations
  - Digital cameras
  - School-wide TV/video broadcasting
  - LCD Projectors
  - Library Information Workstations
  - Internet connections for research and e-mail

Elementary Schools

Big Bear Elementary, Baldwin Lane Elementary, North Shore Elementary, and Big Bear Middle School teachers utilize a variety of technology systems to maintain student information. Daily attendance is monitored through the Infinite Campus system. Quarterly benchmark assessments and the STAR test data are recorded in the EADMS system. Teacher's access individual student and class data, and review student achievement information on EADMS throughout the district on a weekly basis. Teachers meet at the end of each week at a Strategic Planning & Assement Articulation (SPAA) to review test results and to develop instructional plans to meet the needs of students. Students who score basic, below basic, and far below basic on the state STAR test are assessed through the AimsWeb (on-line) program. Struggling students are monitored every six weeks and placed in intervention programs accordingly.

Several software programs program are in use at the elementary level. Rossette Stone software is used for English Learners at Baldwin Lane Elementary. Reading Counts is used to assess and challenge the students in their reading skills and comprehension. After school technology classes are also offered at some sites to GATE and regular education students. Teachers bring students into the site computer lab on a weekly basis. Teachers instruct students on basic computer skills and site curriculum software. A weekly schedule enables teachers and students to visit site computer labs and libraries each week.

Secondary Schools

Big Bear High School teachers make use of technology to monitor and student records, communicate with parents, and support the instructional program. Teachers record grades and attendance on the Infinite Campus data system. Infinite Campus is also used as an on-line grading system that is accessible to all parents and students through the internet. School counselors meet with all students to develop a four year instructional plan to accomplish academic, social, and development goals. All parent and student meetings are recorded in Infinite Campus to monitor student progress in grades, attendance, and behavior.

Teachers use technology for student projects and research at the high school level. Ninth grade students in Freshman Studies research substance abuse for presentations in class. Internet and search engines are used as tools for gaining information. Ceiling mounted LCD projectors, computers, help student develop PowerPoint presentations to share with their classmates. Freshman Studies students also spend time in the site computer lab working on basic keyboarding skills. Twelfth grade students in the graduation requirement, On Your Own Class, research professions of interest and create presentations using the Internet and Power Point. Computer Based Accounting, Web Page Design, Photo Graphics, Film Design, Garment Labeling, and Media Productions are offered at Big Bear High School as part of their ROP and Career Technical Education program.

Big Bear Middle School makes the most of technology by offering elective classes that provide instruction in technology. Video Broadcasting produces a morning school news program that is broadcasted throughout the school. Every "home room" class watches the morning announcements where student news casters, editors, and camera persons make up the film crew. Video Production and Yearbook class offer students the opportunity to develop film and page design on computer based technology.

3c. District Curricular Goals and academic content standards

The BVUSD Strategic Plan (http://www.bigbear.k12.ca.us/sarcs/index.html) addresses the curricular goals of the district and involves all of the stakeholders in the district. The district has established clear curricular goals tied to the state standards that are monitored by various district and site-based assessment systems, and referenced in a comprehensive planning document. The common underpinning of all our district and school improvement plans is to improve student achievement of the state content standards.

	English - Language Arts		Mathematics	
Annual Measurable Objectives (AMOs) 2008-09 District PERCENT PROFICIENT Data Resource: http://dq.cde.ca.gov/dataquest/dataquest.asp	% At or Above Proficient	Met 2009 AYP Criteria	% At or Above Proficient	Met 2009 AYP Criteria
LEA-wide	56.5	Yes	56.9	Yes
African American or Black (not of Hispanic origin)	36.7	---	28.1	---
American Indian or Alaska Native	64.3	---	53.6	---
Asian	79.2	---	75.0	---
Filipino	---	---	---	---
Hispanic or Latino	38.0	Yes	45.5	Yes
Pacific Islander	---	---	---	---
White (not of Hispanic origin)	65.1	Yes	62.5	Yes
Socio-economically Disadvantaged	45.7	Yes	48.4	Yes
English Learners	28.9	Yes	44.2	Yes
Students with Disabilities	46.8	Yes	40.2	No

BVUSD Curricular Goals

Our school board adopts key goals annually, which are tied to and support the adopted, state approved, content standards in all academic areas. These key goals support our LEA plan at the district level. Each of our schools ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based comprehensive school plans and School Accountability Report Cards (SARC).

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

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

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

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

- The district adopted State Content Standards for K-12.
- The district LEA plan.
- No Child Left Behind compliance / implementation documentation.
- CDE and Federal district-wide school achievement data from annual AYP, API, and STAR results.
- The CDE's Academic Performance Survey (APS) and District Assessment Survey (DAS)
- The District's Master Plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for

ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.

- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. The GATE plan supports the provision of services that are integrated into the regular school day as differentiated learning experiences that are based on the core curriculum.
- The Policy and Procedures handbook which details the District's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site–based Single Plans for Student Achievement, SARC, WASC and CPM self study reviews and actions plans. School Improvement Program (SIP), categorical programs, and other program goals, which vary from site to site.
- Our current district Educational Technology Plan.

3d. Using Technology to improve teaching and learning by supporting the district curricular goals and academic content standards.

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

Goal 3d.1: To develop comprehensive, board approved district technology standards for grades K-12.

Objective 3d.1.a: 100% of our elementary schools will have Update and align K-6 technology standards based on ISTE technology standards as evidence by adopted K-6 technology standards.

2011	2012	2013	Monitor
100%	100% Align and update as needed	100% Align and update as needed	District technology committee and Director Of Curriculum and Instruction

Objective 3d.1.b: 100% of our secondary schools will have aligned technology standards to the ISTE standards for grades 7-12 as evidence by adopted 7-12 technology standards.

2011	2012	2013	Monitor
100%	100% Align and update as needed	100% Align and update as needed	District technology committee and Director Of Curriculum and Instruction

Goal 3d.2: Integrate technology standards to language arts, and mathematics to increase student literacy, writing, and mathematics in grades K-12.

Objective 3d.2.a: 100% of staff will integrate student technology standards into the state/district language arts and mathematic academic content standards as evidence by adopted technology/content standards matrix.

2011	2012	2013	Monitor
100% K-12	100% All Align and update as needed	100% K-12 Align and update as needed	Director Of Curriculum and Instruction

Objective 3d.2.b: 100% of staff will develop a matrix showing standards, curriculum alignment and suggested classroom activities for implementation as evidence by adopted technology/content standards activity matrix.

2011	2012	2013	Monitor
50% K-12	80% K-12	100% K-12	Director Of Curriculum and Instruction

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Objective 3d.2.c: 100% staff will participate in professional development and coaching support for classroom implementation as evidence by sign-in sheets.

2011	2012	2013	Monitor
100% K-12	100% K-12	100% K-12	Director Of Curriculum and Instruction

Goal 3d.3: To use technology as a tool to improve state academic content standards-aligned literacy and mathematical skills across the core curriculum.

Objective 3d.3.a: 100% of staff and 70% 7-12 will complete a comprehensive technology proficiency assessment to assess the current technology use by teachers and students by using the Ed Tech Profile Survey results.

2011	2012	2013	Monitor
100% staff 20% 7-12	100% staff 50% 7-12	100% staff 70% 7-12	Principals

Objective 3d.3.b: All students will use technology to create standards aligned products as evidence by student products and lesson plans.

2011	2012	2013	Monitor
65% K-6 65% 7-8 65% 9-12	75% K-6 75% 7-8 75% 9-12	100% K-6 100% 7-8 100% 9-12	Principals and Site Techs.

Objective 3d.3.c: All students will use Integrated Learning Systems software to improve their academic skills as evidence by student summary reports and lab schedules.

2011	2012	2013	Monitor
65% K-12	75% K-12	100% K-12	Director Of Curriculum and Instruction

Goal 3d. Action Steps

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
1a	Update and align K-6 technology standards based on ISTE technology standards as evidence by adopted K-6 technology standards.	K-6	2010 and annually	District technology committee and Director of Curriculum & Instruction	N/A
1a	The Elementary technology committee to revise the K-6 technology standards	K-6	2011 and annually	District Technology Coordinator, Director Of Curriculum and Instruction	N/A
1a	All K-6 staff will be trained on integrating the updated technology students standards	K-6	2011 and annually	District Technology Coordinator, Director Of Curriculum and Instruction, Principal	N/A
1a	Collect and report progress to board and stakeholders.	K-6	2011 and annually	District Technology Coordinator, Director Of Curriculum and Instruction	N/A
1b	Align technology standards to the ISTE for grades 7-12 as evidence by adopted 7-12 technology standards.	k-12	2010	District technology committee and Director Of Curriculum and Instruction	
1b	The Secondary technology committee to revise the 7-12 technology standards	7-12	2011	Technology Committee Chair	District Technology Funds
1b	All 7-12 staff will be trained on integrating the updated technology students standards	7-12	2011 and annually	District Technology Coordinator, Director Of Curriculum and Instruction, Principal	N/A
2a	Create technology integration projects aligning the K-12 technology standards to language arts and mathematics	K-12	2011 and annually	Technology Committee, District Technology Coordinator, Director Of Curriculum and	Staff Development Funds, District Technology funds

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
	essential standards			Instruction key K-6 teachers	
2a	Review and update if necessary and communicate progress to board and stakeholders	K-12	2011 and annually	Technology Committee, District Technology Coordinator, Director Of Curriculum and Instruction,	N/A
2b	All K-6 staff will be trained on integrating the technology students activities	K-12	2011	District Technology Coordinator, Director Of Curriculum and Instruction, Principal	N/A
2b	Review, collect evidence and modify if necessary. Communicate progress to board and stakeholders.	K-12	2011 and annually	Technology Committee, District Technology Coordinator, Director of Curriculum & Instruction,	N/A
2b	All 7-12 staff will be trained on integrating the technology students activities	7-12	2011	District Technology Coordinator, Director Of Curriculum and Instruction, Principal	N/A
2b	Review, collect evidence and modify if necessary. Communicate progress to board and stakeholders.	7-12	2011 and annually	Technology Committee, District Technology Coordinator, Director Of Curriculum and Instruction,	N/A
3a	Complete a comprehensive technology proficiency assessment and use survey to access current technology use by teachers and students as evidence by Ed Tech Profile Survey results.	7-12	2010 and anually	Principal	N/A
3a	Enforce District wide policy to ensure the completion for the EduTech profile	K-12	2011	Superintendent	N/A
3a	Compile a district wide and site based summary of EduTech profile data and report progress to board and stakeholders	K-12	2011 and annually	Site principals/ Superintendent	N/A
3b	Students will experience the use of multimedia presentations presented by their teachers covering a curricular topic.	K-3	2011 65% 2012 75% 2013 100%	Principals will evaluate with walk through visits	N/A
3b	Students will create multimedia presentations, spreadsheets, graphs, and web pages showing mastery of academic content standards.	3-5	2011 65% 2012 75% 2013 100%	Teachers will monitor students creation of technology based projects and presentations	N/A
3b	Students will orally present on a standards-aligned research topic, including charts, graphs	6-8	2011 65% 2012 75%	Teachers will create opportunities for	N/A

