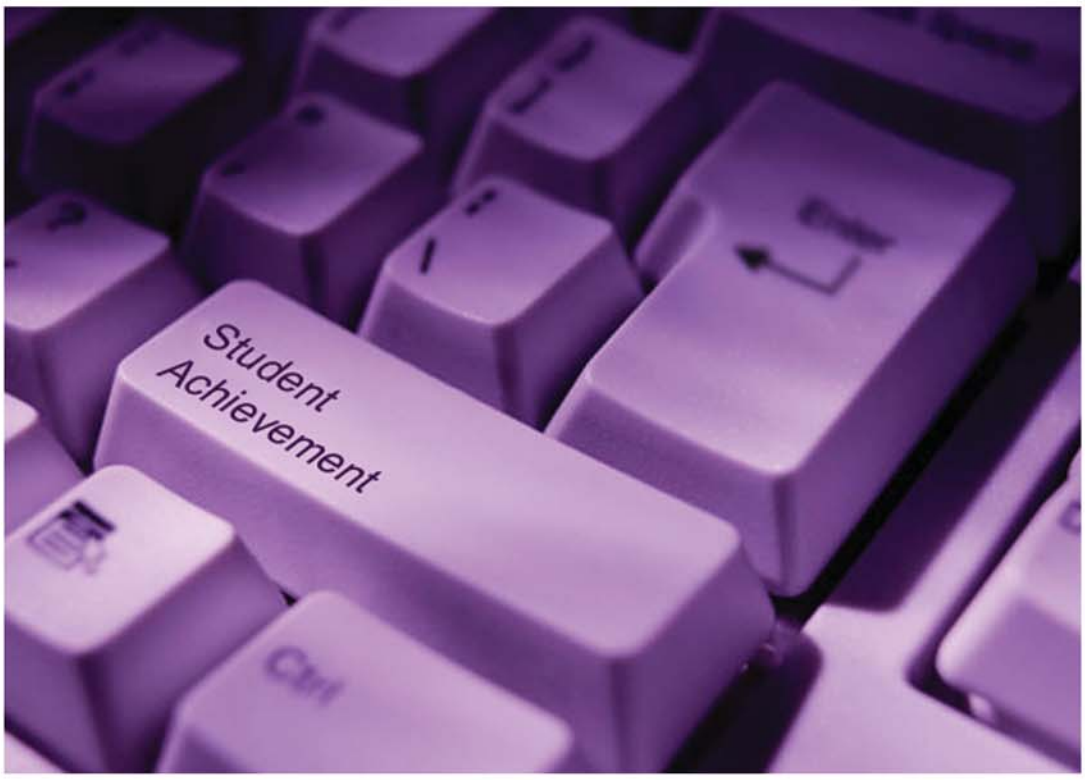
Educational Technology Plan
Fontana Unified School District
June 2005



1. PLAN DURATION

a. The plan should guide the district's use of education technology for the next 3-5 years.

This plan assumes a 3-year implementation period, encompassing the 2005-2006, 2006-2007, and 2007-2008 school years, with annual review for plan evaluation and improvement.

2. STAKEHOLDERS

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

- This plan builds upon the foundation of three previous district technology plans, adopted by the Fontana USD Board of Education in 1997, 2000, and 2002. The 2000 and 2002 plans received E-Rate approval which satisfied state law and guidelines to qualify for technology funding. Over 100 people served on task forces and focus groups to develop the previous plans, including administrators and teachers from all grade levels (Pre K-Adult) served in the district. Classified managers and staff from school sites and the district office included representatives from service groups such as Business Services, libraries, transportation, maintenance and operations, print services, media and technical (phone and data) services. Programs represented included Student Services, Educational Services, ELL, Assessment and Evaluation, Adult Education, Vocational Programs, and many others. Parents, employee organization representatives, and Board of Education members also participated in plan development.
- For this update to the Educational Technology Plan, further input and participation was sought from new stakeholders including teacher technology coaches (a group established by the 2000 plan), teacher Fast Forward Coordinators, and EETT site coaches. School administrators and teacher representatives from all school levels, teacher association representatives, Educational Services administrators, the District Technology Committee, Business officials, the Superintendent, and the Board of Education also reviewed the plan.
- Several community and business partners are involved in ongoing plan improvement and actual program operation in the district. Most notably, the district partners with the San Bernardino County Library System in jointly operating school/public libraries at Henry J. Kaiser High School and Summit High School (see section 3f) and a third partner, the City of Fontana, is jointly pursuing opportunities in the areas of digital television and a community optical network infrastructure. Adelphia Telecommunications provides the district cable TV channel. Kaiser Permanente Hospitals jointly operates a Virtual Business program at Fontana High School (http://www.fusd.net/fohivb/). Cisco partners with A.B. Miller High School to provide a Cisco Networking Academy.
- No Fontana USD plan stands alone; this plan supports and is supported by other district plans including the LEA Plan, and grants such as II/USP. Implementation of this and other district plans requires extensive parent involvement through school site councils, the site and district English Language Acquisition Committees (ELACs and DLAC), and Parent/Teacher groups. Parents and community members also participate integrally on specific committees with tasks such as materials adoption and report card revision.

3. CURRICULUM COMPONENT

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

There are a total of 7,401 instructional computers (4 years or newer) in the district (3,234 elementary, 1277 middle school, 2,480 comprehensive high school and 410 continuation high school). The computers are located in classrooms, labs and library/media centers at each site. All students, including English Language Learners (ELL), Special Education, GATE, At-Risk and Retention Candidates have access to utilize the computers. Adaptive technologies, such as large roller ball mice, magnified screens, and speech recognition software, are used to support physically challenged students on many campuses.

District Computers 4 Years and Newer				
	Elem. (27)	**Middle School (8)**	**High School (3)**	**High School Cont. (2)**
Computers in Classrooms	2489	894	1487	272
Computers in Labs	583	331	886	118
Computers in Libraries	149	52	107	20
Data Collected from California School Technology Survey 2005				

- The California School Technology Survey 2005 was an online survey required by the California Department of Education. Each school in the district was required to complete the survey by March 2005 to receive funding for Enhancing Education Through Technology formula and competitive grant funding, and to be eligible for the K-12 Voucher Program (Microsoft Settlement) funding. Computer equipment was inventoried, room-to-room, using LANDesk software.
- Eight schools, Almond Elementary, South Tamarind Elementary School, North Tamarind Elementary School, Maple Elementary School, Jurupa Hills Middle School, Sequoia Middle School, AB Miller High School, and Kaiser High School, offer portable laptop computer labs for classroom use.
- There are many printers (networked and freestanding, laser and inkjet) on every district campus, including shared networked laser printers in all libraries, and color laser printers in most libraries. Many secondary school classrooms have networked printers. The majority of site computer labs offer high-speed laser printers for student and teacher use.
- Every library offers several Internet-connected search stations for research and access to that library's book collection before, during and after school. The joint school/public library at Henry J. Kaiser High School has 16 Internet-connected multimedia PC search stations for use during school, Monday through Thursday afternoons and evenings, and on Saturdays, plus additional access hours during summer.
- Each comprehensive high school houses a career center with electronic resources to assist students in career research.
- All schools have purchased additional technology tools for teachers and students to use before, after and during the school day, including digital cameras, wireless networking devices, LCD projectors, flatbed scanners, video cameras, and overhead projectors. Many schools make laptop computers

available for teacher checkout bundled with LCD projectors. These are in addition to projectors permanently housed in "electronic classrooms" where instruction is always provided incorporating one computer per child, a high-speed laser printer and a LCD projector.

- Each middle school teacher participating in the Enhancing Education Through Technology (EETT) grant program has been equipped with a wireless laptop, LCD Projector, wireless keyboard/mouse, 1 GB USB JumpDrive, a laser printer and 4 desktop computers for student use. The laptop computer is to be used for both instructional purposes during the school day, and at home use for professional purposes (online courses, user group discussions, creation of instructional materials). In addition to hardware, each EETT Participating Teacher was provided 5 licenses (1 for laptop and 4 for desktop computers) to Microsoft Office with Publisher, Inspiration and Image Blender. Each teacher also received a 1 year subscription to CTAP Online and Tech4Learning Recipes for Success for online courses and online instructional tools.
- Teachers are also served by the District Media Center, which is equipped with several current PC and Macintosh computers, 2-flat bed scanners, 3 large format printers, a laminator, a color laser printer, video editing equipment and other resources for teacher use. A collection of instructional media (including staff development videotapes) and audio-visual equipment is available for checkout for classroom use. Teachers can utilize the Media Center before school, after school and during their track breaks. The Media Center is open 7:30 a.m. to 5:00 p.m. on most weekdays – until 6 p.m. two days per week.
- The following software has been purchased for use at all district sites: DeepFreeze, Norton Anti-Virus, LANDesk, IpSwitch – iMail (secondary student email), Scientific Learning Fast ForWord, and Renaissance Place.
- Outside the school day, all students with Internet access (at home or via public facilities such as our joint school/public libraries) have access to BigChalk Library and Grolier databases providing searchable full-text and illustration content from thousands of publications including current and historical encyclopedias, newspapers and magazines.
- Students with access to cable television find additional instructional support over the district's FUSD-TV Channel 17 weekday afternoons and evenings. Cable programs include the district-produced "Fontana Reads" in English and Spanish, Algebra instruction tied to adopted textbooks, and science/technology programs such as NASA Connect.
- Parent access to computers and Internet connections is provided both at the Kaiser High School/public library and at Parent Centers located at Alder Middle School and Fontana High School.

Access to Selected Programs *(program content descriptions in section 3.b)*

- **Scientific Learning Fast ForWord**
  Students have access to technology in labs and libraries before and after school as part of Scientific Learning's Fast ForWord Program, currently being offered as an intervention at 11 Elementary and 2 Middle Schools.
- **Accelerated Reader**
  Students have access to and utilize computers to participate in the Renaissance Learning Accelerated Reader Program. Currently there are 16 Elementary, 3 Middle Schools and 1 High Schools that utilize Accelerated Reader as a supplement to the core Language Arts curriculum during and outside of the regular school day.
- **Accelerated Math**
  Accelerated Math is a computer-based program that allows a student to generate daily worksheets, quizzes and assessments to develop mastery of specified California Mathematics Standards. Currently there are 10 Elementary Schools, 4 Middle Schools and 1 Continuation High School that are using Accelerated Math during the school day.
- **NCS Waterford-- Early Literacy Program**
  The Waterford Early Literacy Program is a comprehensive early reading curriculum designed to help children learn to read through the use of technology. The program contains three levels for

emergent, beginning, and fluent readers, combining to provide 225 hours of individualized reading instruction. Waterford is in use at 7 elementary schools.

- **I CAN Learn**
  I CAN Learn® is a computerized Algebra curriculum program with customized hardware designed primarily to help middle school and high school students in grades 7-10 achieve equity in higher level mathematics and thinking skills.
  I CAN Learn creates an environment to support the implementation of the national standards by arranging desks in conference room settings to enable students to engage in cooperative learning, group projects, and peer tutoring. The program guides students through lesson plans, administering real-time assessment and giving constant feedback to the student and teacher. I CAN Learn is being implemented initially at 1 Middle School and 1 High School.

Program	Level Offered	Students Served	Hours
Fast ForWord -FFWD Language -FFWD Language to Reading -FFWD Reading -FFWD MS/High School	Elementary Middle High School	At-Risk of Retention Retention Candidates English Language Learners Special Education RSP Students	School Day Before/After School
NCS Waterford – Early Literacy	Elementary	At-Risk of Retention Retention Candidates English Language Learners Special Education RSP Students	School Day Before/After School
MOUS Certification	High School	GATE ROP Students English Language Learners	School Day
CEI Reading Program	High School	At-Risk of Retention Retention Candidates English Language Learners Special Education	School Day
AVID	High School Middle School	At-Risk Students Low Socio-economic Status Students Families Under-represented in College Attendance	School Day After School Some Saturdays
Cisco Academy	High School	GATE English Language Learners Career Gender Equity Support	School Day
Riverdeep	High School	At-Risk of Retention Retention Candidates English Language Learners Special Education RSP Students	School Day
Biology Place **Chemistry Place** **Physiology Place**	High School	GATE ELL Advanced Placement Special Education	School Day
Renaissance Learning -Accelerated Reading -STAR Reading	Elementary Middle High School	GATE At-Risk of Retention Retention Candidates	School Day Intersession

-Accelerated Math -STAR Math -Accelerated Vocabulary -Early Literacy Program		English Language Learners Special Education RSP Students	
NCS Waterford	Elementary	GATE At-Risk of Retention Retention Candidates English Language Learners Special Education RSP Students	School Day
I CAN Learn	Middle High School	GATE At-Risk of Retention Retention Candidates English Language Learners Special Education RSP Students	School Day
Libraries	Elementary Middle High School	All students, staff, parents	School Day Before/After School Evening/Saturday (Kaiser HS)
Cable TV Instruction	Connected Households	All connected students, parents	After School & Evenings
District Website and online resources (including BigChalk Library and Grolier online services)	Connected Households, Any Internet Connection	All connected students, parents	24 hours

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

- **Technology Programs**

  Students have access to technology tools both during the school day and outside of the school day through formal course offerings and through special technology programs. Programs that utilize technology as an instructional tool include: Fast ForWord, CEI Reading, I CAN Learn, Riverdeep, Renaissance Learning programs, NCS Waterford—Early Literacy, SuccessMaker, DynEd Language Acquisition Programs, Kidspiration, Inspiration, and Image Blender. Technology programs designed to develop job skills and marketability includes: MOUS (Microsoft Office User Specialist) Certification and Cisco Academy.

  Fast ForWord

  The Fast ForWord Programs (Fast ForWord Language, Fast ForWord Language to Reading, Fast ForWord Middle/High School and Fast ForWord Reading) are adaptive computer assisted programs that combine the latest brain research and technology to rapidly improve oral language, reading and learning skills. Students participating in Resource Specialist Program (RSP), Special Day Class (SDC – a Special Education Program) use the Fast ForWord Family of Products during the school day. An AB1639 Intervention Program utilizes Fast ForWord as an after school intervention program for students in kindergarten through 8th grade.

  Accelerated Reader

Students take a computerized assessment on the novel that they read, the computer scores and gives immediate feedback on the performance. Teachers receive detailed reports that show student performance and growth. Parent letters outline the performance of each child can be generated and sent home to foster parent/teacher communication. The Accelerated Reader Program is used during the school day, after school as a take home component, and as an off-track intervention.

STAR Reading
The STAR Reading assessment is a computer generated cloze activity that is used in conjunction with the Accelerated Reader Program to indicate comprehension levels. The program generates reports that can be used to individualize instruction in the classroom and to communicate progress with parents.

Accelerated Math
Accelerated Math is a computer-based program that allows a student to generate daily worksheets, quizzes and assessments to develop mastery of specified California Mathematics Standards. The student completes math problems, reinforcing specific standards, and reviewing previously mastered standards. Students use a scanner to record results, after which they receive immediate feedback and generate the next assignment. The teacher monitors the progress of students by utilizing a number of reports, and generates reports to send home to communicate progress to parents. This program is used as a supplement to the core math curriculum and as an after school intervention.

- **Technology Courses**
  District high schools offer several courses utilizing technology hardware and software. Current course offerings include Computer Applications 1-4, Computer programming 1-2, Computer accounting 1-2, Desktop Publishing/Electronic Publishing, Computer Animation, Hyper Media Animation 1-2, Introduction to Computers (Pre-MOUS at A.B. Miller), Keyboarding 1-3, MOUS (Microsoft Office User Specialist), CISCO 1-4, Virtual Business, Web Programming, and Computer Repair. Technology is also used extensively in Engineering Drawing, Graphic Arts, Yearbook, Video Production, Journalism, and Photography courses.

