



Educational Technology Plan

July 1, 2009 -- June 30, 2014

CDS #: 40-75465

School District Name: Coast Unified School District

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Coast Unified School District

District Summary

The Coast Unified School District is located along the Central Coast of California, between Monterey and San Luis Obispo. The Coast Unified School District covers 495 square miles, and serves the adjoining communities of Cambria, Cayucos, and San Simeon. Approximately 790 students attend Coast's single elementary school, middle school, comprehensive high school, continuation high school, community day school, and adult education program. 50.0% of the Coast's students qualify to receive Free or Reduced Lunches. 50% are Socioeconomically Disadvantaged. 34 % are designated as English Language Learners. Coast Unified School District Adult Education serves Cambria's adult learning community.

School	Sch. Code	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll.
Cambria Community Day	4030219		0	0	0	0	0	0	1	2	5	4	0	0	12
Cambria Grammar	6042972	48	46	56	44	58	50	0	0	0	0	0	0	0	302
Coast Union High	4032009	0	0	0	0	0	0	0	0	0	83	60	73	67	283
Leffingwell High	4030144	0	0	0	0	0	0	0	0	0	0	3	16	8	27
Santa Lucia Middle	6042980	0	0	0	0	0	0	66	51	51	0	0	0	0	168
COAST UNIFIED	4075465	48	46	56	44	58	50	66	52	53	88	67	89	75	792

2. Stakeholder Acknowledgements

PARTICIPANTS IN THE EDUCATIONAL TECHNOLOGY PLAN, 2008-2011

School Board

President, Dianne Brooke
Board Clerk, Forrest Warren
Member, Cindy Fratto
Member, Del Clegg
Member, Robert Gong, M.D.

Administration

Superintendent Chris Adams
Sharon Henslin, Business Manager
Ginger Channell, M.O.T. Director
Denis de Clercq, Facilities Director
Henry Danielson, Technology Director

Community

Debbie Guardado, CTAP Region 8, San Luis Obispo County Office of Education

Technology Advisory Committee

Sharon Henslin	Superintendent
Ginger Channell	Business Manager
Denis de Clercq	M.O.T. Director
Henry Danielson	Facilities Director
Joe Sassaman	Technology Director
Karl Dearie	Cambria Grammar School
Patti Stroh	Coast Union High School
Robert Watt	Leffingwell High School
Carol Stoner	Leffingwell High School
Shannon Jackson	Cambria Grammar School
Ron Poulos	Coast Union High School
Robert Gong	Santa Lucia Middle School
Cindy Fratto	Board of Trustees
Suzanne Kennedy	Board of Trustees
Cheryl Seay	Santa Lucia Middle School
Brad Schultz	Coast Union High School
Herb Stroh	San Luis Obispo County Office of Education
	Cambia Sunrise Rotary

2. Partnership Involvement

Partnerships Chart

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

During the planning process, stakeholders attended Technology Committee meetings, teleconferences and exchanged e-mail communication.

Type of Partner	Name of Partner and Contact Information	Role in Development of the Technology Plan	Role in Supporting the Project
Parents	Joe Sassaman	Input regarding classroom technology and use.	Participation in Monitoring Progress
Staff	Cheryl Seay	Input course and curriculum advice, school to career information and suggestions.	Continue technical assistance-provide career opportunities in technology.
County-wide Educational Agency	Brad Schultz San Luis Obispo County Office of Education	Curriculum and Staff Development Goals	Integration of Technology into Curriculum
Government agencies, including county offices of education and CTAP	Debbie Guardado, SLOCOE/CTAP VIII	Plan Development and Critique	Integration of Technology into Curriculum , Staff Development and Curriculum Resources
Community Groups	Herb Stroh Cambria Sunrise Rotary	Expressed Community Point of View on role Technology in Education	Continue to make suggestions-help continue to appropriate funds from block grants and AP awards

3. Curriculum Driven Technology Goals

3.a. Current Access to Technology

This technology plan will begin on July 1, 2009 and end on June 30, 2014. Coast Unified School District has made a concerted effort to make technology available to all students and teachers. Each teacher and administrator in the District has a PC with Internet access on their desk. Every classroom has at least one additional computer with Internet access for student use. Many classrooms have 2 to 6 student computers. The computer ratio is 3.1 students to 1 internet-connected computer.

Each school site has a computer lab for student use. At grades 1-5, classes are scheduled one to two times a week for computer lab use and instruction. The elementary school labs are maintained by district technicians. At the 6th, 7th-8th level and the 9th-12th level, multimedia centers are included in the libraries. Each library has at least 18 computers. Teachers can schedule use of the multimedia center during class time, or send students to the library to complete research. The high school and middle school libraries are open before school, after school and at lunch. The library technicians who oversee the multimedia centers have attended classes focused on using technology for research. High school and middle school libraries have a library technician whose primary responsibility is to operate and maintain the library media center. The elementary school has a library technician.

The High School and Middle School have multimedia centers which are used as classrooms where technology skills are integrated to support the curriculum being taught. These classes are taught by credentialed teachers. The high school has multiple computer labs where a myriad of computer and business courses are taught.

Every site, K-12, has limited access to lcd projectors. Teachers are requesting the purchase of more lcd projectors and portable laptop carts.

All Special Ed students have the same access to computers as regular education students. They are also required to take the same computer class at the Middle school and High School level. English Language Learners have the same access to technology. Cambria Grammar School uses Renaissance Learning's Accelerated Reader to help enhance student reading skills. The Odysseyware Program is available during school, after school and during the summer session at the high school level.

3.b. Current Use of Technology

Coast Unified School District has made a focused effort to integrate technology into the curriculum for several years. As a result, our current use of technology in teaching provides a solid foundation for continued growth. During the school day, students use technology in a variety of ways. Elementary students use Accelerated Reader to support supplemental reading. Computers are also used for math, science, geography and language, depending on the skills of the teacher. Teachers use software that is content-area-specific to enhance their lessons. Students use the Internet to research science experiments and grade-level specific topics. Students use the Education Technology Consortium (ETC) Portal of digital electronic resources to better understand maps, research famous people, practice math and even participate in online Advanced Placement classes. Students also use the computers to augment reports and essays by using the keyboarding and other technology skills in accordance with our scope and sequence. Frequency of use varies from classroom to classroom depending on curricular need and the teacher's level of experience.

Teachers are at various stages of integrating technology as a teaching tool. Many teachers have their students use the Internet to research curriculum topics and enhance their lessons plans. They use e-mail to communicate with parents, interact with the office and with each other. Some teachers use presentation software to introduce units of study in content area subjects. All Coast Union High School teachers have created Moodle online courses for their students.

CUSD staff, principals and teachers, annually participate in the EdTechProfile assessment survey located at <http://www.edtechprofile.org> . From the May 2007 survey, 51% of the staff are using technology to support

instruction on continuing a basis. Technology professional development is created as a direct result of the EdTechProfile survey. Optional technology professional development classes are offered throughout the school year. Staff are also invited to attend CTAP and San Luis Obispo County Office of Education technology classes, as well as attend technology trainings at their sites.

Communication using a variety of electronic media

Communication using a variety of electronic media.	(A) I never or seldom use electronic media, such as word processing, publication and presentation software, to prepare classroom lessons.	(B) I am able to describe some advantages and disadvantages of using various electronic media such as word processing, publication and presentation software in the classroom. I use word processing to prepare classroom materials and use e-mail to communicate with colleagues. I do not ask my students to use either a word processor or e-mail to complete lesson goals.	(C) I have adapted my lessons or created new lessons to include a variety of electronic media. I present lesson content using presentation and/or publications software. I ask my students to complete assignments using word processing or publication and/or presentation software. I may occasionally communicate with parents and students through e-mail or my class web page. I may occasionally use spreadsheet or database graphs to compare data.	(D) I design instructional activities that require my students to identify and select electronic media that they believe will best communicate the lesson objective. According to their interests and purposes, they might select to use a single tool, such as a publication software, or a variety of tools that could include charts and graphs, mathematical modeling, mindmapping, and/or multimedia with digitized sound and graphics. Students may also use groupware, listservs and online resources to communicate with experts as they gather data for their projects. Students may keep track of their educational progress and share their products with their peers and parents with electronic portfolios.	Total Responses

Communication using a variety of electronic media.	3	16	13	1	33
Percentage of total	9%	48%	39%	3%	100%



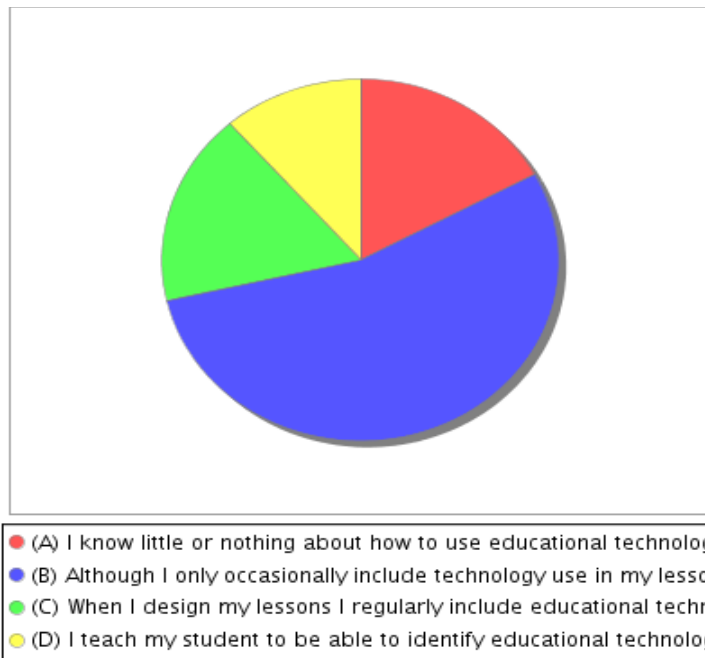
- (A) I never or seldom use electronic media, such as word processing
- (B) I am able to describe some advantages and disadvantages of
- (C) I have adapted my lessons or created new lessons to include a
- (D) I design instructional activities that require my students to ider

Most teachers have developed websites. All principals have school websites. Parents use the web to access their child's academic progress, attendance, and more.

Basic Tools: Considering all of your classes, how often do you...

Basic Tools: Considering all of your classes, how often do you ...	A) I know little or nothing about how to use educational technologies to support students with different learning styles and special needs.	B) Although I only occasionally include technology use in my lessons, I am able to identify educational technologies, hardware and software resources, to meet diverse learning styles of all my students' and that are useful for my students with learning needs.	C) When I design my lessons I regularly include educational technological resources that will support students with special needs and that will address my students' diverse learning styles.	(D) I teach my student to be able to identify educational technological resources that will assist them to meet their special needs and diverse learning styles.	Total Responses
Use educational technological resources to address student learning needs?	6	19	6	4	35
Percentage of total	17%	54%	17%	11%	100%

Use of educational technological resources to address student learning needs.



3.c. Our District’s Curricular Focus

The Coast Unified School District governing board has adopted the California Academic Content Standards as their primary curriculum adoption. These are delineated in the District's Standards and Assessments Guide. Each site has written a school-wide plan that is amended annually and approved by school site councils and the governing board. These plans drive the curricular focus at each site. Other factors driving curricular goals are data driven feedback

from regular assessment results. These include annual STAR testing, Dibels, NWEA results, district assessments, and quarterly benchmarks.

All students will acquire and use 21st Century technology skills to increase achievement in language arts.

All students will demonstrate increased proficiency in mathematics.

All students will demonstrate increased proficiency in reading.

3.d. Curriculum Goals and Implementation Plan

Table 1. Curriculum Driven Technology Goals for Elementary Schools

3.d.1 Curriculum Goal: Technology will be used to demonstrate basic computer and technology use skills.				
Objective: 80% of 1st – 5th graders will demonstrate basic computer and technology use skills as outlined in the ISTE standards.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 40% of 1 st – 5 th graders will demonstrate basic computer and technology use skills as outlined in the ISTE standards.	Technology Skill Checklist	Trimester	Teacher – reviews student progress	General Budget
End of Year 2: 50% of 1 st – 5 th graders will demonstrate basic computer and technology use skills as outlined in the ISTE standards.	Student Produced Artifacts	Trimester	Site administrator reviews work samples and makes recommendations to teachers	Title 1
End of Year 3: 60% of 1 st – 5 th graders will demonstrate basic computer and technology use skills as outlined in the ISTE standards.				
End of Year 4: 70% of 1 st – 5 th graders will demonstrate basic computer and technology use skills as outlined in the ISTE standards.				
End of Year 5: 80% of 1 st – 5 th graders will demonstrate basic computer and technology use skills as outlined in the ISTE standards.				
End of Year 5: 80% of 1 st – 5 th graders will demonstrate basic computer and technology use skills as outlined in the ISTE standards.				

