

# **Modoc Joint Unified School District Education Technology Plan July 1, 2008 - June 30, 2013**

Revised from 2005-2008

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**DISTRICT SUPERINTENDENT**

Lane Bates

# Acknowledgments

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Diane Janssen	Principal
Mike Martin	Principal
Tom O'Malley	Principal
Keith Weber	Principal/Assistant Principal

**District Technology Committee**

Mike Martin	Principal	Amy Crlenjak	Teacher
Keith Weber	Principal/Asst Principal	Susan Hughes	Teacher
Karen Hays	Board Member	Julie Gardner	Teacher
Alan Hopkins	Board Member	Bev McNeilly	Teacher
Jennifer Cox	District Technician	Curtis Schmidt	Teacher
Bill Hall	Community Member	Melodie Safford	Classified Staff
Jay Jones	Teacher	Jeanne Van Nes	Parent

## **Government Agencies**

CTAP Region 2

### **MJUSD 25-73585**

#### **Schools**

<b>Alturas Elementary School</b>	<b>CDS 6025845</b>
<b>Modoc Middle School</b>	<b>CDS 6058697</b>
<b>Modoc High School</b>	<b>CDS 2535409</b>
<b>Arlington Elementary School</b>	<b>CDS 6025852</b>
<b>South Fork Elementary School</b>	<b>CDS 6025878</b>
<b>State Line Elementary School</b>	<b>CDS 6025886</b>
<b>Alturas Community Day School</b>	<b>CDS 6115661</b>
<b>High Desert Community Day School</b>	<b>CDS 2530111</b>
<b>Warner High School</b>	<b>CDS 2530020</b>
<b>Adult Education</b>	<b>CDS 2530079</b>

#### **Programs**

**Independent Study**

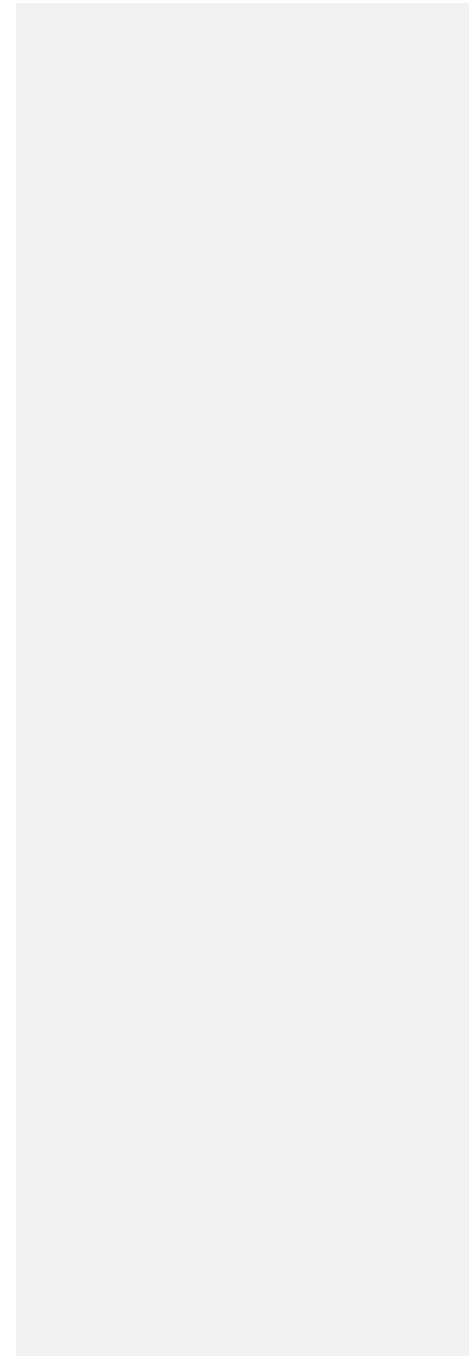
#### **Charter Schools**

<b>Modoc Charter School</b>	<b>CDS 2530129</b>
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# Appendix I

## Education Technology Plan Benchmark Review

California Department of Education

EETT-F02BR

Enhancing Education Through Technology (EETT)

Education Technology Plan Benchmark Review  
EETT-F02BR (rev. 09/04)

For the grant period ending June 30, 2013

IDENTIFYING INFORMATION:
CDS 25-73585
Applicant Name: Modoc Joint Unified School District

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

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

Great progress has been made with students in the Modoc Joint Unified School District. The District is also committed to the importance of technology in our curriculum. Students at Alturas Elementary School and Modoc Middle School produce at least two appropriate grade-level, formatted, word-processed documents. 6<sup>th</sup> through 8<sup>th</sup> grade students in MJUSD use computer-related presentation software and related research and communication skills to create at least one multimedia presentation in the area of Language Arts.

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

The Modoc Joint Unified School District did not have 75% of site-based staff complete CTAP 100 coursework. The Modoc Joint Unified School District has undertaken an aggressive training schedule to train staff, including administrative, on the use of our new SIS system, Aeries. The District has trained over 4 staff members and all administrators to act as trainers on Aeries Grade book and/or Aeries web interface programs. These Trainers have worked with MJUSD staff during staff development days and on an as needed basis. The District is also making great strides in training staff, including administrative, on the use of test assessment software, Datawise. The District is setting aside staff development days for staff training in these and other areas.

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

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

**For CDE Use Only**

**Date Added:** \_\_\_\_\_

**Selected For Random Review:** \_\_\_\_\_

**Comments:**

\_\_\_\_\_  
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

\_\_\_\_\_  
TITLE OF AUTHORIZED REPRESENTATIVE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

# DISTRICT SUMMARY AND PLAN DURATION

## **DISTRICT DESCRIPTION**

Modoc Joint Unified School District (MJUSD) has a student enrollment of 947 (2007 CBEDS). The District's students attend ten schools. MJUSD has one high school (grades 9-12), one continuation high school (grades 10-12), one adult education school, two community day schools (grades K-6 and 7-10), one middle school (grades 6-8), and one elementary school (grades K-5), which are located in Alturas. There are three schools located twenty to forty miles outside of town, two are K-8 and one is K-5. Fifty-four full-time teachers and two half-time teachers work in the District. Ten percent of the student body of MJUSD is classified as English Language Learners (ELL). Fifty-four percent of the student body of MJUSD is classified as socio-economically disadvantaged. Socio-economically disadvantaged students in MJUSD include those students qualifying for free or reduced lunches. The District office is located in Alturas, the seat of Modoc County. The county population is approximately 10,000 and the population of Alturas is near 3,000. Modoc County is bordered on the north by Oregon and on the east by Nevada. Alturas is 180 miles north of Reno, Nevada, and 140 miles northeast of Redding, California.

## **Mission Statement**

The mission of the Modoc Joint Unified School District is to provide a quality education by leading, assisting, and motivating all students to establish and achieve goals to become responsible and productive citizens.

## **Vision**

Modoc Joint Unified School District believes a partnership involving the school, home, and community will provide an environment that is conducive to intellectual, academic, personal, social and cultural growth so all students can achieve their maximum potential. Community, staff, parents and Governing Board will form a partnership to provide a high quality, comprehensive education for all Modoc Joint Unified School District students so they will have the opportunity to prepare themselves for a productive future.

# 1. PLAN DURATION

## **1. a. The plan should guide the District's use of education technology for the next 3-5 years.**

The new Modoc Joint Unified School District EETT plan covers 5 years from July 1, 2008 through June 30, 2013 and will serve as the primary tool to guide the District's acquisition, sustainability, and integration of technology. The 2005-2008 District Education Technology Plan, approved by the MJUSD Board of Trustees and California Department of Education, was reviewed and revised. This newly revised plan is the result of many hours of discussion, learning, and collaboration among a diverse representation of board members, administrators, teachers, parents, and business partners who make up the District Technology Committee. This plan will be reviewed annually by our District Technology Committee to monitor all components and objectives set forth in this plan. Any modifications required through such review will be communicated to the District Superintendent. The District Technology Committee will then work with Site Principals and the District Technician to implement any required revisions.

# 2. STAKEHOLDERS

## **2. a. Description of how a variety of stakeholders from within the school District and the community-at-large participated in the planning process.**

Everyone needs to have a stake in education. The very existence of our society depends on our ability to educate, train, and teach future generations. To that end we encourage teachers, parents, and administrators to give input and suggestions on technology integration in our schools. We are also partnering with vendors in an effort to bring expertise and high-end know-how to the planning and implementation stages of our District's technology projects.

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

<b>Stakeholders Chart</b>			
<b>Type of Stakeholder</b>	<b>Name of Partner and Contact Information</b>	<b>Role in Development of the Technology Plan</b>	<b>Role in Ongoing Support of the Project</b>
Parents	School Site Councils, Parent Advisory Committee	Advisory	Advisory and Monitoring
District Curriculum Personnel	District Curriculum Committee	Overall curriculum-driven technology goals, Information Literacy standards, and professional development	Overall curriculum guidelines, monitoring, and implementation
District Technology Personnel	District Technician	Advisory for overall technology planning	Monitor, maintain, and replace hardware and software within the infrastructure
Site Administration	Site Principals	Advisory for overall technology planning	Will collect and provide direct site feedback
Site Teachers	Certificated and Classified Staff	Input for future technology planning	Ongoing input
Community Businesses			
Community Interest Groups (non-profit)	Modoc County Tobacco Education, Modoc County Transportation Commission	Assist in the overall technology plan	Provide ongoing support

Government agencies, including county offices of education and CTAP	Modoc County Office of Education; CTAP, Region 2; Shasta Union High School District	Assist in the overall technology plan	Provide ongoing support and guidelines
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### 3. CURRICULUM DRIVEN TECHNOLOGY GOALS

**District documents used in creating this plan include:**

- ✓ District Goals
- ✓ Site Plans for Student Achievement
- ✓ Previous District Technology Plan
- ✓ District Acceptable Use Policy
- ✓ CIPA (Children’s Internet Protection Act) Compliance
- ✓ District Computer Proficiency assessment

**Other resources used in developing this plan include:**

- ✓ California Academic Content Standards
- ✓ Educational Technology Planning: A guide to School Districts (CDE publication)
- ✓ CTAP –squared I-assessment Teacher Technology Proficiency Survey
- ✓ California Standards for the Teaching Profession

The Modoc Joint Unified School District is committed to enhancing student learning and expanding the scope of the curriculum with the use of technology as an essential learning tool. The District shall provide an information-rich environment where students and staff have frequent and equitable access to current technology. The District believes that all students must be able to have a basic understanding of the use of technology and that all students must be taught to seek, evaluate, and use information efficiently and appropriately as well as use technology resources in a safe, appropriate manner.

Student Technology Skills and Benchmarks

**The following specific objectives and benchmarks support the MJUSD vision:**

1. Understand and use basic computer applications
2. Seek, evaluate and use information efficiently and appropriately
3. Use technology to present information in the most effective way
4. Meet or exceed the District’s computer proficiency requirement
5. As a result of using technology, students will improve academic achievement:
  - ✓ By the end of 2009, 50% of our students will increase their performance on STAR/CST tests in core subjects by 2%
  - ✓ By 2010, 60% of our students will increase their performance on STAR/CST tests in core subjects by 2%
  - ✓ By 2011, 70% of our students will increase their performance on STAR/CST tests in core subjects by 2%

The Modoc Joint Unified School District is committed to equitable access to all technology for all students. This commitment is defined in The Individuals with Disabilities Education Act. As such, The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 2004, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a “due process” procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child’s unique needs. Modoc Joint Unified School District holds itself accountable to all statutes set forth in this legislation and has taken every step necessary to develop the goals, objectives, and benchmarks found within this technology plan in a manner congruent with the mandates set forth in this legislation.

All Internet access is filtered by district-bought and district-maintained software. Modoc Joint Unified School District is committed to assuring student safety. We are committed to monitoring all student online activity and to report any abuses or unsafe situations directly to the site administration.

Modoc Joint Unified School District remains compliant and remains proactive in regard to all school safety policies and procedures.

References:

- MJUSD Acceptable Use Policy
- CIPA Compliance documentation (i.e. Board minutes, resolutions)

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

All schools within the City of Alturas have network Internet access to the District Office, as well as outlying schools, Arlington and South Fork. At State Line the Internet is accessed through a satellite Internet connection, with the inherent fluctuations in service capabilities, through a wireless connection to a router in the school’s office. State Line’s Clerical access to District network is through an Internet gateway into the District network.

<b>GENERAL POPULATION STUDENTS</b>			
<b>Classroom</b>	<b>Library</b>	<b>Computer Lab</b>	<b>After School</b>
Each classroom is equipped with an average of 2 to 3 student computers. These computers are used for supplemental instructional purposes, in all core subjects, tutoring software, internet access, research projects, word processing, spreadsheets, and database applications.	School libraries have from 1-22 computers available for student use on class assignments, research projects, word processing and reinforcement activities. At least one computer per library site has Accelerated Reader testing capabilities. An electronic card catalog is utilized at all library sites.	Computer Labs are available before school and after school. They are also available during the school day upon request. These 6-30 station labs are equipped to be used for approved internet access, reinforcement activities, word processing, PowerPoint presentations, database, spreadsheet, and tutorials.	Classroom computers are available to students while site labs are available for after school programs, homework club, peer tutoring, and online courses. District and site servers are also running daily for students to access homework assignments, school web sites, and library web links. Outlying schools have computers available when teachers or support personnel are present.