- ***CTAP2 iAssessment Technology Use Survey***
  The district's current use of technology is summarized in the following information from the CTAP2 iAssessment Technology Use Survey conducted in June 2004. The number of teachers surveyed was 678 Elementary, 263 Middle School, 247 High School and 31 Continuation High School.

Frequency of Teachers' Use of Technology Tools in Instruction

Reading/Language Arts	Elementary	Middle	High	Alternative
Daily	27%	11%	10%	23%
2-4 days a week	25%	12%	12%	16%
Between once a week and monthly	25%	18%	12%	16%
Less than monthly	12%	11%	6%	10%
Available, but I never use it	7%	14%	14%	6%
Not available	4%	33%	47%	29%

Mathematics	Elementary	Middle	High	Alternative
Daily	14%	10%	8%	13%
2-4 days a week	25%	9%	7%	0%
Between once a week and monthly	24%	11%	9%	13%

Less than monthly	16%	9%	8%	3%
Available, but I never use it	14%	18%	16%	13%
Not available	7%	43%	53%	58%

Science	Elementary	Middle	High	Alternative
Daily	2%	8%	7%	10%
2-4 days a week	7%	11%	6%	6%
Between once a week and monthly	22%	12%	5%	13%
Less than monthly	25%	8%	3%	3%
Available, but I never use it	28%	16%	16%	13%
Not available	15%	46%	63%	55%

History/Social Science	Elementary	Middle	High	Alternative
Daily	2%	8%	4%	6%
2-4 days a week	8%	9%	8%	10%
Between once a week and monthly	21%	17%	8%	3%
Less than monthly	24%	10%	5%	13%
Available, but I never use it	29%	15%	13%	6%
Not available	17%	41%	62%	61%

Frequency of Teachers' Use of Technology Tools

Create instructional materials	Elementary	Middle	High	Alternative
Daily	16%	24%	31%	23%
2-4 days a week	27%	29%	28%	32%
Between once a week and monthly	32%	27%	20%	23%
Less than monthly	11%	13%	10%	13%
Never	13%	8%	11%	10%

Deliver classroom instruction	Elementary	Middle	High	Alternative
Daily	9%	12%	21%	13%
2-4 days a week	16%	18%	21%	16%
Between once a week and monthly	22%	23%	24%	16%
Less than monthly	21%	20%	14%	35%
Never	32%	26%	20%	19%

Manage student grades and attendance	Elementary	Middle	High	Alternative
Daily	15%	60%	70%	26%
2-4 days a week	10%	11%	11%	3%
Between once a week and monthly	14%	8%	4%	10%
Less than monthly	11%	7%	4%	23%
Never	51%	14%	11%	39%

Communicate with colleagues	Elementary	Middle	High	Alternative
Daily	18%	30%	32%	13%

2-4 days a week	14%	18%	21%	10%
Between once a week and monthly	18%	21%	14%	23%
Less than monthly	18%	14%	16%	23%
Never	32%	18%	17%	32%

Communicate with parents or students	Elementary	Middle	High	Alternative
Daily	3%	8%	9%	3%
2-4 days a week	8%	13%	9%	3%
Between once a week and monthly	18%	20%	21%	13%
Less than monthly	16%	19%	21%	29%
Never	56%	40%	40%	52%

Gather information for planning lessons	Elementary	Middle	High	Alternative
Daily	10%	20%	21%	13%
2-4 days a week	21%	22%	22%	26%
Between once a week and monthly	30%	32%	29%	26%
Less than monthly	20%	14%	13%	26%
Never	20%	13%	15%	10%

Access model lesson plans and best practices	Elementary	Middle	High	Alternative
Daily	7%	15%	14%	3%
2-4 days a week	14%	20%	15%	10%
Between once a week and monthly	27%	27%	25%	32%
Less than monthly	23%	20%	21%	32%
Never	29%	18%	26%	23%

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

- Fontana's vision is "to graduate all students prepared to succeed in a changing world." This vision statement clearly implies a need for student success using technology as a resource for continuous learning and job success.
- Fontana USD has adopted the state standards and instructional materials from the State-adopted lists in mathematics, language arts, science and social science.
- The school site's Single Plan for Student Achievement guides site decisions and resource allocations. It also assists in decision-making by enabling the district to determine how it can best serve students.
- Extensive district curriculum guides in mathematics and language arts reflect and amplify the California standards and provide detailed guidance for curriculum delivery and instructional strategies.
- All programs proposed in this plan support the district vision and the attainment of California standards for instructional achievement.
- Fontana is currently developing a set of goals to guide all district operations. Upon the adoption of these goals, an addendum for this plan will be produced to reveal how technology will serve in efforts to meet these 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.

- Technology efforts during regular class time should support delivery of the core curriculum through effective (research-based) instructional strategies using technology tools.
- The addition of eligible services through E-Rate funds and classroom computers via Enhancing Education Through Technology Formula Funding and Competitive Grant funds should greatly enhance interest and enthusiasm for utilizing technology strategies. It is important that school sites be prepared to deliver effective, easy-to-use strategies to prompt early success by teachers newly willing to apply technology strategies.

Information in parentheses indicates target dates for project benchmarks and identifies who is responsible for completion of tasks.

- Goal: Support delivery of the core curriculum during the regular school day through effective (research-based) instructional strategies using technology tools.
  - Objective: Enhance existing research projects using online data resources such as BigChalk Library, Grolier Online and video streaming resources.
    - Implementation Plan: Expand district licensing to include on-demand video streaming to the classrooms; district currently provides access to BigChalk Library and Grolier Online for all students. These resources may be accessed from any Internet-connected computer on campuses or elsewhere. (Summer, 2006, Director of Technology, Coordinator of Instructional Technology, Program Specialist – Library Services)
    - Implementation Plan: Provide staff development on effective instructional use of online reference tools, media and on-demand video to enhance instruction and engage students in learning. Training sessions will be conducted by Teacher Leader Cadre, Site Technology Coaches, Enhancing Education Through Technology Coaches, BigChalk Library Trainers, the Support Teacher – Technology, Grolier Trainers and Video On-Demand trainers (Fall 2005 – see section 4.b, Coordinator, Instructional Technology)
  - Objective: Use online resources which specifically support district-adopted textbook series to extend and reinforce instruction
    - Plan: Utilize hourly time from technology-proficient teachers to identify specific activities of merit (aligned to district curriculum guides) on textbook publisher websites including Scott Foresman Math, Holt Online and Prentice-Hall Science sites. (Fall 2005, Coordinator, Instructional Technology, teachers)
    - Plan: Provide staff development via Teacher Leader Cadre, Site Technology Coaches, Enhancing Education Through Technology Coaches, Support Teacher, Technology (Fall 2005 – see section 4.b, Coordinator, Instructional Technology, Teacher Leader Cadre, Support Teacher, Technology)
  - Objective: Use productivity software and technology-based strategies to support writing in the classroom
    - Plan: Utilize hourly time from technology-proficient teachers, to identify specific computer-based instructional strategies to support district implementation of Step Up to Writing program. (Fall 2005, Coordinator, Instructional Technology; teachers)
    - Plan: Provide staff development via Teacher Leader Cadre, Site Technology Coaches, Enhancing Education Through Technology Coaches, and the Support Teacher - Technology (Fall 2005 – see section 4.b, Coordinator, Instructional Technology, Teacher Leader Cadre, Support Teacher - Technology)
  - Objective: Use the Edusoft Program to critically analyze student state assessment results to guide instructional practices and content.
    - Plan: Pilot Edusoft program (Benchmark Module, State Assessment Module, Teacher Toolkit Module) at 4 Elementary Schools, 1 Middle School, 1 High School, and 1 Continuation School during the 2004-05 school year (Director of Technology, Director, Assessment and Evaluation Director, Elementary Education, Director, Secondary Education, Principals, Teachers)

- Plan: Expand Edusoft program (State Assessment Module) to include all Elementary, Middle, High, and Continuation schools. Each school site will have the option to purchase out of site funds the Teacher Toolkit Module. (Fall 2005 -- Principals, Teachers, Director of Technology, Director, Assessment and Evaluation, Director, Elementary Education, Director, Secondary Education)
- Plan: Provide extensive staff development opportunities to principals, support staff and teachers in order to guide the implementation of the Edusoft program at each individual school site. (Fall 2005- Principals, Director, Staff Development, Coordinator, Instructional Technology, Coordinator, Elementary Education, Coordinator, Secondary Education).

- Objective: Use the Accelerated Reader and Accelerated Math programs during the school day to supplement core language arts and math curriculum, and after school as an intervention program.
  - Plan: Continue to support and sustain the implementation of the Accelerated Reader and Accelerated Math programs at the individual school sites through the Accelerated Reader and Accelerated Math Support Structure (Fall 2005 – Coordinator, Instructional Technology)
  - Plan: Provide schools guidance on the purchase and implementation of the new version of Accelerated Reader and Math called Renaissance Place (Fall 2005 – Coordinator, Instructional Technology, Technology Department)

- Technology can and should be used to support a broad range of standards. As a particular focus, however, the district will continue to develop programs designed to support key English/Language Arts standards which support quality research-driven writing in a context of Information Literacy at grades 4-8:

Grade	Content Area	Standard #	California Standard
4	Writing	1.5	Quote or paraphrase information sources, citing them appropriately
4	Writing	1.7	Use various reference materials as an aid to writing
5	Reading	2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable
5	Reading	2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas
6	Reading	2.1	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information
6	Writing	2.3	Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered b. Support the main idea or ideas with facts, details, examples, and explanation from multiple authoritative sources (e.g. speakers, periodicals, online information searches)
7	Reading	2.2	Locate information by using a variety of consumer, workplace, and public documents
7	Reading	2.6	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping
8	Writing	1.4	Plan and conduct multiple-step information searches by using computer networks and modems
8	Writing	1.5	Achieve an effective balance between researched information and original ideas

8	Writing	2.3	Write research reports: a. define a thesis b. record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. use a variety of primary and secondary sources and distinguish the nature and value of each d. Organize and display information on charts, maps and graphs

- Fontana USD's district cable TV channel provides a further resource for support the district's standards-based curriculum. The channel provides programming which enhances the core curriculum, such as Prentice Hall Algebra videotapes which directly echo classroom instruction (scheduled to correspond to major review periods and exams), as well as support programming including news magazines in Spanish, French and German to support foreign language students. Science and mathematics are pursued in an entertaining and enlightening way on NASA Connect, and students enjoy great story books (in English and Spanish) on our locally produced Fontana Reads.

    - Goal: Expand support for delivery of the core curriculum during and after the regular school day through additional cable TV programming on the district's Channel 17
        - Objective: Develop video field trips for cablecast to elementary schools during appropriate class time
            - Plan: Meet with elementary curriculum staff to identify content well-suited to video presentation (example: 3rd grade Social Studies explores community structures and helpers; we could visit the local police and fire departments, trash haulers, post office, etc. (Fall, 2005, Director of Technology, Supervisor - Video/Media Information Services; elementary curriculum staff)
            - Plan: Videotape and edit video field trips (Winter, 2005-06, Supervisor, Video Information Services)
            - Plan: Schedule and cablecast video field trips to district schools (Spring, 2006, Supervisor, Video Information Services)

e. List of clear goals and a specific implementation plan as to how and when students will acquire technology skills needed to succeed in the classroom and the workplace.

- High School students are served in many ways through High School technology-specific courses (see section 3.b). There is a strong emphasis on online research throughout their program, with access to many paid databases (such as those provided through BigChalk Library, and Grolier Online) provided through district technology funding. The High Schools are enhancing their programs with student email, using iMail, the same package used by district staff, on a separate email server purchased through district technology funds. The district also provides space on the district web server to host mirrored or downloaded instructional sites (such as Mr. Calculus) which would otherwise not be accessible due to their being hosted on non-CIPA (Child Internet Protection Act) compliant open servers such as Geocities. Students will also utilize a variety of relevant websites identified by campus teachers and through resources such as the California Learning Resource Network's (CLRN) sites identified to support academic content standards.

- This plan's primary strategy for developing students' technology and information literacy skills focuses on serving students in the critical foundational grades of 4-8. In addition to the strategies and staff development identified in section 3.d, an after-school program will be developed to provide technology skills in greater depth than may be accomplished during the regular school day.

- K-3 students are introduced to educational technologies primarily in their classrooms and libraries, utilizing the instructional strategies outlined in section 3.d and staff development outlined in section 4.b.; these strategies include computer support for Step Up to Writing, utilization of textbook-connected websites such as the KnowZone, and cable TV field trips.

- Goal: Students will meet or exceed National Educational Technology Standards (NETS)
    - Objective: Develop a Technology Integration Plan to incorporate the ISTE NETS into the instructional day to support student learning.
    - Plan: Meet with stake holders to develop a strategy for incorporation of NETS into daily curriculum and activities (Spring 2006 – Director of Technology, Coordinator of Instructional Technology, Elementary Department and Secondary Department, District Technology Committee)
    - Plan: Implement the strategies identified by planning meetings (Spring 2006 – Director of Technology, Coordinator of Instructional Technology, Elementary Department and Secondary Department, District Technology Committee)
    - Plan: Provide staff development on Technology Integration Plan (Fall 2006 - Director of Technology, Coordinator of Instructional Technology, Elementary Department and Secondary Department, Support Teacher – Technology, Teacher Leader Cadre, Technology Coaches)

- The ISTE NETS (National Educational Technology Standards) are the technology standards adopted by the district for Pre-Kindergarten through 12th grade students.

NETS for Students
Profiles for Technology Literate Students

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

The Profiles for Technology Literate Students provide performance indicators describing the technology competence students should exhibit upon completion of the following grade ranges:

- Grades PreK - 2
- Grades 3 - 5
- Grades 6 - 8
- Grades 9 - 12

These profiles are indicators of achievement at certain stages in PreK-12 education. They assume that technology skills are developed by coordinated activities that support learning throughout a student's education. These skills are to be introduced, reinforced, and finally mastered, and thus, integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and a productive citizenry. The standards and performance indicators are based on input and feedback from educational technology experts as well as parents, teachers, and curriculum experts. In addition, they reflect information collected from professional literature and local, state, and national documents.

Grades PreK-2

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 2, students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)

2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)

3. Communicate about technology using developmentally appropriate and accurate terminology. (1)

4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)

5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)

6. Demonstrate positive social and ethical behaviors when using technology. (2)

7. Practice responsible use of technology systems and software. (2)

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Grades 3-5

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 5, students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)

4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

6. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)

9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)

10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

GRADES 6-8

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 8, students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)

2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)

3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)

4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)

5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)

6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)

7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)

8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)

9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)

10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

GRADES 9-12

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 12, students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)

2. Make informed choices among technology systems, resources, and services. (1, 2)

3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)

4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)

5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)

6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)

7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)

8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)

9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)

10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

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

- The Fontana USD serves over 42,000 students in a suburban/rural area on either side of the I-10 freeway in Southern California's San Bernardino County. It is one of the state's 20 largest school districts, growing by about 1000 students per year. Fontana provides a free or reduced-price lunch to 78% of its students. The ethnic distribution of students is 78.6% Latino, 9.8% White-not Hispanic, 8.6% African-American, and 3% other groups. For 38% of Fontana's students, English is the second language. Operating as its own Special Education Local Plan Area (SELPA), the district serves many students who must overcome severe physical challenges. Adaptive technologies such as large roller ball mice, magnified computer monitors and text-to-speech software are used to support several students.

- Fontana Unified School District has committed itself to providing equitable resources for each child's success, and to conclusively proving that teachers using sound instructional practices to deliver a consistent, standards-based curriculum can overcome socio-economic barriers and lead all students to successful achievement. Special Intervention programs (through AB1639 funding) provide additional support at noted in section 3.d, and the district focuses many efforts to provide extra support for ELL, GATE, Special Education, and other special populations. **All technology initiatives specified in this plan are intended to support all district student populations.**

- Other programs provide additional support for district parents, as well as access to technology resources. Three notable efforts are the district's joint school/public libraries at Kaiser and Summit High Schools and the district's Parent Center housed at Alder Middle School. Each provides Internet-

connected computers and resources to help parents help their children learn. The district has joined the San Bernardino County Library System in jointly funding operations at Kaiser and Summit High School's libraries.