3.d.2 Curriculum Goal: Technology will be used to support grade-level appropriate reading comprehension and English language development.				
Objective: 80% of 1st - 5th grade students will access Internet resources to support grade-level appropriate reading comprehension and English language development.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 40% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate reading comprehension and English language development.	Assessment of Student Progress using Accelerated Reader	Trimester	Teacher – review student test scores and create intervention groups as appropriate	General Budget Title 1
End of Year 2: 50% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate reading comprehension and English language development.		Trimester	Site administrator reviews effectiveness of program and makes recommendations to teachers	
End of Year 3: 60% of 1 st - 5 th grade students will access Internet resources to support grade-level appropriate reading comprehension and English language development.		Yearly		
End of Year 4: 70% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate reading comprehension and English language development.				
End of Year 5: 80% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate reading comprehension and English language development.				

3.d.3 Curriculum Goal: Technology will be used to support grade-level appropriate mathematics skills.				
Objective: 80% of 1st – 5th grade students will access Internet resources to support grade-level appropriate mathematics skills	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 40% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate mathematics skills	Site multiple assessment	Trimester	Site administrator reviews effectiveness of program and makes recommendations to teachers	Title 1
End of Year 2: 50% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate mathematics skills		Yearly		
End of Year 3: 60% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate mathematics skills				
End of Year 4: 70% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate mathematics skills				
End of Year 5: 80% of 1 st – 5 th grade students will access Internet resources to support grade-level appropriate mathematics skills				

3.d.4 Curriculum Goal: Technology will be used to support and enhance grade-level appropriate instruction.				
Objective : 80% of 1st – 5th grade students will use online learning resources to enhance grade-level appropriate projects across the curriculum.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 40% of 1 st – 5 th grade students will use online learning resources to create compositions.	Student Culminating Project	Trimester	Teacher – collects and reviews student produced documents	General Budget
End of Year 2: 50% of 1 st – 5 th grade students will use online learning resources to create compositions.	Report Cards	Trimester	Site administrator reviews work samples and makes recommendations to teachers	Title 1
End of Year 3: 60% of 1 st – 5 th grade students will use online learning resources to create compositions.	Teacher Lesson Plans/Pacing Guide	Weekly		
End of Year 4: 70% of 1 st – 5 th grade students will use online learning resources to create compositions.				
End of Year 5: 80% of 1 st – 5 th grade students will use online learning resources to create compositions.				

3.d.5 Curriculum Goal: Technology will be used to perform online research to supplement standards-based instruction with online research tools .				
Objective: 80% of 1st – 5th grade students will use the Internet to perform research to support classroom curriculum.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 40% of 1 st – 5 th grade students will use the Internet to perform research to support classroom curriculum.	Citations in Student Documents	As assigned	Teacher – collects and reviews student produced documents	General Budget
End of Year 2: 50% of 1 st – 5 th grade students will use the Internet to perform research to support classroom curriculum.	Teacher Lesson Plans	Weekly	Site administrator reviews lesson plans	Title 1
End of Year 3: 60% of 1 st – 5 th grade students will use the Internet to perform research to support classroom curriculum.	Teacher Assessment	Monthly	Site administrator reviews work samples and makes recommendations to teachers	
End of Year 4: 70% of 1 st – 5 th grade students will use the Internet to perform research to support classroom curriculum.				
End of Year 5: 80% of 1 st – 5 th grade students will use the Internet to perform research to support classroom curriculum.				

Table 2: Curriculum Driven Technology Goals for Middle School

3.d.6 Curriculum Goal: Technology will be used to incorporate digital and interactive resources into core lessons.				
Objective: 50% of 6th-8th grade classes will use interactive whiteboards to enhance instruction with a graphical learning interface.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 20% of 6 th -8 th grade classes will use interactive whiteboards to enhance instruction with a graphical learning interface.	Teacher Lesson Plans	Weekly	Teacher – collects and reviews student produced documents	General Budget
End of Year 2: 25% of 6 th -8 th grade classes will use interactive whiteboards to enhance instruction with a graphical learning interface.	Administrative Observations	Monthly	Site administrator performs classroom observations and makes recommendations to teachers	Title 1
End of Year 3: 30% of 6 th -8 th grade classes will use interactive whiteboards to enhance instruction with a graphical learning interface.				MS Voucher
End of Year 4: 40% of 6 th -8 th grade classes will use interactive whiteboards to enhance instruction with a graphical learning interface.				
End of Year 5: 50% of 6 th -8 th grade classes will use interactive whiteboards to enhance instruction with a graphical learning interface.				

Table 3: Curriculum Driven Technology Goals for High School

3.d.7 Curriculum Goal: Technology will be used to incorporate digital and interactive resources into core lessons.				
Objective: 30% of 9th-12th grade classes will use lcd digital projectors to enhance instruction with a graphical learning interface.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 10% of 9 th -12 th grade classes will use lcd digital projectors to enhance instruction with a graphical learning interface.	Teacher Lesson Plans	Weekly	Teacher – collects and reviews student produced documents	General Budget
End of Year 2: 15% of 9 th -12 th grade classes will use lcd digital projectors to enhance instruction with a graphical learning interface.	Administrative Observations	Monthly	Site administrator performs classroom observations and makes recommendations to teachers	Title 1
End of Year 3: 20% of 9 th -12 th grade classes will use lcd digital projectors to enhance instruction with a graphical learning interface.				MS Voucher
End of Year 4: 25% of 9 th -12 th grade classes will use lcd digital projectors to enhance instruction with a graphical learning interface.				
End of Year 5: 30% of 9 th -12 th grade classes will use lcd digital projectors to enhance instruction with a graphical learning interface.				

3.e. Information Literacy

District leadership is articulating across all grade levels to integrate information literacy skills. The Coast Unified School District's scope and sequence is aligned to ISTE Standards for Students. Lessons on information literacy skills are available for teacher use on the Coast Education Technology website. These lessons are being integrated into our scope and sequence to strengthen the information literacy curriculum. The Technology Committee will develop grade level appropriate rubrics to measure success. As these new guidelines are developed, they will be included in this technology plan.

3.e. Goal: Students will acquire technology and information literary skills needed to succeed in the classroom and workplace as outlined in the Scope and Sequence (Appendix D).				
Objective: 90% of 3rd, 5th, 8th and 12th grade students will demonstrate grade appropriate knowledge and use of technology in the classroom.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 50% of 3 rd , 5 th , 8 th and 12 th grade students will demonstrate grade appropriate knowledge and use of technology in the classroom.	District Scope & Sequence	Benchmarks	Administration: Provide software & materials for technology use	General Fund
End of Year 2: 60% of 3 rd , 5 th , 8 th and 12 th grade students will demonstrate grade appropriate knowledge and use of technology in the classroom.	Student portfolios	On-going		E-rate
End of Year 3: 70% of 3 rd , 5 th , 8 th and 12 th grade students will demonstrate grade appropriate knowledge and use of technology in the classroom.	Student projects	Fall/Spring 3 rd , 5 th , 8 th & 12 th graders	Provide staff for instruction	MS Voucher
End of Year 4: 80% of 3 rd , 5 th , 8 th and 12 th grade students will demonstrate grade appropriate knowledge and use of technology in the classroom.	Teacher assessment		Provide infrastructure & hardware	
End of Year 5: 90% of 3 rd , 5 th , 8 th and 12 th grade students will demonstrate grade appropriate knowledge and use of technology in the classroom.			Provide teacher staff development	
			Teachers: Provide grade level appropriate instruction	
			Provide access to technology	

3.f. Ethical Use

List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)

Goal 1 of 2: Throughout all grade levels, students will understand responsibility inherent in the use of technology and apply that technology appropriately.		
Objective 1 of 1: All students will use technology responsibly and appropriately.		
<p>Benchmarks: End of year 1: By June 2010, one hundred percent of the students in grades k-12 using computers and/or the Internet will have an Acceptable Use Policy completed and on file at the school site. End of year 2: By June 2011, one hundred percent of the students in grades k-12 using computers and/or the Internet will have an Acceptable Use Policy completed and on file at the school site. End of year 3: By June 2012, one hundred percent of the students in grades k-12 using computers and/or the Internet will have an Acceptable Use Policy completed and on file at the school site. End of year 4: By June 2013, one hundred percent of the students in grades k-12 using computers and/or the Internet will have an Acceptable Use Policy completed and on file at the school site. End of year 5: By June 2014, one hundred percent of the students in grades k-12 using computers and/or the Internet will have an Acceptable Use Policy completed and on file at the school site.</p>		
<p>Activities: Focus Year 1 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. Focus Year 2-5 continue Focus Year 1 activities</p>		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
AUPs on file, Principals	June of each year	Revise collection process as needed

Goal 2 of 2: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.		
Objective 1 of 1: Students will have the skills necessary to distinguish lawful from unlawful online downloading, plagiarism, copyright, and the implications of illegal peer-to-peer network file sharing.		
End of year 1: 100% of students k-12 will receive age-appropriate instruction to develop the skills necessary to distinguish lawful from unlawful online downloading, plagiarism, copyright, and the implications of illegal peer-to-peer network file sharing.		
End of year 2: 100% of students k-12 will receive updated age-appropriate instruction to develop the skills necessary to distinguish lawful from unlawful online downloading, plagiarism, copyright, and the implications of illegal peer-to-peer network file sharing.		
End of year 3: 100% of students k-12 will receive updated age-appropriate instruction to develop the skills necessary to distinguish lawful from unlawful online downloading, plagiarism, copyright, and the implications of illegal peer-to-peer network file sharing.		
End of year 4: 100% of students k-12 will receive updated age-appropriate instruction to develop the skills necessary to distinguish lawful from unlawful online downloading, plagiarism, copyright, and the implications of illegal peer-		

to-peer network file sharing.		
End of year 5: 100% of students k-12 will receive updated age-appropriate instruction to develop the skills necessary to distinguish lawful from unlawful online downloading, plagiarism, copyright, and the implications of illegal peer-to-peer network file sharing.		
Activities: Focus Year 1, 2, 3, 4 and 5 Teachers will receive annual training in copyright law as it pertains to education and instruction. Students will be taught age appropriate methods of distinguishing lawful and unlawful downloading and peer-to-peer file sharing as well as copyright laws pertaining to plagiarism. Students will receive instruction on understanding the specific language of the AUP as it pertains to them		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTechProfile student surveys Acceptable Use Policy (AUP)	Spring of each year	The technology committee will collect data, analyze the results, and make recommendations for program modification.

3.g. Internet Safety

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

Goal 1 of 1: Students will learn about Internet safety.		
Objective 1 of 1: Students will have the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content.		
End of year 1: 100% of students k-12 will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content		
End of year 2: 100% of students k-12 will receive updated age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content		
End of year 3: 100% of students k-12 will receive updated age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content		
End of year 4: 100% of students k-12 will receive updated age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content		
End of year 5: 100% of students k-12 will receive updated age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content		
Activities: Focus Year 1, 2, 3, 4 and 5 Teachers will receive annual instruction in the use of district resources that protect students from online abuse, i.e. LIGHTSPEED filtering, blocking software, proxy settings, reporting abuse, etc. Students will learn the appropriate use of electronic resources, protecting personal information and how to avoid inappropriate content as well as reporting features. Students will receive instruction on understanding the specific language of the AUP as it pertains to them		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys. Acceptable Use Policy (AUP)	Spring of each year	The technology committee will collect data, analyze the results, and make recommendations for program modification.

3.h. Technology Access for all students, including Special Needs Students

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a “due process” procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child’s unique needs.

3.h. Goal: Access for all students - Provide adequate educational technology resources for all students, including Special Education, and Migrant students, to ensure that every individual student receives a quality standards-based education, develops information literacy skills, and is granted the opportunity to access and learn to use available technology resources.				
Objective: 60% classrooms will have a 4:1 student/computer ratio by June 2014.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 20% classrooms will have a 4:1 student/computer ratio by June 2010.	School Site Inventories	Twice a year	Technology Committee: <ul style="list-style-type: none"> ▪ Research & recommend resources for the entire student population ▪ Monitor program & provide feedback Special Services: <ul style="list-style-type: none"> ▪ Research & recommend adaptive technology for students who are educationally or physically challenged, primarily the hearing impaired & those with limited English Proficiency Administrative Purchasing Staff: <ul style="list-style-type: none"> ▪ Purchase adequate hardware & software to ensure appropriate access to all students Teachers/Special Services: <ul style="list-style-type: none"> ▪ Implement hardware & software Library/Media Staff: <ul style="list-style-type: none"> ▪ Install hardware & software ▪ In-service staff ▪ Upgrade as necessary, (i.e., primary source documents for students in their native language). 	General Fund
End of Year 2: 30% classrooms will have a 4:1 student/computer ratio by June 2011.				Lottery
End of Year 3: 40% classrooms will have a 4:1 student/computer ratio by June 2012.				Grants
End of Year 4: 50% classrooms will have a 4:1 student/computer ratio by June 2013.				Donations
End of Year 5: 60% classrooms will have a 4:1 student/computer ratio by June 2014.				Title I Migrant MS Voucher

3.i. Record Keeping and Assessment Goals

Staff will receive ongoing training and support in the software selected for record keeping and assessment. Site techs will be given additional training to support the use of the software by their staff members.