<b>SPECIAL EDUCATION STUDENTS</b>			
<b>Classroom</b>	<b>Library</b>	<b>Computer Lab</b>	<b>After School</b>
<p>All outlying Special Ed. students are mainstreamed into general classroom populations. Each Special Ed. classroom within Alturas is equipped with a teacher computer connected to a projector and an average of one computer for each of 2-3 students. These computers are used for supplemental instructional purposes, in all core subjects, tutoring software, internet access, research projects, word processing, spread sheets, and database applications.</p>	<p>School libraries have from 1-22 computers available for student use on class assignments, research projects, word processing and reinforcement activities. At least one computer per library site has Accelerated Reader testing capabilities. An electronic card catalog is utilized at all library sites.</p>	<p>Computer Labs are available before school and after school. They are also available during the school day upon request. These 6-30 station labs are equipped to be used for approved internet access, reinforcement activities, word processing, PowerPoint presentations, database, spreadsheet, and tutorials.</p>	<p>Classroom computers are available to students while site labs are available for after school programs, homework club, peer tutoring, and online courses. District and site servers are also running daily for students to access homework assignments, school web sites, and library web links. Outlying schools have computers available when teachers or support personnel are present.</p>

<b>E.L.L. STUDENTS</b>			
<b>Classroom</b>	<b>Library</b>	<b>Computer Lab</b>	<b>After School</b>
E.L.L. students have access to student-designated computers in each classroom. Computers are used for supplemental instructional purposes, in all core subjects, tutoring software, accelerated reading, approved internet access, research projects, word processing, spreadsheets, and database applications.	School libraries have from 1-22 computers available for student use on class assignments, research projects, word processing and reinforcement activities. At least one computer per library site has Accelerated Reader testing capabilities. An electronic card catalog is utilized at all library sites.	Computer Labs are available before school and after school. They are also available during the school day upon request. These 6-30 station labs are equipped to be used for approved internet access, reinforcement activities, word processing, PowerPoint presentations, database, spreadsheet, and tutorials.	Classroom computers are available to students while site labs are available for after school programs, homework club, peer tutoring, and online courses. District and site servers are also running daily for students to access homework assignments, school web sites, and library web links. Outlying schools have computers available when teachers or support personnel are present.

<b>GATE STUDENTS</b>			
<b>Classroom</b>	<b>Library</b>	<b>Computer Lab</b>	<b>After School</b>
GATE students have access to student-designated computers in each classroom. Computers are used for supplemental instructional purposes, in all core subjects, tutoring software, accelerated reading, approved internet access, research projects, word processing, spreadsheets, and database applications. The GATE classroom at AES has 4 computers.	School libraries have from 1-22 computers available for student use on class assignments, research projects, word processing and reinforcement activities. At least one computer per library site has Accelerated Reader testing capabilities. An electronic card catalog is utilized at all library sites.	Computer Labs are available before school and after school. They are also available during the school day upon request. These 6-30 station labs are equipped to be used for approved internet access, reinforcement activities, word processing, PowerPoint presentations, database, spreadsheet, and tutorials.	Classroom computers are available to students while site labs are available for after school programs, homework club, peer tutoring, and online courses. District and site servers are also running daily for students to access homework assignments, school web sites, and library web links. Outlying schools have computers available when teachers or support personnel are present.

**3b) Description of the District's current use of hardware and software to support teaching and learning. The Modoc Joint Unified School District maintains a District wide area network (WAN), which provides 45 to 100 megabits of bandwidth, which supports video and data access to all school sites, District office and alternative school sites.**

	<b>Hardware (site-based servers, individual workstations, peripherals)</b>	
<b>District's current hardware use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>Alturas Elementary School/Alturas Community Day School</b>	<p><b>Technology Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Keyboarding skills</li> <li>▪ Word processing</li> <li>▪ Presentations e.g. PowerPoint</li> <li>▪ Spread sheets</li> <li>▪ Creativity software e.g. KidPix</li> </ul> <p><b>Information Literacy:</b> Identifying, compiling, and evaluating sources of information are integrated into web-based lessons</p> <p><b>Curricular Integration:</b></p> <ul style="list-style-type: none"> <li>▪ Accessing the internet for information, video streaming, and networking to enrich curriculum</li> <li>▪ Using CD and DVD supplementary materials for adopted texts e.g. FOSS web. Using software and online resources for reinforcement and remediation of math, reading, and grammar skills</li> <li>▪ Using videos and software obtained through our partnership with the County Media Center</li> <li>▪ Teacher-made materials for the Active Board or computer e.g. vocabulary instruction for ESL students and math practice activities.</li> </ul> <p><b>Student Management:</b> The Accelerated Reader program allows for placement testing and comprehension quizzes. K-2 teachers have PDAs for DIBELS reading assessments, which can be analyzed online. AERIES grade books are available.</p>	<p>Every class has two 25-minute sessions in the lab plus daily access to classroom workstations.</p> <p>Scheduled Daily Instructional Component</p> <p>AR is networked so it is available from every classroom and the Library. Summative testing occurs each trimester, progress monitoring every 2-3 weeks, grade books are used daily.</p>

Hardware (site-based servers, individual workstations, peripherals)		
District's current hardware use by site:	Type of Use	Frequency of Use
Arlington Elementary School	<p><b>Technology Skills:</b> Students use classroom computers for the following: accessing electronic resources on the internet and on CD-ROM, downloading internet resources, word processing to create printed documents, spreadsheet to compile/analyze statistical data, database to organize information</p> <p><b>Information Literacy:</b> Identifying, compiling, and evaluating sources of information are integrated into web-based lessons</p> <p><b>Curricular Integration:</b> Students currently utilize technology-based instructional materials, along with textbooks and other appropriate curriculum resources. Materials in each discipline include computer software, videotapes, DVDs, internet/online resources, and other technologies to meet curricular objectives. All students use classroom computers and the Internet to access online articles of current events for Social Science assignments, and to complete required assignments in Science.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>95% of computer workstations on campus are utilized daily by students.</p> <p>Scheduled Daily Instructional Component</p> <p>90% of computer workstations on campus are utilized daily by students.</p>

Hardware (site-based servers, individual workstations, peripherals)		
District's current hardware use by site:	Type of Use	Frequency of Use
<b>Modoc Middle School/High Desert Community Day School</b>	<p><b>Technology Skills:</b> Students use classroom workstations, computer labs and workstations located in the Library for the following: accessing electronic resources on the internet, downloading internet resources, media drives, word processing to create printed documents, spreadsheet to compile/analyze statistical data, database to organize information. All general population students are required to take a two-year computer skills course and/or pass the District's computer proficiency test.</p> <p><b>Information Literacy:</b> Students utilize classroom workstations, computer labs, and Library workstations to produce Internet research projects in core subject courses.</p> <p><b>Curricular Integration:</b> Curricular Integration: Students currently utilize technology-based instructional materials, along with textbooks and other appropriate curriculum resources. Materials in each discipline include computer software, videotapes, DVDs, internet/online resources, interactive white boards, InterWrite Pads, Quizdom, and other technologies to meet curricular objectives. Other uses include research-based projects, benchmark assessments, CDE released test questions and Accelerated Reading.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>90% of computer workstations on campus are utilized daily by students.</p> <p>Projects imbedded into the instructional components of various courses</p> <p>Scheduled Daily Instructional Component</p> <p>Daily access to Career Center and Library work stations</p>

	<b>Hardware (site-based servers, individual workstations, peripherals)</b>	
<b>District's current hardware use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>Modoc High School/Warner High School</b>	<p><b>Technology Skills:</b> Students use classroom workstations, computer labs and workstations located in the Library for the following: accessing electronic resources on the internet, downloading internet resources, media drives, word processing to create printed documents, spreadsheet to compile/analyze statistical data, database to organize information. All general population students are required to take a two-year computer skills course and/or pass the District's computer proficiency test.</p> <p><b>Information Literacy:</b> Students utilize classroom workstations, computer labs, and Library workstations to produce Internet research projects in core subject courses.</p> <p><b>Curricular Integration:</b> Curricular Integration: Students currently utilize technology-based instructional materials, along with textbooks and other appropriate curriculum resources. Materials in each discipline include computer software, videotapes, DVDs, internet/online resources, interactive white boards, InterWrite Pads, Quizdom, and other technologies to meet curricular objectives. Other uses include research-based projects, benchmark assessments, CDE released test questions and Accelerated Reading.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>90% of computer workstations on campus are utilized daily by students.</p> <p>Projects imbedded into the instructional components of various courses</p> <p>Scheduled Daily Instructional Component</p> <p>Daily access to Career Center and Library work stations</p>

	<b>Hardware (site-based servers, individual workstations, peripherals)</b>	
<b>District's current hardware use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>South Fork Elementary School</b>	<p><b>Technology Skills:</b> Students use classroom workstations, computer labs and workstations located in the Library for the following: accessing electronic resources on the internet, downloading internet resources, media drives, word processing to create printed documents, identification of parts, keyboard functions, and mouse functions.</p> <p><b>Information Literacy:</b> Students utilize classroom workstations, computer labs, and Library workstations to produce Internet research projects in core subject courses.</p> <p><b>Curricular Integration:</b> Students currently utilize technology-based instructional materials, along with textbooks and other appropriate curriculum resources. Materials in each discipline include computer software, videotapes, DVDs, internet/online resources, interactive white boards, and other technologies to meet curricular objectives. Other uses include research based projects and Accelerated Reading.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>75% of computer workstations on campus are utilized daily by students.</p> <p>Projects imbedded into the instructional components of various courses</p> <p>Scheduled Daily Instructional Component</p>

	<b>Hardware (site-based servers, individual workstations, peripherals)</b>	
<b>District's current hardware use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>State Line School</b>	<p><b>Technology Skills:</b> Students use classroom computers for the following: accessing electronic resources on the internet and on CD-ROM, downloading internet resources, word processing to create printed documents, spreadsheet to compile/analyze statistical data, database to organize information.</p> <p><b>Information Literacy:</b> Students utilize classroom workstations, computer labs, and Library workstations to produce Internet research projects in core subject courses.</p> <p><b>Curricular Integration:</b> Students currently utilize technology-based instructional materials, along with textbooks and other appropriate curriculum resources. Materials in each discipline include computer software, videotapes, DVDs, internet/online resources, and other technologies to meet curricular objectives. Other uses include research based projects and Accelerated Reading.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>95% of computer workstations on campus are utilized daily by students.</p> <p>Projects imbedded into the instructional components of various courses</p> <p>Scheduled Daily Instructional Component</p>

	<b>Software (site-based instructional and/or student-management systems)</b>	
<b>District's current software use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>Alturas Elementary School/Alturas Community Day School</b>	<p><b>Technology Skills:</b> Students develop technology skills through the use of Microsoft Office suite, (Word, Excel, Access, PowerPoint). This software is utilized on all classroom computers. Other software includes Adobe Acrobat Reader, Accelerated Reader, Read Naturally, Windows XP, Norton Antivirus software, Edmark's Student Center, KidPix, Kidspiration, Learning Essentials and other skills software.</p> <p><b>Information Literacy:</b> Students access Internet Explorer, Microsoft Office, Card Cataloging Software (library), on computers throughout the school. These software programs allow students to access the internet, develop keyboarding skills, and gain research skills.</p> <p><b>Curricular Integration:</b> All computers have the MS Office Suite software available in all classrooms. This software is used for students' reports, research papers, classroom presentations, accessing CD-ROMs, and accessing the Internet. Students utilize the Accelerated Reader software to reinforce their skills. Students also utilize Mavis Beacon and Essential Skills software. Special Education teachers use Boardmaker to augment their students' communicative skills.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>Daily, 100% in all classrooms</p> <p>Daily, 100% in all classrooms, and scheduled times in library.</p> <p>Daily</p> <p>Daily</p>

	<b>Software (site-based instructional and/or student-management systems)</b>	
<b>District's current software use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>Arlington Elementary School</b>	<p><b>Technology Skills:</b> Students develop technology skills through the use of Microsoft Office suite, (Word, Excel, Access, PowerPoint). This software is utilized on all classroom computers. Other software includes Adobe Acrobat Reader, Accelerated Reader, Windows XP, Norton Antivirus software, Learning Essentials and other skills software.</p> <p><b>Information Literacy:</b> Students access Internet Explorer, Microsoft Office, Card Cataloging Software (library), on computers throughout the school. These software programs allow students to access the internet, develop keyboarding skills, and gain research skills.</p> <p><b>Curricular Integration:</b> All computers have the MS Office Suite software available in all classrooms. This software is used for students' reports, research papers, classroom presentation, accessing CD-ROMs, and accessing the Internet. Students utilize the Accelerated Reader software to reinforce their skills. Students also utilize Mavis Beacon and Essential Skills software.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>Daily, 100% in all classrooms</p> <p>Daily, 100% in all classrooms, and scheduled times in library.</p> <p>Daily</p> <p>Daily</p>