- Fast ForWord is a computer based training program that rapidly develops the oral language, thinking and listening skills that are necessary for reading. After 25 years of research in neuroscience, scientists from the University of California San Francisco and Rutgers University developed a revolutionary training program that improves language skills critical for learning to read or becoming a better reader. Fontana USD has implemented a highly structured use of this software as an intervention at 11 Elementary and 2 Middle Schools. This program has demonstrated success in helping students improve their auditory processing skills – sometimes leading to remarkable growth in just a few months as students are able to effectively hear their instructor's speech clearly for the first time in their lives. Further success is seen in Fast ForWord helping several students learn to stay focused and on task in their routine classroom activities. Special Education teachers report "miracles" of over 2 years academic progress in a matter of a few months.

Information in parentheses indicates target dates for project benchmarks and identifies who is responsible for completion of tasks.

Goal Statement	Provide students identified as Far Below Basic, Below Basic and Basic, English Language Learners, Special Education and/or student retained in the current school year, a computer-based program to offer remediation for language processing disorders, processing deficiencies and the obtainment of skills needed to be a proficient reader.
Objective	▪ Expand effectiveness of Fast ForWord program and quality of student achievement data ▪ Minimize the number of implementation models ▪ Identify most effective implementation model through student data collection and research ▪ Modify program to reflect research findings
Benefits Expected	Create a more effective intervention program to serve a specific population of students. Expand the program to service more students in various learning environments.
Implementation Activities	**2005-06** ▪ Train Fast ForWord Coordinators and Teacher/Monitors to utilize Student Assessment Data Input System, Fast ForWord Software and new assessment tools (Summer 2005, Scientific Learning, Coordinator, Instructional Technology) ▪ Use the Teacher Leader Cadre (see Professional Development section 4.b) to train classroom teachers to utilize Fast ForWord Reading in the classroom (Winter 2005, Director, Staff Development, Coordinator, Instructional Technology, Cadre Members) ▪ Train Special Services Teachers to utilize Fast ForWord Products to remediate students with Individual Learning Plans (I.E.P) as a pull-out program (Winter 2005, Director, Special Services, Coordinator, Instructional Technology, Special Services Teachers) ▪ Plan, Develop and Design Fast ForWord Parent/Teacher Information Video (Fall 2005, Supervisor - Video/Media Information Services, Coordinator, Instructional Technology,

	Fast ForWord Coordinators) ▪ Conduct Research Study to determine effectiveness of each implementation (Spring 2006, Director, Assessment and Evaluation, Coordinator, Instructional Technology) ▪ Create and conduct Fast ForWord Program Assessment Survey for Fast ForWord Coordinators and Tutor/Monitors (Spring, 2006) **2006-2007** ▪ Modify program implementation according to Implementation and student assessment results (Summer 2006, Coordinator, Instructional Technology) ▪ Modify program assessment tools according to feedback received by Fast ForWord Coordinators (Summer 2006, Coordinator, Instructional Technology, Director, Assessment and Evaluation, Fast ForWord Coordinators) ▪ Continue to train classroom teachers to incorporate Fast ForWord Reading into the school day (Fall 2006, Teacher Leader Cadre Member, Staff Development Department, Coordinator, Instructional Technology) ▪ Conduct Research Study to reevaluate effectiveness of each implementation (Spring 2007, Assistant Director, Accountability, Coordinator, Instructional Technology) ▪ Conduct Fast ForWord Program Assessment Survey for Fast ForWord Coordinators and Tutor/Monitors (Spring, 2007) **2007-2008** ▪ Modify program implementation according to Implementation and student assessment results (Summer 2007, Coordinator, Instructional Technology) ▪ Modify program assessment tools according to feedback received by Fast ForWord Coordinators (Summer 2007, Coordinator, Instructional Technology, Director, Assessment and Evaluation, Fast ForWord Coordinators) ▪ Continue to train classroom teachers to incorporate Fast ForWord Reading into the school day (Fall 2007, Teacher Leader Cadre Member, Staff Development Department, Coordinator, Instructional Technology) ▪ Conduct Research Study to reevaluate effectiveness of each implementation (Spring 2008, Assistant Director, Accountability, Coordinator, Instructional Technology) ▪ Conduct Fast ForWord Program Assessment Survey for Fast ForWord Coordinators and Tutor/Monitors (Spring, 2008) ▪
Resource & Budget Needs	**2005-2006** ▪ Fast ForWord Coordinator Salaries, AB 1639 Intervention Budget ▪ Assessment Supplies, AB 1639 Intervention Budget ▪ Perfect Attendance Incentive Program, AB 1639 Intervention Budget ▪ Fast ForWord Coordinator/Tutor Monitor Training and Quarterly meetings, EETT, Title II, Part D (Formula) ▪ Scientific Learning Software License and Tech Support

	Expenses, Title 5 (site funds) and EETT, Title II, Part D (Formula) **2006-2007** ▪ Fast ForWord Coordinator Salaries, AB 1639 Intervention Budget ▪ Assessment Supplies, AB 1639 Intervention Budget ▪ Perfect Attendance Incentive Program, AB 1639 Intervention Budget ▪ Fast ForWord Coordinator/Tutor Monitor Training and Quarterly meetings, EETT, Title II, Part D (Formula) ▪ Scientific Learning Software License and Tech Support Expenses, Title 5 (site funs) and EETT, Title II, Part D (formula) **2007-2008** ▪ Fast ForWord Coordinator Salaries, AB 1639 Intervention Budget ▪ Assessment Supplies, AB 1639 Intervention Budget ▪ Perfect Attendance Incentive Program, AB 1639 Intervention Budget ▪ Fast ForWord Coordinator/Tutor Monitor Training and Quarterly meetings, EETT, Title II, Part D (Formula) ▪ Scientific Learning Software License and Tech Support Expenses, Title 5 (site funs) and EETT, Title II, Part D (formula)
Monitoring and Evaluation Activities	▪ Fast ForWord Student Assessment ▪ Research Study ▪ Observation ▪ Fast ForWord Program Assessment Survey
Responsibility for Implementation	▪ Site Administrators ▪ Director of Technology ▪ Coordinator, Instructional Technology ▪ Fast ForWord Coordinators & Tutor/Monitors

- Fontana's district cable TV channel, Channel 17, provides an excellent vehicle for enhancing student and parent access to the district's curriculum. Algebra videotapes from Prentice Hall use direct instruction tied closely to the textbooks to reinforce key concepts. Algebra programs are aired in a sequence reflecting district curriculum guides and review and testing schedules for district middle schools and high schools. Fontana Reads, produced by the district in English and Spanish, presents story books read aloud by district library specialists and teachers to promote a love of literature and develop language skills. Acquired programming from several sources, including NASA, the US Department of Education, and non-profit educational programmers provide enrichment viewing for science, math, and foreign language instruction. Additional goals for Channel 17 are noted in section 3.d.
  - Goal: Expand district's cable TV services to students and parents.
    - Objective: Provide digital television services, including on-demand video, to enhance and reinforce classroom instruction outside of the normal school day.
      - Plan: Begin acquisition of service through Adelphia Cablevision and the City of Fontana (Fall, 2006, Director of Technology, Supervisor, Video Information Services)
      - Plan: Complete equipment investigations and establish standards for necessary purchases (Winter 2006-7, Supervisor, Video Information Services)

        - Plan: Purchase and install digital broadcasting equipment (Spring, 2006, Supervisor, Video Information Services; Director of Technology)
        - Plan: Provide additional on-demand programming on local digital cablevision (Summer, 2007, Supervisor, Video Information Services)

    - Objective: Expand student involvement in program creation for Channel 17
        - Plan: Meet with high school video instruction teachers to establish program goals for student production for the following school year (Winter 2005-06, Supervisor - Video/Media Information Services; teachers)

- Fontana's district website provides further access to resources for students. It serves as the entry portal for district database subscriptions and teacher resources, and hosts links to existing teacher homework pages and outside websites providing instructional support relevant to the district's curriculum. Moving beyond the traditional school day, as high speed Internet access moves (over the next several years) from being a luxury to being a common commodity in the Fontana community, the district website can provide reinforcement instruction in a variety of formats to increase student and parent access to the curriculum.
    - Goal: Develop and provide an archive of key standards instruction available on the district website to students and parents via streaming media.

        - Objective: Develop archive of instructional video clips for streaming
            - Plan: Identify acceptable sources of video clips for reinforcement lessons on video (Winter 2005-06, Supervisor, Video/Media Information Services; Director of Technology; Educational Services curriculum staff, Coordinator of Instructional Technology)
            - Plan: Acquire and post acceptable content on FUSD's website. (Supervisor, Video/Media Information Services; Internet Content Manager; Director of Technology)
            - Plan: Repeat cycle of lesson identification, recording and web-posting in 2006-2007 and 2007-2008 school years to expand available lessons. (Supervisor, Video/Media Information Services; Internet Content Manager; Educational Services curriculum staff; teachers)

    - Goal: Provide district website resources allowing teachers and other district staff to communicate with students and families more effectively

        - Objective: Develop an automated template system for generating school site, teacher/classroom, program and department websites, allowing teachers and other district staff to communicate with students and families more effectively.
            - Plan: Internet Content Manager will coordinate with school sites to provide information about school programs, contact information, and school news.
            - Plan: The district will implement and support communication technologies to facilitate parent communication. This will include digital television technologies, telephone communications tools such as Ed Connect, …
            - Plan: Implement the Web-O-Matic website generation tool. This tool will allow teachers to create a class website without having to deal with design issues (Fall 2005, Technology Department)
            - Plan: Introduce new capabilities to district staff and develop staff development training for Tech. Coaches, other teachers and clerical staff (Spring 2006, Director of Technology, Coordinator of Internet Information Services, Coordinator of Instructional Technology)

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.

Information in parentheses indicates target dates for project benchmarks and identifies who is responsible for completion of tasks

- Goal: Develop and implement systems that enable data-driven decision making in order to raise student achievement.
  - Objective: Use the Edusoft Program to critically analyze student state assessment results to guide instructional practices and content.
    - Plan: Pilot Edusoft program (Benchmark Module, State Assessment Module, Teacher Toolkit Module) at 4 Elementary Schools, 1 Middle School, 1 High School, and 1 Continuation School during the 2004-05 school year (Director of Technology, Director, Assessment and Evaluation Director, Elementary Education, Director, Secondary Education, Principals, Teachers)
    - Plan: Expand Edusoft program (State Assessment Module) to include all Elementary, Middle, High, and Continuation schools. Each school site will have the option to purchase out of site funds the Teacher Toolkit Module. (Fall 2005 -- Principals, Teachers, Director of Technology, Director, Assessment and Evaluation, Director, Elementary Education, Director, Secondary Education)
    - Plan: Provide extensive staff development opportunities to principals, support staff and teacher in order to guide the implementation of the Edusoft program at each individual school site. (Fall 2005- Principals, Director, Staff Development, Coordinator, Instructional Technology, Coordinator, Elementary Education, Coordinator, Secondary Education).

- Goal: Make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs
  - Objective: Expand the use of relational databases
    - Plan: Complete training of appropriate staff on SQL database integration. (Fall 2005, Technology Department, Coordinator – Application Software Support Services)
    - Plan: Identify redundant databases and consolidate into integrated databases. (Spring 2006, Technology Department, Coordinator – Application Software Support Services)

  - Objective: Expand teacher access to SASI Classroom to improve attendance through parent involvement and the use of the InTouch Parent Communication Tool
    - Plan: Offer SASI Classroom at the Middle Schools (Fall 2006, Technology Department)
    - Plan: Provide staff development to the middle school teachers on the use of SASI ClassroomXP for taking daily attendance. (Fall 2006, Technology Department, Director of Technology)
    - Plan: Implement InTouch Online teacher/parent communication tool at the Middle Schools. (Fall 2005)

The SASI ClassroomXP module was implemented at the high school level in the fall of 2000. This application gives our teachers the ability to access student information at the classroom level, and allows teachers to record and maintain attendance information real-time in the classroom.
InTouch Online is a web client tool allowing parents and teachers access to student information in any location with internet access.

  - Objective: Provide an automated report card and grade book system for the elementary schools to provide a solution for student record keeping and efficient method for reporting grades to parents and students.

- Plan: Investigate solutions for an automated report card/grade book program for the elementary schools (2004-05, Elementary Education Department, Technology Department)
- Plan: Pilot selected report card/grade book program at 2 elementary schools (2005-06 school year, Elementary Education Department, Technology Department)
- Plan: Create a Report Card Comments committee. This committee would be given the task of wording comments that would be available for teachers to incorporate onto the report cards (Fall, 2005 – Teachers, Coordinator, Elementary Education, Coordinator, Instructional Technology)
- Plan: Assuming that the pilot was a success, implement the report card/ grade book program at all elementary schools (2006-07 school year, Elementary Education Department, Technology Department)
- Plan: Standardize the grades associated with report card marks (Fall 2007 – Elementary Education Department, Coordinator, Instructional Technology)
- Plan: Provide ongoing staff development to principals, teachers, and support personnel on the use of the report card/grade book program (Fall 2005 -- Coordinator, Instructional Technology, Coordinator, Elementary Education, Staff Development Office, Teacher Leader Cadre, Technology Coaches).

- Objective: increase teacher and administrator use of district Educational Accountability website

  Located at http://www.fusd.net/home/EdAccnt/, the district's Educational Accountability website provides teachers and administrators regularly updated access (usually within one day of new data becoming available) to all state and district assessment results (including CST, CAT-6 and API information, High School Exit Exam, CELDT testing, Physical Fitness testing, etc.) and provides links to helpful information such as state testing schedules, California curriculum frameworks, and Dataquest.

  - Plan: Identify data and reports to post on the website. (Fall, 2005, Director of Assessment and Evaluation, Director of Technology, Internet Content Manager)
  - Plan: Generate new systems and reports and post to the website. (Spring, 2006, Director of Assessment and Evaluation, Director of Technology, Internet Content Manager)
  - Plan: Promote offerings of website to teachers through district newsletters, flyers and promotion on FUSD's main website. (Summer, 2006, Director of Assessment and Evaluation, Director of Technology, Internet Content Manager)
- Objective: Utilize student achievement data to enhance program effectiveness (also see sections 3.j and 7)

  - Plan: Through the district's grant review and program review processes, we will broaden incorporation of Multiple Measures Matrix student achievement data as we make decisions regarding program modification, enhancement, and or elimination. (Ongoing; Educational Services grant review and program review teams; Coordinator, Instructional Technology)

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

Information in parentheses indicates target dates for project benchmarks and identifies who is responsible for completion of tasks.