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
	and/or maps, to be presented with a choice of electronic visual aid (PowerPoint presentation, web page, video, or other).		2013 100%	students to present topics and principals will monitor that it is occurring.	
3b	Students will create standards aligned projects incorporating research, collaboration and information literacy. This is to be presented orally with electronic visual aid (of choice) to an audience that will then discuss and challenge the point of view. Through information literacy, students are to justify their work with logic and back up information.	9-12	2011 65% 2012 75% 2013 100%	Teachers will create opportunities for students to present topics and principals will monitor that it is occurring.	N/A
3b	Review, collect evidence and modify if necessary. Communicate progress to board and stakeholders.	K-12	2011 and annually	Teacher/Principals	N/A
3c	Teachers and students will receive continued training in, Renaissance Accelerated Reader, and Renaissance Accelerated Math, and Read Naturally	K-8	Y1 and ongoing	Director Of Curriculum and Instruction	Staff Development Funds
3c	Schools will be provided with the hardware, software, and technical support required for successful implementation of software at their sites.	K-12	Y1 and ongoing	Director Of Curriculum and Instruction, District Technology Coordinator	Staff Development Funds, K-12 voucher, District Tech Funds
3c	The district will support web-based learning programs for classroom use to support the standards based curriculum (example: Renzulli Learning)	K-12	Y1 and ongoing	Director Of Curriculum and Instruction, District Technology Coordinator	Staff Development Funds, K-12 voucher, District Tech Funds
3c	Review, collect evidence and modify if necessary. Communicate progress to board and stakeholders.	K-12	2011 65% 2012 75% 2013 100%	Teacher/Principals	N/A
3d	School site learning objectives for technology in core content areas of language arts & math as evidence in adopted pacing guide and lesson plans annually.	K-12	2011 65% 2012 75% 2013 100%	Teacher/Principals	N/A

3e. Student acquisition of technology and information literacy

Technology Standards have been developed for grades K-6. It is a goal of the district technology committee to develop them for grades 7-12. The district technology committee is in the process of

standardizing programs and processes on a district wide level so that site based classes can be formed to teach technology standards.

Goal 3e.1: ALL Students will acquire the adopted information literacy and techology standards for grades K-12.

Objective 3e.1.a: By June 2013, 100% of students will demonstrate proficiency in information literacy and technology standards in the classroom assignments or projects as evidenced by collected student work samples or projects.

2011	2012	2013	Monitor
70%	90%	100%	Teachers(collect), Principals (sum), District technology committee(evaluate)

Objective 3e.1.b: By June 2013, 100% of teachers will demonstrate proficiency in information literacy and technology skills by integrating technology into classroom assignments or projects as observed by the site administrator and documented by formal observation.

2011	2012	2013	Monitor
50%	75%	100%	Principals (sum), District technology committee(evaluate)

Anually all teachers and a select sampling of students will be requested to take the EdTech Profile Assessment to determine the level of teacher and student proficiency in technology skills as evidenced by the EdTech Profile.

Table 3e

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
3e.1.a	The district will review information literacy and technology standards for grades K-12 based on NETS for students.	K-12	2011	District Technology Committee	N/A
Activity	• Teachers will review adopted grade level information literacy and technology standards Site staff meetings	K-12	2011 and annually	Site Administrator	N/A
Activity	• Teachers will integrate needed skills in information literacy and technology skills within	K-12	2011	Site Administrator	N/A

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
	their curriculm				
Activity	• All students will review excpectation of the information literacy and technology grade level standards, as part of beginning of the year introduction in each homeroom classroom	K-12	2011 and annually	Teacher	N/A
3e.1.a	The district will monitor the implementation of literacy and technology skills for grades K-12 based on NETS for students.	K-12	2011 and annually	District Technology Committee	N/A
Activity	• Teachers will integrate the needed information literacy and technology skills into their units	K-12	2011 and annually	Site Administrator	Staff Development Site Tech Fund
3e.1.a	The district's library plan will be updated to include information literacy skills.	K-12	2011 and annually	Library Committee, District Technology Coordinator	N/A
Activity	• Teachers will provide input to committee to develop teaching and learning objectives	K-12	2011 and annually	Coordinator of Student Services	Site Staff Development
Activity	• Teachers will review District Library Plan at each school site a part of staff training	K-12	2011 and annually	Coordinator of Student Services	N/A
Activity	▪ Students will be given an annually overview of the standards and expectations of information literacy	K-12	2011 and annually	Teacher	N/A
3e.1.b	Staff Development on instructional strategies using information literacy and technology standards to deliver core content	K-12	2011 and annually	Director of Curriculum & Instruction, site Principals	General Staff Development Technology
Activity	• Teachers will implement information literacy and technology standards in grade level curriculum in math & LA each semester as evaluated by class project or assignment (as appropriate to grade level)	K-12	2011 and annually	Site Administrator	Site
3e.1.b	Students will use a variety of digital formats to demonstrate information literacy and technology standards.	K-12	2011 and annually	Site Administrator	Site
Activity	• Students will use grade level information literacy standards in the classroom as part of class	K-12	2011 and annually	Site Administrator	Site

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
	assignments each semester				
Activity	• Lesson plans demonstrate use of technology in core content	K-12	2011 and annually	Site Administrator	Site
Activity	• Administrator's evaluation will include documentation of information literacy standards in the classrooms	K-12	2011 and annually	Director of Director of Curriculum & Instruction	N/A
Activity	• Annual participation in the EdTech Profile	K-12	2011 and annually	Site Administrator	N/A
Activity	• Development & implementation of district technology survey	K-12	2011 and annually	District Technology Committee	Staff Development Tech Fund
	• Distribution of Tech Survey to staff • End of the year requirement	K-12	2011 and annually	Site Administrator	N/A

3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology with students and teachers so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Goal 3f: All students and teachers will be able to 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.

Implementation Plan

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Update present Internet Acceptable Use Policy to include copyright, plagiarism, and unlawful downloading. Parents, students, and teachers sign each year.	August 2011 Annually thereafter	Technology Coordinator	Review of AUP
TRAC Coaches attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Fall 2011	TRAC Coaches	Attendance Verified
TRAC Coaches deliver teacher training and student lessons on Information Literacy/Internet Safety.	August 2011 Annually thereafter	Principals TRAC Coaches	Lesson plans and training logs.
Students receive lessons on copyright, fair use, plagiarism, and	Fall 2012 Annually	Grades 4-12 teachers	Principal review of lesson plans

unlawful downloading from classes	thereafter		
Students incorporate appropriate copyright and fair use into their projects.	Winter 2012 Winter 2013	Grades 4-12 teachers	Teacher and administrators review projects.
Teacher collects examples of student projects and review for use of appropriate and ethical use and copyright.	2012 Annually, each Spring	Principals Teachers	Student technology work is reviewed and assessed by staff and admin.
Teachers will be trained to implement an Information Literacy/iSafe curriculum, which includes copyright and fair use and ethical uses of technology.	Fall 2011	Principals TRAC Coaches	Principal will review teacher participation in online iSafe training.
Students will take the iSafe pre- and post-assessment.	Pre-assessment every fall Post-assessment every spring	Principals Teachers	Student work is reviewed and monitored by staff.
Annually, district will evaluate the student post-assessment data to determine modifications to the instructional program to better ensure understanding of copyright and fair use, legal and illegal downloading and P2P file sharing, and avoiding plagiarism.	Annually, every spring	Director of Curriculum & Instruction	Principal will review student data and lead staff in program modification.

3g. List of clear goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators with teachers and students.

Goal 3g: All students and teachers will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when they are using the Internet.			
Implementation Plan			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Update present Internet Acceptable Use Policy to include online safety. Parents, teachers, and students sign each year.	Sept 2011 And annually	Technology Director	Review of AUP
TRAC Coaches attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Fall 2011 and annually	TRAC Coaches	Attendance Verified
TRAC Coaches deliver teacher	Jan 2011	Prinicals	Lesson plans and

training and student lessons on Information Literacy/Internet Safety.	And annually	TRAC Coaches	training logs.
Students will receive lessons which integrate principles in internet safety throughout the curriculum.	Annually	Teachers	Lesson plans
Students use CTAPIV Cybersafety resources available online	Annually	Teachers	Lesson plans
Teachers will be trained to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and hot to avoid online predators.	Fall 2011 and Annually	Prinicals TRAC Coaches	Principal will review teacher participation in online iSafe training.
Students will take the iSafe pre- and post-assessment.	Pre-assessment every fall Post-assessment every spring	Teachers Principals	Student work is reviewed and monitored by staff.
Annually, district will collect and evaluate data to determine modifications to the instructional program to better ensure understanding of internet safety, online privacy, and avoiding online predators.	Annually	Director of Curriculum & Instruction	Observations, student data, lesson plans

3h. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensures appropriate access to all students:

BVUSD provides equal technology access for all students, including Special Education, GATE, English Language Learners, and students requiring adaptive and assistive technologies as stated in their IEPs to support achievement of the state content standards in the classroom, district curricular goals, and ultimately for lifelong learning for success in our digital society.

Goal 3h.1: BVUSD will provide appropriate resources and facilities to all students and staff in order to support learning in a safe, clean and structured environment.

> **Objective 3h.1.a:** BVUSD will maintain ADA compliance and equal and appropriate access to technology for all students as evidence by Student access report summary.
>
> **Objective 3h.1.b:** The districts Student Acceptable Use Policy (AUP, see Appendix K) will be reviewed to ensure alignment with the Children's Internet Protection Act and will be implemented with a monitoring process to ensure that 100% of students are protected as evidence by adopted AUP.