	<b>Software (site-based instructional and/or student-management systems)</b>	
<b>District's current software use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>Modoc Middle School/High Desert Community Day School</b>	<p><b>Technology Skills:</b> Students develop technology skills through the use of Microsoft Office suite, (Word, Excel, PowerPoint, Publisher). This software is utilized on all classroom workstations, computer labs and library computers. Other software includes Acrobat Reader, Accelerated Reader, Plato, Windows XP, Paint, Odyssey, Wave, Movie Maker, Virobot, Quizdom, Photo Shop, Follet, Mavis Beacon, Read Naturally, Promethean, and Bluetooth.</p> <p><b>Information Literacy:</b> Students access Internet Explorer, Card Cataloging Software (library), Microsoft network software, and Exchange (e-mail) software on all workstations throughout the school. These software programs allow students to access the internet, send and receive e-mail, access a wide variety of documents on the network as well as utilize electronic cataloging software in the library.</p> <p><b>Curricular Integration:</b> All workstations have the MS Office Suite software available in all classrooms. This software is used for students' reports, research papers, classroom presentations, accessing media devices, and accessing the Internet. Students also utilize the Accelerated Math and Reader software to reinforce their skill in these areas.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>Daily, 100% in all classrooms</p> <p>Daily, 80% in all classrooms, and scheduled times in library.</p> <p>Daily</p> <p>Daily</p>

	<b>Software (site-based instructional and/or student-management systems)</b>	
<b>District's current software use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>Modoc High School/Warner High School</b>	<p><b>Technology Skills:</b> Students develop technology skills through the use of Microsoft Office suite, (Word, Excel, PowerPoint). This software is utilized on all classroom workstations, computer labs and library computers. Other software includes Acrobat Reader, Accelerated Math, Accelerated Reader, Plato, Windows XP, Paint, Odyssey, Wave, Movie Maker, Virobot, Quizdom, Photo Shop, Follet, Mavis Beacon, Read Naturally, Promethean, and Bluetooth.</p> <p><b>Information Literacy:</b> Students access Internet Explorer, Card Cataloging Software (library), Microsoft network software, and Exchange (e-mail) software on all workstations throughout the school. These software programs allow students to access the internet, send and receive e-mail, access a wide variety of documents on the network as well as utilize electronic cataloging software in the library.</p> <p><b>Curricular Integration:</b> All workstations have the MS Office Suite software available in all classrooms. This software is used for students' reports, research papers, classroom presentation, accessing media devices, and accessing the Internet. Students also utilize the Accelerated Math and Reader software to reinforce their skill in these areas.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>Daily, 100% in all classrooms</p> <p>Daily, 80% in all classrooms, and scheduled times in library.</p> <p>Daily</p> <p>Daily</p>

	<b>Software (site-based instructional and/or student-management systems)</b>	
<b>District's current software use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>South Fork Elementary School</b>	<p><b>Technology Skills:</b> Students develop technology skills through the use of Microsoft Office suite, (Word, Excel, PowerPoint). This software is utilized on all classroom workstations, computer labs and library computers. Other software includes Acrobat Reader, Accelerated Math, Accelerated Reader, Plato, Windows XP, Paint, Odyssey, Wave, Movie Maker, Virobot, Quizdom, Photo Shop, Follet, Mavis Beacon, Read Naturally, Promethean, and Bluetooth.</p> <p><b>Information Literacy:</b> Students access Internet Explorer and Microsoft network software. These software programs allow students to access the internet and access a wide variety of documents on the network.</p> <p><b>Curricular Integration:</b> All workstations have the MS Office Suite software available in all classrooms. This software is used for students' reports, research papers, classroom presentations, accessing media devices, and accessing the Internet. Students also utilize the Accelerated Reader software to reinforce their skill in these areas.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>Daily, 100% in all classrooms</p> <p>Daily, 100% in all classrooms, and scheduled times in library.</p> <p>Daily</p> <p>Daily</p>

	<b>Software (site-based instructional and/or student-management systems)</b>	
<b>District's current software use by site:</b>	<b>Type of Use</b>	<b>Frequency of Use</b>
<b>State Line School</b>	<p><b>Technology Skills:</b> Students develop technology skills through the use of Microsoft Office suite, (Word, Excel, Access, PowerPoint). This software is utilized on all classroom computers. Other software includes Adobe, Acrobat Reader, Accelerated Math, Accelerated Reader, Windows XP, and Norton Antivirus software.</p> <p><b>Information Literacy:</b> Students access Internet Explorer, Microsoft Office, Card Cataloging Software (library), on computers throughout the school. These software programs allow students to access the internet, develop keyboarding skills, and gain research skills.</p> <p><b>Curricular Integration:</b> All computers have the MS Office Suite software available in all classrooms. This software is used for students' reports, research papers, classroom presentation, accessing CD-ROMs, and accessing the Internet. Students also utilize the Accelerated Reader software to reinforce their skills.</p> <p><b>Student Management:</b> - AERIES Eagle Software</p>	<p>Daily, 100% in all classrooms</p> <p>Daily, 100% in all classrooms, and scheduled times in library.</p> <p>Daily</p> <p>Daily</p>

**3c) Summary of the District’s curricular goals and academic content standards as spelled out in various District and site comprehensive planning documents.**

<b>Curricular Goals</b> (Reading/language arts, math, science, social science)	<b>Student Population Focus</b>	<b>District/Site-based Assessment(s) &amp; Goals</b>	<b>Comprehensive Planning Document(s) Identifying Goal</b>
Increase Students’ Reading and Language Arts skills	All Students	Calif. Standards Tests Reading & Language Arts  Star Reading Test	Site Intervention and Remediation Plans.  Site Plans for categorical Programs  Site Expected School-Wide Learning Results
Increase Students’ Writing Proficiency	All Students	California Standards Tests Reading & Language Arts  Writing Proficiency Sample	District Adopted Curriculum Guidelines  Site School-Wide Learning Results
Increase E/LA and Math Proficiency	All Students	Calif. Standards Test  Star Math Tests	District Adopted Curriculum Guidelines  Site School-Wide Learning Results
Increase Students’ Reading Proficiency	At-Risk Students	Reading Scores on State Content Standards Tests  Star Reading Tests	District Curriculum Guidelines

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

The MJUSD Technology Committee recognizes that as technology evolves, current objectives may need to be updated to reflect current technology. With this understanding, the objectives listed below may need to be updated within the next five years. The MJUSD Technology Committee plans on monitoring these developments.

**Goal 1: Technology will continue to be integrated to support increased achievement in the areas of Language Arts through standards-based curricular activities in grades 9-12. Goals will address CA standards: Writing 1.6, 1.8.**

Objective 1 of 2, Writing 1.8: 90% of all 9 <sup>th</sup> and 10 <sup>th</sup> grade students at Modoc High School will design and publish documents by using advanced publishing software and graphic programs.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
<p><b>Benchmark End of Year 1:</b> 60% of all 9<sup>th</sup> and 10<sup>th</sup> grade students at Modoc High School will design and publish at least two <b>portfolio benchmark projects</b> which meet CA Writing Standard 1.8.</p>	<p><b>Eval. Instrument:</b> District ELA standards-aligned rubric</p>	<p>End of each year.</p>	<p><b>Teacher</b> Will collect and evaluate student-produced documents during the course of each year.</p>	<p>Site Budgets and Other Grants</p>
<p><b>Benchmark End of Year 3:</b> 75% of all 9<sup>th</sup> and 10<sup>th</sup> grade students at Modoc High School will design and publish at least two <b>portfolio benchmark projects</b> which meet CA Writing Standard 1.8.</p>	<p><b>Data:</b> Portfolio containing two documents which meet CA Writing Standard 1.8— one at the end of 9<sup>th</sup> grade and one at the end of 10<sup>th</sup> grade.</p>		<p><b>Teacher</b> Will assess all portfolios at end of each year and report percentages of students that have produced at least one document which meets CA Writing Standard 1.8. to the Site Principal.</p>	
<p><b>Benchmark End of Year 5:</b> 90% of all 9<sup>th</sup> and 10<sup>th</sup> grade students at Modoc High School will design and publish at least two <b>portfolio benchmark projects</b> which meet CA Writing Standard 1.8.</p>			<p><b>Site Principal</b> Will identify results and report back to the school site, Curriculum Committee, and Technology Committee for program modifications where objectives were not met.</p>	

Objective 2 of 2, Writing 1.6: 90% of all 11 <sup>th</sup> and 12 <sup>th</sup> grade students at Modoc High School will develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
<p><b>Benchmark End of Year 1:</b> 60% of all 11<sup>th</sup> and 12<sup>th</sup> grade students at Modoc High School will integrate databases, graphics, and spreadsheets into at least two <b>portfolio benchmark projects</b> which meet CA Writing Standard 1.6.</p>	<p><b>Eval. Instrument:</b> District ELA standards-aligned rubric</p>	Yearly	<p><b>Teacher</b> Will collect and evaluate student-produced documents during the course of each year.</p>	Site Budgets and Other Grants
<p><b>Benchmark End of Year 3:</b> 75% of all 11<sup>th</sup> and 12<sup>th</sup> grade students at Modoc High School will integrate databases, graphics, and spreadsheets into at least two <b>portfolio benchmark projects</b> which meet CA Writing Standard 1.6.</p>	<p><b>Data:</b> Portfolio containing two documents which meet CA Writing Standard 1.6– one at the end of 11<sup>th</sup> grade and one at the end of 12<sup>th</sup> grade</p>		<p><b>Teacher</b> Will assess all portfolios at end of each year and report percentages of students who have produced at least one document which meets CA Writing Standard 1.6. to the Site Principal.</p>	
<p><b>Benchmark End of Year 5:</b> 90% of all 11<sup>th</sup> and 12<sup>th</sup> grade students at Modoc High School will integrate databases, graphics, and spreadsheets into at least two <b>portfolio benchmark projects</b> which meet CA Writing Standard 1.6.</p>			<p><b>Site Principal</b> Will identify results and report back to the school site, Curriculum Committee, and Technology Committee for program modifications where objectives were not met.</p>	

<b>Implementation Plan/Activities 3d Goal 1 objectives 1 &amp; 2</b>	<b>Responsible Position</b>	<b>Timeline</b>	<b>Budget Source*</b>	<b>Monitoring and Evaluation activities</b>	<b>Participating Schools</b>
Provide professional staff development, collaboration time and resources to meet objective at Modoc High School.	Principal	July 2009	Title I Title II, Title VI	Monthly Technology Committee Meetings, Bi-Weekly Staff meetings, Curriculum Committee Meetings	Modoc High School
Provide professional staff development, collaboration time and resources to meet objective at Modoc High School.	Principal	July 2010	Title I Title II, Title VI	Monthly Technology Committee Meetings, Bi-Weekly Staff meetings, Curriculum Committee Meetings	Modoc High School
Provide professional staff development, collaboration time and resources to meet objective at Modoc High School.	Principal	July 2011	Title I Title II, Title VI	Monthly Technology Committee Meetings, Bi-Weekly Staff meetings, Curriculum Committee Meetings	Modoc High School
Provide professional staff development, collaboration time and resources to meet objective at Modoc High School.	Principal	July 2012	Title I Title II, Title VI	Monthly Technology Committee Meetings, Bi-Weekly Staff meetings, Curriculum Committee Meetings	Modoc High School

**Goal 2: Technology will be integrated to support increased achievement in mathematics and ELA through grade level and/or subject-specific standards-based curriculum in grades K-12. Goals will address increased student achievement on California Standards Tests (CST) and the California High School Exit Exam (CAHSEE).**

The MJUSD Technology Committee recognizes that K-1 achievement cannot be measured by state testing. However, technology will be integrated to support increased achievement in mathematics and ELA.

<b>Objective 1 of 2:</b> 90% of the 2 <sup>nd</sup> through 12 <sup>th</sup> grade students in the Modoc Joint Unified School District will increase achievement in mathematics as shown on the CST and/or CAHSEE.	<b>Evaluation Instrument(s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Responsible Person(s)</b>	<b>Funding Source</b>
<b>Benchmark End of Year 1:</b> 60% of the 2 <sup>nd</sup> through 12 <sup>th</sup> grade students in the Modoc Joint Unified School District will increase achievement in mathematics as shown on the CST and/or CAHSEE.	Annual results of CST– Math, annual results of CAHSEE - Math	Annual State Assessments	Technology Committee and Curriculum Committee will use Datawise to collect and analyze yearly results and report to sites for program modifications where objectives were not met.	Site Budgets and Other Grants
<b>Benchmark End of Year 3:</b> 75% of the 2 <sup>nd</sup> through 12 <sup>th</sup> grade students in the Modoc Joint Unified School District will increase achievement in mathematics as shown on the CST and/or CAHSEE.				
<b>Benchmark End of Year 5:</b> 90% of the 2 <sup>nd</sup> through 12 <sup>th</sup> grade students in the Modoc Joint Unified School District will increase achievement in mathematics as shown on the CST and/or CAHSEE.				