3.i.1. Curriculum Goal for Record Keeping and Assessment: Teachers will use attendance, record keeping, and assessment software to efficiently manage classroom records and student information.				
Objective: 100% of K-12th grade teachers will use PowerSchool to manage attendance, classroom records, and student information.	Evaluation Instrument and Data to be collected	Frequency of Collection	Program Modification Process and Person Responsible	Funding Source
End of Year 1: 60% of K-12 th grade teachers will use PowerSchool to manage attendance, classroom records, and student information.	Attendance Records	Daily	Teachers submit daily attendance	<u>Schoolwide:</u> 1. Title I <u>Other:</u> 1. Tech Budget
End of Year 2: 70% of K-12 th grade teachers will use PowerSchool to manage attendance, classroom records, and student information.	Teacher Gradebook	Quarter/Trimester	Teachers create and maintain classroom gradebook.	
End of Year 3: 80% of K-12 th grade teachers will use PowerSchool to manage attendance, classroom records, and student information.	Standards Based Report Cards	Quarter/Trimester	Teachers create and submit report cards. Administration responsible for review and distribution.	
End of Year 4: 90% of K-12 th grade teachers will use PowerSchool to manage attendance, classroom records, and student information.	Evaluation of implementation	Annual	Administration meets with Technology Committee and teaching staff to review procedures and progress.	
End of Year 5: 100% of K-12 th grade teachers will use PowerSchool to manage attendance, classroom records, and student information.				

3.i.2. Curriculum Goal for Record Keeping and Assessment: Teachers will use data analysis software to make data-driven curricular decisions.

Objective: 100% of K-12th grade teachers will use Northwest Evaluation Association (NWEA) to align curriculum with state standards and assess student progress.	Evaluation Instrument and Data to be collected	Frequency of Collection	Program Modification Process and Person Responsible	Funding Source
End of Year 1: 70% of K-12 th grade teachers will use NWEA. to align curriculum with state standards and assess student progress.	Teacher Assignments	Monthly	Administration establishes program implantation benchmarks.	<u>Schoolwide:</u> 1. Title I 2. Testing Budget
End of Year 2: 80% of K-12 th grade teachers will continue to use NWEA. to align curriculum with state standards and assess student progress.	Student Progress	Quarter/Trimester	Administration reviews program effectiveness and implements changes as needed.	
End of Year 3 100% of K-12 th grade teachers will continue to use NWEA. to align curriculum with state standards and assess student progress.	Evaluation of implementation	Annual	Administration meets with Technology Committee and teaching staff to review procedures and progress.	
End of Year 4 100% of K-12 th grade teachers will continue to use NWEA. to align curriculum with state standards and assess student progress.				
End of Year 5 100% of K-12 th grade teachers will continue to use NWEA. to align curriculum with state standards and assess student progress.				

3.j. Home-School Communication

3.j.1. Curriculum Goal for Home-School Connection: The district will use technology to facilitate communication among school, parents and the community via the World Wide Web.				
Objective: The district website will be operational and available on the World Wide Web with a calendar of events and email links to all administration and staff.	Evaluation Instrument and Data to be collected	Frequency of Collection	Program Modification Process and Person Responsible	Funding Source
End of Year 1: The district website will be operational and available on the World Wide Web with a calendar of events and other pertinent information.	Website server log analysis	Trimester	Technology department will develop website; and will prepare log analysis for administrator	<u>Schoolwide:</u> 1. Tech Budget
End of Year 2: The district website will be operational and available on the World Wide Web with a calendar of events and other pertinent information.	School email directory	Annually	Technology department will maintain and update the website.	
End of Year 3: The district website will be operational and available on the World Wide Web with a calendar of events and other pertinent information.				
End of Year 4: The district website will be operational and available on the World Wide Web with a calendar of events and other pertinent information.				
End of Year 5: The district website will be operational and available on the World Wide Web with a calendar of events and other pertinent information.				

3.j.2. Curriculum Goal for Home-School Connection: The district will use technology to facilitate communication among school, parents and the community via the World Wide Web.

Objective: 60% of all teaching staff will have classroom websites with curricular resources to support student learning and parent communication.	Evaluation Instrument and Data to be collected	Frequency of Collection	Program Modification Process and Person Responsible	Funding Source
End of Year 1: 20% of all teaching staff will have websites with curricular resources to support student learning and parent communication.	Website server log analysis	Trimester	Technology department will develop websites; and will prepare log analysis for administrators. Teachers will maintain and update their websites.	<u>Schoolwide:</u> 1. Staff Development Funds
End of Year 2: 30% of all teaching staff will have websites with curricular resources to support student learning and parent communication.	Website hits Reports	Annually		
End of Year 3: 40% of all teaching staff will have websites with curricular resources to support student learning and parent communication.				
End of Year 4: 50% of all teaching staff will have websites with curricular resources to support student learning and parent communication.				
End of Year 5: 60% of all teaching staff will have websites with curricular resources to support student learning and parent communication.				

3.j.3. Curriculum Goal for Home-School Connection: The district will use technology to facilitate communication among school, parents and the community via the World Wide Web.

Objective: 90% of parents will have access to PowerSchool, an online interface, to review their child’s attendance, grades, and additional student information.	Evaluation Instrument and Data to be collected	Frequency of Collection	Program Modification Process and Person Responsible	Funding Source
End of Year 1: 40% of parents will have access to PowerSchool, an online interface, to review their child’s attendance, grades, and additional student information Gaggie Email .	Website server log analysis	Trimester	Technology department will develop website; and will prepare log analysis for administrator	<u>Schoolwide:</u> 1. Technology Funds
End of Year 2: 60% of parents will have access to PowerSchool an online interface, to review their child’s attendance, grades, and additional student information.		Annually	Technology department and school site personnel will work collaboratively to create and disseminate parent login information.	
End of Year 3: 70% of parents will have access to PowerSchool, an online interface, to review their child’s attendance, grades, and additional student information.				
End of Year 4: 80% of parents will have access to PowerSchool, an online interface, to review their child’s attendance, grades, and additional student information.				
End of Year 5: 90% of parents will have access to PowerSchool, an online interface, to review their child’s attendance, grades, and additional student information.				

3.k. Benchmarks and Timeline / Monitoring and Evaluation

The benchmarks for each of the goals are stated in each of the goal forms above and the timeline for implementing the strategies and activities is contained in our overall timeline for the plan in Appendix B.

The monitoring and evaluation process at Coast Unified School District reflects the fact that we have 7 administrators and 60 classroom teachers in the district.

The process for utilizing technology in the curriculum, technology and Information Literacy areas begins with the teachers. They are responsible for implementing the goals, working with the students and collecting standards-based software test results, student work portfolios, and record this data. The Technology Committee will monitor the efforts and review data once a trimester. The Technology Committee reports to the Superintendent, who reviews the input and makes recommendations to the Technology Committee and the teachers.

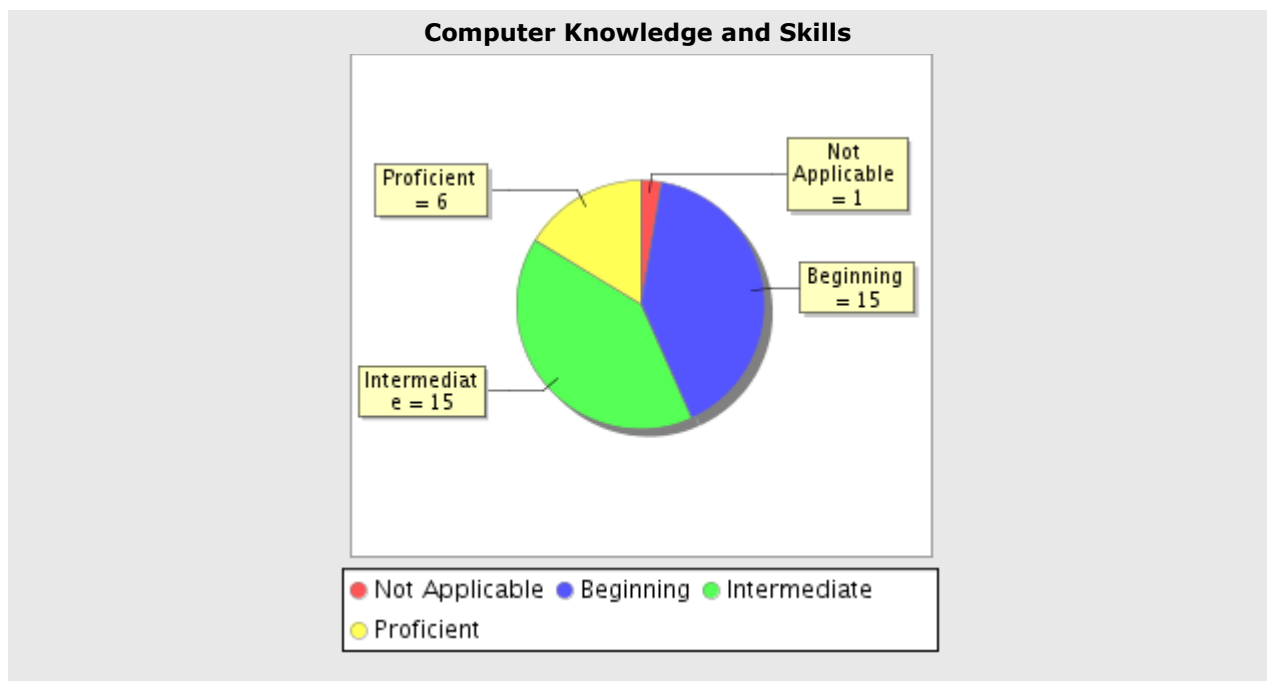
For the goals dealing with appropriate access, record keeping and home-school connection, the Technology Committee will work closely with the technology department to implement and monitor the programs. The Committee will meet once per quarter to evaluate progress and report to the Superintendent. The Superintendent will advise the Technology Committee.

4. Staff Development

4.a. Summary of Technology Skills

The Coast Unified School District has 60 classroom teachers, 13 Pupil Personnel staff, and 7 administrators. The results of a district wide technology skills survey and the Ed Tech Profile Technology Assessment have given an indication of current technology skills of our staff. Most certificated site personnel, including teachers and administrators, completed the Ed Tech Survey. This information has directed the development of specific goals for professional development so that the curricular goals of this plan can be attained.

According to the most recent Ed Tech Profile district report data from May 2007 on Computer Knowledge and Skills, 41% of Coast teachers are at the beginning level, 41% are in the intermediate level, 16% are proficient, and 3% were not applicable. The results for CCTC Program Standard 9: Using Technology in the Classroom indicated that 50% of teachers are at the beginning level in integrating technology into their classrooms, 39% are at the intermediate level, 4% listed not applicable, and only 8% are proficient. Reviewing CCTC Program Standard 16: Using Technology to Support Student Learning had similar results: 9% Not Applicable, 52% Beginning, 33% Intermediate, and 6% Proficient. There continues to be a great need for staff development in all areas of technology that offers multiple opportunities for staff to enhance their skills. Also, we need to provide more support and follow-up activities for implementation. Teachers and administrators will continue to take the EdTechProfile on an annual basis.



Percentage	Number	
3%	1	Not Applicable
41%	15	Beginning
41%	15	Intermediate
16%	6	Proficient
100%	37	Total Responses

Implementation

4.b. Staff Development Goals

4.b.1. Goal for Staff Development: Teaching staff will receive training to facilitate integration of selected educational software to support and extend a standards-based program of instruction.				
Objective: 60% of certified staff, including administrators will receive training to facilitate integration of personal computers, district-approved software, and peripherals to enhance a standards-based program of instruction.	Evaluation Instrument and Data to be collected	Frequency of Collection	Program Modification Process and Person Responsible	Funding Source
End of Year 1: 20% of certified staff will receive training to facilitate integration of personal computers, district-approved software, and peripherals to enhance standards-based program of instruction.	Attendance records of training	After each workshop.	Superintendent, Director of Technology plan trainings with input from Technology Advisory Committee.	<u>Schoolwide:</u> 1. Staff Development Funds
End of Year 2: 30% of certified staff will receive training to facilitate integration of personal computers, district-approved software, and peripherals to enhance standards-based program of instruction.	Teachers plan lessons with integrated technology	Weekly	Teachers attend training and implement integration of program.	
End of Year 3 40% of certified staff will receive training to facilitate integration of personal computers, district-approved software, and peripherals to enhance standards-based program of instruction.	District Assessment of Student Progress	Quarter/Trimester	Teachers evaluate reports to measure student progress.	
	Evaluation of Program	Annual	Administration and teachers evaluate effectiveness for continuation of program.	
End of Year 4 50% of certified staff will receive training to facilitate integration of personal computers, district-approved software, and peripherals to enhance standards-based program of instruction.				