- Goal: Increase parent access to teachers and administrators through the utilization of technology.
    - Objective: increase parent awareness of student performance and attendance
        - Plan: Implement the InTouch parent communication tool at all Middle Schools using Enhancing Education Through Technology Competitive Funding. This online tool allows parents the ability to monitor student attendance, daily assignments, and daily grades (Fall 2005—Director of Technology; Coordinator, Instructional Technology; EETT Coaches; Principals; Teachers)
        - Plan: Train clerical staff at each Middle School on the InTouch Parent Registration Process (Fall 2005— Director of Technology, Coordinator of Instructional Technology, Technology Department Staff)
        - Plan: Pilot the EasyGrade Pro module with the InTouch system with EETT Participating Teachers at each Middle School ((Fall 2005— Director of Technology, Coordinator of Instructional Technology, Technology Department Staff, EETT Participating Teachers)
        - Plan: Train teachers participating in the pilot program on the use of EasyGrade Pro with the InTouch Parent Communication tool ((Fall 2005— Director of Technology, Coordinator of Instructional Technology, EETT Coaches)
        - Plan: Train parents on the use of the InTouch Parent Communication Tool ((Fall 2005— Director of Technology, Coordinator of Instructional Technology, Community Liason)
        - Plan: Expand EasyGrade Pro module to other interested Middle School teachers ((Fall 2005— Director of Technology, Coordinator of Instructional Technology, Middle School Teachers, Middle School Administration)
        - Plan: Communicate the InTouch Parent Communication Tool to parents and the community through the District Website, flyers handed out at Open House, and Community Newletters (Ongoing -- Director of Technology, Coordinator of Instructional Technology, Middle Schools, Parent Education Center)
    - Objective: Increase parent and student availability to class information (daily assignments, class expectations, student work gallery, expected outcomes, important dates, syllabi and teacher/administrator email communication capabilities...etc).
        - Plan: Introduce the Web-O-Matic Website Creation System to Enhancing Education Through Technology Participating Teacher (Spring 2005—Coordinator of Instructional Technology, EETT Site Coaches)
        - Plan: Introduce/Train the Web-O-Matic Website Creation System to site Technology Coaches and disseminate information through the train-the-trainer model to school sites (Fall 2005—Coordinator of Instructional Technology, Site Technology Coaches, Teacher Leader Cadre)
        - Plan: Continue to develop various Web-O-Matic templates for teachers to choose from (Spring 2006 – Director of Technology, Coordinator of Instructional Technology, Supervisor of Internet Services)
    - Objective: Increase parent use of e-mail to communicate with teachers and administrators
        - Plan: communicate availability of e-mail to all teachers and administrators via school and district publications, district and school websites, district cable TV channel and parent gatherings such as back-to-school nights (Winter 2005-06: Director of Technology; Supervisor, Video Services)
    - Objective: Increase parent use of district website to learn about school programs and services

Fontana's district website provides further access to resources for students. It serves as the entry portal for district database subscriptions and teacher resources, and hosts links to existing teacher homework pages and outside websites providing instructional support relevant to the district's curriculum. Moving beyond the traditional school day, as high speed Internet access moves (over the next several years) from being a luxury to being a common commodity in the Fontana community, the district website can provide reinforcement instruction in a variety of formats to increase student and parent access to the curriculum.

- Plan: communicate availability of district website via school and district publications, district cable TV channel, and parent gatherings such as back-to-school nights. For example, include in school newsletters and on various letterhead. (Winter 2005-6, Director of Technology)
- Plan: Enhance district and school websites with templates for automatic creation of teacher, school and departmental pages, incorporating graphics and photos as appropriate to increase interest; also incorporating school and classroom calendars, student work samples, and school and classroom news (Winter 2005-6, Coordinator, Internet Information Services) [note: more detail may be found in section 3.f)
- Plan: Promote district website at community locations such as Kaiser school/public library and Fontana Public Library via posters and bookmarks (Winter 2005-06, Director of Technology)

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

Note: benchmarks and timelines appear in parentheses throughout implementation plan sections 3.d-f, along with parties responsible for implementation and monitoring.

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.

- Student achievement will be partially measured against grade level benchmarks in district created tests in Mathematics, Reading, Language Arts, and Writing, which are aligned with state standards, state frameworks and district curriculum. Each trimester (elementary) or quarter (high school), the school will receive an item-by-item report matched to each standard response. The STAR Program will provide detailed standardized achievement results through the CAT-6 test and student standing in relation to the California Standards Test in English Language Arts and Mathematics. This data will be disaggregated to provide specific results for student groups that include GATE, RSP, English Language Learners, Economically Disadvantaged and ethnic groups. The district benchmark tests will be given 2 to 4 times depending on subject and grade level before the CAT-6. In addition, students for whom English is a second language will take the CELDT. This exam will quantify a student's English Language Development.
- The Director of Technology is responsible for monitoring progress in accomplishing the Educational Technology Plan's goals and objectives, and for assuring that the specified strategies and methodologies in the plan are applied. Major support will be provided by the Coordinator, Instructional Technology, who is responsible for centralized district educational technology programs, and by the Coordinator, Network Support Services, who is responsible for administering the district's networks, hardware, and by the Coordinator, Application Support Services, who is responsible for district-wide software applications such as SASI.
- Individuals responsible for specific aspects of plan strategies are identified in this plan's benchmark sections.
- Resources for monitoring district hardware and software include LANDesk, which provides district-level remote access to all networked PC's in the district for configuration, software installation, troubleshooting, and user assistance.

- Each site principal will be conducting walk-through's to monitor that teachers are implementing technology integration best practice into their instruction.
- The Enhancing Education Through Technology Competitive Grant participants will be monitored by the site administrator to determine if the equipment and training provided are guiding the use of technology to enhance student learning in the classroom.

4. PROFESSIONAL DEVELOPMENT COMPONENT

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

- **CTAP2 iAssessment Technology Use Survey**
  The teacher's current need for professional development is summarized in the following information from the CTAP2 iAssessment Technology Use Survey conducted in June 2004. The number of teachers surveyed was 678 Elementary, 263 Middle School, 247 High School and 31 Continuation High School.

Professional Development Needs of Teachers

How well prepared teachers feel they are to use computers and/or the Internet for classroom instruction.	Elementary	Middle	High	Alternative
Not at all prepared	9%	6%	8%	6%
Somewhat prepared	56%	52%	42%	55%
Well prepared	27%	28%	32%	29%
Very well prepared	8%	14%	18%	10%

Number of hours of formal technology-based professional development completed by teachers during last 3 years	Elementary	Middle	High	Alternative
0	24%	13%	8%	6%
1-8 hours	40%	39%	48%	26%
9-20 hours	14%	16%	19%	39%
21-40 hours	11%	11%	7%	10%
More than 40 hours	12%	21%	18%	19%

Teachers' needs and preferences regarding technology training content	Elementary	Middle	High	Alternative
Basic computer/technology skills	29%	24%	27%	37%
Integrating technology into the curriculum	61%	61%	56%	53%
Neither	10%	16%	16%	11%

Teachers' preferences regarding technology training format	Elementary	Middle	High	Alternative
One-on-one informal	18%	21%	20%	23%
Small group	64%	53%	57%	55%
Online web-based	18%	26%	23%	23%

Teachers' preferences regarding when technology training is available	Elementary	Middle	High	Alternative

During the school day	28%	29%	43%	33%
After school	34%	37%	28%	45%
In the evening	6%	4%	3%	5%
On the weekend	9%	9%	6%	5%
During the summer/off-track	23%	21%	20%	12%

Administrators:

Administrators taking a self-assessment of frequency of technology use for the 2002 California School Technology Survey reported the following:

Typical Frequency of Technology Use by Administrators at 35 Schools
Elementary, Middle and High Schools

	75-100% of Administrators	50% to less than 75% of Administrators	25% to less than 50% of Administrators	More than 0 but less than 25% of Administrators	None
Administrators who use technology as a tool in management	69%	12%	2%	7%	10%
Administrators who use technology to analyze student data	79%	17%	2%	2%	0%
Administrators who use technology to assist with strategies	61%	15%	15%	9%	0%
Administrators who use technology to monitor staff development	45%	26%	10%	12%	7%
Administrator who use technology to communicate with parents	12%	26%	12%	14%	36%
Administrator who use technology to communicate with the district office	86%	12%	2%	0%	0%

- While many forms of technology staff development have been offered in the district (with varying attendance), a large number of teachers and a few administrators still use technology hesitantly, and

many prefer to avoid it if possible. Teachers seem to fall into four rough categories in terms of technology use in the classroom:

- Early Adopters enthusiastically embraced the Apple II and built their own machines from Radio Shack parts. Now they're wiring their own networks, producing videos, convincing their Site Councils to buy Accelerated Reader, and teaching their kids how to create their own websites.
- The Converts were caught up in the enthusiasm and example of the Early Adopters, and now they're keeping their electronic grade books updated, doing research on the Internet to support their instruction, and making sure that their kids are getting quality time on their school's computers instead of just drilling or playing games unrelated to the curriculum and standards.
- The New Kids have been sending Internet instant messages and burning their own CD's since they were in high school, and they arrive on our campuses with technology already a routine part of their lives that they naturally extend to their classrooms.

Most of our previous staff development efforts have been targeted to reach Everybody Else – and realistically, 21 years after the Macintosh was introduced, how many more Converts can be created through isolated efforts to create excitement about technology?

District educational technology staff developments should fall into one of three categories:

- Preparing technology-savvy teachers to utilize new instructional resources or technology-supported curriculum
- Preparing all teachers to support delivery of the core curriculum, during regular class time, with effective (research-based) instructional strategies implemented using technology tools. Focus should be placed on enhancing existing research projects with online resources (such as BigChalk Library, or Grolier) and on utilizing software and other technology tools that specifically support and extend district-adopted regular textbook series (such as the KnowZone website that extends our new Scott Foresman Math textbooks). It will be critical to focus attention on areas where K-8 teachers can achieve immediate success using their E-Rate provided Internet connections.
- Preparing school administrators to confidently demonstrate the basic technology-enhanced instructional strategies described above and to recognize their effective use during classroom walk-throughs.

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.

Trainings Provided by Enhancing Education Through Technology (EETT) Coaches

The EETT Coaches is a group of middle school teachers who are trained on effective professional development and coaching strategies. Each EETT Coach is responsible for providing support to the EETT Participating Teachers at their middle school in meeting the EETT Grant benchmarks and individual growth goals. The EETT Competitive Grant program will continue during the 2005-06 and 2006-07 school years pending Federal Title II, Part D funding.

Goal Statement	The Enhancing Education Through Technology Coaches will provide support to the EETT Participating Teachers at the middle schools.

Objectives	▪ EETT Participating Teachers select appropriate technology that supports state academic content standards ▪ EETT Participating Teachers implement effective classroom management techniques using technology in a variety of educational settings ▪ EETT Participating Teachers employ a variety of technology-based instructional strategies to enhance learning (e.g., direct, cooperative, individual, etc.) ▪ EETT Participating Teachers support varying learning styles and modalities by integrating a variety of technological resources in lesson design for all students
Benefits Expected	▪ Technology-integrated lessons are clearly aligned with state academic content standards ▪ Evidence of lessons that provide for equal access to technological resources for all students in a variety of location ▪ Technology-integrated lessons use technology appropriately
Implementation Activities	**2005-2006** ▪ Meet with EETT Participating Teachers to write their program goals on the EETT Individual Growth Plan ▪ Meet with EETT Team to collaborate and disseminate information ▪ Conduct classroom coaching visitations to guide research-based technology integration strategies ▪ Provide training sessions on focused areas to enhance instruction and encourage technology integration into instructional practices **2006-2007** ▪ Implement a follow-up program (pending follow-up Title II, Part D Competitive Grant funding)
Resource & Budget Needs **Refer to Section 6 for specific budget information.**	**2005-2007** ▪ Enhancing Education Through Technology Competitive Grant Funding, Title II, Part D ▪ Enhancing Education Through Technology Formula Grant Funding, Title II, Part D
Monitoring and Evaluation Activities	▪ Coaching Visitations ▪ EETT Individual Growth Plan ▪ Observations ▪ Principal Walk-Throughs
Responsibility for Implementation	▪ Director of Technology ▪ Coordinator, Instructional Technology ▪ EETT Coaches ▪ Site Adminstrator

Trainings Provided by Technology Coaches

Site Technology Coaches are a group of elementary, middle and Language Acquisition Center teachers who are assigned additional hours to assist with the coaching and support of technology initiatives on their school site. The Site Tech. Coach is responsible for conducting basic troubleshooting, site-specific technology programs (i.e. Easy Grade Pro, Renaissance Learning Products, River Deep), and online

reference database training, plus mini coaching sessions with classroom teachers as opportunities and interest arise.

Information in parentheses indicates target dates for project benchmarks and identifies who is responsible for completion of tasks.

Goal Statement	Classroom teachers will complete professional development/coaching sessions having knowledge of basic troubleshooting techniques.
Objectives	▪ Restarts a frozen computer ▪ Identifies directly connected or networked printer problems ▪ Troubleshoots basic hardware, software, and printing problems before accessing the appropriate level of support ▪ Checks cables for proper attachment ▪ Solves simple printer problems with directly connected printers ▪ Troubleshoots common hardware, software, and printing and network problems before accessing the appropriate level of support
Benefits Expected	The classroom teacher and site personnel can act as the first level of troubleshooting before escalating the problem to the District technician.
Implementation Activities	**2005-2006** ▪ Train Site Technology Coaches on Basic Troubleshooting Techniques (Fall 2005, District Technicians) ▪ Develop training materials to share at the school sites (Fall 2005, Instructional Tech. Dept) ▪ Create troubleshooting flow chart; make posters for schools (Fall 2005, Instructional Tech. Dept.) ▪ Site Technology Coaches provide mini Troubleshooting classes (Winter, Spring, Summer 2005-06, Site Tech Coaches) **2006-2007** ▪ Provide mini Troubleshooting classes (2006-07 Year, Site Tech Coach) ▪ Additional materials are collected to keep current (2006-07 Year, Instructional Tech. Dept., Site Tech Coach) **2007-2008** ▪ Provide mini Troubleshooting classes (2007-08 Year, Site Tech Coach) ▪ Additional materials are collected to keep current (2007-08 Year, Instructional Tech. Dept., Site Tech Coach)
Resource & Budget Needs **Refer to Section 6 for specific budget**	**2005-2006** ▪ Technology Budget, elementary, middle and Language Acquisition Center Site Technology Coach Hours ▪ Title II, Part D Formula, 1 Poster for each site

information.	**2006-2007** ▪ Technology Budget, elementary, middle and Language Acquisition Center Site Technology Coach Hours **2007-2008** ▪ Technology Budget, elementary, middle and Language Acquisition Center Site Technology Coach Hours
Monitoring and Evaluation Activities	▪ CTAP2 iAssessment Technology Profile Assessment ▪ Site Technology Coach logs
Responsibility for Implementation	▪ Coordinator, Instructional Technology ▪ Site Administration ▪ Site Technology Coach

Goal Statement	The site Technology Coach will help with the development and delivery of professional development/coaching sessions for site-specific software programs (i.e. Easy Grade Pro, Renaissance Learning Products, River Deep, Waterford, Success Maker).
Objectives	▪ Applies best practices and research findings on the use of technology in managing resources for specific student populations ▪ Analyzes the needs of students and organizes appropriate and available technological resources for curricular applications ▪ Establishes technology procedures and routines that engage all students in a variety of learning environments
Benefits Expected	Lesson activities use appropriate technology tools and resources at site, community and home. Lesson activities use appropriate technology resources based upon specific student needs (e.g. simulation, video-based instruction, drill and practice). Lesson plans indicate activities to maximize student learning by matching the most appropriate technology resources to instructional and learner needs.
Implementation Activities	**2005-2006** ▪ Site administrator and Tech Coach plan unified technology goals for site-specific technology initiative ▪ Site administrator and Tech Coach work with staff to identify vision for technology in the classroom ▪ Tech Coach designs professional development and coaching opportunities to support initiative ▪ Site administrator and Tech Coach evaluate the implementation and effectiveness of technology initiative and plan further support needs **2006-2007** ▪ Monitor and adjust professional development/coaching technology focus to align with needs of staff ▪ Reevaluate goals and redirect focus **2007-2008** ▪ Monitor and adjust professional development/coaching technology focus to align with needs of staff ▪ Reevaluate goals and redirect focus

Resource & Budget Needs **Refer to Section 6 for specific budget information.**	**2005-2006** ▪ Technology Budget, elementary, middle and Language Acquisition Center Site Technology Coach Hours ▪ Site Funds, needed technology tools (hardware and software) ▪ Time for coaching and professional development **2006-2007** ▪ Technology Budget, elementary, middle and Language Acquisition Center Site Technology Coach Hours ▪ Site Funds, needed technology tools (hardware and software) ▪ Time for coaching and professional development **2007-2008** ▪ Technology Budget, elementary, middle and Language Acquisition Center Site Technology Coach Hours ▪ Site Funds, needed technology tools (hardware and software) ▪ Time for coaching and professional development
Monitoring and Evaluation Activities	▪ Yearly evaluation of goals by site administrator and Tech Coach (Survey, CTAP^2, Observation)
Responsibility for Implementation	▪ Site Administrator ▪ Site Technology Coach

Teacher Leader Cadre Program

The Teacher Leader Cadre is a group of teachers who are trained on effective professional development strategies. The Cadre plans, designs and implements professional development trainings that are offered to certificated staff after school, on weekends and during off-track periods. The professional development that is offered by the Cadre is offered for salary advancement and professional growth hours. Select courses are available for pay.