<b>Objective 2 of 2:</b> 90% of the 2 <sup>nd</sup> through 12 <sup>th</sup> grade students in the Modoc Joint Unified School District will increase achievement in ELA as shown on the CST and/or CAHSEE.	<b>Evaluation Instrument(s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Responsible Person(s)</b>	<b>Funding Source</b>
<b>Benchmark End of Year 1:</b> 60% of the 2 <sup>nd</sup> through 12 <sup>th</sup> grade students in the Modoc Joint Unified School District will increase achievement in ELA as shown on the CST and/or CAHSEE	Annual results of CST– ELA, annual results of CAHSEE - ELA	Annual State Assessments	Technology Committee and Curriculum Committee will use Datawise to collect and analyze yearly results and report to sites for program modifications where objectives were not met.	Site Budgets and Other Grants
<b>Benchmark End of Year 3:</b> 75% of the 2 <sup>nd</sup> through 12 <sup>th</sup> grade students in the Modoc Joint Unified School District will increase achievement in ELA as shown on the CST and/or CAHSEE				
<b>Benchmark End of Year 5:</b> 90% of the 2 <sup>nd</sup> through 12 <sup>th</sup> grade students in the Modoc Joint Unified School District will increase achievement in ELA as shown on the CST and/or CAHSEE				

<b>Implementation Plan/Activities</b>	<b>Responsible Dept. or Position</b>	<b>Timeline</b>	<b>Budget Source*</b>	<b>Monitoring and Evaluation activities</b>	<b>Participating Schools</b>
<b>3d Goal 2</b>					
Provide professional staff development, collaboration time and resources to meet objective at all MJUSD sites.	Site Principal	July 2009	Title I Title II, Title VI	Monthly Technology Committee Meetings, Bi-Weekly Staff meetings, Curriculum Committee Meetings	All Schools
Provide professional staff development, collaboration time and resources to meet objective at all MJUSD sites.	Site Principal	July 2010	Title I Title II, Title VI	Monthly Technology Committee Meetings, Bi-Weekly Staff meetings, Curriculum Committee Meetings	All Schools
Provide professional staff development, collaboration time and resources to meet objective at all MJUSD sites.	Site Principal	July 2011	Title I Title II, Title VI	Monthly Technology Committee Meetings, Bi-Weekly Staff meetings, Curriculum Committee Meetings	All Schools
Provide professional staff development, collaboration time and resources to meet objective at all MJUSD sites.	Site Principal	July 2012	Title I Title II, Title VI	Monthly Technology Committee Meetings, Bi-Weekly Staff meetings, Curriculum Committee Meetings	All Schools

**3e) List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the work place.**

**Goal: Students will learn developmentally appropriate technology skills supporting the MJUSD technology continuum and apply those skills to develop a portfolio containing benchmark projects.**

<p><b>Objective 1: 90%</b> of all students in grades K-12 will submit evidence in their district technology portfolio indicating developmentally appropriate technology skills.</p>	<p><b>Evaluation Instrument(s) &amp; Data to be Collected</b></p>	<p><b>Frequency of Collection</b></p>	<p><b>Program Modification Process and Responsible Person(s)</b></p>	<p><b>Funding Source</b></p>
<p><b>Benchmark End of Year 1:</b> 60% of all students in grades K-12 will submit evidence in their district technology portfolio indicating developmentally appropriate technology skills.</p>	<p><b>Evaluation Instrument:</b> MJUSD Technology Scope and Sequence.</p> <p><b>Data:</b> Student evidence submitted in the District Technology Portfolio.</p>	<p>Yearly</p>	<p><b>Teacher</b> Will view and evaluate student work samples and add them to the District Technology Portfolio.</p>	<p>Site Budgets and Other Grants</p>
<p><b>Benchmark End of Year 3:</b> 75% of all students in grades K-12 will submit evidence in their district technology portfolio indicating developmentally appropriate technology skills.</p>			<p><b>Site Principals</b> Working with the MJUSD Academic Counselors will obtain annual data from each grade level indicating students who have submitted evidence into the District Technology Portfolio. Annual data will be forwarded to the Technology Committee.</p>	
<p><b>Benchmark End of Year 5:</b> 90% of all students in grades K-12 will submit evidence in their district technology portfolio indicating developmentally appropriate technology skills.</p>			<p><b>District Technology Committee</b> Will formulate any necessary program modifications and make recommendations to the Superintendent and Board of Trustees.</p>	

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

**Goal: Technology will be available, both during school and non-school hours, for use by General Population students, GATE students, Special Education students, and English Language Learners, to be used to support the individual student academic needs.**

Objective 1: 90% of all students in grades K-12 will submit evidence in their district technology portfolio indicating developmentally appropriate technology skills.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
<p><b>Benchmark End of Year 1:</b> 60% of all students in grades K-12 will submit evidence in their district technology portfolio indicating developmentally appropriate technology skills.</p>	<p><b>Evaluation Instrument:</b> MJUSD Technology Scope and Sequence.</p>	Yearly	<p><b>Teacher</b> Will view and evaluate student work samples and add them to the District Technology Portfolio.</p>	Site Budget and Other Grants
<p><b>Benchmark End of Year 3:</b> 75% of all students in grades K-12 will submit evidence in their district technology portfolio indicating developmentally appropriate technology skills.</p>	<p><b>Data:</b> Student evidence submitted in the District Technology Portfolio.</p>		<p><b>Site Principals</b> Working with the MJUSD Academic Counselors will obtain annual data from each grade level indicating students who have submitted evidence into the District Technology Portfolio. Annual data will be forwarded to the Technology Committee.</p>	
<p><b>Benchmark End of Year 5:</b> 90% of all students in grades K-12 will submit evidence in their district technology portfolio indicating developmentally appropriate technology skills.</p>			<p><b>District Technology Committee</b> Will formulate any necessary program modifications and make recommendations to the Superintendent and Board of Trustees.</p>	

**3g) List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.**

The Modoc Joint Unified School District utilizes the AERIES software throughout the District. The District imports all assessment data into the AERIES student records database. These include annual STAR test data and CAHSEE data. With this information in the student records database the District and school site personnel are able to query information related to class data, passing rates, early intervention lists, D, F, I lists, and extensive demographic information on various subgroups. The District also utilizes Datawise. This database is used to generate additional reports for STAR and CAHSEE data (Performance Analysis). It is capable of producing reports from multiple years. Datawise also allows staff to compile district level assessment data and to produce reports using the data (Test Delivery).

**Goal 1:** The Modoc Joint Unified School District will support District and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Objective: 100% of staff will have received training and will utilize both components of Datawise: Performance Analysis and Test Delivery.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
<p><b>Benchmark End of Years 1:</b> 50% of staff will have received training and will utilize both components of Datawise: Performance Analysis and Test Delivery.</p>	<p><b>Site Principals</b> Will compile a list of completed staff development activities and track the percentage of staff who use Datawise.</p>	Annual	<p><b>Site Principals</b> Will forward annual data to the Technology Committee.</p> <p><b>District Technology Committee</b> Will formulate any necessary program modifications and make recommendations to the Superintendent and Board of Trustees.</p>	<p>Title I Title II Title VI</p>
<p><b>Benchmark End of Years 3:</b> 75% of staff will have received training and will utilize both components of Datawise: Performance Analysis and Test Delivery.</p>				
<p><b>Benchmark End of Year 5:</b> 100% of staff will have received training and will utilize both components of Datawise: Performance Analysis and Test Delivery.</p>				

**3h) List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.**

The Modoc Joint Unified School District utilizes Aeries ABI program to allow teachers to communicate homework and other assignments to parents/guardians. The District web site, [www.modoc.k12.ca.us](http://www.modoc.k12.ca.us), is also utilized and includes extensive information for parents/guardians, staff e-mail addresses, activity calendars and information about school technology programs. Parents/Guardians can leave messages for the administration or teachers.

**Goal 1:** The District will continue the implementation of the **Aeries Student Information System** by conducting parent/guardians trainings to continue to improve two-way communication between home and school.

Objective 1: 90% of parents/guardians will have connected to the Aeries Student Information System.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
<b>Benchmark End of Year 1:</b> 50% of parents/guardians will have connected to the Aeries Student Information System.	Site records of parent/guardian user activity on the Aeries Student Information System.	Annual	<b>Site Principals</b> Will forward site records of parent/guardian user activity to the Technology Committee.	Technology Budget Title I
<b>Benchmark End of Year 3:</b> 70% of parents/guardians will have connected to the Aeries Student Information System.			<b>District Technology Committee</b> Will formulate any necessary program modifications and make recommendations to the Superintendent and Board of Trustees.	Title II
<b>Benchmark End of Year 5:</b> 90% of parents/guardians will have connected to the Aeries Student Information System.				

### **3. i. List of benchmarks and a timeline for implementing planned strategies and activities.**

The Superintendent, District Technician, Site Principals, and support staff will annually develop appropriate benchmarks, implementation strategies and activities based on apportionment and availability of funding for technology. Timelines and responsibilities for all benchmarks correlated to Curriculum Component objectives and activities are the responsibility of the District Technology Committee.

All of the Curriculum Component benchmarks, implementation strategies, and timelines are included in the curricular driven action plan charts on the previous Component 3 pages.

### **3. j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.**

The monitoring process for all benchmarks correlated to Curriculum Component objectives and activities are introduced within the Curriculum Component. The District Technology Committee will track the development and implementation of all activities and accomplishments monthly and report progress through the minutes of each meeting. The minutes will be emailed to all MJUSD staff. Modifications to our District activities will be made as needed in order to insure that we meet or exceed this measurable objective. Documentation will be summarized and progress toward full implementation will be reported annually.

## 4. PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION

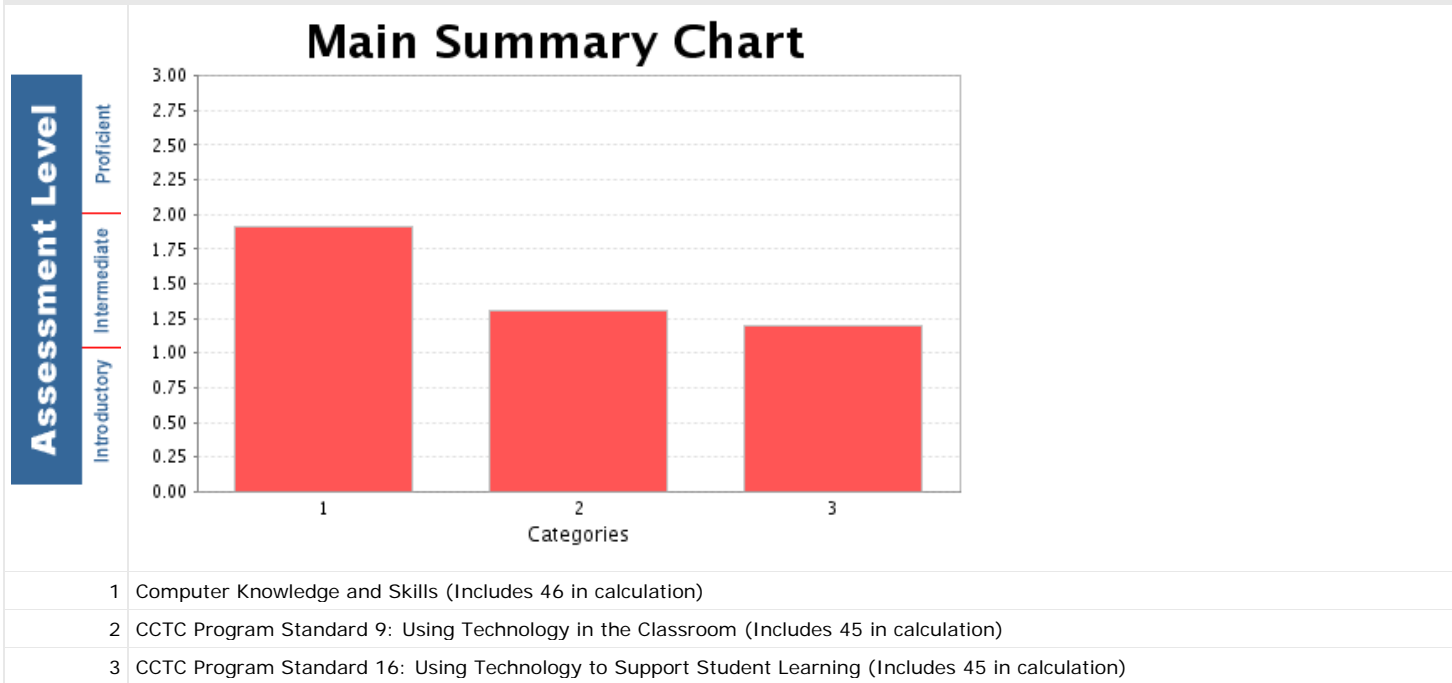
### **4a) Summary of the teachers' and administrators' current technology skills and needs for professional development.**