Objective 3h.1.c: The district's staff Acceptable Use Policy will be updated and implemented as evidence of adopted Staff AUP.

Table 3h

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
3h.1.a	The board will re-adopt a district wide policy to maintain ADA compliance and equal and appropriate access to technology for all students through cohesive curriculum plan that integrates technology standards.	All	July Y1 with review every year	Sign-up lab usage sign-up sheets Staff development sign-up sheets Grade level base requirements/lesson plans	N/A
3h.1.a	All staff will be informed & trained of the new policy & curriculum requirements during beginning of the year staff meetings.	All	Aug Y1 with review every year	Sign–in sheets	
3h.l.b	District will align & adopt the student AUP to the Children's Internet Protection Act and included in the Student Handbook	All	July Y1 with review every year	Meeting Minutes Student Handbook	
3h.1.c	District will update & adopt the staff AUP and include it in the staff handbook	All	July Y1 with review every year	Meeting Minutes Student Handbook	
3h.1.b	Students will be instructed on the AUP guidelines during the back to school orientation of the student handbook	All	Aug Y1 continuing every year	Sight administrator check off sheet Attendance records	
3h.1.b	District will investigate a system to monitor the compliance with student AUP	All	July Y1	Meeting minutes	
3h.1.b	Staff will be trained on how to implement the AUP monitoring system	All	Aug Y1 continuing every year	Sign-in sheets	
3h.1.b	Each site will implement the AUP monitoring system	All	Sept Y1 continuing every year	Principal walkthrough records	

3i. Technology use for efficient student record keeping and assessment.

Currently, Bear Valley Unified School District is using Infinite Campus software as the Student Information System. All school secretaries, principals and district level administrators have 24 hour online access to all student information. The district technology department has two full time staff members to help in training, report generation, and trouble shooting. Regular training on use of the software and applications is available during the school year. All district schools use Infinite Campus for online attendance. Two schools (middle and high school) in the district use an electronic grading system that is integrated into Infinite Campus.

The district is also uses EADMS to help school sites and teachers make data-driven decisions regarding student learning. K-8 teachers meet weekly and the high school teachers meet bi-weekly to review student data and making instructional decisions. This data is used to plan re-teaching opportunities for students. Curriculum guides are in place for K-8 Language Arts and Mathematics. Cirruculum guides for 9-12 are in development. These curriculum guides are paced to quarterly benchmark assessments.

Goal 3i.1: Teachers and administrators will use technology for efficient student record keeping and to monitor student achievement data.

Objective 3i.1.a: Teachers, administrators, and support staff will participate in yearly training on Infinite Campus. Teachers are provided training through an online Moodle account which is available for initial training as well as follow up. basis.

2011	2012	2013	Monitor
100%	Review and update as needed	Review and update as needed	District technology committee and Asst. Sup of C&I

Objective 3i.1.b: Teachers and administrators will use technology-based diagnostic tools to monitor and analyze state and district test scores as evidence by staff, department, and grad-level meeting minutes & agendas on a quarterly bases.

2011	2012	2013	Monitor
100% (K-8, math & language arts)	100% (K-12, math & language arts)	Review and update as needed	District technology committee and Director of C&I

Objective 3i.1.c: Teachers and administrators will use the EADMS item bank to develop and revise current benchmark assessment based on student need and grade level standards as evidence sign-in sheets and adopted benchmarks every semester.

2011	2012	2013	Monitor
100% (K-8, math & language arts)	100% (K-12, language arts)	100% (K-12, language arts & math)	District technology committee and Director of C&I

Objective 3i.1.d: Administrators and teachers will participate in SPAA by utilizing EADMS to access student data and to plan instruction accordingly as evidence of lesson plans and EADMS login hours yearly.

2011	2012	2013	Monitor
100%	100%	100%	District

(K-8, math & language arts)	(K-12, language arts)	(K-12, math & Language arts)	technology committee and Asst. Sup of C&I

Table 3i

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
3i.1.a	All teachers will attend a Infinite Campus training on using Infinite Campus's basic functions. • Staff meetings • Minimum days	K-12	2011	District Technology Chairs and Technology support personnel	General
3i.1.b	Teachers will use a computer connected to the server and internet and that are capable of accessing Infinite Campus and EADMS to acquire student data • Staff meetings • STPT meetings	K-12	2011	Director of C & I Coordinator of Student Services	Staff Development
3i.1.c	Teachers & administrators will attend training annually for all teachers on the EADMS system. Emphasis on using results to inform instruction. • Staff meetings • Minimum days • Buy Back Days	K-12	2011	Teacher on Assignment (TOA) Lead Administrator	General Staff Development
3i.1.c	Grade level teaching teams will revise pacing and benchmark tests for current year. • Lead teacher meetings • Minimum days	K-8	2011 and yearly	Director of C & I	Staff Development
3i.1.d	Teachers and administrators will utilize the EADMS system to track student progress and identify students "at risk," in Language arts and mathematics. • Management Meetings • Admin. evaluations	K-12	2011	Superintendent	N/A
3i.1.d	The administrative team will evaluate online report cards and adjust plan as needed. • Management team	K-12	2011	Director of Curriculum & Instruction	N/A

3j. Utilizing technology to make teachers and administrators more accessible to parents.

All teachers have communication tools to make connections to parents and the community. Every classroom has telephone, voicemail, and internet access. Each teacher has a district email account and can be contacted by email. Several teachers have developed classroom web pages to display assignment and class information. The district web site is kept up-to-date and some school sites

have their own websites. The district web site has information about each school and the school calendar. All schools have a dial out system that notifies parents of absences and special events. The system uses VOIP to allow the entire school district to be contacted in a short amount of time. All schools use the built in Parent Portal of Infinite Campus which allows parents/students to check student's grades, assignments, attendance, and discipline via the Internet. The Parent Portal also enables parents and students to directly email every classroom teacher. Cellular technologies with included data plans are used by district administrators as another tool to be more accessible to the district and its constituents.

Goal 3j.1: The district and its schools will use technology to improve communications among home, school and community.

Objective 3j.1.a: The school district employees will use technology to communicate with each other and the school community.

2011	2012	2013	Monitor
100%	Review and update as needed	Review and update as needed	District technology committee and Asst. Sup of C&I

Objective 3j.1.b: The school sites will provide updated information to parents via the Internet.

2011	2012	2013	Monitor
100%	Review and update as needed	Review and update as needed	District technology committee and Asst. Sup of C&I

Objective 3j.1.c: The districts phone systems will be updated.

2011	2012	2013	Monitor
100%	Review and update as needed	Review and update as needed	District technology committee and Asst. Sup of C&I

Table 3j

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
3j.1.a	Teachers& Administrators will use technology to communicate. **Evidence by:** • Daily bulletin • Scheduling • District communication	K-12	2011	Principal Reports	N/A
3j.1.a	Teachers email address will be	K-12	2011	Principals	N/A

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
	sent home with the annual information packets **Evidence by:** • Classroom newsletters • School newsletters • Principal & Teacher evaluations				
3j.1.a	Teachers will participate in training on email systems**. Evidence by**: • Staff meetings • Minimum days • Buy Back Days	K-12	2011	District Technology Coordinator and Principal BLES	General
3j.1.b	The district will research implement In Touch Online or equivalent at the Elementary Schools **Evidence by:** • Manager's meetings • Site staff meetings • Report card committee	K-12	2011	District Technology Committee, Director of Curriculum & Instruction.	General
3j.1.b	Teachers will participate in training for on-line- grading system for K-6. **Evidence by:** • After school training sessions • Lead teachers training • Staff meetings	K-12	2011	District Technology Committee Director of Curriculum & Instruction TOA	Staff Development Tech Fund
3j.1.b	Teachers will implement on-line-report card system. **Evidence by:** • Classroom observations • Teacher/Principal observations	K-12	2011	Principals Director of Curriculum & Instruction	General Tech Fund
3j.1.c	The district technology coordinator will attend training on VoIP to determine its feasibility**. Evidence by:** • Tech training • On-line research	K-12	2011	District Technology Coordinator	General Staff Development

3k. Monitoring of Implementation of Curriculum Technology Goals

The monitoring process is included on the Curriculum Goals in sections 3d through 3h. It describes who is responsible, what evidence will be collected, and how frequently. At the end of each school year, all data will be collected by person identified as responsible and a summary

report sent to the technology committee on the benchmarks progress. This data will be evaluated and the technology committee will make recommendation for modification. The suggested modifications will be communicated to administrators at the school and District levels. Administrators, program directors, site leadership teams, and school site counsel will be responsible for reviewing evaluation data and approving recommendations for program modifications. A yearly update on the plan's progress will be communicated to the board and all stakeholders.

4. Professional Development Component

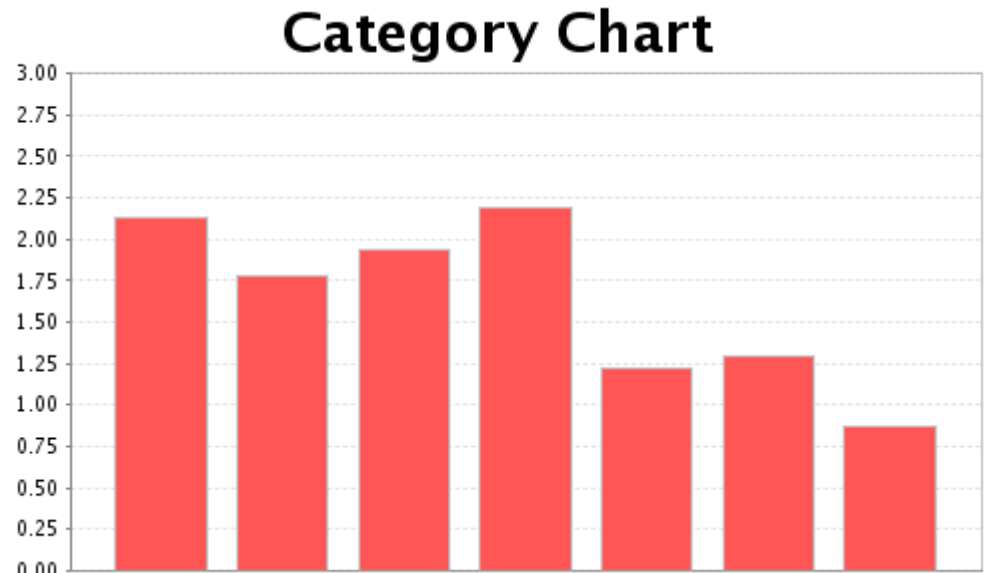
4a. Teachers' and administrators' current technology skills and needs for professional development.