Goal Statement	The Teacher Leader Cadre Program will provide professional development opportunities to certificated staff for professional advancement and knowledge.
Objectives	▪ Teachers select appropriate technology that supports state academic content standards ▪ Teachers implement effective classroom management techniques using technology in a variety of educational settings ▪ Teachers employ a variety of technology-based instructional strategies to enhance learning (e.g., direct, cooperative, individual, etc.) ▪ Teachers support varying learning styles and modalities by integrating a variety of technological resources in lesson design for all students
Benefits Expected	▪ Technology-integrated lessons are clearly aligned with state academic content standards ▪ Evidence of lessons that provide for equal access to technological resources for all students in a variety of location ▪ Technology-integrated lessons use technology appropriately

Implementation Activities	**2005-2006** ▪ Submit a proposal to the Professional Development Office of training that would benefit the integration of technology into the classroom (Fall 2005, Coordinator, Instructional Technology) ▪ Develop trainings for adopted textbook websites e.g. Scott Foresman Math Know-Zone (Fall 2005, Cadre Members, Director, Professional Development, Coordinator, Instructional Tech.) ▪ Develop trainings that incorporate technology use into the instructional day of Open Court (Fall 2005, Cadre Members, Director, Professional Development, Coordinator, Instructional Tech.) ▪ Develop trainings for Fast ForWord Reading. (Fall 2005, Cadre Members, Director, Professional Development, Coordinator, Instructional Tech.) ▪ Develop trainings for Fast ForWord Reading. (Fall 2005, Cadre Members, Director, Professional Development, Coordinator, Instructional Tech.) ▪ Develop trainings for Renaissance Learning Products, e.g. Accelerated Math, Accelerated Reading. (Fall 2005, Cadre Members, Director, Professional Development, Coordinator, Instructional Tech.) ▪ Implement trainings listed above (winter 2005, spring 2006 and summer 2006) ▪ Evaluate Courses (course evaluation) **2006-2007** ▪ Determine focus of professional development trainings as identified on teacher proficiency assessments ▪ Plan, develop and implement trainings ▪ Evaluate effectiveness (course evaluation) **2007-2008** ▪ Determine focus of professional development trainings as identified on teacher proficiency assessments, Tech Coaches and adoptions (Fall 2007) ▪ Plan, develop and implement trainings (Fall 2007, Cadre Members, Director, Professional Development, Coordinator, Instructional Tech. ▪ Evaluate effectiveness (course evaluation)
Resource & Budget Needs **Refer to Section 6 for specific budget information.**	**2005-2006** ▪ Professional Development Funds, Cadre Salary ▪ Presentation Supplies **2006-2007** ▪ Professional Development Funds, Cadre Salary ▪ Presentation Supplies **2007-2008** ▪ Professional Development Funds, Cadre Salary ▪ Presentation Supplies
Monitoring and Evaluation Activities	▪ Course Evaluations ▪ Observations ▪ Principal Walk-Throughs

Responsibility for Implementation	▪ Director, Professional Development ▪ Coordinator, Instructional Technology ▪ Teacher Leader Cadre

Trainings Offered by the Support Teacher - Technology

The Support Teacher-Technology is a teacher who is trained on effective professional development and coaching strategies. The Support Teacher- Technology is to support the infusion of technology into the daily instructional practices of teachers, and to support the use of technology to enhance student learning. This position is funded by both the Enhancing Education Through Technology Competitive Grant and Staff Development funding.

Goal Statement	Provide support to the classroom teacher to effectively incorporate technology into effective instructional practices and to encourage the use of technology to enhance student learning.
Objectives	▪ Teachers select appropriate technology that supports state academic content standards ▪ Teachers implement effective classroom management techniques using technology in a variety of educational settings ▪ Teachers employ a variety of technology-based instructional strategies to enhance learning (e.g., direct, cooperative, individual, etc.) ▪ Teachers support varying learning styles and modalities by integrating a variety of technological resources in lesson design for all students ▪ Teacher are supported in meeting the BTSA Standard 16 Technology requirements ▪ Middle school teachers are supported in meeting the Enhancing Education Through Technology Benchmark goals and objectives
Benefits Expected	▪ Technology-integrated lessons are clearly aligned with state academic content standards ▪ Evidence of lessons that provide for equal access to technological resources for all students in a variety of location ▪ Technology-integrated lessons use technology appropriately
Implementation Activities	**2005-2008** ▪ Provide staff development trainings to help EETT Participating Teachers and BTSA Teachers meet the required benchmarks ▪ Provide coaching support to the EETT Participating Teachers and BTSA Teachers ▪ Coordinate use of outside vendors to develop appropriate staff development opportunities
Resource & Budget Needs **Refer to Section 6 for specific budget information.**	**2005-2007** ▪ Enhancing Education Through Technology Competitive Grant Funding, Title II, Part D ▪ Enhancing Education Through Technology Formula Grant Funding, Title II, Part D

	▪ Staff Development Funding
Monitoring and Evaluation Activities	▪ Coaching Visitations ▪ EETT Individual Growth Plan ▪ Observations ▪ BTSA Artifact Data ▪ Principal Walk-Throughs
Responsibility for Implementation	▪ Director of Technology ▪ Director, Staff Development ▪ Coordinator, Beginning Teacher Support Services ▪ Coordinator, Instructional Technology

Site Administrator Technology Professional Development

Goal Statement	Site administrators will learn to use and recognize basic educational technology strategies and to analyze student data to enhance instruction
Objectives	▪ Site administrators learn to use the Edusoft system to analyze state assessment results to guide instruction. ▪ Site administrators learn to use online databases for research
Benefits Expected	As site administrators become proficient with online resources directly linked to curriculum standards, they will be prepared to make data-driven decisions regarding instructional strategies and resource allocation.
Implementation Activities	**2005-2006** ▪ Develop a training calendar and activities for site administrators (Coordinator, Instructional Technology and Director of Technology, Fall 2005) ▪ Offer ongoing training and support on EduSoft's State Analysis and Teacher Toolkit modules. (Coordinator, Instructional Technology and Director of Technology, throughout 2005-2006) **2006-2007** ▪ Revise and enhance training calendar based upon administrator feedback and modified instructional goals (Coordinator, Instructional Technology and Director of Technology, Spring 2006) **2007-2008** ▪ Revise and enhance training calendar based upon administrator feedback and modified instructional goals (Coordinator, Instructional Technology and Director of Technology, Spring 2007)
Resource & Budget Needs **Refer to Section 6 for specific budget information.**	**2005-2006** ▪ Preparation time **2006-2007** ▪ Preparation time **2007-2008** ▪ Preparation time
Responsibility for Implementation	▪ Director of Technology ▪ Coordinator, Instructional Technology

Avatar Technology – eJourney

The Avatar Technology – eJourney tool is an online staff development registration and tracking system. District employees will sign up for district offered staff development trainings using the online eJourney system, and will be emailed confirmations of registration. In addition to the staff development registration aspect of eJourney, the tool will create a user portfolio for each certificated or classified staff member to track their NCLB Highly Qualified requirements and certification hours. The eJourney system was adopted after the Curriculum Audit identified the need to automate systems to work more efficiently and to help elevate replication of efforts.

Goal Statement	Provide a tool that will automate the advertisement of staff development opportunities, registration and confirmation process. The eJourney system will provide certificated and classified staff a private portfolio to track required training completion and certification requirements.
Objective	▪ Provide an online tool for publicizing the staff development catalogue ▪ Provide an online tool to register for a district staff development offering ▪ Provide an electronic confirmation system ▪ Provide an electronic portfolio system for certificated and classified personnel
Benefits Expected	By digitizing the staff development catalogue, personnel will have the access needed to monitor upcoming trainings that fit the individual needs. The automation of the staff development registration process will allow for consistent, timely registrations and confirmations. The electronic portfolio system will provide a system for personnel to track individual training completion and certification requirements.
Implementation Activities	**2005-06** ▪ Train site administrators, site Technology Coaches, EETT Coaches and district personnel on the use of eJourney (Fall 2005, Support Teacher – Technology, Coordinator of Instructional Technology) ▪ Advertise and training eJourney registration system to each school site during a staff meeting (Fall 2005, Support Teacher – Technology, Coordinator of Instructional Technology) ▪ Begin with Educational Services Staff Development, BTSA, EETT/Instructional Technology, Special Services and Early Education Staff Development Offerings in eJourney online catalogue (Spring-Summer 2005, Educational Services Department and Special Services) ▪ Promote the use of eJourney through the district website and published newsletter and flyers (Fall 2005, Educational Services, Special Services and Early Education) ▪ Meet bi-monthly to assess eJourney needs and progress (Ongoing 2005, Director of Technology, Director of Staff Development, Coordinator of BTSA, Coordinator of Instructional Technology, Early Education Department, Special Services Department) **2006-2007** ▪ Modify the use of eJourney as needed to meet the needs of users (ongoing) ▪ Include the use of eJourney by classified personnel (Fall 2006) ▪ Expand Course Catalogue to include site staff development offerings (Fall 2006, Director of Technology, Director of Staff Development, Coordinator of BTSA, Coordinator of Instructional Technology) ▪ Train site classified personnel on the use of eJourney

	(Fall 2005, Support Teacher – Technology, Coordinator of Instructional Technology) ▪ Promote the use of eJourney through the district website and published newsletter and flyers (Ongoing 2006-07, Educational Services, Special Services and Early Education) ▪ Meet bi-monthly to assess eJourney needs and progress (Ongoing 2006, Director of Technology, Director of Staff Development, Coordinator of BTSA, Coordinator of Instructional Technology, Early Education Department, Special Services Department) **2007-2008** ▪ Meet bi-monthly to assess eJourney needs and progress (Ongoing 2007, Director of Technology, Director of Staff Development, Coordinator of BTSA, Coordinator of Instructional Technology, Early Education Department, Special Services Department) ▪ Promote the use of eJourney through the district website and published newsletter and flyers (Ongoing 2007-08, Educational Services, Special Services and Early Education)
Resource & Budget Needs	**2005-2008** ▪ Maintenance Contract, Title II, Part D (Formula Funding) ▪
Monitoring and Evaluation Activities	▪ Staff Development Reflections ▪ Bi-Monthly Needs Assessment Meetings ▪ User Feedback
Responsibility for Implementation	▪ Site Administrators ▪ Teachers ▪ Director, Staff Development ▪ Director, Technology ▪ Coordinator, BTSA ▪ Coordinator, Instructional Technology ▪ Support Teacher—Technology

c. List of benchmarks and a timeline for implementing planned strategies and activities.

- Benchmarks and timelines for all planned training activities are indicated in section 4.b above.

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.

- The Coordinator, Instructional Technology will examine training schedules, sign-in sheets, and course evaluation forms for staff development delivered via Tech Coaches, the Support Teacher – Technology, Teacher Leader Cadre, and EETT coaches.
- Site administrators will note evidence of educational technology strategies during classroom walk-throughs.
- CTAP^2 Technology proficiency assessment will be used annually for growth data analysis.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

a. List of each site's technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Technology hardware:

- *High Schools:* Each of the districts' 3 comprehensive high schools and 2 continuation high schools implemented a state Digital High School grant. As a result, each campus houses many Internet-connected multimedia computers in classrooms and in lab settings. Due to advancements in technology, many of these computers are no longer sufficient to aid in the implementation of this plan. Replacement computers should be purchased with the upcoming K-12 Voucher Program (Microsoft Settlement) funding.
- *Middle Schools:* To fully implement this plan, each middle school classroom should provide a minimal student-to- networked multimedia computer ratio of 10-to-1 along with one computer for the teacher. This will be accomplished through the upcoming K-12 Voucher Program.
- *Elementary Schools:* To fully implement this plan, each intermediate elementary school classroom (grades 3-5 at most schools, grades 3-6 at 3 schools) should provide a minimal student-to-networked multimedia computer ratio of 10-to-1 along with one computer for the teacher in every classroom. This may be accomplished primarily through the upcoming K-12 Voucher Program.
- *District Office:* To fully implement this plan, all school sites need WAN connection speeds raised to a minimum of 45Mbps each. A satellite dish will be needed to implement recommendations for the district's cable TV channel.

Electronic learning resources:

- To fully implement this plan, each school's networked multimedia computers will need to continue to have Internet Browser software installed (our machines come standard with Microsoft Internet Explorer, which is also available at no cost) along with standardized installation of Microsoft Office productivity tools including Word, Excel and PowerPoint.
- High-speed Internet access will remain necessary for all schools. Websites and other electronic services will be filtered and monitored using an X-Stop server to assure CIPA compliance.
- Due to Internet content filtering requirements, teachers will need a method to recommend websites for blocking and, if inappropriately blocked, for unblocking. The district website should provide a simple online form for blocking/unblocking requests and rationale, along with status reports for these teacher requests.
- Beyond the content available on the free Internet, additional resources should be provided with reliable reference content. The district provides access to archived newspapers, databases, and news transcripts. The district currently subscribes to BigChalk Library databases and Grolier Online for this purpose.
- Machines specified in this plan for Fast ForWord programs will need appropriately licensed software installed, including Fast ForWord Language (or Fast ForWord MS/HS), Language to Reading, and Reading.

Networking and telecommunications infrastructure and physical plant modifications:

- District standards call for all school sites to have, at minimum, a fiber backbone operating at 1Gbps, as well as 8 CAT5E computer drops per classroom (operating at 10/100Mbps), 1 telephone and 1 cable TV connection per classroom. All new school construction currently exceeds these standards.
- All school sites possess an operating LAN with multiple connections to each permanent classroom.
- A specific timeline of infrastructure upgrades can be found in section 5.c.

Technical support:

- Support and upgrade services need to be purchased annually for unusual hardware such as the district's cable television equipment and software including library circulation systems, Fast ForWord, and Accelerated Math and Reader.
- All district computers are purchased with a 3-year warranty. LAN/WAN installations are performed only by ND&I certified contractors, and are warranted against defects for 15 years.
- Computer repair and operational assistance needs to be provided on an "as-needed" basis for all computer users in the district; students, teachers, support staff and administrators. As our technology usage grows, hardware support needs should expand on a consistent line based upon the number of machines. Software support needs will fluctuate, with greater service required each time a new program (or major upgrade) needs to be learned. In addition to existing support staff (19 technicians, a software trainer for SASI and major applications, 2 help desk specialists in the district's Technology Information Center, 4 programmers and a computer operator) the district will need to assess adding additional support staff based upon service requests and teacher and administrator surveys.
- LANDesk software, which is installed throughout the district, allows support staff to remotely troubleshoot and repair software problems on networked PCs, as well as to install new software and upgrades on a scheduled remote basis. This is a tool that we will continue to use in order to maintain optimal efficiency.
- Symantec Anti-virus software updates are provided automatically over the district network for network-connected computers (at log-on).
- The district provides stipends for additional duty hours by Tech. Coaches (certificated teachers) on every elementary and middle school campus. These Tech. Coaches assist with equipment setup and troubleshooting to reduce school dependence on their technicians, and to coach and encourage teachers who are developing their technological skills.
- The district website should be enhanced with bulletin boards for grade level and content area discussion by teachers and administrators, and with online FAQ's for hardware and software troubleshooting. The Intranet side of the website should be enhanced with departmental pages where important program-related memos, handbooks and regulations can be stored for quick access.
- Through a combination of onsite staff support, efficient policies and procedures for computer hardware repair and software repair and/or reinstallation, and remote and automated software support tools (such as LANDesk and automatic Norton Anti-Virus updates), the district should ultimately reach a point where routine classroom instructional computers are never out of service for longer than 3 days.
- While many computer repair issues must be prioritized over classroom computers on an occasional emergency basis (for example, if the entire district WAN becomes unavailable, fixing this problem would take precedence over fixing one broken computer monitor), it is important to demonstrate to teachers that their service needs are a high priority, and will be met within a reasonable time.

b. List of each site's existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.