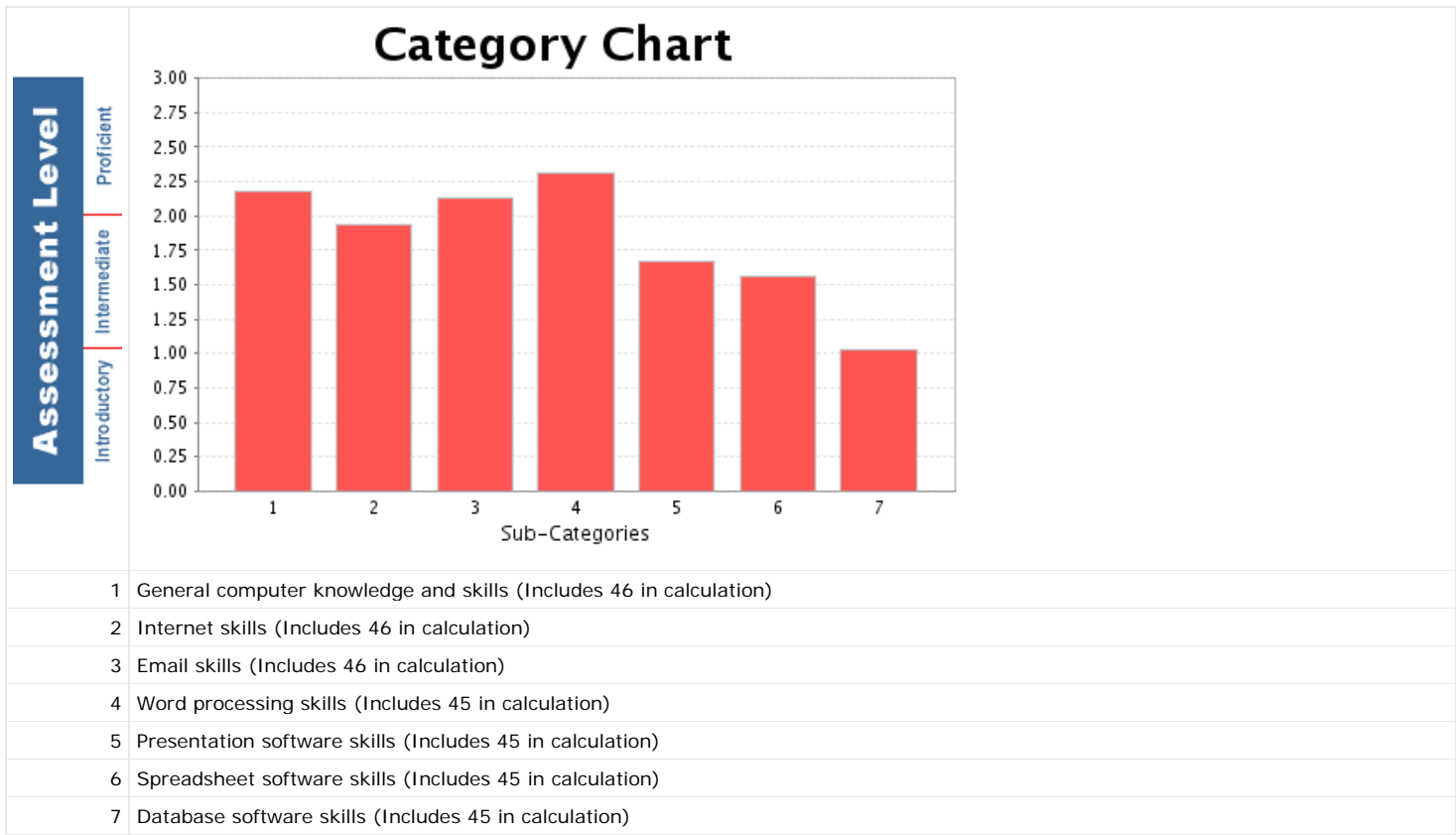
The District's primary goal for staff development is for teachers and administrators to integrate technology into the curriculum to enhance learning outcomes for students and help students meet state standards. The District purchased the Aeries Student Information System (AERIES) in 2006 to be used as the student management system. The District purchased Datawise in 2007 in an effort to bring all District assessment pieces together to support goals for raising student achievement. Included in the vision was that assessment creation and administration would be simplified. AERIES and Datawise are the critical technological components within the Modoc Joint Unified School District and will be the focus of professional development.

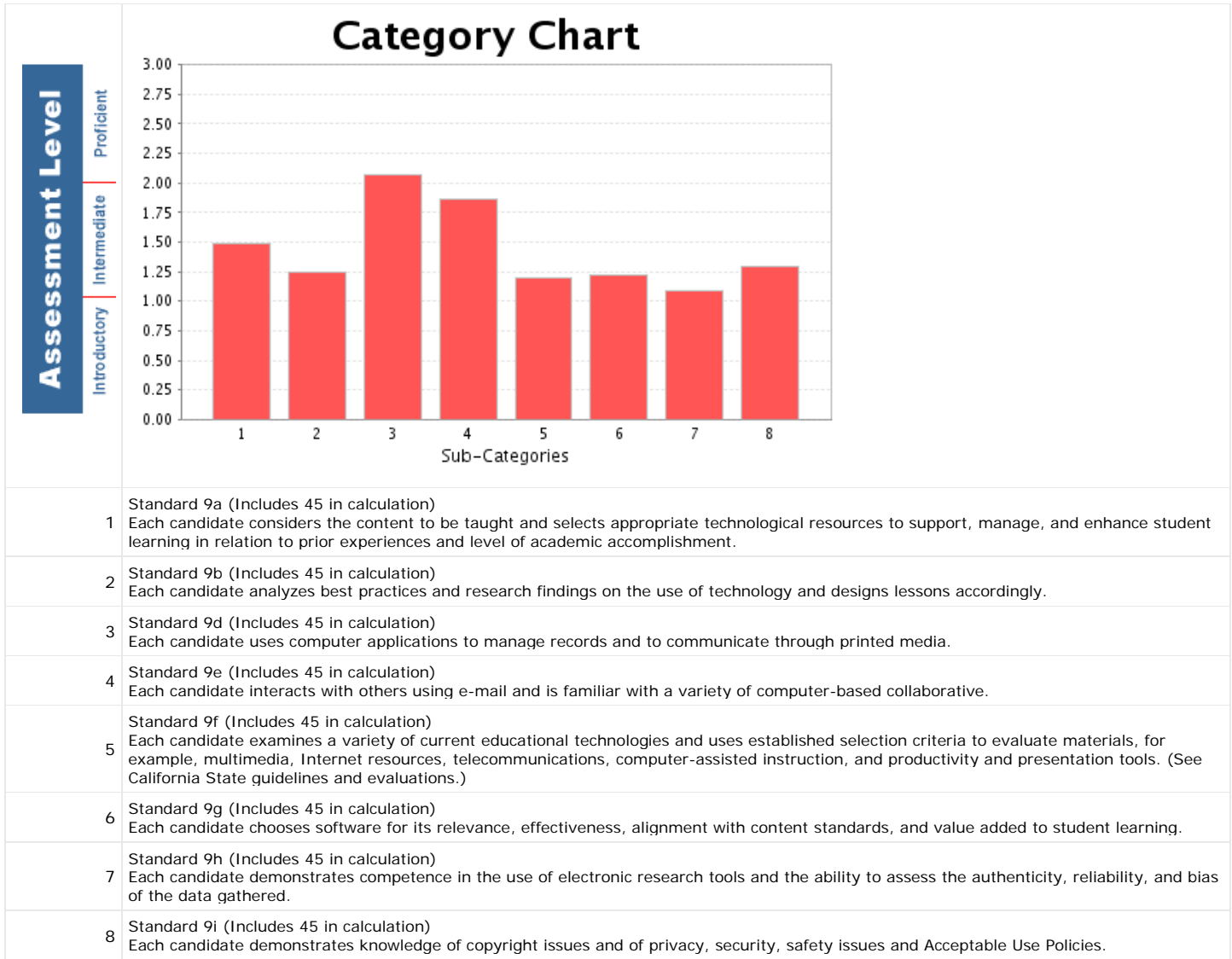
### Technology Assessment Profile: Proficiency Analysis Report

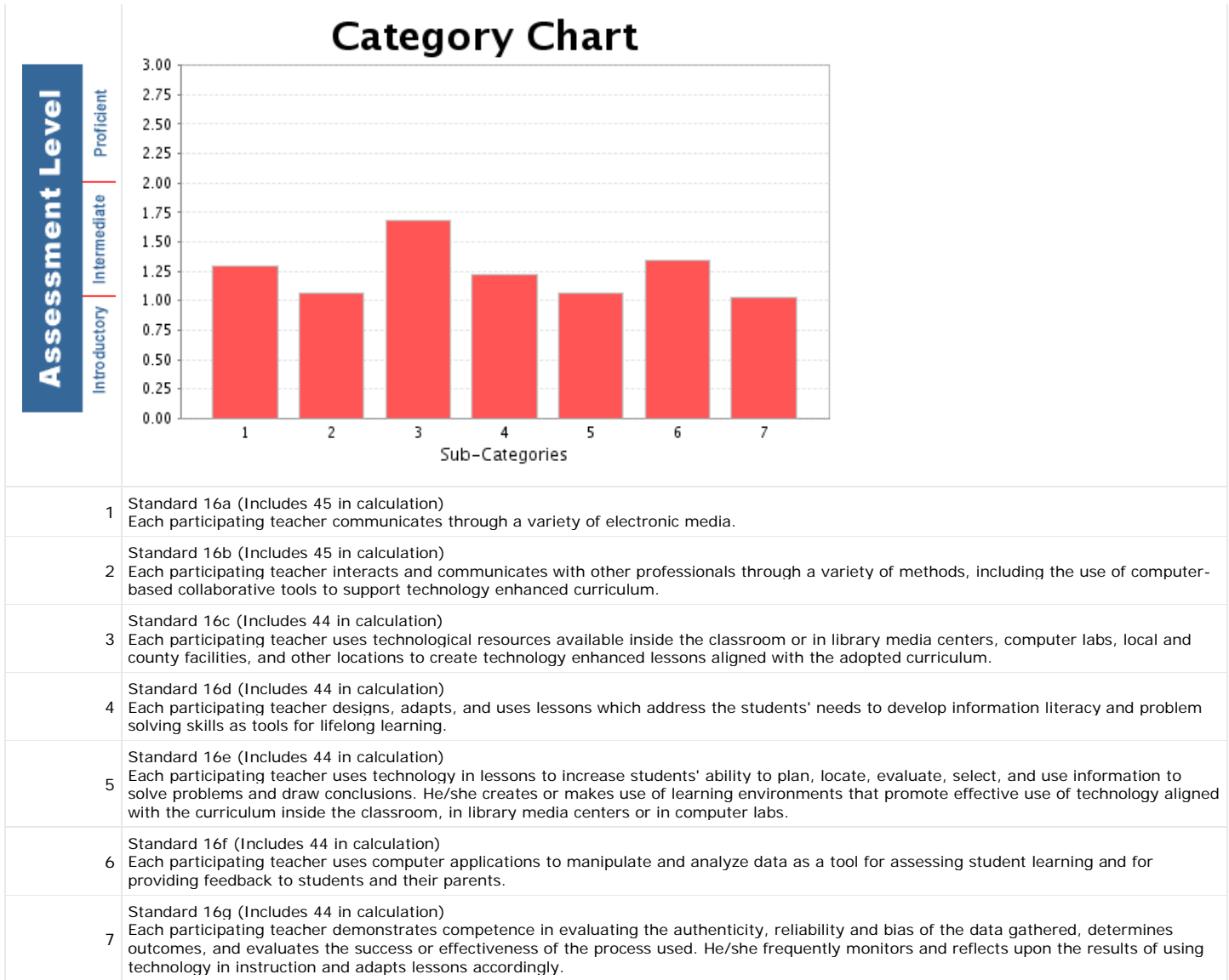
Modoc Joint Unified District has 59 credentialed teachers; this chart represents the assessment summary for 46 teachers or 78%. It is important to note that this includes both fully completed and partially completed assessments.

Retrieved from: <http://www4.edtechprofile.org/index.php>









**4b) Goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Components goals, benchmarks found in section 3 are introduced within the following tables of this section under the identified column headings, and then specified in the comprehensive Program Timeline (Appendix Item C).**

Areas of needed staff development for teachers and administrators have been identified utilizing the CTAP Technology Assessment Profile. Competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered have been identified as a source of needed staff development and will be attained through training in Datawise and AERIES.

**4c) List of benchmarks and a timeline for implementing planned strategies and activities. Timelines and responsibilities for all benchmarks correlated to planned professional development strategies and activities are introduced within the professional development tables of this section under the identified column headings, and then specified in detail in the comprehensive Program Timeline (Appendix Item C).**

In 2008-2013, on-site training opportunities will be provided to all staff. Off-site training will be offered as needed.

In 2008-2013, MJUSD will support Datawise and AERIES professional development for database software competence.

In 2008-2013, MJUSD will utilize Shasta Union High School District's technology support when providing opportunities for professional development.

**4d) Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline are introduced within the professional development tables of this section under the identified column headings, and then specified in detail in the comprehensive Program Timeline (Appendix Item C).**

<b>Goal 1:</b> MJUSD teachers and administrators will participate in professional development focused on the integration of data analysis and classroom instruction.					
<b>Objective 1: 90% of teachers, in collaboration with administration, will use Datawise to create and analyze benchmark assessments.</b>	<b>Evaluation Instrument(s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Monitoring and Modification Process and Responsible Person(s)</b>	<b>Funding Source</b>	<b>Curricular Component Alignment</b>
<b>Benchmark End of Year 1:</b> 30% of teachers, in collaboration with administration, will use Datawise to create and analyze benchmark assessments.	<b>Evaluation Instrument:</b> Benchmark portfolio  <b>Data Collected:</b> Benchmark assessments and analysis	Annually (June)	<b>Site-Based Administrator</b> Will record successful completion of benchmark portfolio and report percentages to the District Technology Committee.  <b>District Technology Committee</b> Will formulate any necessary program modifications and make recommendations to the Superintendent and Board of Trustees.	Title I Title II Title VI	3.d. 3.e. 3.g.
<b>Benchmark End of Year 3:</b> 60% of teachers, in collaboration with administration, will use Datawise to create and analyze benchmark assessments.					
<b>Benchmark End of Year 5:</b> 90% of teachers, in collaboration with administration, will use Datawise to create and analyze benchmark assessments.					