BVUSD technology committee is dedicated to providing comprehensive staff development to ensure the success of its technology plan. In the past couple of years the district, through each of the site plans, has emphasized technology training for teachers. The goal of this training is to increase teacher competency, expose teachers to new technologies, and to integrate technology into the classroom curriculum.

The BVUSD administration recognizes that as the leadership in the district the administration needs to advance their abilities and trainings in the area of technology. With the recent installation of interactive whiteboards and multimedia presentation systems staff trainings are being planned to increase teacher capacity in integrating this technology into daily instruction.

The CTAP Technology Assessment Survey is conducted annually. This annual information will be used in conjunction with current Edtech Profile information to guide staff development in technology. Information gathered from staff surveys, administrative input, and observation at school sites will also be used to guide staff development. This system of data collection will also be used to annually collect data from all staff to help inform and direct the district technology plan.

As demonstrated by the charts below technology proficiency and integrations skill are mostly near the intermediate range for teacher and administrators. General computer skills are fairly high due to the everyday use of technology for administrative tasks in the classroom and offices. Proficiency drops off in the next two charts further proving the need for targeted professional development on technology proficiency and integrations skills.



1 General computer knowledge and skills

2 Internet skills

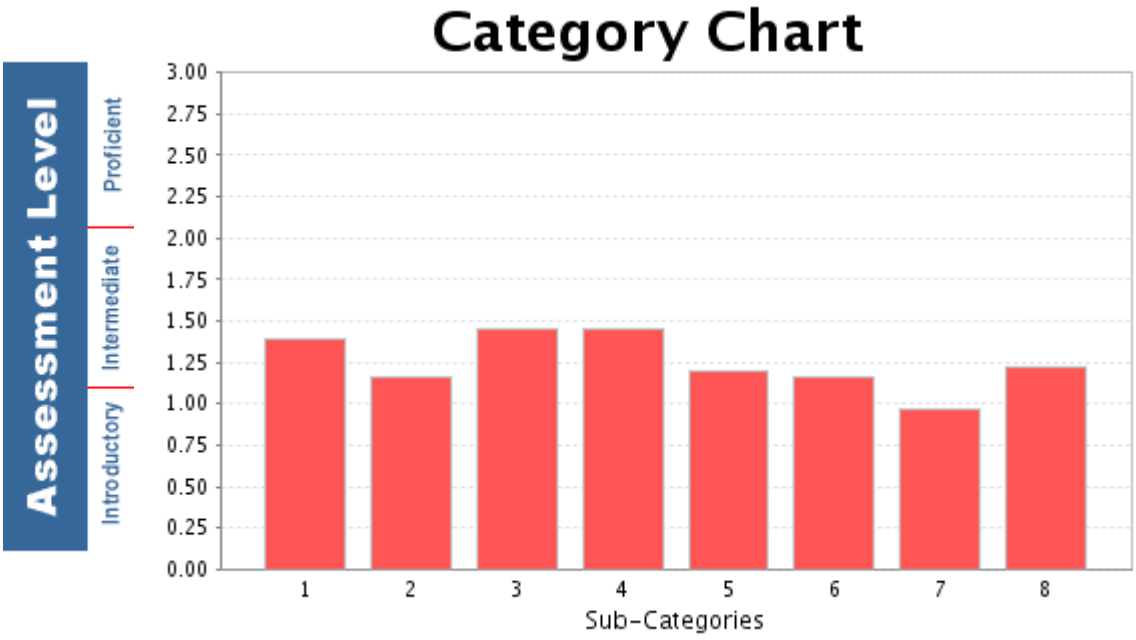
3 Email skills

4 Word processing skills

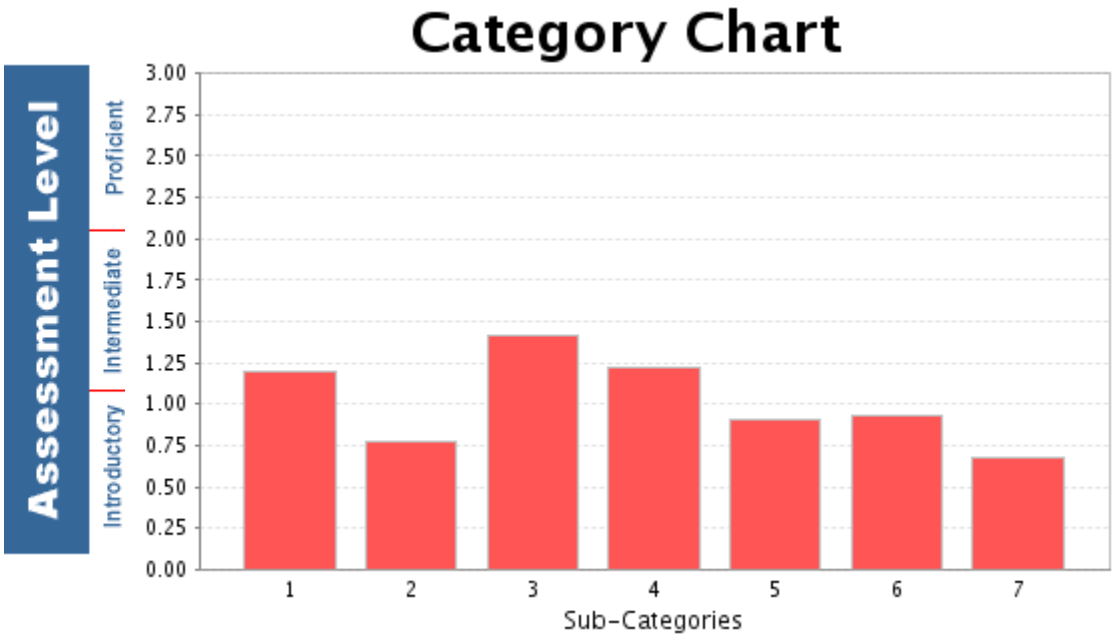
5 Presentation software skills

6 Spreadsheet software skills

7 Database software skills



1 Standard 9a. Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
2 Standard 9b. Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
3 Standard 9d. Each candidate uses computer applications to manage records and to communicate through printed media.
4 Standard 9e. Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
5 Standard 9f. Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)
6 Standard 9g. Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
7 Standard 9h. Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
8 Standard 9i. Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.



1 Standard 16a. Each participating teacher communicates through a variety of electronic media.
2 Standard 16b. Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.
3 Standard 16c. Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
4 Standard 16d. Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
5 Standard 16e. Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.

6 Standard 16f. Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7 Standard 16g. Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

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

BVUSD goal is to design and implement technology staff development and hands-on integration support to allow for efficiency in teaching and learning. Design and implement systems to monitor staff competency, use and effectiveness of technology in BVUSD.

Professional development has been focused on reading (AB 466, AB 75), effective school strategies (Marzano) and second language training (SDAIE). Training involving technology has included use of administrative programs (Infinite Campus), data tracking software (EADMS, AimsWeb). A district-wide professional development event was held during past school years, at which all staff could choose workshops involving basic technology skills (Microsoft Office, Email, Digital Cameras, Online Resources, Creating Web pages).

Professional development has been a combination of district-led and site based training. As part of this Technology Plan, professional development opportunities will be offered to administrators, teachers, and support staff based on the needs assessment (4a) and the Curriculum Component goals, objectives, and action plan. Ongoing follow-up support for implementation will follow training. In order to lessen time pressure on teachers, the district will re-evaluate the allocation of teacher planning time and professional development time.

Goal 4b.1: Utilize data to direct instruction. Train teachers and administrators on the use of the reports available to evaluate instructional practice and to redirect learning.

Objective 4b.1.a: All staff will have a working knowledge of on-line student database systems to improve and monitor instruction and learning. (EADMS and Infinite Campus) as evidence of staff development sign-in sheets collected every semester & yearly surveys.

2011	2012	2013	Monitor
75%	100%	100%	Director of Curriculum & Instruction, District technology committee (monitor)

Goal 4b.2: Effectively utilize hardware & software as learning tools for students.

Objective 4b.2.a: 100% of K-12 staff will participate in training on site specific software: Accelerated Math and Reading, RM Easiteach, Reading Counts, etc.) as evidence by sign-in sheets collected every training.

2011	2012	2013	Monitor
75%	100%	100%	Director of Curriculum and Instruction

Goal 4b.3: Support learning systems by utilizing programs available on EADMS.

Objective 4b.3.a: All teachers and staff will utilize the item bank to make benchmark assessments and classroom worksheets to improve student achievement as evidence of lesson plans, and student benchmark scores collected quarterly.

2011	2012	2013	Monitor
75%	100%	100%	Principals, Director of Curriculum & Instruction

Goal 4b.4: Integrate technology into the core content areas to facilitate integration of technology and curriculum.

Objective 4b.4.a: All staff will participate in district-wide training on integrating technology into daily instruction as evidence in lesson plans collected quarterly and principal walkthroughs.

2011	2012	2013	Monitor
75%	100%	100%	Principals, Director of Curriculum & Instruction

Objective 4b.4.b: All staff will participate in district-wide training on developing student use of technology to demonstrate learning. (PowerPoint, spreadsheets, iMovie, digital photography, etc.) as evidence from sign-in sheets and student products.

2011	2012	2013	Monitor
75%	100%	100%	Technology Coordinator, Director of Curriculum & Instruction

Objective 4b.4.c: All staff will participate in district-wide training on, "Building Information Competency" in students. Students to use technology as a research tool for learning in at least on project a year as evidence in collected student products annually.

2011	2012	2013	Monitor
75%	100%	100%	Technology Coordinator, Director of Curriculum & Instruction

Goal 4b.5: Develop systems to monitor staff technology and information literacy, (iSafe) competency, progress, and usage in curriculum.

Objective 4b.5.a: 100% of K-12 staff will participate in training on expectations for technology and information literacy integration into core curriculum and student outcomes as evidence form sign-in sheets and agendas yearly.

2011	2012	2013	Monitor
75%	100%	100%	Principals, Director of Curriculum & Instruction

Objective 4b.5.b: 100 % completion of annual participation in Ed Tech Profile assessment and review of information annually as evidence from Ed Tech Profile Summary and meeting minutes.