Existing computer hardware:

Instructional Computers--April 2005
Total Units, Age, Location

School	Total Units	1 Year	1-2 Years	2-3 Years	3-4 Years	4 Years	Classrooms	Lab	Library	Other
AB Miller HS	1013	150	200	250	250	163	852	128	33	0
ALAC	66	66	0	0	0	0	30	31	5	0
Alder MS	171	30	60	9	36	36	125	40	6	0
Almeria MS	132	68	21	1	0	42	86	32	4	0
Birch HS (Cont.)	112	40	35	20	17	0	81	24	7	0
Almond ES	61	41	20	0	0	0	45	12	4	0
Canyon Crest ES	85	32	11	17	12	13	68	13	4	0
Chaparral ES	88	27	9	21	24	7	44	29	15	0
Citrus ES	93	38	0	0	11	44	81	0	12	0
Citrus HS (Cont.)	170	2	40	0	68	60	137	25	8	0
Cypress ES	85	6	29	36	0	14	41	42	2	0
Date ES	100	35	31	6	3	25	64	32	4	0
Fontana Adult School	62	38	0	24	0	0	24	38	0	0
Fontana HS	820	50	60	100	150	460	350	410	60	0
Fontana MS	85	48	2	0	2	33	75	0	10	0
Grant ES	150	100	0	50	0	0	103	32	5	10
Hemlock ES	52	0	14	13	0	25	28	21	3	0
Juniper ES	161	55	16	61	0	29	114	40	4	3
Jurupa Hills MS	116	21	16	32	41	6	67	41	8	0
Kaiser HS	647	20	60	50	50	467	285	348	14	0
Live Oak ES	195	27	86	74	0	8	175	17	3	0
Locust ES	158	30	66	43	10	9	141	13	4	0
Mango ES	99	10	31	45	4	9	65	30	4	0
Maple ES	65	26	10	13	0	16	32	33	0	0
No. Tamarind ES	64	9	26	2	15	12	58	0	6	0
Oak Park ES	67	39	3	1	7	17	46	20	1	0
Oleander ES	106	34	33	7	14	18	89	15	2	0
Palmetto ES	110	23	18	1	45	23	94	0	16	0
Poplar ES	117	51	37	9	0	20	69	45	3	0
Porter ES	87	48	22	15	1	1	75	7	5	0
Primrose ES	61	6	8	30	0	17	56	0	5	0
Randall Pepper ES	180	25	77	67	2	9	146	30	0	0
Redwood ES	228	154	35	18	9	12	180	41	7	0
Ruble MS	187	157	30	0	0	0	147	35	5	0
Sequoia MS	229	40	17	138	1	33	174	48	7	0
Shadow Hills ES	96	38	9	1	8	40	74	19	3	0
Sierra Lakes ES	67	3	19	43	1	1	47	16	4	0
So. Tamarind ES	134	47	47	24	0	16	114	16	4	0
Southridge MS	189	56	105	16	1	11	145	40	4	0
Tokay ES	169	84	11	35	0	39	138	8	23	0
Truman MS	168	88	23	31	0	26	65	95	8	0
West Randall ES	356	37	191	40	44	44	302	52	2	0

Infrastructure

Many schools have been through the E-Rate program. All permanent classrooms currently have access to a telephone, a cell phone, or an intercom connected to the office for communication and security purposes.

High Schools:

A.B. Miller HS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (5) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (6) computer drops connected to the LAN.

Fontana HS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (4) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (2) computer drops connected to the LAN.

Kaiser HS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (6) computer drops connected to the LAN.

Middle Schools:

Alder MS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Almeria MS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (6) computer drops connected to the LAN.

Fontana MS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Jurupa Hills MS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Ruble MS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT6 copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Sequoia MS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Southridge MS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (6) computer drops connected to the LAN.

Truman MS: Wide Area Network (WAN) consists of (2) T1 circuits to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (5) computer drops connected to the LAN.

***Elementary Schools**:*

Almond ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT6 copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Canyon Crest ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Chaparral ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (6) computer drops connected to the LAN.

Citrus ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (6) computer drops connected to the LAN.

Cypress ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Date ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There is (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Grant ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT6 copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Hemlock ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Juniper ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Live Oak ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student

information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Locust ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Mango ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Maple ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

North Tamarind ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Oak Park ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Oleander ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Palmetto ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Poplar ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Porter ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Primrose ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There is (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Randall-Pepper ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There is (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Redwood ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There is (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Shadow Hills ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There is (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Sierra Lakes ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

South Tamarind ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There is (2) servers on campus for our student

information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Tokay ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There is (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

West Randall ES: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 1Gbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (8) computer drops connected to the LAN.

Alternative Schools:

Birch HS: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a copper CAT5E backbone, operating at 100Mbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (3) servers on campus for our student information systems, library software, teacher and student use. All administrative offices and the library are wired to the LAN. All classrooms have (2) computer drops connected to the LAN.

Citrus HS: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 100Mbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, library software, teacher and student use. All administrative offices are wired to the LAN. All classrooms have (2) computer drops connected to the LAN.

Language Acquisition School: Wide Area Network (WAN) consists of (1) T1 circuit to the District Office. The Local Area Network (LAN) consists of a fiber backbone, operating at 100Mbps, linking all of the school site's Intermediate Data Frames (IDFs) to the Main Distribution Frame (MDF). The computers connect to the IDFs via CAT5E copper cabling at 10/100 Mbps. There are (2) servers on campus for our student information systems, teacher and student use. All administrative offices are wired to the LAN. All classrooms have (2) computer drops connected to the LAN.

- Several district campuses have video distribution amplifiers and televisions provided by Channel One for closed circuit campus cablecasting of Channel One and Campus-produced programs.

Internet Access:

- The District Office provides Internet access to the school sites via T1 circuits, with 1 T3 circuit entering the district and operating at 30 Mbps. Internet content is filtered using an X-Stop server to meet Child Internet Protection Act (CIPA) guidelines.

Electronic Learning Resources:

- Software currently available on all campuses includes Internet Explorer and Netscape browsers, Microsoft Office, and Internet access to thousands of archived full-text magazines and newspapers via BigChalk Library.
- All district school libraries also provide student access to additional paid databases including Grolier.
- Scientific Learning Fast ForWord Programs are installed at 11 Elementary, 2 Middle Schools.
- The Renaissance Learning Accelerated Reader Program currently operates at 16 Elementary and 4 Middle Schools.
- Accelerated Math is in use at 1 high school, 6 Elementary Schools, 4 Middle Schools and 1 Continuation High School.
- All district elementary schools provide access to their library collection catalogs through networked versions of Winnebago library management software. All district middle schools and 2 high schools use Follett library management software for this purpose. Henry J. Kaiser High School uses Follett Text-Link to manage textbook circulation, and participates in the San Bernardino County Library System's automated catalog to manage circulation for the joint school/public library on that campus.
- Several campuses allow closed circuit cablecasts of Channel One video news programming.

Technical Support:

- The District has moved aggressively over the last several years to increase the number of technology support staff. Five years ago, the District had only two technicians available to support over 3,000 computers.
- In terms of technology support, the District attempts to maintain parity with other comparable school districts. The goal is to be within 10% of the average support ratio recommended by the Consortium for School Networking (CoSN). CoSN recommends a computer to technician ratio of 500:1 in a standardized environment. In order to bring FUSD to the recommended level, it would to hire seven additional technicians, thus bringing the total of technology support staff to 26 FTE.
- Since July of 2004, two new technicians have been hired, with two additional positions to be filled by June of 2005. That will bring the total number of technology support technicians 19 FTE. Consequently, the current PC to technician support ratio at FUSD is 774:1. The Technology Department will complete the process of hiring the remaining two additional technicians within the next two months. At that point, the PC to technician support ratio will be 692:1.
- Technical support staff is currently allocated as follows:

    - High schools: 1 technician assigned full time
    - Middle schools: 1 technician every other week
    - Elementary schools: 1 technician one day per week
    - Continuation schools: 1 technician one day per week
    - Eight District-level technicians provide technical support to our campuses as required.
    - District technology support staff also includes 2 help desk technicians, a software trainer, 3 programmers and a computer operator.
    - Technical support is greatly enhanced through the district's recent acquisition of LANDesk software, which allows support staff to remotely troubleshoot and repair software problems on networked PCs, as well as to install new software and upgrades on a scheduled remote basis.
    - Symantec Anti-virus software updates are provided automatically via the district network (at log-on) for all connected PC's, and on disk for standalone machines.

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

Hardware:

- Hardware required to implement this plan will be funded by the individual school sites, by grant funding (ongoing – Site Administration, District Grant Writing Team), or by the upcoming K-12 Voucher Program (Microsoft Settlement).
- Middle Schools participating in the Enhancing Education Through Technology grant program were provided a large amount of hardware through Title II, Part D. Each EETT Participating Teacher received: 1 laptop computer, 4 desktop computers, LCD Projector, Wireless Access Point, 1 GB Jumpdrive, wireless keyboard/mouse, networked laser printer, and computer tables (2004-06 – Coordinator of Instructional Technology)
- With the K-12 Voucher Program on the horizon, many school sites will be allocating funds to purchasing up-to-date computers and equipment.

    - Goal: All district sites will have the necessary up-to-date hardware (4 years or newer) needed to implement this Technology Plan.
        - Objective: Increase the number of up-to-date computers in each classroom to a ratio of 1:10 (1 computer to 10 students).
            - Plan: Assess the number of computers needed at each school site to bring each classroom up to the appropriate ratio of computers to students (Fall, 2005, Director of Technology, District Technicians, Coordinator of Network Support Services)
            - Plan: Meet with each school site to discuss plan for acquiring necessary up-to-date equipment to meet desired ratio of 1:10 (Winter, 2005-06, Director of Technology, Coordinator of Instructional Technology)
            - Plan: Meet with each school site to discuss an obsolete hardware replacement cycle. Obsolete equipment requires large amounts of technology support and physical space. (Winter, 2005-06, Director of Technology, Coordinator of Instructional Technology)
        - Objective: Install hardware in classrooms to meet 1:10 computer to student ratio
            - Plan: Technology Service Request is entered into the service system to initiate the equipment to be installed on the network in each classroom (ongoing 2005-2008, school site staff, technicians)
        - Objective: Maintain the desired ratio of 1:10 students to computer ratio in each classroom in the district
            - Plan: Continue to monitor up-to-date computers to student ratio on a yearly basis (Spring 2006, 2007, 2008, Director of Technology)
            - Plan: Continue to meet with sites to discuss obsolete hardware replacement cycle (ongoing 2005-2008, Director of Technology)

Infrastructure:

- Fontana USD currently supports over 13,000 computers and over 17,000 network ports for computer and network printer connectivity. Our WAN uses a combination of T1 and T3 lines to connect all district school sites and offices to each other. This allows the basic interconnectivity needed to operate a large school district. As technology usage has increased, so have the demands upon our infrastructure.

    - Goal: All district sites will be connected to a robust network able to meet the growing demands of staff, students, and technological advances.
        - Objective: Increase WAN speeds to capacities of 100mbps at school sites to increase connection speeds and enable effective security updates.
            - Plan: Select appropriate high speed WAN solution (Summer, 2005, District Technology Committee, Director of Technology, Coordinator of Network Support Services)
            - Plan: Begin installation of high-speed WAN solution (Fall, 2005, Director of Technology, Coordinator of Network Support Services)

        - Plan: Complete installation and implementation of WAN solution (Fall, 2006, Director of Technology, Coordinator of Network Support Services)
    - Objective: Install an integrated voice and data network.
        - Plan: Update voice/data system specifications (Fall, 2005, Director of Technology Telecommunications Specialists)
        - Plan: Determine scope of project (Winter, 2005-06, Director of Technology Telecommunications Specialists, Coordinator of Network Support Services)
        - Plan: Purchase equipment necessary to convert elementary school telephone systems (Fall, 2006, Director of Technology Telecommunications Specialists)
        - Plan: Complete installation of voice/data network (Winter 2006-07, Director of Technology Telecommunications Specialists, Coordinator of Network Support Services)

Learning resources:

- Electronic database subscriptions specified in this plan (BigChalk Library and Grolier Online) will be renewed annually in July. Annual Review of available reference databases will be conducted.
- License for the Scientific Learning Fast ForWord program is owned by the district. An annual fee is required for the use of Progress Tracker and Centralized Technology Support

    - Goal: All district sites will have access to online reference databases
        - Objective: Increase WAN speeds to capacities of 100mbps at school sites to increase connection speeds and enable effective access to high bandwidth resources (2005-06 School year, Director of Technology)
            - Plan: Select appropriate high speed WAN solution (Summer, 2005, District Technology Committee, Director of Technology, Coordinator of Network Support Services)
        - Objective: Provide access to all students at school and home to online reference databases
            - Plan: Reevaluate reference databases available for subscription (Spring, Annually, District Technology Committee, Director of Technology, Coordinator of Instructional Technology)
            - Plan: Provide ongoing training on the use of an online reference database to enhance student learning and instruction in the classrooms (Ongoing, Coordinator of Instructional Technology, Site Technology Coaches, EETT Coaches)

    - Goal: Provide access to the Fast ForWord Intervention Program to school sites
        - Objective: Utilize the Fast ForWord Program as an AB 1639 Intervention Program at 33 school sites
            - Plan: Coordinate the Fast ForWord Intervention Program through the Instructional Technology Office. Provide Fast ForWord Coordinator training, program support, technical support and AB 1639 support (2005-06, Coordinator of Instructional Technology, Fast ForWord Coordinator, Site Administration)
            - Plan: Reevaluate the effectiveness of the Fast ForWord program in meeting the needs of our Far Below Basic, Below Basic and Basic students as an AB 1639 Intervention Program (Spring 2005- 2008)

Technical support:

- Current district technical support is provided through ongoing funding. The number of support technicians will be reviewed annually, in the Spring of each year, in comparison to numbers of computers purchased, support-staffing levels in surrounding districts, and work request status. The district established a $300 fee during the 2001-2002 school year for any school or district support office when they purchase a new computer. These fees are gathered into a restricted account for

use when additional support staff becomes critical or when extreme technical support needs arise unexpectedly.