<b>Goal 2: MJUSD teachers and administrators will participate in professional development focused on student management.</b>					
<b>Objective 1: 95% of teachers and administrators will have participated in training on District Student Management software (AERIES).</b>	<b>Evaluation Instrument(s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Monitoring and Modification Process and Responsible Person(s)</b>	<b>Funding Source</b>	<b>Curricular Component Alignment</b>
<b>Benchmark End of Year 1:</b> 35% of teachers and administrators will have participated in training on District Student Management software (AERIES).	<b>Evaluation Instrument:</b> Training Log  <b>Data Collected:</b> Number of teachers and administrators having received AERIES training	Annually (June)	<b>Site-Based Administrator</b> Will record attendance in the training log.  <b>District Technology Committee</b> Will formulate any necessary program modifications and make recommendations to the Superintendent and Board of Trustees.	Title I Title II Title VI	3.f. 3.g. 3.h.
<b>Benchmark End of Year 3:</b> 65% of teachers and administrators will have participated in training on District Student Management software (AERIES).					
<b>Benchmark End of Year 5:</b> 95% of teachers and administrators will have participated in training on District Student Management software (AERIES).					

## 5. INFRASTRUCTURE, HARDWARE, SOFTWARE, & TECHNICAL SUPPORT

### 5. a & b: Current District Hardware

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

The total number of internet connected multi-media computers in the district, four years old or newer, that are used for instruction is summarized in the chart below (data from 2007-08 California Tech Survey and district/ school records).

Elementary Schools	Junior High Schools	High Schools	K-12 Ind. Study & Spec. Ed.	District Total
<b>104</b>	<b>48</b>	<b>62</b>	<b>15</b>	<b>229</b>
<b>total= <u>4</u>:1 student to computer ratio as of Spring 2007</b>				

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<b>District Equipment Replacement Chart</b>				
<b>School Name</b>	<b>2007-08 Enrollment (Unofficial CBEDS)</b>	<b># of current Instructional Multimedia computers / thin clients 4 years or newer in 2008 - 2009CA. Tech Survey</b>	<b># of computers 4 years old or more by June 2008-2012</b>	<b># of new computers needed to reach/ maintain goal of 4:1 in five years as per District objective.</b>
Arlington Elementary	9	12	12	0
South Fork Elementary	36	15	15	0
Alturas Elementary	351	72	72	10
Stateline Elementary	18 (plus 7 Oregon students)	5	15	0
Modoc Middle School	210	48	48	8
Modoc High School	262	62	62	6
Warner Continuation High	5	10	10	0
Comm. Day	3	5	5	0
	894 (plus 7 Oregon students)	229	229	24

### 5. a & b: District Hardware Needs During the Next Five Years

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

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

24 new computers (4 years or newer in Spring 2009) to meet 4: 1 student to computer ratio

37 new computers (4 years or newer in Spring 2010) to meet 4: 1 student to computer ratio

30 new computers (4 years or newer in Spring 2011) to meet 4: 1 student to computer ratio

52 new computers (4 years or newer in Spring 2012) to meet 4: 1 student to computer ratio

90 new computers (4 years or newer in Spring 2013) to meet 4: 1 student to computer ratio

**233 = Total number of new computers needed over the next five years: 2008-2013**

(See chart on previous page for details.)

### 5. a & b: Current Electronic Learning, Assessment, & Student Information Resources

<b>Arlington Elementary School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	12
Total # of computers* 4 years old or newer with Internet access	12
# of computers* in Classrooms	12
# of computers* in Library/media centers	0
# of computers* in Computer Labs	N/A
# Available times for Student access to computers before and after school	5 (7:15-4:00)

<b>Alturas Elementary School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>72</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>72</b>
<b># of computers* in Classrooms</b>	<b>42</b>
<b># of computers in Library/media centers</b>	<b>5</b>
<b># of computers* in Computer Labs</b>	<b>30</b>
<b># Available times for Student access to computers before and after school</b>	<b>32 (8:00-8:45-3:15-6:00)</b>

<b>State Line Elementary School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>15</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>15</b>
<b># of computers* in Classrooms</b>	<b>15</b>
<b># of computers* in Library/media centers</b>	<b>0</b>
<b># of computers* in Computer Labs</b>	<b>N/A</b>
<b># Available times for Student access to computers before and after school</b>	<b>3 (7:15-4:00)</b>

<b>South Fork Elementary School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>15</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>15</b>
<b># of computers* in Classrooms</b>	<b>5</b>
<b># of computers in Library/media centers</b>	<b>N/A</b>
<b># of computers* in Computer Labs</b>	<b>10</b>
<b># Available times for Student access to computers before and after school</b>	<b>10 (8:00-8:45-3:15-6:00)</b>

<b>Modoc Middle School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>48</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>48</b>
<b># of computers* in Classrooms</b>	<b>18</b>
<b># of computers in Library/media centers</b>	<b>2</b>
<b># of computers* in Computer Labs</b>	<b>30</b>
<b># Available times for Student access to computers before and after school</b>	<b>30 (8:00-8:45-3:15-6:00)</b>

<b>Modoc High School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>62</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>62</b>
<b># of computers* in Classrooms</b>	<b>10</b>
<b># of computers* in Library/media centers</b>	<b>30</b>
<b># of computers* in Computer Labs</b>	<b>30</b>
<b># Available times for Student access to computers before and after school</b>	<b>30 - 8:00-8:45-3:15-5:00</b>

<b>Warner High School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>6</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>6</b>
<b># of computers* in Classrooms</b>	<b>6</b>
<b># of computers in Library/media centers</b>	<b>8</b>
<b># of computers* in Computer Labs</b>	<b>0</b>
<b># Available times for Student access to computers before and after school</b>	<b>6 (8:00-8:45-3:15-5:00)</b>

**All Elementary Schools Electronic Resources Used:**

Accelerated Reader, Accelerated Math, Microsoft Office Suite, Aeries, Internet resources, Datawise integrated online assessment program a variety of grading programs, and CLRN approved curriculum based software.

**Modoc Middle Schools Electronic Resources Used:**

Accelerated Reader, Accelerated Math, Microsoft Office Suite, Aeries, Internet resources, Datawise integrated online assessment program a variety of grading programs, and CLRN approved curriculum based software

**Modoc High School Electronic Resources Used:**

Accelerated Reader, Accelerated Math, Microsoft Office Suite, Aeries, Internet resources, Datawise integrated online assessment program a variety of grading programs, and CLRN approved curriculum based software

**5. a & b: Current District Tech Support**

The one district technician is available to school sites on an on-call basis and we get assistance from the County Office of Education Information Technology Support Department which provides infrastructure and hardware consultation free of charge.

District Computer Technicians' duties are:

- Administrative Computers, Software
- Elementary School Computers, Software
- Student Administrative Software specialists (AeriesCS )

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	District Tech
Technical Support provided during school hours	District Tech
Technical support after school hours	District Tech
Technology Integration Support	CTAP Region 2, District Director of Information Technology, and teachers on district assignment.
Ongoing equipment maintenance and repair.	None at site level - District Computer Technician
Technical Support provided during school hours	District Computer Technician, Media specialists,
Technology Integration Support	Site Administrators, District Computer Technician, Media Specialists, Peer Coaches.

#### **5. a & b: District Tech Support Needs Over the Next Five Years**

The district will offer desktop troubleshooting and Network standards training for site staff. The district will also hire additional technicians as needed and as funding is available.

#### **5. C & D: Goals, Objectives, Benchmarks, Timelines, and Monitoring**

##### **Goal 1 - District Goals for Hardware and Software**

All students will have access to up-to-date computers (if funding is available) and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society.

(Aligns to curriculum goals #1, 2, & 4 in tech plan section 3)

##### **Specific Measurable Objective by June 30, 2013**

**Objective 1:** By June 30, 2013 our district average student to computer\* ratio will be 4 to 1 or better. (\*based on CDE defined up to date multimedia computer - four years old or newer).

##### **Annual Benchmarks for Objective 1**

**Year 1:** 4: 1 ratio 2008-09

**Year 3:** 4: 1 ratio 2010-11

**Year 2:** 4:1 ratio 2009-10

**Year 4:** 4: 1 ratio 2011 -2012

**Year 5:** 4:1 ratio 2012-2013

**Objective 2:** By June 30, 2013 100% core curriculum classroom (ELA, Math, History/Social Science, Science) will have access to district approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions.

**Annual Benchmarks for Objective 2**

**Year 1: minimum of 30% schools** in 2008-09

**Year 3: minimum of 50% schools** in 2010-11

**Year 2: minimum of 40% schools** in 2009-10

**Year 4: minimum of 60% schools** in 2011 -2012

**Year 5: minimum of 100% schools** in 2012-2013

**Monitoring and Evaluation Instrument(s) & Data**

**Instrument:** Annual CBEDS and Annual California Online Tech Survey:

**Data:** average student to computer ratio by school and district wide

**Instrument:** Annual district technology software survey of school sites

**Data:** % of classrooms with access to approved curriculum based software

**Monitoring and Evaluation Process:**

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

**Goal 2 - District Goal for Infrastructure**

Over the next 5 years it is the District's goal to improve and upgrade infrastructure to support teachers and students in the classroom. To achieve this goal the district will strive to complete the following items in a timely manner.

1. Increase the number of drops per classroom to 4 in all classrooms. This is being done with modernization.
2. Increase site or classroom wireless capabilities. Currently all school sites have central wireless access potential, but in the future we plan on expanding the wireless network.
3. Install new voice-mail system to improve home to school communications.
4. Upgrade school site routers.
5. Upgrade Internet access lines to provide increased speed.
6. Upgrade LCD's in classrooms.
7. Upgrade servers.
8. Upgrade network switching.

### **Specific Measurable Objective by June 30, 2013**

#### **Objective 1:** By June 30, 2013,

Increase # of drops per classroom to 4 in all classrooms. This is being done with modernization.

Increase site or classroom wireless capabilities. Currently all school sites have central wireless access potential, but in the future we plan on expanding the wireless network.

Install new voice-mail system to improve home to school communications.

Upgrade school site routers.

Upgrade Internet access lines to provide increased speed.

Upgrade LCD's in classrooms.

Upgrade servers.

Upgrade network switching.

#### **Annual Benchmarks for Objective 1**

**Year 1:** minimum of 20% in 2008-09

**Year 3:** minimum of 60% in 2010-11

**Year 2:** minimum of 40% in 2009-10

**Year 4:** minimum of 80% in 2011 -2012

**Year 5:** minimum of 100% in 2012-2013

#### **Monitoring and Evaluation Instrument(s) & Data**

**Instrument:** Annual California Online Tech Survey:

**Data:** average student to computer ratio by school.

#### **Monitoring and Evaluation Process:**

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

### **Goal 3 - District Goal for Technical Support**

All school sites in district will have access to timely district technical support so teachers and students have access to technology needed to support standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society. (Aligns to curriculum goal #3 in Tech Plan section 3)

#### **Specific Measurable Objective by June 30, 2013**

**Objective 1:** By June 2013, the district will have a standardized Information Technology work order process and tracking system in place.

##### ***Annual Benchmarks for Objective 1***

**Year 1: minimum of 10%** in 2008-09

**Year 3: minimum of 40%** in 2010-11

**Year 2: minimum of 20%** in 2009-10

**Year 4: minimum of 70%** in 2011 -2012

**Year 5: minimum of 100%** in 2012-2013

**Objective 2:** By June 2013, the district will have computer software, and network security standards in place for district supported technology. (i.e. Wireless access, Virus protection, DeepFreeze software, web content filtering software, Spam Blocking, Voicemail)

##### ***Annual Benchmarks for Objective 1***

**Year 1: minimum of 20%** in 2008-09

**Year 3: minimum of 60%** in 2010-11

**Year 2: minimum of 40%** in 2009-10

**Year 4: minimum of 80%** in 2011 -2012

**Year 5: minimum of 100%** in 2012-2013

#### **Monitoring and Evaluation Instrument(s) & Data**

**Instrument:** District IT Policies and Procedures handbook

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

#### **Monitoring and Evaluation Process:**

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

## 6. FUNDING AND BUDGET

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

Funding source information is included in all goals, objectives, and benchmarks identified in the Curriculum Component described above. Currently the technology funding comes from many different areas (see chart below). Future funding sources will be identified by utilizing the resources available on the California Department of Education website. Other options could include federal sources, private grants, and foundations. The MJUSD Technology Committee will identify such sources and the District Superintendent, in cooperation with the technology team, will direct the procurement of this funding.

#### **Budget Assumptions:**

- District-paid tech support will continue at the same level
- E-rate reimbursements will continue throughout the duration of this plan
- Title II part D, Enhancing Education Through Technology (EETT) Formula grant is funded through Federal Government
- If any State or District budget freezes occur during the duration of this plan, adjustments to this plan will be made
- School site budgets and Title I and II funds will fund some of the site-specific hardware, software, and tech support outlined in this plan

<b>Established and Potential Funding Sources</b>				
<b>Funding Sources</b>	<b>Type of Source</b> (funding, in-kind services, donations, etc)	<b>Nature of Source</b>		
		<b>On- going</b>	<b>One Time</b>	<b>Potential</b>
District General Fund	District	X		
District Technology Budget	District	X		
E-Rate	Federal	X		
Site General Fund Budgets	District	X		
Title I site budgets	Fed. Categorical	X		
Title II D, EETT - Formula	Fed. Categorical	X		
Title II D, EETT – Competitive	Fed. Categorical			X
CTAP Region 2/ CTAP Online	In-kind services	X		
Local Bond Measures	Local bond money			X
Microsoft Settlement Money	State Grant		X	
Private Grants	Private Grant			X
Other Technology Grants	Fed., State, & Private grants			X
Other Prof. Dev. Grants	Fed., State, & Private grants			X

A Categorical Budget listing of the monetary Funding Sources identified in the above table can be found as [Appendix Item D\(1\)](#).