2011	2012	2013	Monitor
75%	100%	100%	Principals, Technology Coordinator

Objective 4b.5.c: 100% of K-12 staff will participate in training on (iSafe) competency and digital citizenship as evidence form sign-in sheets and agendas yearly.

2011	2012	2013	Monitor
100%	100%	100%	Director of Curriculum & Instruction

Objective 4b.5.d: 90% of teachers and administrators will score Intermediate or Proficient in Computer Knowledge and Skills on the Ed Tech Profile.

2011	2012	2013	Monitor
70%	80%	90%	Director of Curriculum & Instruction

Objective 4b.5.e: 60% of teachers will score Intermediate or Proficient on Standard 9, Using Technology in the Classroom, on the Ed Tech Profile.

2011	2012	2013	Monitor
40%	50%	60%	Director of Curriculum & Instruction

Objective 4b.5.f: 60% of teachers will score Intermediate or Proficient on Standard 16, Using Technology to Support Student Learning, on the Ed Tech Profile.

2011	2012	2013	Monitor
40%	50%	60%	Director of Curriculum & Instruction

Table 4b

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
4b.1.a	Train teachers and administrators to use EADMS to target areas needing improvement in the instructional program at their school sites for the purpose of modifying classroom instruction.	2-12	2011 and annually	Director of Curriculum & Instruction	Title 1 SBCP Tech. funding Staff Dev.
4b.1.a	Train teachers, administrators, and instructional assistants on Aimsweb usage, and benefits to direct instruction to student scoring below basic on STAR.	K-12	2011 and annually	Director of Student Services	Title 1 SBCP Tech. funding Staff Dev
4b.1.a	Train teachers, administrators, and attendance clerks, and school secretaries on INFINITE CAMPUS usage, reports, and queries to monitor student progress, attendance, and maintain information.	K-12	2011 and annually	District Technology Coordinator, Director of Curriculum & Instruction	General Fund Tech. funding Staff Dev
4b.1.a	On site training each quarter on learning programs for students Accelerated Math and Reading, Reads Naturally, Renaissance	K-12	2011 and annually	Principals	Title 1 SBCP GATE ELL

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
	Learning, etc.)				
4b.1.a	Learner will access sections of the EADMS program to further gather and monitor student data as evidence of activity log and by sign-in sheets collected every semester.	K-12	2011 and annually	Principals	N/A
4b.2.a	Workshop on utilization of school wide implementation of Accelerated Reader & Math, RM Easiteach, Reading Counts	K-12	2011 and annually	Director of Curriculum & Instruction	SBCP Title 1 Staff Dev.
4b.2.a	Technology committee will review available programs to meet reading and math goals for district student achievement as evidence from meeting minutes and adopted software matrix yearly.	K-12	2011 and annually	Technology Committee	N/A
4b.2.a	Technology committee and school site representatives to review new or needed academic software for staff dev. needs.	K-12	2011 and annually	District Technology Coordinator Director of Curriculum & Instruction	SBCP Title 1 Tech funding
4b.3.a	School site workshops to review available EADMS programs (Tech Committee)	K-12	2011 and annually	Tech Committee District Technology Coordinator Director of Curriculum & Instruction	Tech Grant Staff Dev.
4b.3.a	Collection & review of student data from various programs on EADMS with teacher collaborative groups	K-12	2011 and annually	Director of Curriculum & Instruction	Staff Dev.
4b.3.a	TRAC Coach to present review of "Using EADMS in the Classroom" to improve instruction.(minimum days & staff meetings)	K-12	2011 and annually	Principals Director of Curriculum & Instruction	Staff Dev. BTSA PAR
4b.3.a	Teachers teaching teachers as Lead Teachers demonstrate EADMS systems and how to utilize programs in classrooms	K-12	2011 and annually	Director of Curriculum & Instruction	Tech Grant Staff Dev.
4b.3.a	TRAC Coach to present review of Item Bank to Lead Teachers	K-12	2011 and annually	Director of Curriculum & Instruction	Staff Dev.
4b.3.a	Lead Teachers present at Workshops at each school site on "Effective Use of Item Banks to Improve Student Achievement."	K-12	2011 and annually	Director of Curriculum & Instruction	Staff Dev. Title 1
4b.4.a	Workshops at school sites on using technology and information literacy to teach core content. (utilizing teacher modeling, and effective usage & delivery)	K-12	2011 and annually	Director of Curriculum & Instruction	SBCP Title 1 Staff Dev.
4b.4.a	Training for principals on	K-12	2011 and	District Technology	Tech Grant

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
	monitoring tech and information literacy integration at the school site.(weekly walk-through, observations, feedback forms)		annually	Committee	Staff Dev.
4b.4.b	Training for teachers and staff on student's using technology and information literacy. Requiring tech and information literacy component to two units a year.(to be determined at each schools site)	K-12	2010 and annually	Principals, Director of Curriculum & Instruction	Tech Grant Staff Dev.
4b.4.c	Workshops at school sites on research techniques utilizing the internet and search programs	K-12	2011 and annually	Director of Curriculum & Instruction	Tech Grant Staff Dev.
4b.4.abc	Principals and teacher evaluation (in part) based on evidence and observation of student and teacher technology usage and progress towards competency	K-12	2011 and annually	Principals, Director of Curriculum & Instruction	General Fund
4b.5.a	Workshops at each school site conducted by Technology Lead on Tech Plan Objectives for 2010-2013.	K-12	2011 and annually	Lead Principal and Director of Curriculum & Instruction	General Fund
4b.5.a	Review by site staff of the district technology plan, curriculum and staff development related to three-year plan as evidence of meeting minutes and adopted revisions yearly.	K-12	2011 and annually	Director of Curriculum & Instruction	General Fund
4b.5.b	Completion of annual participation in Ed Tech Profile assessment and review of information annually as evidence from Ed Tech Profile Summary and meeting minutes.	K-12	2011 and annually	Director of Curriculum & Instruction	General Fund
4b.5.b	Staff meetings in computer labs to complete annual Edtech Profile survey	K-12	2011 and annually	Principal	Tech Grant Staff Dev.
4b.5.b	All staff review of Edtech Profile information by school site at staff meeting.	K-12	2011 and annually	Principal, Teachers	General Fund
4b.5.b	Principals meet with Tech Coordinator & C& I Director to discuss plan of action at each school site based on Edtech Profile info.	K-12	2011 and annually	Principal	General Fund
4b.5.c	Review by site staff of the iSafe internet competency to instruct students on safe internet etiquette.	K-12	2011 and annually	Director of Curriculum & Instruction, District Technology Coordinator	General Fund
4b.5.c	Research and aquire curriculum and web tools to assist staff in promoting responsible digital	K-12	2011 and annually	Director of Curriculum & Instruction, District Technology Coordinator	General Fund

Obj.	Activities	GR LVL	Year to Meet	Monitor & Evaluation	Funds
	citizenship				
4b.5.c	New teacher orientation will include a section on technology, including standard district administrative applications and use policies.	K-12	2011 and annually	Director of Curriculum & Instruction, District Technology Coordinator	General Fund
4b.5.c	All relevant staff (teachers, library staff, lab and instructional assistants) will receive training on monitoring and implementing the district Acceptable Use Policy.	K-12	Fall 2011; new teachers trained each year	Principals will ensure training, assisted by technology staff.	N/A
4b.5.d,e, f	Utilize EdTechProfile online assessment as a survey of teacher and administrator technology skills on a regular basis to inform district and school site professional development planning.	K-12	2011 and annually	Director of Curriculum & Instruction, District Technology Coordinator	General Fund

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

Professional development for teachers and administrators is supervised by the Director of Curriculum & Instruction. The District Technology Coordinator oversees technology training for all personnel, assisted by other key personnel from the district technology committee. Participating teachers will have to sign in and out for each class and those forms will be kept on file for future reference. Teachers will also use the online community to share and discuss strategies in technology implementation; those that worked and those that did not. Each year the training team will come together to evaluate the success of the training as well as what changes need to take place. They will evaluate the classes and the products developed by the teachers. Strong emphasis will be made on the assessment and the evaluation of how those lessons transitioned into the classroom. School site representatives will attend periodic meetings to discuss training progress and implementation of new and current programs. Comments on improvement will be posted to an online community.

Monitoring Activity	Person Responsible	Schedule
Development of comprehensive Professional Development Plan; update annually	Director of Curriculum & Instruction	July, 2011
Professional development sessions held; agendas and sign-ins kept; participant evaluations collected and analyzed and adjustments in training made.	Trainers, Director of Curriculum & Instruction, District Technology Coordinator	July 2011 and annually.

Teachers and administrators take the EdTech Profile. Those responsible for training analyze data and decide on course modifications for the coming year.	Teachers, Administrators, Director or Curriculum, District Technology Coordinator	May 2011 and annually
Site administrators conduct daily/weekly classroom walkthroughs to determine levels of instruction at school; suggest training needed to raise levels of instruction.	Site Administrators	Winter/Spring 2011
• *Repeat this procedure each year* • *Reported to District Technology Committee and Deputy Superintendent*		Annually

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

The Bear Valley Unified School District will enhance learning environments by providing district- and site-level support for the installation, maintenance, security, upgrade, and program coordination of a state-of-the-art technology and communication infrastructure. All technology and infrastructure will meet or exceed standards as outlined in the *Design Standards for Future Telecommunications Improvements,* by The San Bernardino County Educational Technology Joint Powers of Authority. This technology-rich learning environment will enhance communication and collaboration among the district, community, region, nation, and the world.

A technologically-enhanced learning environment provides a climate in which productivity, effectiveness, creativity, and success for all learners is encouraged, respected, valued, and supported.

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

Existing Hardware

Bear Valley Unified School District has established minimum specifications for technology. Every application of technology will be considered individually and the most logical course of action is taken to implement the plan with the appropriate technology.

The District will ensure:

Every building will be wired to the District's network, allowing access to the network from every classroom and work area in the district.

Each classroom and work area will contain at least one computer connected to the network.

Each school will ensure that technology is accessible to teachers and administrators after professional development has been provided.

Please refer to the chart in Section 3a for a listing of instructional computers by site. Some sites have additional computers that are not Internet-accessible—that do still support instruction via standalone software—but are not being supported for repair. If they cease to function, they are discarded. All new systems are purchased with a minimum three-year warranty. These warranties provide for either on-site or mail-in support. Networked laser printers are available either by building or by department. Office staff generally shares one networked laser printer per office area space. Networked color laser printers are available at some sites and the District Office. The District Office and all sites utilize Xerox® scanning/copying equipment. Secondary sites have "print-to-mail" printers which generate report cards and progress reports in sealed, mailable format.

Existing Hardware Specifications

Bear Valley USD uses both Intel based (Windows) and Apple (Macintosh) computers in its classrooms. Minimum hardware specifications are required to ensure the equipment being purchased will be able to handle the demands current software applications put on it.

- Intel Core Duo Processor or better
- 2 GB Memory
- 120 GB Hard disk and 8MB DataBurst Cache
- 1 GB removable flash drive
- DVD RW drive
- 10/100/1000 Ethernet NIC
- USB Keyboard
- USB Optical 2-button Mouse
- Integrated video, Intel, ATI, or NVIDIA
- Integrated audio w/speakers
- 17" Monitor flat panel, analog monitor
- UL approved surge suppressor or UPS
- 3 Year Manufacture Warranty
- Microsoft Office 2003 or 2007

Existing Electronic Software Resources

- Administrative software (Infinite Campus, EADMS, Follett/Alexandria library automation, School Messenger School To Home communication)
- Productivity software (Microsoft Office Professional standard on all new computers)
- State-adopted intervention software, for new pilots and for extension of current pilots
- Supplemental software such as Accelerated Reader and Math, Rosetta Stone,

Reading Counts, and Renaissance Learning.

Newly purchased personal computers will come installed with Microsoft Office Professional 2003 or 2007 and Anti-Virus software, as the District standard. Schools use a variety of courseware programs and diagnostic remedial/ reinforcement/enrichment programs such as Accelerated Reader, Accelerated Math, and Reading Counts. Hardware upgrades will be a continuing necessity to meet the every increasing processor and memory requirements of more demanding client and server software implementations.

The district maintains a combined centralized and decentralized policy regarding the acquisition of electronic learning resources. The district provides administrative systems and guidance on standardization of desktop applications. Certain applications are used district-wide and paid for by the district. Sites are encouraged to secure the necessary resources to support the needs of students and staff.

The District Technology Committee will annually evaluate resources to ensure they continue to support the long-term objectives of the Technology Plan and will determine the feasibility of acquiring additional electronic resources to support improvements in student achievement.

Existing Telecommunication and Networking Infrastructure

Bear Valley USD uses a variety of Digital Transmission Services, including those described below in this section.

The following describes the existing infrastructure that will support the Curriculum and Professional Development Components of this Plan. As of August 2009, the service provider for voice is Verizon and data is Charter Business.

BVUSD uses a district concentric WAN configuration where all remote site connections are pointed to the District Office for administrative use, Internet access, Financial, and Personnel applications. The sizes of these connections are as follows: 1 Gigabit fiber and point to point wireless.

All campuses within BVUSD have local area networks. These networks feature a star topology switched multimode fiber backbone running at full duplex 100Mbs or 1Gbs, with switched 10/100Mbs connections using Category 5/5e wiring to the outlets in each classroom. Every classroom and administrative workspace is provided with at least 1 drop. Drops have also been provided in food service areas, portable classrooms, libraries, conference rooms, and teacher break rooms.

Every campus utilizes a Microsoft Windows 2003 file server as a central repository for staff data files. This server is used to serve out the sites online library catalog (Follett), educational testing/monitoring software (Accelerated Reader, Reading Counts, STAR Math, and Renaissance Learning), and student data where applicable.

Bear Valley utilizes the Active Directory network management database to manage users and resources within the district, integrate and maintain network security through management of authentications. Anti-Virus is installed on individual computers.

Email services are handled in-house through an Microsoft Exchange email server. All certificated and most classified personnel have email addresses for electronic communications throughout the district. Two web servers handle all of the District Office and schools web sites. The web servers are used to share information to all district personnel and the Bear Valley community. This information includes online forms, documents, school event information, and middle/high school student grade information. BVUSD will continue to increase the functionality of its World Wide Web presence.

The District will monitor the usage of the Gigabit Wan to SBCSS and the Gigabit Wan that connects the District Office to the school sites to ensure that the bandwidth is adequate.

In addition to digital transmission services listed in the chart above, the district also has plain old telephone service (POTS lines). The District owns its own PBX and voicemail systems and leases the circuits from the telecommunications vendor. The District also has in use Cellular services with included data plans and may investigate VoIP services if the cost is justified.

The District provides continued maintenance of WAN/LAN services. Similarly, there will be continuing upkeep of office and staff/student based servers. New implementations will be required for specialized servers with ever increasing content demands such as library databases, security, steaming media servers, application servers, and virtualization.

All school and District Office data lines to the Internet connect via 1 Gigabit Wan to the San Bernardino County Office of Education (SBCOE). SBCOE serves as the District's Internet Service Provider (ISP). The SBCOE consortium hosts the following services to the District Office and all school sites: purchasing, accounting and budgeting services, some email services, payroll, and fixed asset management. Filtering software utilized by BEST NET is Child Internet Protection Act (CIPA) compliant and is evidenced by a certificate posted online at: http://www.sbcss.k12.ca.us/infotech/bestnet/cipastatement.doc.

Existing Physical Plant

All sites have electrical circuitry will support technology and ADA compliance needs over the next three years. Some offices at schools have Uninterrupted Power Supplies (UPS). Some MDFs and IDFs are housed in a wall-mounted cabinet. Some of these cabinets are locked. Power issues do exist and are being addressed through Measure Q funds. Critical file servers and telephone systems are provided with uninterruptible power supplies (UPS) to handle momentary power surges and dips, as well as short duration power outages.

Existing Technical Support

The District currently uses a combination of a District Technology Coordinator, Computer Technician, and Site Technology Coordinators for technical support. The District does not have an Information Technology department or Instructional Technology department.

The Site Technology Coordinators are classroom teachers who attend District Technology Committee meetings and provide input during these meetings. They also attend to basic hardware and software troubleshooting and maintenance at their sites. However, some have not had formal training for their services.

Acceptable Use Policies.

The District has adopted an acceptable use policy (AUP) for all students, which is signed by each student and his or her parent on an annual basis. A similar document exists for staff and is signed upon employment (existing staff signed once a few years ago). Copies of the AUP documents may be found in Appendix K.

5b. Hardware, software, network and telecommunications infrastructure, physical plant, 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.

In order to meet District goals for improved student academic achievement and personal/professional technology use, it will be necessary for the District and individual school sites to provide students with anywhere learning (1:1 access) and purchase computers to replace outdated equipment used by students and staff —desktops, laptops, handheld, peripheral equipment, networking equipment, and cabling.

Computers and Peripheral Equipment Needs. The chart in section 3a details the number of Internet-connected computers currently available at each site per the 2006 California School Technology Survey, the current ratio of students to computers using October 2008 CBEDS data. Please note that all computers counted are Internet-accessible; with approximately 10% being more than four years old. More computers will need to be purchased to meet the goal of having a 3:1 student to computer ratio in all classrooms.

Instructional Support Hardware. Implementation of the Curriculum Component and the Staff Development Component of this Technology Plan will require the acquisition of the following hardware items:

- Adequate stations for students and staff to access card catalogs in each library is an ongoing project
- Extra stylus for every interactive white board to facilitate multiple students at the board for interactive learning
- Appropriate desks, chairs, stands, security hardware, and installation brackets to manage acquired equipment
- Hardware and furniture as needed and recommended by East Valley SELPA to support the needs of special education students as recorded in their IEP

Network Improvements. Other hardware needs include replacing network switches at all sites to support in-line power and gigabit-to-the-desktop. As time passes, the cost of gigabit network interface cards (NICs) is coming down, and when it becomes feasible to buy those cards (or new equipment containing gigabit cards), we want to be ready with the infrastructure to support them. Gigabit-to-the-desktop provides very fast transmission and reliability of networks. With the

increasing amount of data and upgraded workstations all of the internal networks at every site need a comprehensive upgrade to keep up with the new server and workstation speeds. Bear Valley has upgraded four sites with four left to complete.

Wide Area Network Telecommunications. A new 1Gb WAN has been install between all of the school sites and district office. All sites now have more timely access to Internet resources/learning application and faster access to applications shared between sites. The WAN connection to the County Office has also been upgraded to 1Gigabit and the district will be able to move forward with new emerging technologies such as VOIP, Streaming Video, Video Conferencing, and distance learning.

Wireless Networks. Wireless connectivity has been deployed in small pockets at various sites: the District Office, Big Bear High School, Big Bear Middle School, and Balwin Lane Elementary School. Over the next three year, the District will continue to work toward increasing wireless connectivity so that at least common areas (such as libraries and multi-purpose rooms) will be covered at all sites. As sites acquire laptops, PDAs, tablets, etc., it is expected that they will also acquire wireless network hardware and software to support those systems.

<u>Technical Support Needed</u>. The District recognizes the need for a technology department which will include both information technology and educational technology support staff. At present, there is no "technology department," but strides are being made in that direction and will continue into the future. Ideally, a separate department would have a full-time director and support staff to address needs in the areas of network maintenance, computer repair and installation, information management, and instructional support. As needs evolve, additional personnel in the last four areas will be necessary.Hardware

Component	Have	Need	Who	2011	2012	2013	Funds
Computers	Student to Computer ratio 4.2:1	Student to Computer ratio 3:1	District Technology Committee	3.5:1	3:1	3:1	K-12 Voucher, District Technology fund
Desktop Virtualization Hardware	0	To Be Determined	District Technology Committee	Investigation	Pilot	Possible Implentation	District Technology fund
Software							
Component	Have	Need	Who	2011	2012	2013	Funds
ASP Accellerated Math	Piloting at one elementary site	Implement at all elementary site as a Intervention support tool	Principals	Examine results of pilot	Purchase and train	Implement at all three Elementary sites	K-12 Voucher
ASP Accelerated Reader	Piloting at one elementary site	Implement at all elementary site as a Intervention support tool	Principals	Examine results of pilot	Purchase and train	Implement at all three Elementary Sites	K-12 Voucher
Infinite Campus	Student Information System at all sites	Continue training for Application	District Technology department	100%	Review/Continue Maintenance and support	Review/Continue Maintenance and support	General Fund
EADMS	Testing Data Assessment Tool	Continue training for Application	District Office	100%	Review/Continue Maintenance and support	Review/Continue Maintenance and support	General Fund
AimsWeb	Online Evaluation tool for Special Ed	Continue training for Application	District Office	100%	Review/Continue Maintenance and support	Review/Continue Maintenance and support	Special Ed