End of Year 5 60% of certified staff will receive training to facilitate integration of personal computers, district-approved software, and peripherals to enhance standards-based program of instruction.				
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4.b.2. Staff Development Goal: Certificated staff will receive training and use an online standards-based grading solution to collect, maintain, and submit grade reports.

Objective: 80% of certificated staff will receive training and use an online standards-based grading solution to collect, maintain, and submit grade reports.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 40% of certificated staff will receive training and use an online standards-based grading solution to collect, maintain, and submit grade reports	Attendance records of training Classroom/Period grade reports	After each workshop. Quarter/Trimester	Teachers and administration coordinate staff development and training in use of grading program	<u>Schoolwide:</u> 1. Technology Funds 2. Staff Development Funds
End of Year 2: 50% of certificated staff will receive training and use an online standards-based grading solution to collect, maintain, and submit grade reports	Standards-based Report Cards	Quarter/Trimester	Teachers create and submit report cards. Administration responsible for review and distribution.	
End of Year 3: 60% of certificated staff will receive training and use an online standards-based grading solution to collect, maintain, and submit grade reports				
End of Year 4: 70% of certificated staff will receive training and use an online standards-based grading solution to collect, maintain, and submit grade reports				
End of Year 5: 80% of certificated staff will receive training and use an online standards-based grading solution to collect, maintain, and submit grade reports				

4.b.3. Staff Development Goal: Certificated staff will receive training and integrate the District Technology Outcomes/ Scope and Sequence to improve classroom instruction and student performance within their core instruction.				
Objective: 100% of Certificated staff will receive training and integrate the District Technology Outcomes/ Scope and Sequence to improve classroom instruction and student performance within their core instruction.	Evaluation Instrument and Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 60% Certificated staff will receive training and integrate the District Technology Outcomes/ Scope and Sequence to improve classroom instruction and student performance within their core instruction.	Attendance records of training Teacher Lesson Logs	After each workshop Monthly	Staff Development and training in use of District Technology Outcomes/ Scope and Sequence Administration meets with Technology Committee, and teaching staff to review procedures and progress.	<u>Schoolwide:</u> 1. Staff Development Funds
End of Year 2: 70% of Certificated staff will receive training and integrate the District Technology Outcomes/ Scope and Sequence to improve classroom instruction and student performance within their core instruction.	Evaluation of Implementation	Bi-Monthly		
End of Year 3: 80% of Certificated staff will receive training and integrate the District Technology Outcomes/ Scope and Sequence to improve classroom instruction and student performance within their core instruction.				
End of Year 4: 90% of Certificated staff will receive training and integrate the District Technology Outcomes/ Scope and Sequence to improve classroom instruction and student performance within their core instruction.				
End of Year 5: 100% of Certificated staff will receive training and integrate the District Technology Outcomes/ Scope and Sequence to improve classroom instruction and student performance within their core instruction.				

4.b.4. Staff Development Goal: Certificated staff will receive training and integrate the Education Technology Center (ETC) Portal resources as an instructional tool to improve classroom instruction and student performance within their core instruction.				
Objective: 50% of certificated staff will receive training and integrate the Education Technology Center (ETC) Portal resources as an instructional tool to improve classroom instruction and student performance within their core instruction.	Evaluation Instrument and Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 10% staff will receive training and integrate the Education Technology Center (ETC) Portal resources as an instructional tool to improve classroom instruction and student performance within their core instruction.	Attendance records of training	After each workshop	Staff Development and training in use of standards-based digital resources.	Staff Development Funds
	ETC Portal Statistics	Semester	Coordinated by Director of Information Technology	
End of Year 2: 20% staff will receive training and integrate the Education Technology Center (ETC) Portal resources as an instructional tool to improve classroom instruction and student performance within their core instruction.	Hits per Educational Resource in the ETC Portal	Monthly	Technology Committee reviews progress.	
	Evaluation of Implementation	Semi-annually		
End of Year 3: 30% staff will receive training and integrate the Education Technology Center (ETC) Portal resources as an instructional tool to improve classroom instruction and student performance within their core instruction.				
End of Year 4: 40% staff will receive training and integrate the Education Technology Center (ETC) Portal resources as an instructional tool to improve classroom instruction and student performance within their core instruction.				
End of Year 5: 50% staff will receive training and integrate the Education Technology Center (ETC) Portal resources as an instructional tool to improve classroom instruction and student performance within their core instruction.				

4.b.5. Staff Development Goal: Certificated staff will receive training and use District Email and other District technology tools.				
Objective: 100% of Certificated staff will receive training and use District Email and other District technology tools on a daily basis.	Evaluation Instrument and Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 60% of Certificated staff will receive training and use District Email and other District technology tools on a daily basis.	Attendance records of training E-mail use Statistics	After each workshop Semester	Staff Development and training in use of standards-based digital resources. Coordinated by Director of Technology Technology Committee reviews progress.	Staff Development Funds
End of Year 2: 70% of Certificated staff will receive training and use District Email and other District technology tools on a daily basis.				
End of Year 3: 80% of Certificated staff will receive training and use District Email and other District technology tools on a daily basis.	Evaluation of Implementation	Semi-annually		
End of Year 4: 90% of Certificated staff will receive training and use District Email and other District technology tools on a daily basis.				
End of Year 5: 100% of Certificated staff will receive training and use District Email and other District technology tools on a daily basis.				

4.c. Benchmarks and Timeline

The benchmarks for each of the goals are stated in each of the goal forms above and the timeline for implementing the strategies and activities is contained in our overall timeline for the plan in Appendix B.

4.d. Monitoring and Evaluation

The Technology Committee will work closely with the Curriculum and Technology departments to identify appropriate training venues. The Committee will confer with District administration to schedule training. After each training venue, the participants will evaluate the session with a critique form and the Committee will coach the teachers as needed on an individual basis to develop the skills in context and integrate the technology. The Committee will meet once per quarter/trimester to evaluate progress and report to the Superintendent. The Superintendent will advise the Technology Committee, and teachers.

The Committee will ensure that each certificated staff member takes the Ed-Tech Profile self-assessment survey to document professional growth in instructional technology skills.

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

5.a. Existing Technology

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.

	K-5	6-8	9-12
Excel	X	X	X
Internet Explorer	X	X	X
Accelerated Reader	X	X	
Biography		X	X
California Streaming	X	X	X
Calisphere		X	X
Classroom Jeopardy	X	X	X
CSU English		X	X
CSU Math		X	X
Digital English	X		
Digital Math			X
Revolution Prep			X
Follett (library)	X	X	X
Google Earth	X	X	X
KidPix	X		
Math Connection	X		
Microsoft Word	X	X	X
Moodle	X	X	X
MovieMaker	X	X	X
Odysseyware			X
Paint	X	X	X
Photostory	X	X	X
PowerPoint	X	X	X
Publisher	X	X	X
Rosetta Stone		X	
Type To Learn	X		
World Book	X	X	X

All schools have at least one 25-30 station Dell/Apple/Lenovo computer lab. Each classroom has at least two networked computers. Fourth-twelfth grade classrooms have at least two networked computers each.

CA Schools Tech Survey Computer Hardware Data

School	Instruct PCs	Instruct Laptops	1Y	1-2Y	2-3Y	3-4Y	4Y+	Thin	Classroom Loc	Lab Loc	Library Loc	Cart Loc	Other Loc	Specific Loc
Cambria Grammar School	91	1	50	0	0	0	41	0	54	35	2	0	0	0
Santa Lucia Middle School	62	2	10	10	12	12	18	0	12	43	4	0	Gym, office	3

Coast Union High School	120	6	38	0	27	30	25	0	50	54	16	0	0	0
Leffingwell High School	21	3	0	3	14	4	0	0	21	0	0	0	0	0
Cambria Community Day School	9	1	2	0	0	7	0	0	9	0	0	0	0	0

SITE NETWORKS AND CONNECTIVITY

All Coast school sites are connected to a metropolitan fiber optic network allowing for adequate bandwidth for data, voice and video network resources.

Network Cabling

All Coast campuses network to the district’s Network Operating Center (NOC), located at the district office, via Multi-mode Fiber optic cable. 5 sites connect at **(minimum) 100MB** and 1 site connects at **(minimum) 1GB**. Each site is equipped with its own Fiber optic backbone to connect the site MDF to each IDF at 100MB minimum. Each Client computer is connected at 100MB Full Duplex on a minimum of CAT 5 copper cabling. The NOC is provided a DS3 connection to San Luis Obispo County Office of Education (SLOCOE) with a rate of 100MBps. SLOCOE is Coast’s Internet Provider through the K-12 High Speed Network (HSN). The Internet access from SLOCOE has a content filter device for protection.

The district utilizes an analog telephone system over a landline providing a handset in every classroom. This includes voicemail for every teacher. Cellular Phones are used as communication for the safety plan

See Appendix E for Coast Network Diagram.

We are planning to implement a robust Wireless Local Area Network at each school site to provide more flexibility for student use.

District technicians currently provide technical support for end-user hardware and software issues. The District contracts with the San Luis Obispo County Office of Education whose LAN Maintenance Technicians provide network support. **Coast Utilizes a web based Email -hosted solution for communication between Administrators, staff, students, parents and community.**

5.b. Summary of Technology Hardware, Infrastructure, and Learning Resources Needed

As new network technology becomes available and affordable, CUSD will look to implement necessary changes in our network. The Technology Director will assess our network upgrades and improvements on a yearly basis and make recommendations to our Superintendent. The current level of technical support at the district level is sufficient to meet the current needs.

Coast Unified School District believes that technology is a tool to enhance the learning process and not a solution in itself. The District encourages an integrated approach to the use of technology in the classroom in all of the school sites. In order for teachers to be able to meet the curriculum goals of this plan the technical tools must be in place and working. It is essential that infrastructure, hardware, support and software be available and working.

The following section describes the hardware, learning resources, network infrastructure, and support needed for a successful learning environment that will ensure all Coast Unified students can meet the high curricular standards of this plan, the district, and the State of California.

Coast Unified School District will utilize E-rate sources for our email system (Gaggle.net Inc.), Internet connectivity (SLOCOE, CHARTER), landline and cell phone communications (Pacific Bell, AT&T, SBC, Verizon, SLO Cellular Inc.

Hardware items to be acquired to implement this plan are as follows:

1. New Printers
2. Computers for classrooms
3. Laptop computers
4. LCD projectors
5. Interactive Whiteboards

Infrastructure necessary to implement this plan are as follows:

1. Managed switches for all IDFs
2. Wireless Access Points

Software items to be acquired to implement this plan are as follows:

1. Multi-media Software
2. Web Development Software
3. Inspiration/Kidspiration
4. ETC Portal Digital Resources
5. Newly Adopted Textbook Technology Resources
6. PhotoStory 3 & Audacity

5.c. Timeline

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.

Efforts in this area for the duration of the plan will focus on enhancing access to the Internet and maintaining high-quality and timely technical support. During the plan timeframe, changes in infrastructure, hardware, and software will be made as needed, whether it is due to upgrades for technology or modifications in the plan from the monitoring and evaluation process. The timeline is contained in the overall timeline for the plan in Appendix B.

During school hours, technical support will be obtained through onsite staff. The district will also make use of the San Luis Obispo County LAN Maintenance Technicians. CTAP Region 8 is also available to assist with technical support.

Benchmarks and Timeline

The tables below indicate the benchmarks/timeline for acquisition of hardware, software and additional resources to be acquired as resources become available. In order to continue to meet the 4:1 student-to-computer ratio, Coast will purchase approximately 60 computers per year to replace outdated computers per the California Schools Technology Survey data on page 34.