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

Cost estimates are based on the cost of hardware, infrastructure, resources, maintenance and support. Professional development cost is also ongoing, and will directly relate to the hardware and software purchased. Tech dollars will be allocated for professional development while support will increase commensurately with the addition of network upgrades and the addition of Internet workstations.

The MJUSD estimate that the total cost of the plan will be \$156,391 annually. This includes the total cost of ownership of infrastructure, technical support, software, hardware, staff development and all other areas to support the plan.

The following are budget estimates. The information presented below reflects the scale of financial commitment at the District level for the 2008-2009 year budget but would be continued throughout the duration of the plan barring any unforeseen State or Federal budget cutbacks.

It is estimated that these amounts will remain over a period of years to implement the **total cost of ownership** of the projects described. Below are the goal, benchmarks and implementation activities that this budget will support.

Funds that are not ongoing may not be indicated here. For example, potential grants or education discounts that may arise may not be included. School site budget items are in addition to the financial support listed below. In general, administrative technology is paid from District technology monies and curriculum technology costs are paid out of Instructional Services budgets, site funds and grants.

By September of each year, the MJUSD Technology Committee in conjunction with Site Principals, and District Personnel will prioritize technology infrastructure, hardware, software, curriculum and professional development needs and identify funding sources to support these needs.

**Estimated Annual Budget to Continue for Duration of Plan**

<b>Program</b>	<b>Funding Source</b>	<b>Responsible Person or Department</b>	<b>Amount</b>
<b>IT Personnel</b>	<b>Technology Budget</b>	<b>IT Department</b>	<b>62,391</b>
<b>Professional Development</b>	<b>Technology Budget/ Title II</b>	<b>IT Department and School Principals</b>	<b>3,000</b>
<b>Repairs</b>	<b>Technology Budget</b>	<b>IT Department</b>	<b>1,000</b>
<b>Microsoft, Antivirus, Content Filtering renewals and upgrades</b>	<b>Technology Budget</b>	<b>IT Department</b>	<b>20,000</b>
<b>Replacement of oldest computer equipment, battery backups etc.</b>	<b>Technology Budget and Site Budgets</b>	<b>IT Department and Site Principals</b>	<b>15,000</b>
<b>Supplies for ongoing parts, CDROM replacements, hard drives, monitors, etc.</b>	<b>Technology Budget and Site Budgets</b>	<b>IT Department and Site Principals</b>	<b>4,000</b>
<b>Educational Hardware, Software, and multimedia</b>	<b>Technology Budget and Site Budgets</b>	<b>IT Department and Site Principals</b>	<b>20,000</b>
<b>Maintenance and Contracted Services</b>	<b>Technology Budget</b>	<b>IT Department</b>	<b>29,000</b>
<b>Infrastructure Cabling, Wiring</b>	<b>Site Budgets</b>	<b>Site Principals</b>	<b>2,000</b>
<b>Total:</b>			<b>156,391</b>

#### **6. c. Description of the level of ongoing technical support the District will provide.**

The level of existing technical support is charted in section five of the Technology Plan. The District Technician, in conjunction with Shasta Union High School District, provides District and school site technical assistance when requested. The District Tech. is responsible for the day-to-day management of the MJUSD hardware and infrastructure.

- 2008-2013: Identify, and add or train as necessary, staff specifically to provide technical support, training, and assistance for all employees.
- 2008-2013: Support the technology staff in order to provide District and school site technical assistance when requested, in the areas of training and emerging uses of technology. The District network support will work closely with the District Curriculum Leadership Team to implement those technologies and applications that can positively affect student achievement.
- 2008-2013: Increase self sufficiency for all staff, including teachers, administrators, and classified staff, through professional development.
- 2008-2013: Provide specialized technical training for the technical support staff.

#### **6. d. Description of the District's replacement policy for obsolete equipment.**

The need for replacement of hardware and software will continue and the District needs to continue to commit an annual allocation of the budget for current and long-term spending on technology. We plan to replace hardware that is older than four years and upgrade software every two to four years. The following is a description of replacement plans in section 5.

- Allow budgeted funds to be carried over to the next fiscal year if not expended. The District should try to avoid the "spend or lose" philosophy of budgeting and spending for technology. This will allow more flexibility in determining when is the best time to repair or replace hardware and software.
- Develop replacement time lines.
- Build in a depreciation scale based on a 4-year rotating schedule of technology hardware. This will allow for the setting aside of funds so that they are available when needed. Provide an ongoing and stable budget source of funding for repairs, upgrading, and replacement of hardware and software.
- Explore and consider various methods of providing maintenance and replacement including amortization, leases, and/or contract services with outside agencies.

**6. e. Description of the feedback loop used to monitor progress and update funding and budget decisions.**

Overall technology funding and budget management shall be by the Superintendent, Business Manager, and District Technician, who also shall ensure that progress is made and deadlines and maintenance occur as indicated in this plan.

Progress on this plan and continued monitoring of funding updates and opportunities shall be accomplished by the use of the specific functions of the District Technology Committee. The District Technician shall facilitate the purchase and installation of all equipment. The teachers, parents and community stakeholders shall provide assessment, direction and focus for the overall needs and requirements of technology in the District. The District is committed to a dependable, sustainable system that ensures reliable infrastructure, hardware, technical support, and software for all District sites.

## 7. MONITORING AND EVALUATION

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

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

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

In order to maintain the accuracy and relevance of our Technology Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data, the frequency of collection, and the use of that data to inform decision-making is embedded into each objective in our Technology Plan components under the monitoring and evaluation sections in our plan Criteria components in sections 3, 4, & 5.

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

Our goal is that students will increase their academic achievement across the curriculum, using progressively more complex instructional technology skills. By the end of the fifth year of this Technology Plan, our goal is to see a marked increase in student achievement as assessed through our multiple measurement system (CSTs, CAHSEE, Benchmark Portfolio Projects, District Technology Portfolio). Staff will analyze CSTs, CAHSEE, Benchmark Portfolio Projects, and the District Technology Portfolio to determine which areas of the curriculum can be enhanced by technology to improve student learning and in turn, improve scores on the assessments. The District Technology Committee plans to receive input from parents and other stakeholders whose valuable insight will enhance and insure the operational goals and on going support of technology programs in the MJUSD.

The District Superintendent is responsible for overall management of the District. The Site Principals, District Technology Technician II, and Support Personnel from SUHSD are responsible for the day to day overall management of the District’s technology and technology professional development. In order to guarantee a timely system of information and feedback to help manage the program in accordance with this plan, the District Technology Committee will meet monthly.

The Management Chart specifies who is responsible for each task and the amount of time per month or number of full time staff members required to accomplish each task. The Stakeholder Chart identifies the various stakeholders and their level of involvement.

### Management Chart

Person	Responsibilities	Time Estimate (Hours per month or no. of full-time staff)
District Super.	Provide overall management and coordination	1 FTE
Site Principals, Technician II, and Support Personnel from SUHSD	Manage and coordinate staff development	5 FTE
Technician II, and Support Personnel from SUHSD	Manage and coordinate hardware, software, infrastructure acquisition and installation as well as technology budget.	2 FTE
Site Principals, Technician II, and Support Personnel from SUHSD	Coordinate ongoing partner involvement	5 FTE
Site Principals	Collect data regarding students' computer skills	As required
Site Principals	Collect data regarding students' academic achievement	As required
Site Principals, Technician II	Collect staff development data on technology proficiencies	As required
Site Principals, Technician II	Collect data regarding staff development focused on student computer knowledge and skills	As required
Site Principals, Technician II	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	As required
Site Principals, Technician II	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	As required

**Stakeholder Chart**

<b>Stakeholder by Level of Program Participation</b>	<b>Advisory Relationship</b>	<b>Implementation Relationship</b>	<b>Revision Making Relationship</b>	<b>Policy Making Relationship</b>
Students	X			
Parents	X	X		
Community / Business Liaisons	X	X		
Site-Based Technical Staff	X	X		
Site-Based Instructional Staff	X	X	X	
Site-Based Administrative Staff	X	X	X	X
District Level Technical Staff	X	X	X	
District Technology Committee	X	X	X	X
District Superintendent	X	X	X	X
District School Board	X	X	X	X

## 8. COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS

The Modoc Joint Union School District provides the following adult education courses.

- High School Diploma Classes

There are no enrollment fees for any General Education classes.

These classes are for students 18 or older, a pregnant minor, or students very low on credits who may have had difficulty in school or did not finish for some reason. Classes are taught at all levels. All students are tested at the time of enrollment and placed in appropriate classes that will meet their needs. Students progress at their own pace.

### **What is the High School Diploma Program and who can take these classes?**

These are the classes that lead to a High School Diploma. All classes that are necessary for a diploma are offered. These classes are open to all students wishing to complete a High School education.

Students need 200 credits in the following courses to meet Adult Education Diploma Requirements:

40 - English

20 - Math

40 - Social Science, World and U.S. History, Economics, Government, Geography

20 - Science (10 Physical/10 Biological)

10 - Fine arts (Drama, Art, Ceramics)

5 - Parenting and Careers

5 – Consumer Education

5 - Health

55 - Elective

**What courses are offered at Modoc Adult Community School?**

<b>Course Number</b>	<b>Course Title</b>
0108	Math A
0199	Reading
0165	English 9
0170	English 2
0175	English 3
0188	English 4
0130	Algebra
0224	Life Science
0321	Earth Science
0230	U.S. History
0234	U.S. Government
0220	World History
0236	Economics
0649	Art
0659	Health
0094	Electives (includes technology such as Photoshop, internet, software)
0360	Parenting
0243	Consumer Education
0245	Careers
0214	Geography
(number of course taken)	OdysseyWare – computer-based learning system

The Modoc High School principal oversees the MJUSD Adult Education program. The District Technology Committee will communicate with that site principal in the same manner it does with any site in the District. Any technology needs or information that arises from the Adult Education program will be filtered through the site principal.

## Technology Access for Special Needs Students

The Individuals with Disabilities Education Act was reauthorized in 1990 and mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires the states make sure that the students receive an individualized educational program based on their unique needs in the least restrictive environment possible. In 1997, it requires the consideration of whether the child needs and assistive technology device or service as part of the Individualized Educational Plan (IEP).

An assistive technology device includes any item, piece of equipment or product system that can be used, modify, or customized to allow a child to maintain or improve his or her functional capabilities. Assisted technology services include evaluation, selection and purchase of equipment, and training and technical assistance of the child, their family when appropriate, and the professionals who provide services to the child. In order to address the needs of students who require assistive technology devices and services, The Modoc Joint Unified School District will work with SELPA to evaluate and suggest software and hardware to help meet each child's unique needs. Training and technical assistance will be provided to students, families and service providers as budgets and needs allow.

## 9. Relevant Research

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

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

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

Our revised Education Technology Plan 2008-2013 includes all the research-based best practices integrated in:

- a) **The *EETT Technology Plan*** research-based requirements for formula and competitive grant applications for Title II, Part D in *No Child Left Behind*. <http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- b) ***Education Technology Planning: A Guide for School Districts***. California's research-based guidelines for District-level educational technology planning. <http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>
- c) ***COSN, Total Cost of Ownership (TCO)***  
TCO Tool offers schools a formalized process for assessing the costs of managing their technology investments, costs for wireless communications, voice/data integration, and e-learning.  
[http://classroomtco.cosn.org/gartner\\_intro.html](http://classroomtco.cosn.org/gartner_intro.html)

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

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

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

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

The Modoc Joint Unified School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our District is committed to increasing course offerings through the use of technology. The District is investigating online AP courses for high school students. The District is also working with the Modoc County Office of Education, to investigate Web casting capabilities for school sites in order to enhance instruction through collaborative learning projects, to deliver courses from sites out of the immediate area, to allow for students and teachers to collaborate with peers and experts.

# Appendix A

## Teacher Technology Standards

The Modoc Joint Unified School District is using the International Society for Technology in Education (ISTE) guidelines as a performance indicator for technology literate teachers. These guidelines are accepted nation wide and tie to the Federal requirements for technology in education.

### Educational Technology Standards and Performance Indicators for All Teachers

#### Performance Profiles for Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or District guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

#### I. **TECHNOLOGY OPERATIONS AND CONCEPTS.**

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- a. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#))
- b. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

## II. **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.**

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- a. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- b. apply current research on teaching and learning with technology when planning learning environments and experiences.
- c. identify and locate technology resources and evaluate them for accuracy and suitability.
- d. plan for the management of technology resources within the context of learning activities.
- e. plan strategies to manage student learning in a technology-enhanced environment.

## III. **TEACHING, LEARNING, AND THE CURRICULUM.**

*Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:*

- a. facilitate technology-enhanced experiences that address content standards and student technology standards.
- b. use technology to support learner-centered strategies that address the diverse needs of students.
- c. apply technology to develop students' higher order skills and creativity.
- d. manage student learning activities in a technology-enhanced environment.

## IV. **ASSESSMENT AND EVALUATION.**

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

- a. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- b. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- c. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. **PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- a. use technology resources to engage in ongoing professional development and lifelong learning.
- b. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- c. apply technology to increase productivity.
- d. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

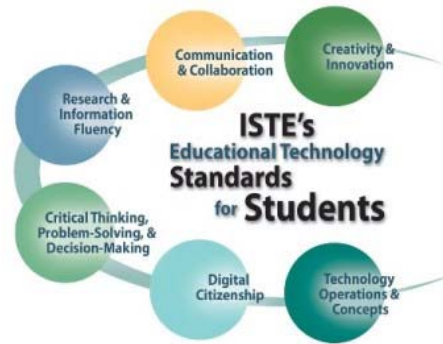
VI. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.**

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:*

- a. model and teach legal and ethical practice related to technology use.
- b. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- c. identify and use technology resources that affirm diversity
- d. promote safe and healthy use of technology resources.
- e. facilitate equitable access to technology resources for all students.

## Appendix B

### Nets for students 2007



### Student Technology Standards

The Modoc Joint Unified School District is using the International Society for Technology in Education (ISTE) guidelines as a performance indicator for technology literate students. These guidelines are accepted nation wide and tie to the Federal requirements for technology in education.

#### **Educational Technology Standards and Performance Indicators for All Students**

[Performance Profiles for Students:](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm)

[http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\\_for\\_Students\\_2007.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm)

- I. **CREATIVITY AND INNOVATION.** *Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:*
  - a. apply existing knowledge to generate new ideas, products, or processes.
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.
  - d. identify trends and forecast possibilities.
  
- II. **COMMUNICATION AND COLLABORATION.** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:*
  - a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - c. develop cultural understanding and global awareness by engaging with learners of other cultures.
  - d. contribute to project teams to produce original works or solve problems.
  
- III. **RESEARCH AND INFORMATION FLUENCY.** *Students apply digital tools to gather, evaluate, and use information. Students:*
  - a. plan strategies to guide inquiry.
  - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - d. process data and report results.
  
- IV. **CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING.** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:*
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
  
- V. **DIGITAL CITIZENSHIP.** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:*
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

- VI. **TECHNOLOGY OPERATIONS AND CONCEPTS.** *Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:*
- a. understand and use technology systems.
  - b. select and use applications effectively and productively.
  - c. troubleshoot systems and applications.
  - d. transfer current knowledge to learning of new technologies.

# Appendix C

## Criteria for EETT Plan

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. The plan should guide the District’s use of education technology for the next three to five years.	6	The education technology plan describes the Districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Description of how a variety of stakeholders from within the school District and the community-at-large participated in the planning process.	7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the District actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.	10	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.

b. Description of the District's current use of hardware and software to support teaching and learning.	<b>12</b>	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites District policy regarding use of technology, but provides no information about its actual use.
c. Summary of the District's curricular goals and academic content standards in various District and site comprehensive planning documents.	<b>17</b>	The plan references other District documents that guide the curriculum and/or establish goals and standards.	The plan does not reference District curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the District curricular goals and academic content standards.	<b>18</b>	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the District's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	<b>24</b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	<b>26</b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	<b>28</b>	The plan delineates clear, specific and realistic goals for using technology to support the District's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	30	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	32	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	32	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 & 12	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	32	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the District's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	34	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	34	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	34	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 & 12	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>

<p>a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the District's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>	<p><b>40</b></p>	<p>The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the District's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.</p>	<p>The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the District that could be used to support the Curriculum and Professional Development Components of the plan.</p>	<p><b>40</b></p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.</p>	<p><b>45</b></p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</p>	<p><b>47</b></p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13,	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. List of established and potential funding sources and cost savings, present and future.	<b>48</b>	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (three to five years).	<b>49</b>	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the District will provide.	<b>50</b>	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the District's replacement policy for obsolete equipment.	<b>50</b>	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	<b>51</b>	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

7. <b>MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of how technology's impact on student learning and attainment of the District's curricular goals, as well as classroom and school management, will be evaluated.	51	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	51	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	51	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. <b>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. If the District has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	<b>54</b>	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.	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.
<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 & 9	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	<b>57</b>	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	<b>57</b>	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	<b>59</b>	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the District's curriculum offerings

# Appendix D

## Additional Budget Forms

Appendix D (1)				
Major Object of Expenditure	Title II part D, EETT Grant	School Site Budgets and Other Grant Funds	Technology Budget	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries	0	0	0	0
2000-2999 Classified Personnel Salaries	0	0	41,069	41,069
3000-3999 Employee Benefits	0	0	21,322	21,322
4000-4999 Books and Supplies	2093	13,437	12,200	27,730
5000-5999 Services and Other Operating Expenditures	741	3000	62,400	66,141
Indirect Costs at an Established Rate (excluding the 6000-6999 category)	129	0	0	129
6000-6999 Capital Outlay	0	0	0	0
<b>Total Funds</b>	<b>2963</b>	<b>16,437</b>	<b>136,991</b>	<b>156,391</b>

# Appendix E

## Acceptable Use Policy and CIPA Documentation

MODOC JOINT UNIFIED SCHOOL DISTRICT

AR 6163.4(a)

### **INSTRUCTION - Acceptable Use Policy - Technology**

#### Acceptable Use

All use of the district's electronic technology resources (system) must be in support of education and research and consistent with the mission of the district. District reserves the right to prioritize use and access to the system.

Having access to the network is a privilege the district extends to its students. All students must have a signed permission/ agreement form on file to gain access and agree to act in a considerate and responsible manner in conformance with this policy. This permission/agreement form will remain in effect for the duration of the student's enrollment at the given site.

The principal or designee shall oversee the maintenance of each school's technological resources and may establish additional guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper use as well as copies of related district policies and regulations.

#### Student Personal Safety

Students will not post personal contact information about themselves. Personal contact information includes addresses, telephone numbers, home address, work address, etc. School address and e-mail address may be used when it is necessary to receive information.

Students will not agree to meet with someone they have met on-line without their parents' approval and participation.

Students will promptly disclose to their teacher or school principal any message they receive that is inappropriate or makes them feel uncomfortable.

#### Illegal or Destructive Activities

No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.

Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.

The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.

#### MODOC JOINT UNIFIED SCHOOL DISTRICT

AR 6163.4(b)

#### **INSTRUCTION - Acceptable Use Policy - Technology**

Users will not attempt to gain unauthorized access to the district network, or to any other computer system through the district network, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files.

Users will not make deliberate attempts to disrupt any computer system performance or destroy data. Users will not use the district network to engage in any other illegal act.

#### System Security

Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide him or her password to another person.

Users will immediately notify their school site principal if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.

Users will avoid the inadvertent spread of computer viruses by following the District virus protection procedures if they download software.

Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.

### Inappropriate Conduct

Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.

Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

Users will not post information that, if acted upon, could cause damage or a danger of disruption.

Users will not harass another person. Harassment is acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, the user must stop.

Users will not post false or defamatory information about a person or organization.

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### **INSTRUCTION - Acceptable Use Policy - Technology**

Users are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, personal attacks, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Users shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or district policy.

Subscriptions to mailing lists, bulletin boards, chat groups and commercial on-line services and other information services must be pre-approved by the district. Costs incurred for the unauthorized use of commercial services will be borne by the student or, for those under 18, the parent/guardian.

### Privacy

Users will not re-post a message that was sent to them privately without permission of the person who sent them the message.

Users will not post personal contact information about other people, including addresses, telephone numbers, home address, work address, etc. In addition, the district and its

users will not include any reference to district personnel or users, including their names and pictures, without their permission.

Network administrators may also review files and communications to maintain system integrity. **The District reserves the right to examine all data stored in the machines involved in the Internet link to make sure that all users are in compliance with these regulations. Furthermore, the District reserves the right to use electronic means to track and monitor use.** Network storage areas include hard drives, diskettes, and any other method of electronic or magnetic storage medium.

Communications may not be encrypted so as to avoid security review.

#### Resource Limits

Users will use the network only for educational and professional or career development activities.

Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the network is not being heavily used and immediately remove the file from the network system computer to their personal computer.

Users will not post chain letters or engage in "spamming."

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**INSTRUCTION - Acceptable Use Policy - Technology**

Spamming is sending an annoying or unnecessary message to a large number of people.

When provided with e-mail access users will check their e-mail frequently, delete unwanted messages promptly, and stay within their e-mail quota.

Users will subscribe only to District approved high quality discussion group mail-lists that are relevant to their education or professional/career development.

Users will unsubscribe to discussion groups before any vacation, break, or other extended absence from school.

Plagiarism and Copyright Infringement

Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Inappropriate Access to Material

During school, teachers will guide students toward appropriate materials. Outside of school, it is expected parents/guardians will retain responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

Users will not use the district network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).

If a user inadvertently accesses such information, they should immediately disclose the inadvertent access to their school site principal or designee.

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**INSTRUCTION - Acceptable Use Policy - Technology**

Web Sites

The district and its users will not include any reference to district personnel or users, including their names and pictures, without the individual's permission.

If a person or class Web page is created, a notice must be included to inform the public that the opinions expressed on the page are those of the creator of the Web page, not the district. A statement on the Web page must acknowledge the authorship of the page.

Web pages may not be created without the specific permission of the site principal.

Due Process

Violation of any of the conditions of use may be cause for disciplinary action.

# Appendix F

## E-rate Supplemental Analysis (Addendum) to EETT Technology Plan

This E-rate Supplement is to be completed annually and retained locally for audit purposes.

### Use this form:

- to provide the required supplemental analysis when using an EETT technology plan as an E-rate acceptable plan; or
- when adding a new technology not currently addressed in an existing EETT technology plan.

Paragraph 59 of the Schools and Libraries Fifth Order, states that the Universal Service Administrative Company (USAC) has:

*“been treating technology plans approved under the [United States] Department of Education’s Enhancing Education Through Technology (EETT) as acceptable technology plans subject to one qualification. Consistent with the [Federal Communications] Commission requirement that program applicants demonstrate that they have the necessary resources required to utilize e-rate discounts, USAC has required that the EETT technology plans be supplemented by an analysis that indicates that the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of the Commission’s support program.”*

### PART 1: Identification, Certification, and Signatures

<b>E-rate Year:</b>	<b>July 1, 2008 - June 30, 2009 Year 11</b>	
<b>School District or Local Educational Agency (LEA):</b>	Modoc Joint Unified School District	
<b>CDS Code Number:</b>		
<b>Authorized E-rate Contact:</b>	Mike Vincelli	
<b>Authorized E-rate Contact’s Signature:</b>		Date:
<b>Certification:</b>	I acknowledge that the school district or LEA named above is <u>aware of</u> and will <u>work to secure</u> the <u>financial resources</u> listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.	
<b>District Superintendent’s Name:</b>	Lane Bates	
<b>District Superintendent’s Signature:</b>		Date:

**E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be completed annually and retained locally for audit purposes.

<p><b>PART 2:</b>  <b>E-rate Eligible Services Requested and Identified in EETT Technology Plan:</b>  <b>Description of Specific E-Rate Service(s):</b> Cell phones, data lines, phone lines, long distance, wireless access, Internet access, switches, routers, servers, wiring, or any other item listed in the approved SLD list.</p>
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<b>PART 3: EETT Technology Plan Goal(s) That Will Be Addressed by the E-rate Service(s) Described in Part 2:</b>	
<b>EETT Technology Plan Goal(s) addressed by E-Rate:</b>	<b>Page in Plan</b>
Upgrade router	Section 5
Upgrade switches	Section 5
Upgrade internet access	Section 5

<b>PART 4: Description of Level/Amount of Service Change</b>			
<b>Describe current level/amount of service:</b>	<b>Describe new level of service after E-Rate request is granted:</b>	<b>Budget amount for district's share (for each charge involved in the service):</b>	<b>Planned budget source or line item for each budget amount:</b>
Upgrade router	Replace old router	\$2,000	\$8,000
Upgrade switches	Increase in classroom speed	\$500	\$1,500
Upgrade internet	Increase speed	\$1,000	\$3,000

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**  
This E-rate Supplement is to be completed annually and retained locally for audit purposes.

**PART 5: Analysis of Non E-rate Eligible Resources**  
Required to Meet EETT Technology Plan Goals

This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.

Check the current SLD/USAC Eligible Services List at:  
<http://www.sl.universalservice.org/reference/eligible.asp>

**Part 5 a  
Infrastructure required to achieve EETT Technology Plan:**

E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description of Major Items to be purchased, and/or refer to page number in tech plan.
\$5,000 20%	\$15,000 70%	General fund	Upgrade routers, PC's, servers, switches, T-1 lines.

**Part 5 b  
Hardware required to achieve EETT Technology Plan:**

Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description of Major Items to be purchased, and/or refer to page number in tech plan.
\$20,000	\$5,000 70 %	\$15,000 30 %	General fund	Upgrade routers, PC's, servers, switches, T-1 lines

**Part 5 c  
Software required to achieve EETT Technology Plan:**

Total Budgeted \$:	E-rate eligible amount	Non-E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description Major Items to be purchased, and/or refer to page number in tech plan.
\$3,000	\$0 %:	\$3,000 %:	General fund Site Budgets and Other Grants	Renplace, Datawise

<b>Part 5 d Professional development required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted Cost of Training:</b>	<b>Source of funds:</b>	<b>Number of Staff:</b>	<b>Description of Training: Reference page in technology plan.</b>	<b>Services or Contracts to be purchased, and/or refer to page number in tech plan.</b>
\$3,000	General fund	30	Section 4	Section 4
<b>Part 5 e Retrofitting required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.</b>
\$2,000	\$0 %:	\$2,000 %:	General fund	Inside-wiring: Section 5 Construction:
<b>Part 5 f Maintenance required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Services/Contracts to be purchased, and/or refer to page number in tech plan.</b>
\$29,000	\$0 %:	\$29,000 %:	General fund	Contract tech service with SUHSD

# Appendix G