Web IEP	**IEP tool for Special Ed**	**Continue training for Application**	**Special Ed**	**100%**	**Review/Continue Maintenance and support**	**Review/Continue Maintenance and support**	**Special Ed**
Follett	**Library Software Used 9-12**	**Continue training for Application**	**High School**	**100%**	**Review/Continue Maintenance and support**	**Review/Continue Maintenance and support**	**Site Funds**
Alexandria	**Library Software Used K-8**	**Continue training for Application**	**School Sites**	**100%**	**Review/Continue Maintenance and support**	**Review/Continue Maintenance and support**	**Site Funds**
Rossetta Stone	**Piloting Software at one Elementary Site**	**Implement at all elementary sites as an EL support tool**	**Principal**	**Purchase licenses for Rossetta Stone for all elementary sites**	**Review/Continue Maintenance and support**	**Review/Continue Maintenance and support**	**Funding Sources to be explored**
Microsoft Office Pro	**Licensed for every teacher, administrator, and office**	**Licenses for all computers in the entire District**	**District Technology Committee**	**Purchase licenses for all computers**	**Review/Continue Maintenance and support**	**Review/Continue Maintenance and support**	**K-12 Voucher**
SIRS Online Researcher	**Online periodical research tool used by high school**	**Expand the licensing to cover all sites**	**Library Committee**	**Purchase licenses for all sites**	**Review/Continue Maintenance and support**	**Review/Continue Maintenance and support**	**Library Funds**
District Wide Reading Counts	**Reading Literacy Monitoring Program**	**Continue training for Application**	**Site Coordinator/ District Technology Department**	**100%**	**Review/Continue Maintenance and support**	**Review/Continue Maintenance and support**	**Site Funds**
Telecommunications							
Component	**Have**	**Need**	**Who**	**2011**	**2012**	**2013**	**Funds**
Nortel PBX	**Somewhat similar versions at all sites**	**Unified system to facilitate better district wide communications**	**District Technology Committee**	**Evaluate brands and functionality**	**Recommend a direction for standardized equipment**	**Implement new equipment at all sites**	**Funding Sources to be explored**
VoIP	**N/A**	**District Wide VoIP**	**District Technology Committee**	**Evaluate brands and functionality**	**Recommend a direction for standardized**	**Implement new equipment at all sites**	**Funding Sources to be explored if**

					equipment		the cost is justifiable
Cellular Phone Service	Verizon Services	Continued support for the current service	District Technology Committee	Review and Compare Pricing	Review and Compare Pricing	Review and Compare Pricing	General Fund
Electronic Mail (E-mail)	Microsoft Exchange	Robust E-Mail Services	District Technology Department	100%	Review/Continue Maintenance and support	Review/Continue Maintenance and support	Funding Sources to be explored
Infrastructure							
Component	Have	Need	Who	2011	2012	2013	Funds
1 Gigabit Wan	1 Gbs at all sites/district office	High Bandwidth to all sites and to the Internet	District Technology Department	100%	Continue Maintenance and Support	Continue Maintenance and Support	E-Rate and General Fund
Switch Hardware	Some Unmanaged 10/100Mb with 100Mb Full Duplex Fiber	Managed 10/100/1000 Mb with 1Gb Full Duplex Fiber	District Technology Department	100%	Review/Continue Maintenance and support	Review/Continue Maintenance and support	Measure Q
Wireless Ethernet	Non-standardized wireless Ethernet at some sites	Standardized/Managed/ Secure wireless for the entire district	District Technology Committee	Do a wireless site survey for location and number of devices	Recommend/ Purchase/Install equipment at all sites	Review/Continue Maintenance and support	Funding Sources to be explored
Technology Support							
Component	Have	Need	Who	2011	2012	2013	Funds
District Technology Coordinator	1 FTE		Superintendent	100%	Continue to support	Continue to support	General Fund
Computer Technician	1 FTE		District Technology Coordinator	100%	Continue to support	Continue to support	General Fund
Site Technology Coordinator	Most sites have 1	All sites to have 1	Principals	50%	Continue to support	Continue to support	Site Funds

5c. Timeline for obtaining hardware, infrastructure, learning resources, and technical support required to support the other plan components.

The following table lists the items to be purchased, who will be responsible for overseeing the purchases, where the purchases will be used, and a timeline for when the purchases are to be made.

Table 5c.1

LEARNING RESOURCES	WHO	WHERE	WHEN
Microsoft Office Professional	Director of Business	District Office and All Sites	2011 and ongoing
Appropriate grade level software	Director of Curriculum & Instruction	All Sites	2011 and ongoing
Online Technical Training/Tips	District Technology Coordinator	District Office	2011 and ongoing
Accelerated Math	Principals	All Sites	2011 and ongoing
Accelerated Reader	Principals	All Sites	2011 and ongoing
Infinite Campus	District Technology Department	All Sites	2010 and ongoing
EADMS	Director of Curriculum & Instruction	All Sites	2010 and ongoing
AimsWeb	Director of Pupil Services	All Sites	2010 and ongoing
Web IEP	Director of Pupil Services	All Sites	2010 and ongoing
Follett	Director of Pupil Services	High School	2010 and ongoing
Alexandria	Director of Pupil Services	Grades K-8	2010 and ongoing
Rosetta Stone	Director of Pupil Services	Grades K-6	2010 and ongoing

HARDWARE AND INFRASTRUCTURE	WHO	WHERE	WHEN
Wireless WAN Connections	District Technology Coordinator	Transportation	Completed
Replacement Server Hardware	District Technology Coordinator	All Sites	Completed
Upgrade current Frame-Relay WAN circuits to 1Gb	District Technology Coordinator	FVES, BBES, NSES, All Sites to DO, and DO to County	Completed
Switch Infrastructure Replacement	District Technology Coordinator	All Sites	March 2011
Develop a comprehensive plan to upgrade and/or replace the Districts current PBX	District Technology Coordinator	All Sites	July 2011 and ongoing
Develop a comprehensive plan to upgrade the District WAN	District Technology Coordinator	All Sites	Completed
Purchase and install MS Exchange Server	District Technology Coordinator	All Sites	Completed
Online Technical Training/Tips	District Technology Coordinator	District Office	March 2011 and ongoing
Computers	District Technology Committee	All Sites	3:1 ratio by 2012

HARDWARE AND INFRASTRUCTURE	WHO	WHERE	WHEN
LCD Projectors	District Technology Committee	All Sites	Completed
Interwrite Pads. Changed to Polyvision Interactive White Boards	District Technology Committee	All Sites	Completed

TECHNICAL SUPPORT	WHO	WHERE	WHEN
Site Technology Coordinator Training	District Technology Coordinator	All Sites	2011 and Ongoing
Computer Technician to support all sites with SASI XP (now Infinite Campus) and other district wide applications	District Technology Coordinator	All Sites	Completed
District Technology Coordinator to facilitate training and support as need to meet the goal of the district technology plan	Super intent	District-wide	2011 and Ongoing

5d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame

The California Technology Survey will be completed by site and district staff every spring. In addition to the survey results the Technology Coordinator will gather information on software, online resources, hardware, infrastructure, technical support, and student data systems and the status of 5c. to the District Technology Committee for discussion and recommendations. The Technology Coordinator then will take the recommendations along with the status of 5c. and report this to Cabinet at least twice a year. In addition, once a year this information will be shared with the Board of Education.

6. Funding and Budget Component

6a. Funding Resources

Current funding sources include, but are not limited to:

District Office	Individual School Sites
General funds	Title 1
E-Rate	EIA/ LEP
Measure Q	State Block Grants
K-12 Voucher	GATE funds
Title I Funds	General Site Budgets
EETT, Title II Part D, Formula	
Staff Development Funds	

Potential resources include, but are not limited to:

- grants
- partnerships

- donations

Options for reducing costs include:

- hardware and software purchasing agreements
- CalSave (C-Smart)
- CTAP
- partnerships with industry experts
- advertising potential purchases
- integrating technology training into content professional development
- Server and Desktop Virtualization

The district does not currently employ a full-time grant writer.

6b. Implementation Costs

The District Office pays for office support and networking equipment. School sites are responsible for the cost of technology, as well as its replacement. The district has not established separate accounting codes to track the implementation of this plan; however, line items for technology exist on site level budgets. **Please note that all of these figures are estimates and will only be expended when funding becomes available.**

Category	*Item Description 2007-08 Expenditures*	*2011*	*2012*	*2013*	*Year One Funding Source(s) for Non ERATE Eligible items*
1000-1999 Certificated Salaries	Substitutes and stipends for staff development	14,000	15,000	15,000	EETT Grant Staff Development Funds
2000-2999 Classified Salaries	Tech Support	30,000	32,500	32,500	General Fund
3000-3999 Employee Benefits	Benefits for certificated and classified				
4000-4999 Books and Supplies	Switches for 4 sites	76,000	N/A	N/A	Measure Q Funds
	Computers	16,000	10,000	10,000	General Fund
	Software	50,000	10,000	N/A	K-12 Voucher/General Fund
	Productivity Software	6,000	12,000	12,000	General Fund
	Virtualization Blade Server	11,000	11,000	11,000	Measure Q
	Wireless hardware	30,000	30,000	N/A	Measure Q
5000 -5999 Services, operating expenses, travel	Staff Development Training	3,000	6,000	3,000	EETT Grant
6000-6999	Capitol Outlay if over $10,000 purchased at one time				
	TOTALS	**236,000**	**126,500**	**83,500**	

6c. Obsolete Equipment Replacement Policy

A comprehensive replacement cycle will be developed for obsolete software and equipment. Currently, end of life is determined by usability and industry standards. If said software and equipment is out of warranty and repair costs exceed $200, the product will be determined obsolete and will be replaced.

Redeployment of old or obsolete equipment will be determined based on past and current support records. If no immediate needs are determined, older/obsolete equipment will be allocated to classrooms, as stand-alone systems, for enrichment/enhancement purposes. Lab computers will be redistributed to classrooms.

Multiple vendors will be approached that provide computer leasing as an option for a computer replacement cycle.

6d. Monitoring Process

The director of Business and Operations will monitor the Funding and Budget portion of this plan. The director will report the findings to stakeholders and make modifications to the plan as necessary.