- Goal: Provide adequate technology support to district facilities to support increased student learning and productivity
  - Objective: Hire additional technical support staff
    - Plan: Assess technical support staff needs based on each school site's Single Plan for Student Achievement and technology inventories (Spring, 2005-08, Director of Technology)
    - Plan: Hire necessary support staff based on site needs (Spring, 2005-2008, Director of Technology)
  - Objective: Organize Technology Support Staff in a manner that best meets site needs
    - Plan: Meet with site administrators to determine needs(Spring, 2005-08, Director of Technology)
    - Plan: Analysis of information gathered by site administrator input (Spring, 2005-08, Director of Technology)
    - Plan: Implement any necessary changes to the Technology Support Staff (Summer, 2005-08)
  - Objective: Provide Technology Support Staff ongoing professional development to meet the current needs of school sites
    - Plan: Provide ample time to Technology Support Staff to attend ongoing professional development on current technologies (Ongoing 2005-08, Director of Technology, Technical Support Staff)

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

- The District's Technology Department monitors the progress of E-Rate program projects. The Technology Department meets regularly with the E-Rate contractor and the Construction Department to monitor the progress of E-Rate projects and to verify timelines are being met. As projects are completed, our District technicians and programmers test all systems' functionality, effectiveness, and network components.
- The Coordinator, Instructional Technology and the Director of Technology monitor all acquisition of instructional hardware, software and other learning resources.
- The district's Technology Department uses a work request database to track all site and district office requests for technical support and for hardware or software services. This database indicates the status of each work request and allows generation of statistics to help with the deployment of support resources. This database will be consulted to determine special needs, project completion, and trends.
- The number of support technicians is reviewed annually in comparison to numbers of computers purchased, support-staffing levels in surrounding districts, and work request status.
- Teacher and administrative surveys and state surveys such as CTAP2 will also be used to monitor progress toward Educational Technology Plan goals and benchmarks.

6. FUNDING AND BUDGET COMPONENT

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

- The district will continue to aggressively pursue and apply for all grant funding that aligns to our curricular and program goals. Each funding source will be evaluated through the district Grant Review Process before grant application submission or School Board Approval.

Established Funding Sources	Potential Additional Funding Sources
-IIUSP Grant -Enhancing Education Through Technology Grant Program, Title II, Part D, Competitive -Enhancing Education Through Technology Grant Program, Title II, Part D, Formula -High Priority Schools Grant Program -E-Rate Funding - demonstration programs -ELL Funding -Computer Fees -CAL Net -District General Fund [this supports approximately 90% of all district technology staff on an ongoing basis, as well as phone and Internet connections and discretionary funds for each school]	-School Block Grant Funding (occasional years) -IIUSP Grant -High Priority Schools Grant Program -E-Rate Funding -Bond Funding -Categorical Funding, particularly Title II,D and Title V demonstration funding (formerly Title VI) -ELL Funding -K12 Voucher Program (Microsoft Settlement) -Donations

- As indicated in California's Education Technology Planning Guide, "a comprehensive up-to-date technology plan is an application waiting for a funding program…[which] should allow school districts to respond to public and private and nonprofit funding opportunities more expeditiously." Further, "just having an education technology plan should increase the resources available."

b. Estimate implementation costs for the term of the plan (3-5 years).

- This budget reflects all project costs to fully implement this plan, but does not repeat general fund budgets for staff and office supplies available through other district documents.
  - The district general fund additionally supports over 90% of technical support staff. Technology support staff funded by the general fund include 19 technicians, 2 help desk technicians, a software trainer, 3 programmers, a computer operator, 2 clerical staff, 2 coordinators, and 1 director.
- The dollar amounts represent budget projects for 2005-2006. Subsequent year salaries may be up to 5% higher based on COLA cost of living adjustment and benefits.

Major Object of Expenditure Categories	Total Funds by Object of Expenditure 2005-06	Total Funds by Object of Expenditure 2006-07	Total Funds by Object of Expenditure 2007-08	Source of Funds
1000-1999 Certificated Personnel Salaries	231,018	242,569	254,697	General Funds, Computer Fees, EETT
2000-2999 Classified Personnel Salaries	1,940,943	2,037,991	2,139,891	General Funds, Computer Fees, EETT
3000-3999 Employee Benefits	751,859	789,453	828,925	General Funds, Computer Fees, EETT
4000-4999 Books and Supplies (including most desktop computers)	3,000,000	1,500,000	1,500,000	General Funds, Computer Fees, EETT, K-12 Voucher Program
5000-5999 Services and Other Operating Expenses • BigChalk Library online database (district wide licensing) • Grolier Online • EduSoft • High Speed WAN • SASI • Printing, Contracted Services, Travel, Repairs	654,639	684,871	716,615	General Funds, Computer Fees, EETT, K-12 Voucher Program
6000-6999 Capital Outlay • Cable station satellite dish • Computer hardware	1,044,427	1,096,648	1,151,480	General Funds, Computer Fees, EETT, K-12 Voucher Program
Total Funds	7,622,886	6,351,532	6,591,608	

- *Note: indirect costs are charged against almost all grants; available dollars shown above are those remaining after indirect charges are taken.*

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

- The District has moved aggressively over the last several years to increase the number of technology support staff. Five years ago, the District had only two technicians available to support over 3,000 computers.
- In terms of technology support, the District attempts to maintain parity with other comparable school districts. The goal is to be within 10% of the average support ratio recommended by the Consortium for School Networking (CoSN). CoSN recommends a computer to technician ratio of 500:1. In order to bring FUSD to the recommended level, it would to hire seven additional technicians, thus bringing the total of technology support staff to 26 FTE.

- Since July of 2004, two new technicians have been hired, with two additional positions to be filled by June of 2005. That will bring the total number of technology support technicians 19 FTE. Consequently, the current PC to technician support ratio at FUSD is 774:1. The Technology Department will complete the process of hiring the remaining two additional technicians within the next two months. At that point, the PC to technician support ratio will be 692:1.
- The district's Technology Department uses a work request database to track all site and district office requests for technical support and for hardware or software services. This database indicates the status of each work request and allows generation of statistics to help with the deployment of support resources. This database will be consulted to determine special needs, project completion, and trends.
- The number of support technicians will be reviewed annually in comparison to numbers of computers purchased, support-staffing levels in surrounding districts, and work request status. The district established a $300 fee during the 2001-2002 school year for any school or district support office when they purchase a new computer. These fees are gathered into a restricted account for use when additional support staff or special technical support
- The district will provide 60-hour extra duty assignments for Tech. Coaches

d. Description of the district's replacement policy for obsolete equipment.

- None of the action items presented in this plan require substantial replacement of district computers. Through categorical funds, site funding and grants, Fontana USD schools are purchasing a substantial number of new multimedia computers.
- As machines break down or surpass their useful life, they are usually replaced via grant funds or site-based funds due to the funding model used in the State of California. The K-12 Voucher Program will allow school sites to replace obsolete computers.
- The district will aggressively pursue any special state, federal, or grant funding which becomes available for the purpose of upgrading obsolete computers and peripherals.
- District network equipment and wiring are warranted for at least another 8 years, far beyond the term of this plan.
- The district 10 year Facilities Master Plan adopted in 1998 incorporates funding for computer replacement and campus wiring provided through a variety of funding mechanisms, most principally a community general obligation bond. With federal E-Rate funding completing the district Wide Area Network and school site Local Area Networks, and with computer prices continuing a downward trend, it is likely that district funding will be able to replace obsolete equipment in several years if other funding sources are not developed.
- The important thing will be the maintenance of instructionally effective ratios of up-to-date networked multimedia computers to students.

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

- Working closely with the district's Fiscal Services team, the Director of Technology will monitor the status of the district's Technology budget, programs and purchases of hardware, learning resources, software, and infrastructure components.
- The district Technology Department will continue to monitor computer hardware inventory through LANDesk automated reporting and through classroom and office visits by district technicians.

7. MONITORING AND EVALUATION COMPONENT

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.

- The district is steadfastly dedicated to supporting continued and systemic changes in our schools' use of a standards-driven curriculum, teachers' instructional delivery methods, and multiple assessment measures, all leading to improved student achievement. Many structures are already in place in Fontana USD to assist in program evaluation. The district has also taken leadership in supporting reform efforts by developing extensive new district trimester and quarterly assessments in reading/language arts and mathematics that directly correlate with state standards and has developed uniform grading policies that signify students' mastery of the essential standards. Through use of the new assessments and timely monitoring and feedback, we are able to quickly see which students are successful and which students need more support.
- Student achievement will be partially measured against grade level benchmarks in district created tests in Mathematics, Reading, Language Arts, and Writing, which are aligned with state standards, state frameworks and district curriculum. Each trimester (elementary) or quarter (high school), the school will receive an item-by-item report matched to each standard response. The STAR Program will provide detailed standardized achievement results through the CAT-6 test and student standing in relation to the California Standards Test (CST) in English Language Arts and Mathematics. This data will be disaggregated to provide specific results for student groups that include GATE, RSP, English Language Learners, Economically Disadvantaged and ethnic groups. The district benchmark tests will be given 2 to 4 times depending on subject and grade level before the CAT-6. In addition, students for whom English is a second language will take the CELDT. This exam will quantify a student's English Language Development.
- Fontana USD has created a multiple measures matrix for each child. The information on a student will include: 1) the latest CAT-6 results in Reading, Language Arts, and Mathematics; 2) two distinct benchmark achievement test scores based on the California Standards for Reading/Language Arts and two for Mathematics; 3) English Language Development Status; 4) the report card grades a student received in Reading/Language Arts and Mathematics; 5) retention possibility for the current school year and whether or not there was a previous retention.
- District departments work together to provide the following to all schools: disaggregated data from the STAR Program; the results of the district-created, standards embedded, qualitative assessments; ELL status; attendance information on students and teachers; Reading/Language Arts and Mathematics report card grades; monthly budget information; and the number of highly qualified teachers on each campus. Having this wide spectrum of information on each child allows teachers and program teams to make informed decisions for effective instruction and data-driven decisions. Professional development sessions are provided to help staff analyze their school's data and to develop lists of successes and needs.
- Each teacher in the district will have access to the EduSoft System. The EduSoft System provides teachers aggregated and disaggregated State assessment data results that can guide daily instruction and intervention program. Longitudinal data is provided for tracking patterns in data and results.
- Students participating in educational technology programs will be flagged in the district's student information database. At various times during the school year, reports will be generated to compare the achievement progress of students in pilot technology programs to carefully matched control groups of students who are not participating in those programs. Flags will be data-entered centrally by Educational Technology clerical staff to avoid inconsistency.
- Student progress will be assessed using a wide variety of measures indicated above, prominently including the Fontana USD Multiple Measures Matrix.
- Other measurement data available for program improvement include CTAP^2 results, locally-created web-based teacher/administrator surveys and program data sheets (Fast ForWord online student status reports, for example), and anecdotal reports from teachers and administrators.

- Fontana USD has developed an Evaluation Consortium to assist with program review. This collaborative team includes Educational Services team members and representatives from all district grant recipients.

b. Schedule for evaluating the effect of plan implementation.

- Pilot programs will be informally evaluated at least 3 times per year, with annual review.
- An annual status report on all Educational Technology programs will be compiled for the Superintendent and Board of Education

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

- In accord with regular district processes, policies and procedures for Grant Review and Program Review, Educational Technology programs will be evaluated annually with the assistance of the Fontana USD Evaluation Consortium.
- Programs will be modified, enhanced and or eliminated based upon evidence of enhanced student success. Software licenses and subscriptions will be renewed or allowed to expire based on this data, and allotments of hourly teacher time will be shifted to programs demonstrated to promote student achievement.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

a. Description of the adult literacy needs in your community.

- According to the U.S. Bureau of the Census, Census 2000, San Bernardino County, 10% of the population that is 25 years or older have less than a 9th grade educational attainment level, 15% have attained between 9th and 12th grade education level without a diploma, 25% are a high school graduate (or equivalent). According to the Census 2000, 34% speak a language other than English and out of that percentage, 15% speak English less than "very well."

b. Description of current adult literacy providers.

Within the boundaries of the Fontana Unified School District, adult literacy needs are served through a variety of agencies:

- Fontana USD Adult Education provides CBET (Community Based English Tutoring) Level 1 and 2 classes, ESL (English as a Second Language) Level 3 and 4 classes, English 1, 2, 3, 4 classes are offered for high school credit and Adult Basic Education classes focusing on reading and writing skills are offered. In addition to literacy courses offered, Adult Education offers basic and intermediate computer literacy classes (CAD, Excel, Internet, PowerPoint, Small Computer Repair, Word, keyboarding), GED Test Preparation, Sign Language, and Career Training.
- Fontana USD Adult Education provides a variety of online courses available to the community. These courses include: Computer Operator/Software Applications, Computer Programming, Web Development, A+ Preparation, English Review, Job Readiness, Network Control Operator, and SAT preparation courses.
- The Fontana USD Parent Center offers literacy courses to parents during the day and evenings. The courses offered include: Parent Literacy Training, Family Involvement Training, Ongoing Parenting Classes and Homework Connections.
- Literacy Programs and English tutoring are offered at the Fontana Branch Library and Henry J. Kaiser High School Branch Library, a joint use of facilities operated at a district high school campus.
- English as a Second Language courses are offered at Chaffey College Fontana Center and the Fontana Work Force Preparation Center.

c. Description of how the program will be developed in collaboration with those providers

- Many facilities and computer labs are used by K-12 students during the traditional school day, and used by Adult Education and ROP courses that utilize technology after school hours.
- Fontana USD is committed to pursuing funding opportunities such as competitive grants and joint-use funding that will enable us to leverage resources and expand our ability to serve the adults in our community.
- As a component of our ongoing evaluation and modification procedures, adult literacy providers will be consulted and involved.

d. Goals and Implementation Plan for Adult Literacy Provider Collaboration

Goal Statement	Increase adult literacy in the community by creating a training lab/program at the Fontana USD Parent Center
Objectives	▪ Develop a Technology Literacy Training Program to increase adult literacy and technology skills in the community ▪ Annual assessment of the program will be conducted to evaluate the effectiveness of the literacy program

Benefits Expected	Adult literacy will increase through the Fontana USD Parent Center Technology Literacy Training Program.
Implementation Activities	**2005-2006** ▪ Conduct survey to determine skill levels and needs within the community served by Fontana USD (District Community Liaison) ▪ Develop Technology Literacy Training Program to align to needs determined by community survey (District Community Liaison, Accountability Department, Coordinator Instructional Technology) ▪ Advertise courses through district newsletter, district webpage and flyers **2006-2007** ▪ Begin Technology Literacy Training Program Courses (Fall 2006, District Community Liaison) ▪ Analyze data to make program modifications (Winter, 2006, District Community Liaison, Accountability Department, Coordinator, Instructional Technology) **2007-2008** ▪ Analyze data to make program modifications (District Community Liaison, Coordinator, Instructional Technology) ▪ Continue Technology Literacy Training Program Courses with modifications (District Community Liaison)
Resource & Budget Needs	**2005-2006** ▪ Purchase of equipment (laptops, access points, projector, cart, networked printer, Microsoft Office software) to create an additional Technology Literacy Lab (District Technology Funds) ▪ Salary for Technology Literacy Training Program Trainer (General Fund) ▪ Technical Support **2006-2007** ▪ Salary for Technology Literacy Training Program Trainer (General Fund) ▪ Technical Support (District Technology Budget) **2007-2008** ▪ Salary for Technology Literacy Training Program Trainer (General Fund) ▪ Technical Support (District Technology Department Budget)
Monitoring and Evaluation Activities	▪ District Program Evaluation Consortium ▪ Technology Proficiency Survey (Pre/Post) ▪ Observations
Responsibility for Implementation	▪ District Community Liaison ▪ Coordinator, Instructional Technology

Goal Statement	Increase adult literacy skills in the community by incorporating the TV411 television series into the district cable Channel 17 regular programming along with existing programming already

	serving adults in the community (Prentice Hall Algebra, life skills & foreign language support programming). The programming will also be used in the district Parent Education Center. TV411 is a 20-part video series for adult learners that uses real-life topics to teach pre-GED level basic skills. Content focuses on parenting, money matters, and health. Subjects include reading comprehension, research, writing to others, filling out forms, calculating percentages, using fractions, and test taking.
Objectives	▪ Design an Adult Literacy Training Program around the TV411 Adult Literacy television series ▪ Utilize the TV411, 2nd season programming to provide instruction on technology literacy skills
Benefits Expected	Adult literacy and technology literacy skills will improve with the use of the TV411 television programming.
Implementation Activities	**2005-2006** ▪ Order needed equipment to support TV411 viewing at Parent Education Center: Television, VCR, Mountings (Coordinator, Instructional Technology) ▪ Conduct survey to determine literacy levels and needs within the community served by Fontana USD (District Community Liaison, Accountability Department) ▪ Develop Adult Literacy Training Program incorporating TV411 content to align to needs determined by community survey (District Community Liaison, Accountability Department, Coordinator Instructional Technology) ▪ Develop Technology Literacy Training Program incorporating TV411 content ▪ Advertise courses through district newsletter, district webpage, flyers and community newspaper **2006-2007** ▪ Begin Adult Literacy Training Program and Technology Literacy Courses (Fall 2006, District Community Liaison) ▪ Analyze data to make program modifications (Winter, 2006, District Community Liaison, Accountability Department, Coordinator, Instructional Technology) **2007-2008** ▪ Analyze data to make program modifications (District Community Liaison, Coordinator, Instructional Technology) ▪ Continue Adult Literacy Training Program and Technology Literacy Program with modifications (District Community Liaison)
Resource & Budget Needs	**2005-2006** ▪ Purchase of equipment (Television, VCR, Mountings) to allow TV411 Viewing at Parent Education Center (Title II, D, EETT Funds) ▪ Salary for Technology Literacy Training Program Trainings (General Fund) **2006-2007** ▪ Salary for Technology Literacy Training Program

	Trainings (General Fund) **2007-2008** ▪ Salary for Technology Literacy Training Program Trainings (General Fund)
Monitoring and Evaluation Activities	▪ District Program Evaluation Consortium ▪ Adult Literacy Proficiency Survey (Pre/Post) ▪ Technology Proficiency Survey (Pre/Post) ▪ Observations
Responsibility for Implementation	▪ District Community Liaison ▪ Coordinator, Instructional Technology

9. EFFECTIVE RESEARCH-BASED METHODS AND STRATEGIES

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

(sections a. and b. combined:)

Curriculum Integration

CEO Forum. "The CEO Forum school technology and readiness report: *Key building blocks for student achievement in the 21st century.* June 2000. *http://www.ceoforum.org/downloads/report4.pdf* .