Hardware/Software	When	Person Responsible
Desktop Computers	2009-2014	Principal
LCD Projectors	2009-2014	Director of Technology
Multi-Function Scanner	2010	Director of Technology
Multimedia Software	2009-2014	Director of Technology

Televisions	2009-2014	Principal
Printers	2009-2014	Director of Technology
Digital Cameras	2009-2014	Principal
Laptop Computers	2009-2014	Director of Technology
Digital Cameras	2009-2014	Principal
Pocket PC	2009-2014	Principal
Video Conferencing Unit	2009-2014	Principal
Interactive Whiteboard	2009-2014	Principal
Printers	2009-2014	Director of Technology

Sustainability Chart		
Type of Support Provided (Examples)	Individual(s) Responsible (Person(s) or Job Title(s))	Plan for Providing This Support
Ongoing equipment maintenance, repair, and replacement	Director of Technology	Staff report problems to Technology Department. Technology Department provides maintenance and support on a daily basis.
Technical support provided during school hours	Director of Technology, County LAN Maintenance, Technicians	During school hours technical support is provided by Technology Department. E-Rate funded network technicians are within a 30 minute response time for network support.
Professional development	Director of Technology, San Luis Obispo County Office of Education, CTAP Region VIII	The Director of Technology will maintain ongoing communication and support through SLOCOE and CTAP to ensure adequate professional development over the course of this plan

5.d. Monitoring

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

The Technology Committee will work closely with the technology department to monitor the adequacy of the infrastructure, hardware, technical support and software available to support the plan. The Committee will meet every quarter to review status, evaluate progress and report to the Assistant Superintendent of Curriculum and Director of Information Technology. The Assistant Superintendent will advise the Technology Committee, Administrators' Collaborative Team, and the teachers.

6. Funding and Budget

6.a. Funding Sources

The Coast Unified School District actively seeks grants outside of the regular district revenue to fund and support the Technology Education Plan. District funding sources are designed to support the goals of the technology plan as described below. The Chief Business Officer and Director of Technology work closely with the Superintendent's cabinet in all areas of budgeting. Over the next five years the CBO and Director of Technology will work collaboratively to ensure the success of this plan.

Title I Funding
K-12 Voucher Program
E-Rate Funding
EETT
Categorical Funding

Coast Unified School District will also make use of state resources including TICAL at www.portical.org, CLRN at www.clrn.org, CALSAVE at www.calsave.org and TECHSETS at www.techsets.org, among others. These resources are used to make technology related purchases at discounted prices.

E-Rate

The Educational Rate, or E-Rate, Program is a program under the auspices of the Federal Communications Commission (FCC), which provides special discounts to K-12 educational entities for the development of networks and classroom connectivity. When approved, discounted rates are applied to telephone service, Internet access, cabling, wiring and certain communications hardware, software and services required providing this connectivity. Educational entities seeking funds are required to apply for funding annually. E-Rate Supplemental Technology Plans will be completed prior to submission of form 470 each year and retained for five years following delivery of services.

California TeleConnect Program Fund

The California TeleConnect program is a California state program which provides discounts to K-12 education similar to the federal E-Rate program. It provides discounted telecommunications services for qualifying schools, libraries, hospitals, and community-based organization

6.b. Implementation cost (5 years)

Budget forms for 2009-2014 follow.

On the following pages are budget projections for the next five years.

2009-2010 Estimated Technology Budget

2009 - 2010 Estimated ITS Budget (Funds Permitting)

Hardware to be

<u>Acquired</u>	<u>Hardware</u>	
4 sites	Site infrastructure upgrades	5,000
	Classroom computer upgrades (site and district funds) \$600 ea	4,200
	ITS Equipment replacement fund	3,000
		\$12,200
	<u>Prof Dev</u>	
	Staff training	7,500
		\$7,500
	<u>Software</u>	
	Odysseyware	9000
	LANDESK software license	3900
	ETC Web Portal	4200
	McAfee Virus Software	2640
	QSS accounting software license	2950
	PowerSchool student data software license	6700
	Added for software for computer upgrades 7 X \$100	\$700
		\$30,090
	<u>Miscellaneous</u>	
	Gaggle: Student/Staff e-mail	500
	<u>Telecommunications (after E-Rate discounts)</u>	
	Telephone (local and long distance), internet backbone	10,200
	Internet access/data circuits	15,800
	Cellular phones	2,200
		\$28,200
	<u>Maintenance</u>	
	Tech Services Consultant (1)	5,000
	Technology maintenance agreements	913
		\$5,913
TOTAL		\$84,403

2010-2011 Estimated Technology Budget

2010 - 2011 Estimated ITS Budget (Funds Permitting)

Hardware to be

<u>Acquired</u>	<u>Hardware</u>	
4 sites	Site infrastructure maintenance	5,000
	Network upgrades (site and district funds)	4,200
	ITS Equipment replacement fund	3,000
		\$12,200
	 <u>Prof Dev</u>	
	Management training	7,500
		\$7,500
	 <u>Software</u>	
	Odysseyware	9000
	LANDESK software license	3900
	ETC Web Portal	4200
	McAfee Virus Software	2640
	QSS accounting software license	2950
	PowerSchool student data software license	6700
	Added for software for computer upgrades 7 X \$100	\$700
		\$30,090
	 <u>Miscellaneous</u>	
	Offsite backup storage for email	500
	 <u>Telecommunications (after E-Rate discounts)</u>	
	Telephone (local and long distance), internet backbone	10,200
	Internet access/data circuits	15,800
	Cellular phones	2,200
		\$28,200
	 <u>Maintenance</u>	
	Tech Services Consultant (1)	5,000
	Technology maintenance agreements	913
		\$5,913
<hr/> TOTAL		\$84,403

2011-2012 Estimated Technology Budget

2011 - 2012 Estimated ITS Budget (Funds Permitting)

Hardware to be

<u>Acquired</u>	<u>Hardware</u>	
4 sites	Site infrastructure upgrades	5,000
	Microsoft Exchange server purchase	4,200
	Microsoft Exchange Server licenses	3,000
		\$12,200
	<u>Prof Dev</u>	
	Staff training	7,500
		\$7,500
	<u>Software</u>	
	Odysseyware	9000
	LANDESK software license	3900
	ETC Web Portal	4200
	McAfee Virus Software	2640
	QSS accounting software license	2950
	PowerSchool student data software license	6700
	Added for software for computer upgrades 7 X \$100	\$700
		\$30,090
	<u>Miscellaneous</u>	
	Network-attached storage for District Office	500
	<u>Telecommunications (after E-Rate discounts)</u>	
	Telephone (local and long distance), internet backbone	10,200
	Internet access/data circuits	15,800
	Cellular phones	2,200
		\$28,200
	<u>Maintenance</u>	
	Tech Services Consultant (1)	5,000
	Technology maintenance agreements	913
		\$5,913
TOTAL		\$84,403

2012-2013 Estimated Technology Budget

2012 - 2013 Estimated ITS Budget (Funds Permitting)

Hardware to be

<u>Acquired</u>	<u>Hardware</u>	
4 sites	Site infrastructure upgrades	5,000
	Classroom computer upgrades (site and district funds) \$600 ea	4,200
	ITS Equipment replacement fund	3,000
		\$12,200
	<u>Prof Dev</u>	
	Staff training	7,500
		\$7,500
	<u>Software</u>	
	Odysseyware	9000
	LANDESK software license	3900
	ETC Web Portal	4200
	McAfee Virus Software	2640
	QSS accounting software license	2950
	PowerSchool student data software license	6700
	Added for software for computer upgrades 7 X \$100	\$700
		\$30,090
	<u>Miscellaneous</u>	
	USB Thumb Drives for D.O. staff	500
	<u>Telecommunications (after E-Rate discounts)</u>	
	Telephone (local and long distance), internet backbone	10,200
	Internet access/data circuits	15,800
	Cellular phones	2,200
		\$28,200
	<u>Maintenance</u>	
	Tech Services Consultant (1)	5,000
	Technology maintenance agreements	913
		\$5,913
<hr/>		
	TOTAL	\$84,403

2013-2014 Estimated Technology Budget

2013 - 2014 Estimated ITS Budget (Funds Permitting)

Hardware to be

<u>Acquired</u>	<u>Hardware</u>	
4 sites	Site infrastructure upgrades	5,000
	Update Surge Protectors and UPS units district-wide	4,200
	ITS Equipment replacement fund	3,000
		\$12,200
	<u>Prof Dev</u>	
	Staff training	7,500
		\$7,500
	<u>Software</u>	
	Odysseyware	9000
	LANDESK software license	3900
	ETC Web Portal	4200
	McAfee Virus Software	2640
	QSS accounting software license	2950
	PowerSchool student data software license	6700
	Added for software for computer upgrades 7 X \$100	\$700
		\$30,090
	<u>Miscellaneous</u>	
	USB Flash drives for Principals	500
	<u>Telecommunications (after E-Rate discounts)</u>	
	Telephone (local and long distance), internet backbone	10,200
	Internet access/data circuits	15,800
	Cellular phones	2,200
		\$28,200
	<u>Maintenance</u>	
	Tech Services Consultant (1)	5,000
	Technology maintenance agreements	913
		\$5,913
TOTAL		\$84,403

6.c. District replacement policy for obsolete equipment.

The district has set the lifespan of a computer at five years. Computers that are broken beyond cost-effective repair or are functionally unwanted will be discarded via district policy. The district will fund replacement hardware with sources such as general district funds, school improvement program, Title I, and Microsoft K-12 Voucher funds.

The District Technology Advisory Committee recognizes the need to have a comprehensive revolving plan to replace older and nonfunctioning educational technology equipment for our classrooms and labs.

It is estimated that there is \$149,400 of technology equipment in our classrooms and labs. This includes administration technology equipment or site and district network infrastructure and supporting equipment. Currently the district has 7 labs and 66 classrooms with technology equipment supporting the Technology Plan.

Historically school sites have provided the funding to replace classroom and lab educational technology. Currently approximately 30% of classroom and lab computers and printers are over three years old and lack funding to replace them. School sites are not able to keep up with the influx of demand to replace older and nonfunctioning equipment. This challenge has been recognized by the district and ultimately the Board of Education set the following goal for the 2006-2007 school year:

-“Staff will develop a replacement plan for equipment, vehicles and technology”. In order to continue to meet the 4:1 student to computer ratio, Coast will purchase approximately 60 computers per year to replace outdated computers per the California Schools Technology Survey data on page 38.

While current infrastructure and network equipment get some funding, it’s the committee’s recommendation that the district provide incremental funding to replace all classroom and lab educational technology in a five to seven year replacement schedule.

The process of distributing yearly replacement funds will be the responsibility of the Technology Advisory Committee using the following criteria:

- Desire technology replacement support Educational Technology Plan
- Age of technology needing to replace
- Site/grant funding contribution
- Lab vs. classroom technology
- Equality among sites

All replacement needs will emphasize the educational technology benefit of the replaced equipment. The Technology Advisory Committee will accept applications for desired equipment from school sites and representatives to the committee annually and make recommendations to the Information Technology Services and the Curriculum Education Technology staff. Annual reports will be provided to the district and Board of Education.

6.d. Feedback loop used to monitor progress and update funding and budget decisions.

The Director of Technology provides the overall management, evaluation, and coordination of the plan. The Director of Technology along with the Superintendent & Curriculum Committee coordinate the technical support, staff development, ongoing partnership involvement, and the collection of relevant staff and student data. The Technology Department is responsible for the procurement and maintenance of equipment. If it is determined that the funding and budget component is not being implemented as scheduled in the plan, plan modifications and suggestions will be taken to the technology team for consideration and discussion.

The Technology Committee uses collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modification. Teachers are responsible for collecting data regarding student’s academic achievement.

Any funding and budget changes will be determined by administration and submitted to the Board of Trustees for approval before implementation.

7. Monitoring and Evaluation

7.a. Technology's Impact

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 Technology Committee will evaluate the Technology Plan annually. The committee will work closely to review students' work throughout the year. The committee will then report its findings to the Superintendent and will evaluate whether students' performance standards are being met at each grade level. The data will be shared with all stakeholders via the district website and newsletter. All stakeholders have an open invitation to Technology Committee meetings. At times, the Committee contacts various stakeholders for input based on their expertise.

The process for utilizing technology and information literacy in the curriculum begins with the teachers. They are responsible for implementing the goals, working with the students and collecting student technology samples. The Technology Committee will monitor the efforts and review data once per trimester. The Technology Committee reports to the Assistant Superintendent of Curriculum, who reviews the input and makes recommendations to the Technology Committee, Administrators' Collaborative Team, and the teachers.

For the goals dealing with appropriate access, record keeping and home-school connection, the Technology Committee will work closely with the technology department and site principals to implement and monitor the programs. The Committee will meet once a semester to evaluate progress and report to the Superintendent. The Superintendent will advise the Technology Committee and the teachers.

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

Coast Unified School District will have a major review every three years to align with your technology needs and E-Rate requests. See Timeline in Appendix B.

Staff meetings are held weekly and the staff will have the opportunity to report any specific needs to the administration. These weekly meetings will be a tool to assure that all concerns and evaluations are addressed immediately and effectively.

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

The evaluation of the information will be used to ensure student learning of technology, that teachers will access student learning, reading comprehension, and written curricular goals utilizing technology. Teachers will make the assessments on student learning and reports to be given to the Superintendent, Director of Technology, and the Technology Committee for monitoring and evaluating purposes. The technology coordinator will invite feedback from the stakeholders involved in the creation of the Technology Use Plan through scheduled meetings, email, and personal interaction with personnel involved in the process. The Superintendent and the Director of Technology will work closely with the Technology Committee to use the information that has been gathered to analyze the plan and then make the recommended modifications as needed.

The Superintendent will be responsible for monitoring and evaluating the overall progress of the plan. Feedback from the District Technology Advisory Committee will be disseminated to the Administrators' Collaborative Team. Feedback from the Administrator's Collaborative Team will be disseminated to the Superintendent's Cabinet for evaluation within their specific areas of responsibility. The Superintendent's Cabinet's feedback will be shared with the District Technology Advisory Committee to continue, improve, or enhance the current plan. The district superintendent will report findings to the Board and community in its annual technology presentation.

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

8.a. Description of how the program will be developed in collaboration with identified adult literacy providers.

Coast administers the Cambria Adult School which provides computer instruction for adults, and has a partnership with Cuesta Community College to provide ESL instruction to all adults within our district. Cuesta College has satellite campuses located on the Leffingwell High School and District Office campuses.

9. Effective, Researched–Based Methods and Strategies

9.a. Research

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

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

This report concludes that effective uses of technology to enhance student achievement are based on four elements:

1. alignment to curricular standards and objectives
2. assessment that accurately and completely reflects the full range of academic and performance skills
3. holding schools and districts accountable for continuous evaluation and improvement strategies
4. 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, our school district will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Our curricular goals in the Plan directly address California content standards in Language Arts and Mathematics, a curricular focus for our district. Through the ongoing data collection and analysis stated in our goal implementation plans and our timeline, our district will continuously monitor its attainment of the goals and objectives in the Technology Use Plan. Results will be reported annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing appropriate and equitable access to all students in our community, including students in special populations.

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

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

District specific analysis of how the research will be used: As indicated in our Technology Use Plan, we value ongoing professional development. 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 attend workshops and conferences that cover basic-to-advance use of technology, as funds are available; (3) Coast technology-savvy teachers are involved in leadership activities such as California Technology Assistant Project (CTAP) Tech Mentoring, coaching, facilitating, and modeling the effective use of instructional technology.

Marzano, R, Pickering, D., and Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Virginia: Association for Supervision and Curriculum Development. This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

District specific analysis of how the research will be used: Technology will continue to be used and further developed to implement a variety of the identified instructional strategies to support student achievement in literacy and content areas. Some examples follow.

Software, such as Kidspiration and/or Inspiration, will be used to create nonlinguistic representations such as graphic organizers and scaffolding for supporting understanding of key concepts and vocabulary. A general office suite and mind-mapping software can be used to generate such tools. Presentation software, such as Powerpoint and PhotoStory 3, will be used to organize and introduce units of study, accompanied by printed handouts to assist students in note taking and identifying main ideas and summarizing critical information.

Activities for homework and practice will be enhanced and extended by using the Internet, the Education Technology Consortium (ETC) Portal of digital resources, and other electronic resources.

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

“And in the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum.”

District specific analysis of how the research will be used: The goal for our district is to integrate technology into the curriculum. Our curriculum and staff development goals in the plan reflect this commitment. The implementation plans and activities in the timeline will lead teachers to make the use of educational technology part of their daily practice rather than something extra or technology for its own sake.

9.b. Strategies

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).

Our school district serves a K-12 student population. Most distance learning courses are aimed at high school students. However, our district will use other online resources to enhance and extend the basic curriculum and course offerings. We will take advantage of information technology to bring educational resources to our district. For example, we will draw upon the resources of SCORE (Schools of California Resources for Education) for additional lessons linked to State content standards and CLRN (California Learning Resource Network) for supplemental electronic learning resources.

Our staff development program will take advantage of the San Luis Obispo County Office of Education and CTAP Region VIII resources for technology training in curriculum integration. We will also explore additional opportunities in staff development such as those offered by Intel, Teach to the Future. As our staff successfully implements this plan and grows in its ability to use instructional technology, students will continue to receive the best possible education through our staff's increased ability to integrate technology and differentiate instruction.

In our model, integrated technology can offer all students, whether they be developmentally delayed or gifted, English Language Learner or physically challenged, as well as those at the 50th percentile, a challenging, specialized and exciting school experience.

Appendix A

Computer and Network Student Use Policy

Coast Unified School District

Student Acceptable Use Policy

General Statement of Policy

Coast Unified School District provides access to the district computer network for electronic mail and the Internet. Access to e-mail and the Internet enables students to have access to electronic information that enables them to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people around the world.

Limited Educational Purpose

With access to computers and people all over the world comes the potential for access to material that is illegal, defamatory, inaccurate or offensive to some people. The school district system has a limited educational purpose, which includes use of the system for classroom activities, professional or career development, and limited high-quality self-discovery activities. Users of the system are expected to use the Internet to further educational and personal goals consistent with the mission of the school district and school policies. Uses, which might be acceptable on a user's private personal account on another system, may not be acceptable on this limited purpose network.

Coast Unified School District has taken steps to restrict access to inappropriate resources and information on the network and to monitor student use of the network. However, on a global network it is impossible to effectively control student access to material. The primary responsibility for access will rest with the student. We believe that the benefits to students from access to the Internet exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying standards that children should follow when using media and information sources. To that end, Coast Unified School District supports and respects each family's right to decide whether or not to apply for school access.

Use of the System is a Privilege

The use of the school district system is a privilege, not a right. Depending on the nature and degree of the violation and number of violations of the district policy, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use of access privileges; payments for damages or repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; civil or criminal liability under applicable laws. The following pages contain a list of unacceptable uses and student rights. Please read these carefully. Signatures are required by student and parent/guardian prior to the student being given access to the system.

Student Internet Access

- All students may have access to the school district network and the Internet World Wide Web information resources through their classroom, library or school computer lab under the guidance of a teacher, librarian, library technician, or other school administrator.

- Students may have e-mail access only under their teacher's direct supervision using a classroom e-mail account. Students will not be provided individual e-mail accounts.

Unacceptable Uses. The following uses of the district network are considered unacceptable:

- **Personal Safety**

- o You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone number, school address, work address, etc.
- o You will not agree to meet someone you have met online without your parent's approval and participation. Your parent should accompany you to the meeting.
- o You will promptly report to your teacher or other appropriate school employee any message that you receive that is inappropriate or makes you uncomfortable.

- **Illegal Activities**

- o You will not attempt to gain access to the district network or to any other computer system through the district network or go beyond your authorized access. This includes attempting to log on through another person's account or access another person's files. These actions are illegal, even if only for the purpose of "browsing".
- o You will not make deliberate attempts to disrupt the computer system or network, or destroy data by spreading computer viruses, loading illegal files, or by any other means. These actions are illegal.
- o You will not use the district network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
- o You will not post, submit, publish, or display harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.

- **System Security**

- o You are responsible for your network account and should take all reasonable precautions to prevent others from being able to use your account. Under no circumstances should you provide your password to another person.

- o You will immediately notify a teacher, school administrator, librarian or district technology department if you have identified a possible security problem. Do not go looking for security problems; this may be construed as an illegal attempt to gain access.
- o You will not download software or install programs unless it is under the direct supervision of a teacher and only with permission from the school administrator or technology coordinator.
- o You will do nothing that could disrupt the use of the system for others, including installing programs or files, deleting programs or files, modifying settings, changing passwords, or reconfiguring the system.
- o You will not in any manner physically modify, harm, or destroy any computer or network hardware.

• Inappropriate Language

- o Restrictions against Inappropriate language apply to public messages, private messages, and material posted on Web pages.
- o You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- o You will not post information that could cause damage or pose a danger of disruption.
- o You will not engage in personal attacks, including prejudicial or discriminatory attacks.
- o You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by the person to stop sending messages, you must stop.
- o You will not knowingly or recklessly post false or defamatory information about a person or organization.

• Respect for Privacy

- o You will not re-post a message that was sent to you privately without the permission of the person who sent you the message.
- o You will not post private information about another person.

• Respecting Resource Limits

- o You will use the system only for educational and career development activities.
- o You will not download large files unless approved by the teacher in charge. If necessary, you will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer.

- o You will not post chain letters or engage in “spamming”. Spamming is sending an annoying or unnecessary message to a large number of people.

- **Plagiarism and Copyright Infringement**

- o You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- o You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. Reproduction of a work includes using the work in another written form or posting the work or portion of the work, on the Internet. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be confusing. If you have questions, you should ask your teacher.

- **Inappropriate Access to Material**

- o You will not use the school district network to access harmful matter or material that is profane or obscene (pornography), that advocates illegal acts, or advocates violence or discrimination towards other people (hate literature). This may include certain song lyrics and related materials.
- o If you mistakenly access inappropriate information, you should immediately tell the teacher or school administrator in charge. This will protect you against claim that you have intentionally violated this policy.
- o Your parent/guardian should instruct you if there is additional material that they think it would be inappropriate for you to access. The District fully expects that you will follow your parent’s instructions in this matter.

- **Your Rights**

- o Free Speech

- Your right to free speech, as set forth in the District’s disciplinary code, applies also to your communication on the District’s network and on the Internet, except as otherwise set forth in the Acceptable Use Policy. The school district network is considered a limited forum, similar to the school newspaper, and therefore the District may restrict your speech for valid educational reasons.

- o Search and Seizure

- You should be aware that computer files and communications on the District’s network and all over the Internet are not private or secure.
- Students will limit their use of the system to classroom activities, teacher-directed activities, library-related research, or career development. Use

of the system for any other purpose, personal or otherwise, is prohibited unless approved in advance.

- The District may monitor your use of the Internet and the District's computer resources, including your e-mail, Internet files, and Internet access, at any time with out advance notice or consent when there is a reasonable need to do so. Passwords must be reported. Monitoring of the system may lead to discovery that you have violated the Acceptable Use Policy, the District's disciplinary codes or the law.
- Your parent/guardian has the right at any time to see the contents of your files.

o Due Process

- The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school district network.
- In the event there is a claim that you have violated this Policy of the District's disciplinary code in your use of the school district network, you will be provided with at written notice of the suspected violation and an opportunity to be heard in the manner set forth in the District's disciplinary code.
- Major violations of the District's Acceptable Use Policy by a student will result in the loss of use of all computing equipment and Internet access, even if this causes the student to fail a class. The student may be able to regain computing privileges the following school year. If this occurs, the student will be given the opportunity to remove his/her school-related files.
- If the violation also involves a violation of the District's disciplinary code, it will be handled in a manner described in the District's disciplinary code. Additional restrictions may be placed on the student's use of their network account.

• **Limitation of Liability**

- o The District makes no warranties of any kind, either express or implied, that the functions or services provided through the school district network will be error-free or without defect. The District will not be responsible for any claims, damages, or injury of any nature whatsoever, which users may suffer as a result, whether directly or indirectly, of any us of the school district network, including, but not limited to, personal injury, emotional distress or suffering, or loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising from the unauthorized us of the school district network, including, but not limited to, the purchase of products of services.

Appendix B

Timeline 2009-2014

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Training & Integration												
Podcasting		X						X				
Interactive Whiteboards		X						X				
PowerSchool Gradebook Program			X				X					
District Webpage				X					X			
ETC Portal Digital Resources					X					X		
Monitoring/Evaluation												
Accelerated Reader Reports					X				X			X
Scholastic Reads Reports					X				X			X
Textbook Software		X	X									
Teacher Lesson Plans			X		X		X		X		X	
Home Survey												X
Annual Review												X
Evaluation of Implementation												X
Teacher Evaluations						X			X			
Software/Hardware Purchases												
Managed Switches	X											
New Computers		X						X				
Printers		X						X				
Laptop Computers		X						X				
LCD Projectors		X						X				
Interactive Whiteboards				X								
Textbook Software												
Multimedia Software			X									
Inspiration/Kidspiration			X									
iPod										X		

Additional Training as Needed

Appendix C Management Chart

Individual(s) Responsible (Person(s) or Job Title(s))	Responsibilities (Samples)	Time Estimate (Hours per month of no. of full- time staff)
Superintendent	Provide overall management and coordination.	10 hours per month
Director of Technology	Manage and coordinate funding and budget.	10 hours per month
Director of Technology	Manage and coordinate staff development.	10 hours per month
Director of Technology	Manage and coordinate hardware acquisition and installation.	10 hours per month
Director of Technology	Manage and coordinate technical support.	20 hours per month
Director of Technology	Coordinate Technology Committee	5 hours per month
Site Principals	Collect data regarding students' computer skills.	2 hours per month
Site Principals	Collect data regarding student's academic achievement.	5 hours per month
Director of Technology	Collect staff development data on technology proficiencies.	5 hours per month
Director of Technology	Collect data regarding staff development focused on student computer knowledge and skills.	2 hours per month
Director of Technology	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement.	5 hours per month
Director of Technology	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	5 hours per month

Appendix D Technology Scope and Sequence

The Coast Unified School District’s scope and sequence is aligned to the ISTE National Educational Technology Standards for Students. The following categories are addressed in this scope and sequence:

1. Basic Computer/Technology Use
2. Presentation Tools
3. Video
4. File and Resource Management
5. Spreadsheets
6. Multimedia
7. Social and Ethical Use
8. Databases
9. Web Authoring
10. Word Processing
11. Email
12. Electronic Collaboration
13. Graphics and Publishing
14. Internet Use
15. Integration and Projects

ISTE National Educational Technology Standards for Students (NETS-S)

I. BASIC OPERATIONS AND CONCEPTS

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

II. SOCIAL, ETHICAL, AND HUMAN ISSUES

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

III. TECHNOLOGY PRODUCTIVITY TOOLS

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

IV. TECHNOLOGY COMMUNICATIONS TOOLS

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

V. TECHNOLOGY RESEARCH TOOLS

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

VI. TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Source: International Society for Technology in Education (ISTE), *National Educational Technology Standards for Teachers* (Eugene, OR: ISTE, NETS Project, 2000).

**Coast Unified School District's Scope and Sequence
Technology Integration Outcomes – Grades K-8**

Grade Level	Technology Awareness And Operation	Using Technology to Compute and Acquire Knowledge	Authoring	Culminating Project	Associated Tasks
K	<p>K.1 Demonstrate grade appropriate rules and ethical behaviors of computer use</p> <p>K.2 Identify basic computer parts (monitor, keyboard, mouse, printer, CPU)</p>			<p>K.9 Teacher models a project using various technologies that supports life long learning</p>	
Grade Level	Technology Awareness And Operation	Using Technology to Compute and Acquire Knowledge	Authoring	Culminating Project	Associated Tasks
1	<p>1.1 Demonstrate grade appropriate rules and ethical behaviors of computer use</p> <p>1.2.1 Differentiate between icons</p> <p>1.2.2 Introduction to the following software: word processing, graphic design</p> <p>1.3 Explore the uses of grade appropriate technology in the classroom</p>	<p>1.7 Introduction to accessing information from electronic encyclopedias or the Internet (teacher models).</p>	<p>1.8 Use mouse and keyboard to create a picture with a caption</p>	<p>1.9 Develop a project using various technologies that supports life long learning</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Make card with a sentence and a picture • Design a graphic 	<p>Delete Key and/or Backspace</p> <p>Mouse Navigation</p> <p>Use of Left Click vs. Right Click</p> <p>Double Click</p> <p>Use of File Menu or Icons to:</p> <ul style="list-style-type: none"> Print Save Exit or Quit <p>Introduction to Toolbars</p> <p>Change Font Size</p> <p style="padding-left: 20px;">Insert a Graphic</p> <p>Proper use of</p> <ul style="list-style-type: none"> Shift Space Bar Arrows Enter or Return Backspace and/or Delete Save work
Grade Level	Technology Awareness And Operation	Using Technology to Compute and Acquire Knowledge	Authoring	Culminating Project	Associated Tasks
2	<p>2.0 Begin using structured keyboard program</p> <p>2.1 Demonstrate grade appropriate rules and ethical behaviors of computer use</p> <p>2.2.1 Name and describe the functions of the basic parts of the computer</p> <p>2.2.2 Become familiar with the following software: word processing, graphic design</p> <p>2.2.3 Demonstrate proper handling of discs and be able to access programs</p> <p>2.3.1 Explore the uses of grade appropriate technology in the classroom</p>	<p>2.4 Use a word processor to type and edit using basic word processing commands</p> <p>2.7 Access information from databases, encyclopedias and the Internet.</p>	<p>2.8 Begin use of graphics in a word processing program</p>	<p>2.9 Develop a project using various technologies that supports life long learning</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Produce a paragraph with graphics (student and computer generated) • Create and print a poem with graphics • Write one page of a class book with graphics • Write a friendly letter using proper format 	<p>Save and Open a file from a designated folder</p> <p>Highlight Text</p> <p>Proper Use of:</p> <ul style="list-style-type: none"> Caps Lock Line Spacing Editing Indenting (Tab) Window Resizing Dialog Boxes Scroll bars

Grade Level	Technology Awareness And Operation	Using Technology to Compute and Acquire Knowledge	Authoring	Culminating Project	Associated Tasks
3	<p>3.0 Use structured keyboarding program to type at a rate of 8-10 words per minute.</p> <p>3.1 Demonstrate grade appropriate rules and ethical behaviors of computer use</p> <p>3.2 Become familiar with the following software: word processing graphic design</p> <p>3.3 Explore the uses of grade appropriate technology in the classroom</p>	<p>3.4 Use a word processor to type and edit using word processing commands</p> <p>3.7 Access information from databases, encyclopedias and the internet.</p>	<p>3.8.1 Expand the use of graphics</p> <p>3.8.2 Introduce citation of sources from electronic encyclopedias and the Internet</p>	<p>3.9 Develop a project using various technologies that supports life long learning</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Produce an article for a class newsletter • Produce a short report including graphic • Produce an invitation for a school event • Create a multimedia product for an audience (teacher models) 	<p>Save work to a designated folder</p> <p>Use Colors and Patterns in Graphics</p> <p>Proper use of:</p> <ul style="list-style-type: none"> Minimize Maximize Restore/Undo Close Page Set-up Spell Check
4	<p>4.0 Keyboard correctly at 12-15 words per minute</p> <p>4.1 Demonstrate grade appropriate rules and ethical behaviors of computer use</p> <p>4.2.1 Be able to make use of the following kinds of software; word processors</p> <p>4.2.2 Be exposed to peripherals (printers, cameras, servers)</p> <p>4.3 Explore the uses of grade appropriate technology in the classroom</p>	<p>4.4.1 Use a word processor to type and edit using basic word processing commands</p> <p>4.7 Access information from databases, encyclopedias and the Internet</p> <p>4.7.2 Use email program to send and receive email</p>	<p>4.8 Expand the ability to use graphics in work such as:</p> <ul style="list-style-type: none"> • Word Processing • Desktop Publishing • Multimedia 	<p>4.8 Develop a project using various technologies that supports life long learning</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Prepare a report with visuals • Write and illustrate a story book using graphics and tables as a cooperative class project • Write and illustrate an autobiography, biography or essay • Research a student selected topic and prepare an oral report with visual aides • Develop a class newsletter as a cooperative project • Use a WebQuest or CyberHunt • Create a graph from a survey • Create a multimedia product for an audience • ePals • Gaggle.net email accounts 	<p>Margin Adjustments</p> <p>Hanging Indents</p> <p>Group and Ungroup Graphic Objects</p> <p>Relationship of graphics to text</p> <p>Spreadsheet:</p> <ul style="list-style-type: none"> Formatting Sorting Insert Chart <p>Organize Information using Tabs</p> <p>Use of Column Break</p>

**Coast Unified School District's Scope and Sequence
Technology Integration Outcomes – Grades K-8**

Grade Level	Technology Awareness And Operation	Using Technology to Compute and Acquire Knowledge	Authoring	Culminating Project	Associated Tasks
5	<p>5.0 Keyboard correctly at 15-20 words per minute</p> <p>5.1 Demonstrate grade appropriate rules and ethical behaviors of computer use</p> <p>5.2.1 Be able to make use of the following kinds of software; word processors</p> <p>5.2.2 Be able to access available peripherals with assistance</p> <p>5.3 Be introduced to visual presentation tools (projectors, overheads, camcorders)</p>	<p>5.4.1 Expand the use of the following types of software: word processors, and graphics programs</p> <p>5.5 Use technology in the classroom (calculators, video, audio, microphone, overhead, projectors, digital camera)</p> <p>5.7.1 Access information from databases, encyclopedias and the Internet.</p> <p>5.7.2 Use email to send and/or receive information</p>	<p>5.8 Students will demonstrate basic knowledge, understanding and application of:</p> <ul style="list-style-type: none"> • Word Processing • Desktop Publishing • Multimedia 	<p>5.9 Develop a project using various technologies that support life long learning</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Prepare a report with visuals • A cooperative class project: write and illustrate a story book using graphics and tables • Write and illustrate autobiography, biography or essay • Research a student-selected topic and prepare an oral report with visual aids. • Develop a class newsletter as a cooperative project • Create a multimedia product for an audience • Develop a grade appropriate Web Quest 	<p>Text boxes with column linking.</p> <p>Tables in Word Processor</p> <p>Delete document from student file in server.</p> <p>Insert Page Break</p> <p>Spreadsheet: Sum Formula Auto Sum</p>
Grade Level	Technology Awareness And Operation	Using Technology to Compute and Acquire Knowledge	Authoring	Culminating Project	Associated Tasks
6	<p>6.0 Keyboard correctly at 25-30 words per minute</p> <p>6.1 Demonstrate grade appropriate rules and ethical behaviors of computer use</p> <p>6.2 Become familiar with available peripherals</p>	<p>6.4 Demonstrate use of the following types of software: word processors and graphics programs</p> <p>6.5 Use visual presentation tools (projectors, overheads, camcorders)</p> <p>6.6 Use technology to collect organize and analyze problems using spreadsheet</p> <p>6.7.1 Access information from databases, encyclopedias and the Internet.</p> <p>6.7.2 Use data communications to send and or receive information</p>	<p>6.8 Students will demonstrate solid knowledge, understanding, and application of:</p> <ul style="list-style-type: none"> • Word processing • Desktop publishing • Multimedia 	<p>6.9 Develop a project using various technologies that supports life long learning</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Research paper • Creative writing product: play, story, poetry, cartooning • Practical writing product: newsletter, instructional guide, yearbook, brochure, greeting card • Spreadsheets: collect, manipulate, and analyze data • Create an interdisciplinary multimedia presentation to communicate with others: PowerPoint, Web Pg 	<p>Spreadsheet</p> <p>Use grade appropriate formulas (+, -, /, *, average)</p> <p>Sorting</p> <p>Fill Right and Fill Down</p>

**Coast Unified School District's Scope and Sequence
Technology Integration Outcomes – Grades K-8**

Grade Level	Technology Awareness And Operation	Using Technology to Compute and Acquire Knowledge	Authoring	Culminating Project	Associated Tasks
7	<p>7.0 Keyboard correctly at 35 words per minute</p> <p>7.1 Demonstrate rules and ethical behaviors of computer use</p> <p>7.2 Use hardware and software designed to create presentations of information and products to groups, using computers and appropriate peripherals</p> <p>7.3 Explore new technologies that are used in all career areas: Agriculture, Arts, Media and Entertainment, Business, Engineering Technology, Health Careers, Home Economics Careers and Technology, Industrial and Technology, Public and Human Services</p>	<p>7.4 Effectively select and use software programs</p> <p>7.5 Use visual presentation to communicate information and ideas</p> <p>7.6 Use technology to collect, organize and analyze problems using a database or spreadsheet</p> <p>7.7 Expand the use of telecommunications to send and receive information</p>	<p>7.8 Students will demonstrate strong knowledge, understanding, application of:</p> <ul style="list-style-type: none"> • Word processing • Desktop publishing • Multimedia 	<p>7.9 Develop a project using various technologies that supports life long learning</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Research paper for a subject area • Creative writing product: play, story, poetry, cartooning • Practical writing product: newsletter, instructional guide, yearbook, brochure, greeting card • A visual product: video, slides, overhead • A product for solving problems in the real world • Create an interdisciplinary multimedia presentation to communicate with others (PowerPoint, Web Page) 	To be completed at each site.
Grade Level	Technology Awareness And Operation	Using Technology to Compute and Acquire Knowledge	Authoring	Culminating Project	Associated Tasks
8	<p>8.0 Keyboard correctly at 40 words per minute</p> <p>8.1 Demonstrate rules and ethical behaviors of computer use</p> <p>8.2 Use hardware and software designed to create presentations of information and products to groups, using computers and appropriate peripherals</p> <p>8.3 Explore new technologies that are used in all career areas: Agriculture, Arts Media and Entertainment, Business, Engineering Technology, Health Careers, Home Economics Careers, Industrial and Technology, Public and Human Services</p>	<p>8.4 Effectively select and use software programs</p> <p>8.5 Use visual presentation to communicate information and ideas</p> <p>8.6 Use technology to collect, organize and analyze problems using a database or spreadsheet</p> <p>8.7 Demonstrate mastery in the use of electronic research tools</p>	<p>8.8 Students will demonstrate complete knowledge, understanding, application of:</p> <ul style="list-style-type: none"> • Word processing • Desktop publishing • Multimedia 	<p>8.9 Develop a project using various technologies that supports life long learning</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Research paper for a subject area • Creative writing product: play, story, poetry, cartooning • Practical writing product: newsletter, instructional guide, yearbook, brochure, greeting card • Product for solving problems in the real world • Create an interdisciplinary multimedia presentation to communicate with others (PowerPoint, Web Pg) 	To be completed at each site.

**Coast Unified School District's Scope and Sequence
Technology Integration Outcomes–Grades 9-12**

International Society for Technology in Education (ISTE) Standard	District Standards Grades 9-12	Outcomes	Objectives
Basic Operations and Concepts	H.S. 1 All students will understand the basic operations and concepts of technology.	<p>H.S. 1.1 Students demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>H.S. 1.2 Students are proficient in the use of technology.</p>	<p>Use pictures, sound, text, and video to acquire information. Obey copyright laws, record sources for citation, and quote directly from sources.</p> <p>Perform and refine searches using multiple electronic sources.</p> <p>Create a variety of graphs from a self-created spreadsheet to demonstrate trends or differences in the data collected and incorporate them into a problem-solving presentation.</p> <p>Proofread documents for mechanics, grammar, and content. Take care of equipment appropriately.</p> <p>Edit and save data between applications.</p>
Social, Ethical and Human Issues	H.S. 2 All students will understand social, ethical, and human issues related to technology	<p>H.S. 2.1 Students understand the ethical, cultural, and societal issues related to technology.</p> <p>HS. 2.2 Students practice responsible use of technology systems, information, and software.</p> <p>H.S. 2.3 Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p>	<p>Evaluate and compare sources to determine credibility, bias, and relevance.</p> <p>Obey copyright laws, record sources for citation, and quote directly from sources.</p> <p>Follow appropriate etiquette and make efficient and effective use of resources so as not to deny access to others.</p> <p>Select appropriate search engines or directories based on their appropriateness for the task.</p>
Technology Productivity Tools	H.S. 3 All students will apply technology to enhance productivity.	<p>H.S. 3.1 Students use technology tools to enhance productivity.</p> <p>H.S. 3.2 Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</p>	<p>Use pictures, sound, text, and video to acquire information. Utilize spreadsheet and databases to record information and problem solve.</p> <p>Perform and refine searches using multiple electronic sources.</p> <p>Create a variety of graphs from a self-created spreadsheet to demonstrate trends or differences in the data collected and incorporate them into a problem-solving presentation.</p> <p>Create and edit a document combining original text and graphics using desktop publishing skills.</p> <p>Create a multi-media presentation from a variety of different electronic sources.</p> <p>Proofread documents for mechanics, grammar, and content. Evaluate, select, and use presentation software and hardware to present to an audience.</p> <p>Take care of equipment appropriately.</p>
Technology Communications Tools	H.S. 4 All students will apply technology as a communication tool.	<p>H.S. 4.1 Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</p> <p>H.S. 4.2 Students use a variety of media and formats to communicate</p>	<p>Create a variety of graphs from a self-created spreadsheet to demonstrate trends or differences in the data collected and incorporate them into a problem-solving presentation.</p> <p>Create and edit a document combining original text and graphics using desktop publishing skills.</p> <p>Create a multi-media presentation from a variety of different electronic sources.</p> <p>Evaluate, select, and use presentation software and hardware to present to an audience.</p>

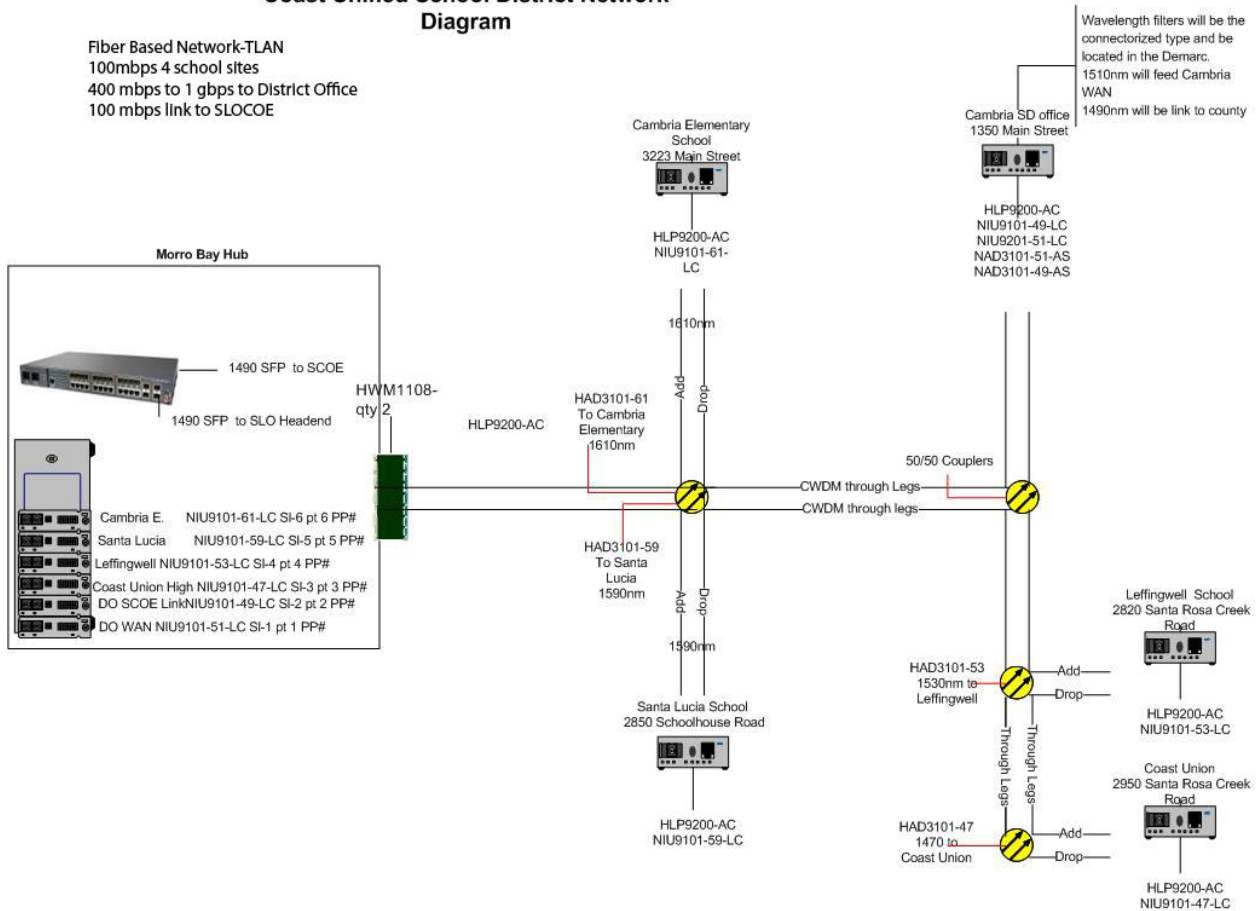
		information and ideas effectively to multiple audiences.	
Technology Research Tools	H.S. 5 All students will apply technology to evaluate information.	<p>H.S. 5.1 Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>H.S. 5.2 Students use technology tools to process data and report results.</p> <p>H.S. 5.3 Students evaluate and select new information resources and technological innovations based on the appropriate-ness for specific tasks</p>	<p>Evaluate and compare sources to determine credibility, bias, and relevance.</p> <p>Utilize spreadsheet and databases to record information and problem solve.</p> <p>Perform and refine searches using multiple electronic sources.</p> <p>Create a variety of graphs from a self-created spread-sheet to demonstrate trends or differences in the data collected and incorporate them into a problem-solving presentation.</p> <p>Create a multi-media presentation from a variety of different electronic sources.</p> <p>Evaluate, select, and use presentation software and hardware to present to an audience.</p> <p>Select appropriate search engines or directories based on their appropriateness for the task.</p>
Technology Problem-Solving and Decision-Making Tools	H.S. 6 All students will utilize technology in problem solving and decision making.	<p>H.S. 6.1 Students use technology resources for solving problems and making informed decisions.</p> <p>H.S. 6.2 Students employ technology in the develop-ment of strategies for solving problems in the real world.</p>	<p>Use pictures, sound, text, and video to acquire information.</p> <p>Utilize spreadsheet and databases to record information and problem solve.</p> <p>Create a variety of graphs from a self-created spread-sheet to demonstrate trends or differences in the data collected and incorporate them into a problem-solving presentation.</p> <p>Using a variety of different electronic sources, research and evaluate data to create a multi-media presentation.</p>

Appendix E Network Diagram

Coast Unified School District Network Diagram

Fiber Based Network-TLAN
 100mbps 4 school sites
 400 mbps to 1 gbps to District Office
 100 mbps Link to SLOCOE

Wavelength filters will be the connectorized type and be located in the Demarc.
 1510nm will feed Cambria WAN
 1490nm will be link to county



Appendix F

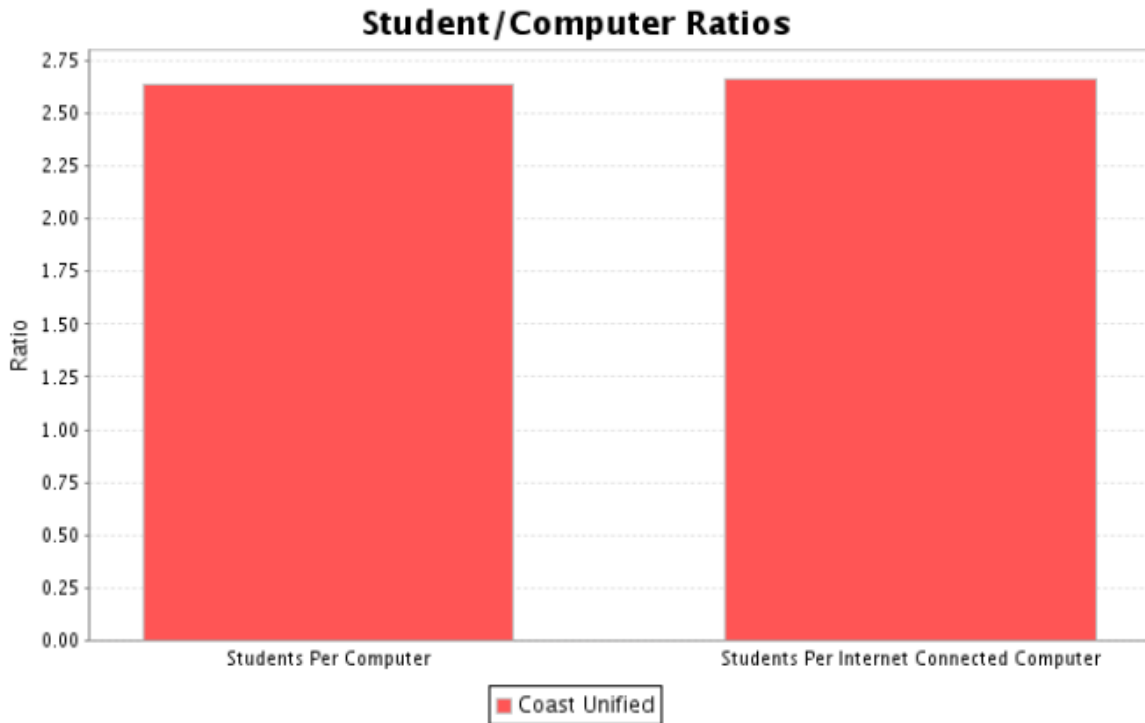
CSTS Student:Computer Ratio

School Technology Survey

Date of Report: 11/13/2008 04:10:48 PM PST
STS Data Report Report for Coast Unified District
 Survey: 2008 California School Technology Survey

This report provides data from the California School Technology Survey. The survey was designed and administered by the California Department of Education (CDE) and the California Technology Assistance Project (CTAP) to assess the availability and distribution of educational technology resources in California's K-12 public schools. Results are broken out by topic within the survey.

School Technology Survey: Equipment



Location	Students Per Computer	Students Per Internet Connected Computer
Coast Unified	2.64	2.66

Appendix C – Criteria for EETT Funded Technology Plans

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

- FOR CORRESPONDING EETT REQUIREMENTS, SEE THE EETT TECHNOLOGY PLAN REQUIREMENT (APPENDIX D).
- INCLUDE THIS FORM (APPENDIX C) WITH “PAGE IN DISTRICT PLAN” COMPLETED AT THE END OF YOUR TECHNOLOGY PLAN.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	7	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2009-14.

2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	5	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	7	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	10	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	17	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>18</p>	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>19</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>19</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>21</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>23</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>27</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	28	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	29	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	33	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>35</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>	<p>36</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district’s Curriculum and Professional Development Components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>

c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	36	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	37	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	38	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	38	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	44	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	44	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	45	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	45	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	45	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated,	46	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	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy

<p>describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>		<p>other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>service providers, to maximize the use of technology.</p>
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<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	<p>46</p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p>b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>48</p>	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>