Individual(s) Responsible	Responsibilities
Director, Business and Operations	• Review plan progress bi-annually to ensure goals are met • Oversee district budget and expenditures • Coordinate all district technology-based orders and purchases
Site Administrators	• Review plan progress bi-annually to ensure goals are met • Oversee site budget and expenditures • Coordinate all site technology-based orders and purchases
District Technology Committee	• Provide annual progress report to school stakeholders • Evaluate/ assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks

7. Monitoring and Evaluation Component

7 a, b, c. Evaluation of Curriculum Component

The Director of Curriculum & Instruction and the District Technology Coordinator of Educational will prepare annual reports of the progress toward meeting stated goals and benchmarks. The report will be presented to the Cabinet and will include plan and budget revisions and recommendations. The Director of Curriculum & Instruction and Superintendent will be responsible for making overall plan corrections and modifications based on these recommendations. Overall plan implementation and adjustments will also be communicated to various stakeholders via appropriate venues. Specifically, parents will be informed at our annual community input meeting where their feedback will also be solicited. Certificated staff will be informed annually by technology integration leaders as appropriate at each site and their input will

be solicited at that time. Site administrators and school board members will be given updates annually, if not more frequently, at monthly district manager meetings.

Evaluation Instrument(s)	Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
STAR (California Content Standards Test)	# of students scoring at or above the proficient level	Annually	Director of Curriculum & Instruction to collect data and present to site administration and the District Board of Education.
Purchase orders Inventories	# of licenses for student recording keeping/ assessment software	Annually	
Student Information System	% of teachers and administrators with access	Annually	
District directory of email addresses	# of email addresses provided to teachers	Annually	
District Curriculum Based Measurement (CBM)	% of students scoring at or above the proficient level	Trimesterly	Director, Special Education and Student Services to collect, analyze and present to site administration and the District Board of Education.
Student Technology Proficiency Matrix skills checklist	% of students demonstrating grade appropriate computer knowledge and skills	Trimesterly	Site administration to collect data for the Superintendent, who will present to the District Board of Education.
Purchase orders Inventories Student use logs	# of Computers available Time special needs students spend on computers	Trimesterly	
Classroom web sites	# of classroom web sites	Annually	

Evaluation of Professional Development Component

Evaluation Instrument(s)	Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Staff development calendar	Dates and offerings of staff development courses	Annually	Data to be collected by the Director of Curriculum & Instruction, Staff Development and Categorical Programs and
Attendance Logs	# of staff attending	Semi-annually	

Evaluation Instrument(s)	Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher lesson plans and observations	% of teachers integrating technology into the curriculum.	Semi-annually	presented to the District Technology Committee. This information will be used to update the Technology Plan and a progress report will be presented to all stakeholders.
Trainee Evaluations	Staff perceptions of training	Semi-annually	
Trainer Reports	Trainer perceptions of training	Semi-annually	

Evaluation of Infrastructure, Hardware, Technical Support, and Software Component

Evaluation Instrument(s)	Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Purchase Orders Inventories	Amount of hardware and software purchased	Annually	Data to be collected by the Director, Business and Operations and presented to the District Technology Committee. This information will be used to update the Technology Plan and a progress report will be presented to all stakeholders.
Network plans	Infrastructure that exists and is installed/ upgraded	Annually	
Work orders	Amount of hardware and software installed/ maintained by technical support personnel	Annually	

Evaluation of Funding and Budget Component

Evaluation Instrument(s)	Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Expenditure information	% of budget used to support successful program implementation	Semi-annually	District Office and Site Administrators to review use of budget to support successful program implementation. Modifications will be made to 1) improve programs with limited success, and 2) provide funds to continue successful programs.

8. Effective collaborative strategies with adult literacy providers to maximize the use of technology.

BVUSD has partnerships with ROP and San Bernardino Valley College. ROP offers classes to adults and to students during the regular school day. ROP program has purchased almost two lab classes full of computers that both students and adults use. They have also purchased many accessories such as digital cameras and digital video cameras. ROP also offers night classes, primarily taught be regular high school teachers, many high school students also participate in the classes. The Valley College classes are at night, but utilized technology that they have in part purchased and is used by students during the day. As this plan is reviewed and modified annually, input and feedback will be solicited from ROP staff to ensure that resources are maximized in collaboration with adult literacy providers in our district. There is also discussion with California State University San Bernardino on the expanded usage of a PEG TV Channel and the educational opportunities it could provide.

9. Research

9a. Relevant Research

The annotate bibliography that is included in the following section describes the research that was used in the development of this plan and how the district has and will use the research findings in the development and implementation of the technology plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

Research Literature and Utilization of Strategies

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

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

How the research has been and will be used: Consistent with this research, the BVUSD (Bear Valley Unified School District) will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the BVUSD will continuously monitor its attainment of the goals and objectives of the 2010-2013 District Technology Plan, and will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

WestEd Regional Technology in Education Consortium (June, 2002). *The learning return on our educational technology investment*.
http://www.wested.org/cs/wew/view/rs/619

This report seeks to answer the question "what do we need to do to maximize the return on our technology investment?" It offers suggestions related to issues such as professional development, access to technology, and long term planning.

How the research has been and will be used: These issues are addressed within the development of our district technology plan, and we have considered the ten lessons from this research that address the conditions under which technology has the most benefits for students. Specifically that technology is just one piece of the instructional puzzle and that it is critical that we evaluate. It also shows us that there needs to be a constant focus on teacher training to insure school-wide implementation.

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

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

How the research has been and will be used: In the district technology plan (http://www.bigbear.k12.ca.us), professional development is a primary focus. The Education Technology Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend 4 sessions per semester that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Connecting the bits. A reference for using technology in teaching and learning in K-12 schools. (2000). The National Foundation for the Improvement of Education.
http://www.ericit.org/fulltext/IR020862.pdf

This book provides information for integrating technology into teaching and learning in K-12 schools, based upon findings from two past programs of the National Foundation For the Improvement of Education. "The Road Ahead" program explored how technology can facilitate teaching and learning in both formal and informal education settings, and the "Learning Tomorrow" program funded pilot projects that investigated how technology can improve teaching and learning for underserved students.

How the research has been and will be used: The research in this book will be used in the discussion and development of ideas for integrating technology. As recommended throughout this document, the BVUSD focused its attention first on establishing learning goals for students, not technology goals. The emphasis of the BVUSD plan is to help teachers become comfortable and highly competent in the integration of technology throughout the curricula and project-based learning. Integral to the BVUSD plan, and supported by this research and others, is the belief that successful integration of technology depends on teachers who are knowledgeable, have opportunities for continuous learning, and who challenge their students academically while providing the support necessary to ensure their success. The professional development programs at BVUSD have been designed to incorporate these concepts.

Ringstaff, Cathy; Kelley, Loretta. (2002). The learning return on our educational technology investment. A review of findings from research. West Ed.
http://www.wested.org/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and

policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.

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

Valdez, G., McNabb, M., et. al. (May, 2000). Computer-based technology and learning: Evolving uses and expectations. North Carolina Regional Educational Laboratory.
http://ericit.org/fulltext/IR020868.pdf

This research report takes an in-depth look at the three distinct phases in technology uses and expectations: Print Automation, Expansion of Learning Opportunities, and Data-Driven Virtual Learning and, for each, addresses two very important and highly interrelated questions facing educators as they try to determine the best use of technology in K-12 settings: (1) What evidence is there that the use of computer-based technology in each phase has a positive effect on learning?; and (2) What significance do the findings from each phase have for educators today as they try to make technology-related decisions that have an impact on student learning?

How the research has been and will be used: Consistent with this research, and following the recommendations made in the report, the BVUSD has designed and will continue to: implement a plan that provides an opportunity for technology to make learning more interactive; individualize and customize the curriculum to match learners' developmental needs as well as personal interests; capture and store data for informing data-driven decision making; enhance avenues for collaboration among family members and the school community; and improve methods of accountability and reporting.

9b. Technology to extend the school day and Distance Learning

The BVUSD will use online resources to increase the breadth, scope and variety of course offerings that are available to students. These offerings include advanced studies, distance learning, and independent studies. The types of course offerings that will be made available to students using technology will be based on specific student needs and skills. For example, distance learning opportunities and concurrent college/university enrollment will be available through partnerships with local colleges and universities. APChallenge.net will provide Advance Placement opportunities, particularly in situations where there may be insufficient number of students interested or eligible for a course at a given site. Students may also be limited in the Advance Placement courses that they are able to take through traditional means due to a shortage of qualified teachers. APChallenge.net and distance learning will address this shortage of qualified instructors.

Online resources will also increase the types of professional development opportunities that district teachers, administrators, classified staff, and paraprofessionals have available to them. Self-paced

training opportunities and online mentoring will expand current district staff development offerings.

Appendix C – Criteria for EETT Funded Technology Plans

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

- *For corresponding EETT Requirements, see 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)	4	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**	**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.	4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, 12 (Appx 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.	**5-6**	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.	**6-9**	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	**9-11**	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	**11-15**	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	**15-17**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan		The plan describes or delineates clear goals	The plan suggests that students will be educated in

that describe how the district will address the appropriate and ethical use of information technology in the classroom so that teachers and students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)	**17-19**	outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety for teachers and students, including how to protect online privacy and avoid online predators. (AB 307)	**19**	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	**20-21**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more	**21-23**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	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.

	efficient and supportive of teachers' efforts to meet individual student academic needs.			
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.**	**23-25**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k.	**Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	**25**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**.	25-28	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	28-34	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	34-37	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	**38-42**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	42-46	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the	**46-48**	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.	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.

other plan components as identified in Section 5b.			
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	48	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.

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.	48-49	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.	49	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.	49-50	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.	50	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
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	50-52	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	50-52	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	50-52	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify	52	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	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.

adult literacy providers or potential future outreach efforts.)		literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	

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**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	53-55	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.	55-56	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.

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

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

Nancy Wright
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Superintendent
TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE DATE

Appendix J – Technology Plan Contact Information

County Name:	San Bernardino
District Name:	Bear Valley Unified School District
CDS Code:	36-67637
District Phone Number:	909-866-4631
Ed Tech Plan Contact Name:	Mike Chatham
Contact Title:	District Information Technology Coordinator
Contact Address:	PO Box 6495/42271 Moonridge Road
Contact City & Zip Code:	Big Bear Lake, 92315
Contact Phone Number:	909-866-4631
Contact Fax Number:	909-866-2040
Contact E-Mail:	mike_chatham@bearvalleyusd.org