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

District specific analysis of how the research will be used:

Consistent with this research, the Fontana Unified School District School District will carefully develop the WRAP (Writing improvement through Research, Analysis and Presentations) lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways (rubric, standardized assessment, district content standards assessments, and teacher observation). Through ongoing data collection and analysis, the Fontana Unified School District will continuously monitor its attainment of the goals and objectives of the WRAP Program, and will report results to the superintendent, the school board, and the public. Equitable access to all students in our community, including students in special populations will be carefully monitored.

Dwyer, D. Apple *Computers of Tomorrow: History, Findings, Impact*. Cupertino, CA: Apple Computer, Inc., 1992

The article made the point that technologies provide an excellent platform, a conceptual environment, where children can collect information in multiple formats and then organize, play, visualize, link and eventually construct new ideas about relationships among facts and events. The same technology could then be used powerfully by students to communicate their ideas to others, to argue and critique their beliefs, to persuade and teach others, to add greater levels of understanding to their own growing knowledge.

District specific analysis of how research will be used:

The ACOT research supports the development and implementation of the WRAP (Writing improvement through Research, Analysis and Presentations) model. The WRAP model, in an after school setting for grades 4-8, addresses the standards and should ultimately enhance student performance and achievement of state standards throughout their instructional careers. It is intended to provide a strong foundation for students as they enter high school and to prepare them to use Digital High School resources effectively.

The WRAP model will be thematically based and will utilize online reference tools to collect and analyze content. The program will be project based, and will conclude with a presentation of content to classmates in a multi-media format (video, webpage, PowerPoint).

Sandholtz, J.H., Ringstaff, C., & Dwyer, D. C. *Teaching with technology: Creating student-centered classrooms*. New York: Teachers College Press, 1997

The study conducted by Apple Computers, in an Apple Computers of Tomorrow study concluded that student engagement remains the highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum.

District specific analysis of how research with be used:

This research was utilized when determining where the emphasis in the Fontana USD Education Technology Plan would be primarily focused. The decision was made to introduce and show teachers tools that complimented and aligned to the textbook series that they were already using to deliver instruction including: KnowZone (Scott Foresman Math), Prentice-Hall Science site, Houghton Mifflin Science Discovery Works CD-ROM, and Accelerated Reader Quizzes aligned to the Harcourt Brace Open Court series.

Snyder, I., *Writing with word processors: A research overview*. Educational Research, 35 (1), Spring 1993.

In this review of research on the use of word processing and writing, Snyder found that when a sound model of teaching writing is implemented, students using word processing have demonstrated higher levels of achievement than equivalent students writing with word processing.

District specific analysis of how research with be used:

The Step-Up-to-Writing program has been adopted for use in the kindergarten through 5th grade classrooms as the writing curriculum. The combination of a sound model of teaching writing (Step-Up) and the use of word processing in the classroom, should lead to students who demonstrate a higher level of achievement than students who receive the same instruction and do not utilize word processing. The Teacher Leader Cadre and Site Technology Coaches will provide staff development and/or support for the integration of sound writing instruction and word processing in the classroom.

Tallah, Paula. *The Science of Literacy: From the Laboratory to the Classroom*. Proc. National Academy Science USA, Vol. 97, Issue 6, March 14, 2000.

This article reinforces the use of the Fast ForWord Family of programs by presenting several studies suggesting that sensory processing mechanisms appear to play an important role in the development of both oral and written language. Learning to read a language is constrained by the oral language skills an individual has developed in that language. Explicit training aimed at enhancing dynamic auditory sensitivity results in highly significant improvement in temporal processing, speech discrimination and listening comprehension. In field trials using new methods (dynamic auditory training, coupled with language training using computer modified speech) comparable outcomes have been found not only for children with Language Learning Impairments, but also for a broader range of children who are struggling to learn language.

District specific analysis of how the research will be used:

In the Curriculum section of the Fontana USD Educational Technology Plan, the implementation of the Fast ForWord Family of programs will serve students that have shown, through scientific research,

to benefit the most from the specific Fast ForWord training programs. Taking into consideration the large number of English Language Learners in our student population, the Fast ForWord program has been implemented as an explicit training program to build both the orthographic (written) and phonological (spoken) components of reading and spelling in these students. The in-depth analysis of the research that supports the use of Fast ForWord with ELL and At-Risk students has been considered.

J. Ysseldyke, R. Spicuzza, S. Kosciolek, Teelucksingh, Boys, and Lemkuil. *Using a Curriculum-Based Instructional Management System to Enhance Math Achievement in Urban Schools*. Institute's National Center on Educational Outcomes, 2001.

This report examined the effect on overall student math achievement of adding a computerized curriculum-based instructional management system within classrooms. The findings demonstrate positive outcomes for students enrolled in classrooms where teachers implemented the computerized intervention; math gains were significant for high, middle, and low performing students.

District specific analysis of how the research will be used:

The Fontana Unified School District will support the use of Accelerated Math in conjunction with the district-approved math curriculum in a during-the-school-day model, and in Intervention Classrooms supported by A.B. 1639 legislation. Teachers will be given professional development on the use of the software application, plus instructional strategies that support the computerized curriculum-based instructional management system. Through ongoing data collection and analysis, the Fontana Unified School District will monitor the attainment and mastery of the state content standards through the use of district math assessments, standardized assessments and teacher observation.

Professional Development

Becker, J.H., and Riel, M.M. *Teacher professional engagement and constructivist-compatible computer use*, Center for Research on Information Technology and Organizations. 2000. http://www.crito.uci.edu/tlc/findings/report7/startpage.html

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

District specific analysis of how the research will be used:

In the Fontana USD Educational Technology Plan, professional development is an important focus. The plan is consistent with the research in the following ways: (1) teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) teachers are provided with the opportunity to receive one-on-one technical support through the site Technology Coach; and (3) our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Cradler, J., & Cradler, R. *Prior studies for technology insertion*. San Francisco, California: Far

West Laboratory. 1995.

This report concludes that staff development must be individualized to the needs of the teacher. Teachers must decide on what the topic should be and when the staff development or training should occur. Time for teachers to plan, learn about, and implement technology applications is essential. Educators need an understanding of ways to integrate technology into education reform initiatives.

District specific analysis of how the research will be used:

The Fontana USD Educational Technology Plan outlines the use of site Technology Coaches. The Technology Coach program is consistent with the research on effective staff development practices. The technology coaches help teachers with individualized technology needs, application questions and integration strategies and methods.

Process for incorporating research-based methods and models into ongoing program evaluation and modification:

Annually, the Instructional Technology Department will examine the studies in the What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.
- An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.
- An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.
- A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.
- An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.

District specific analysis of how the resources will be used

These resources will be utilized and incorporated as appropriate to ensure that the education technology program in the Fontana Unified School District is consistent with current scientifically-based research regarding technology, teaching, and learning. .

Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Software selected will be evaluated for its ability to support the five key literacy components, and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.

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).

The Fontana Unified School District will investigate the use of resources from APChallenge.net to increase the variety of course offerings that are available to students whose school received the AP Challenge Grant. Online Advanced Placement courses will be made available based on student needs and

skills, particularly in situations where there may be an insufficient number of students interested or eligible for a course at a given site.

The Fontana Adult School will use Courses2go.com to offer over 200 courses to students that desire the flexibility of an online environment. Courses will cover a wide range of subjects from Microsoft Office MOUS Certification, HTML, Oracle to Resume Preparation.

New courses will be required to complete the Course Approval Form and be approved by the Curriculum Council. Course numbers will be assigned after School Board approval has been acquired.

The use of the Fontana Unified School District Cable Channel 17 will deliver content to the community that aligns to the California content standards that is offered in the classroom. The cable television content will extend the curricular content that is being delivered during the school day and support the continued development of the curricular objectives as an after-school program.

Appendix C**:**

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT-Funded Education Technology Plans

In order to be approved, an EETT-funded plan needs to have "Adequately Addressed" each of the following.

1. PLAN DURATION		**Adequately Addressed**	**Not Adequately Addressed**
a. The plan should guide the district's use of education technology for the next 3-5 years.	**4**	The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.	The benchmarks are not associated with any particular timeline or the timeline is less than 3 years or more than 5 years in length.

2. STAKEHOLDERS Corresponding EETT Requirement(s): 7, 11,	**Page in District Plan**	**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.	**5**	The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. 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.

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT Funded Education Technology Plans

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**6**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain if computers are in the classrooms, library/media centers, or labs, 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.	**9**	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites 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.	**12**	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.	**12**	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals 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 as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	**15**	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.

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT District Education Technology Plans

3. CURRICULUM COMPONENT, Continued	Page in District Plan	Adequately Addressed	Not Adequately Addressed
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	**20**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including special education, GATE, English Language Learners, etc. 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.	**24**	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.	**26**	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.	**28**	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.	**28**	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.

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4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	**30**	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 in order 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 4-8 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.	**32**	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 will 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.	**42**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	**42**	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

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5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	**43**	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	**44**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is not by site or is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	**52**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	**55**	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.

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6. FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.	**56**	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 (3-5 years).	**56**	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.	**57**	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, such as number of computers.	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.	**58**	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.	**58**	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.

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7. MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11	**Page in District Plan**	**Adequately Addressed**	**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.	**59**	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.	**60**	Evaluation timeline is 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.	**60**	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as 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.

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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11	**Page in District Plan**	**Adequately Addressed**	**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.	**61**	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.	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.

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9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES: Corresponding EETT Requirement(s): 4 & 9	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	**65**	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, unreliable, or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	**65**	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).	**68**	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

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

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2005

IDENTIFYING INFORMATION:

CDS # 36-67710

Applicant Name: Fontana 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)**

In section 3.d of the June 2002-2005 Educational Technology Plan for Fontana USD, 3 goals were identified: Support delivery of the core curriculum during the regular school day through effective (research based) instructional strategies using technology tools, expand support for delivery of the core curriculum during and after the regular school day through additional cable TV programming on the district's Channel 17, and utilize intersession Intervention classrooms to evaluate the effectiveness of new technology strategies.

Goal 1 Progress: The district expanded access to the BigChalk Library to service all the schools in the district. Staff development was provided to all teachers, library specialist and classified personnel involved with instruction in the classroom. These trainings were conducted by the site Technology Coaches, through the Relevant Technology Tools Trainings, Adult Education Classes and Administrator trainings. Textbook technology resources (online and CD-Rom based) were implemented to extend and reinforce instruction. Staff development was offered to teachers and administrators during the Educational Services Principal Training Sessions, Technology Coaches and Relevant Technology Tools Trainings.

Goal 2 Progress: The Cable TV Programming continues to evolve into an instructionally viable teaching tool. This is a slow process, but the Coordinator of Video Information Services has worked hard to develop a instructionally sound programming schedule. Many school events were developed that aired throughout the community on a regular basis. The community members could view events occurring at their children's schools and within the community. Programming was purchased to help students learn English and hone in on the Algebra standards needed to pass the High School Exit Exam.

Goal 3 Progress: The intervention classrooms located on 3 of our elementary campuses were used to evaluate the effectiveness of the Accelerated Math program as a viable intervention. The hardware and software were purchased to sustain the program, and the intervention teachers were provided staff development on the implementation of the Accelerated Math program into their instructional day. Unfortunately, soon after the staff development occurred, the intervention program was dissolved due to funding changes. The hardware and Accelerated Math licensing remained at the school site, and was incorporated into the regular instructional classrooms. No comparative study occurred, and the program did not continue.

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)**

In section 4.b of the June 2002-2005 Educational Technology Plan for Fontana USD, there were specific individuals that were identified to contribute to the sustained efforts to infuse technology into the instruction day to impact student learning. These individual(s) or groups included: The site Technology Coaches, Teacher Leader Cadre, Digital High School Coordinators, and Educational Services Instructional Technology Department.

Site Technology Coaches: The Tech Coaches were provided training on basic network issues and troubleshooting. Each Tech Coach was responsible for individual implementation and support of instructional programs on their school sites (Easy Grade Pro, NCS Waterford Early Literacy, and Accelerated Math/Reader). Each Tech Coach was to monitor and adjust professional development focus to align with the needs of their staff. A monthly log indicates that the Tech Coaches are on track with the support of technology programs at the elementary and middle schools.

Teacher Leader Cadre: The Teacher Leader Cadre provided two professional development courses: Computers for Educators and The Relevant Technology Tools Training (RT3). The Computers for Educators course was offered one time a year for individuals to clear the technology component on the Teacher Clear Credential. The course provides credit through University of California, Riverside (UCR). The Relevant Technology Tools Training (RT3) is offered 2 times a year to elementary and secondary teachers. The training is a 6 week training (12 hours) that covers the online research databases, website development and online textbook resources that align directly to core curriculum.

Digital High School: Each of our 5 high school received a Digital High School Grant. Through the use of a site Tech Coach or DHS Coordinator, professional development was offered to the site staff on items indicated in their individual DHS plans. Staff trainings included: Career and higher education resource websites, technology portfolio creation, curriculum integration training, and various classroom management courses. The Digital High School Program is no longer in existence in our High Schools due to funding, but many of the technology focus goals continue to be met through sustained professional development, and other funding sources.

Site Administrator Technology Professional Development: The Director of Medial and Public Information conducted a series of technology trainings during the Educational Services Principal's meetings. The trainings included many short demonstrations of the online reference databases that the district subscribes to (BigChalk Library and Grolier Online). Each principal was given exposure to the online and CD-Rom resources provided by the adopted textbook publishers. These trainings gave principals an idea of available resources that teachers can utilize in the classroom, and strategies for integration of these resources into the instructional day.

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.

Randal Bassett

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Director, Technology

TITLE OF AUTHORIZED REPRESENTATIVE

April 6, 2005

SIGNATURE DATE

For CDE Use Only

Date Added: _____

Selected For Random Review: _____

Comments: