

Sierra Unified School District
29143 Auberry Road
Prather, CA 93651

Sierra Unified School District Technology Plan

July 1, 2016 - June 30, 2021



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Background and Demographic Profile

The Sierra Unified School District is located in California's Sierra Nevada foothills about 35 miles northeast of the Fresno/Clovis area.

The District currently serves 1,326 students coming to us from within a 3,000 square mile region. The community is predominately single family dwellings on various sized acreage. The area serves as a bedroom community for many residents who enjoy a rural lifestyle but commute to Clovis or Fresno for their employment.

Our school district has the following schools:

- * Foothill Elementary School TK-6
- * Pole Corral School TK-8
- * Oak Meadow Community Day School 4-8
- * Lodge Pole Independent Study School K-12
- * Sierra Junior High School 7-8
- * Sierra High School 9-12
- * Sandy Bluffs Alternative Education School 9-12

Data from the 2015 CBEDS report states that there were 18 English Learners in Sierra Unified totaling 1.37% of our student population. 557 of our students were eligible to participate in the free and reduced lunch program, which equaled 42.49 % of the student population.

SUSD Mission Statement

Our Mission is to inspire, engage, challenge, and support all students to reach their highest level of learning and personal development.

SUSD Vision Statement

Our Vision is to be an exemplary, student focused school district that is highly regarded for the competence and character of our students, the rich connection to our mountain community, and the excellence of our people, programs, and learning environment.

SUSD Strategic Goals and Strategies

Goal 1: Ensure and Maximize Student Achievement.

- 1.1 Develop and implement a systematic approach to using data from formative and summative assessments to evaluate student progress toward learning goals at each grade level/course.
- 1.2 Use research based instructional strategies such as EDI to engage students in learning.
- 1.3 Differentiate instruction to support and challenge learning for students at all levels of academic performance.
- 1.4 Insure the delivery of a comprehensive curriculum based on essential standards and learning frameworks for all students.

Goal 2: Provide Diverse Education Options to Meet The Needs of All Students.

- 2.1 Continue to develop a career technical education program that will prepare students for skilled jobs in today's market.
- 2.2 Provide diverse co-curricular options for students that build character, teamwork, and self-esteem.
- 2.3 Develop a curricular plan for each student involving parent input and taking student's interests, needs, and strengths into account.
- 2.4 Maintain relevant elective opportunities using input from industry and student interest surveys.
- 2.5 Provide a rigorous and equitable academic program that prepares students for success in higher education.

Goal 3: Optimize, Pursue and Allocate Resources to Accomplish Strategic Goals.

- 3.1 Develop and implement a systematic approach to pursuing supplemental revenues including grants, partnerships, sponsors, and bonds.
- 3.2 Pursue community partnerships and relationships.
- 3.3 Budget and allocate resources to align with priorities established by the strategic plan.

Goal 4: Recruit, Retain and Maintain a High Quality Workforce.

- 4.1 Market the advantages and quality of working and learning in SUSD.
- 4.2 Provide attractive salaries, benefits, and incentives for all employees.

- 4.3 Be proactive in recruitment of high quality administrative, certificated, and classified staff.
- 4.4 Conduct accurate and meaningful employee evaluations to facilitate professional growth.
- 4.5 Provide professional learning opportunities guided by identified need and research.

Goal 5: Ensure a Safe, Healthy, Positive and Structured Learning Environment.

- 5.1 Focus on conflict resolution and character education for staff and students.
- 5.2 Provide a K-12 wellness program emphasizing nutrition and physical fitness.
- 5.3 Promote drug and alcohol-free lifestyles.
- 5.4 Develop an integrated district safe school plan that is reviewed and updated annually.
- 5.5 Maintain facilities so that students and staff are safe.

SUSD Local Control Accountability Plan (LCAP) Goals

Goal 1: The District will promote student achievement through providing a collaborative and equitable learning/working environment, ongoing professional development, and standards-aligned research-based instructional materials/resources ensuring all students receive rigorous instruction aligned to the California State Standards.

Goal 2: The District will provide all students with a high quality education and equity and access to a broad course of studies, focusing on 21st Century Skills in preparation for college and career.

Goal 3: The District will provide a culture/climate that fosters student achievement through providing a clean, healthy, orderly, physically and emotionally safe environment in which students engage, learn, and reach their full potential.

Goal 4: The District will provide students, parents, family and community stakeholders, ongoing opportunities to serve as partners in the education of the students of Sierra Unified.

Digital Literacy and Technology Skills

Sierra Unified School District recognizes the essential role that technology plays in achieving the above listed goals and realizing the District’s Mission. To facilitate that end, Sierra Unified will implement the Recommended Digital Literacy and Technology Skills to Support the California Common Core State Standards as recommended by the Fresno County Office of Education for Grades K-12.

Category 1: Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity. This category includes the following Technology Skills: Basic Operations, Word Processing & Desktop Publishing, Database, Spreadsheet (Tables/Charts and Graphs), Internet, Networking & Online Communication, Multimedia & Presentation Tools, and Web Authoring.

Category 2: Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. This category includes the following Technology Skills: Ethics, Classroom & Society, and Health & Safety.

Category 3: Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation. This category includes the following Technology Skills: Research (Gathering & Using Information), Problem Solving, and Communication & Collaboration.

Plan Duration

July 1, 2016 – June 30, 2021

Stakeholders

The SUSD technology committee worked collaboratively to review the purpose and components of a comprehensive District Technology Plan. Committee members, through ongoing meetings, provided feedback that has guided the development of this plan and will be used in the implementation and review of the plan.

Sierra Unified School District will benefit from the hard work of this committee by having a strong technology vision that is defined within the comprehensive plan for the next five years. This plan will serve as the basic framework for instructional technology applications for future years. The ongoing review and revision of the plan will result in a comprehensive and well-defined implementation of information age tools/skills to support the academic achievement of Sierra Unified students in preparing them to be college and career ready.

Name	Position
Collins, Brittany	Classroom Teacher - Sierra Junior High School
Ireland, Melissa	District Superintendent
Irwin, Deb	District Academic Coach
Keledjian, Ara	Principal - Alternative Education
Lloyd, Joni	Research Information Specialist - Foothill Elementary
McQuoid, Kobie	District Academic Coach

Maruko, Warren	Technology Support Specialist
Mehling, Janelle	Assistant Superintendent of Business
Mitchell, Sue	Director of Curriculum & Instruction
Rodrigues, Melissa	Assistant Principal - Foothill Elementary School
Rodrigues, Michael	Classroom Teacher - Foothill Elementary School
Osterberg, Sean	Principal - Sierra Junior Senior High School
Wiest, Aaron	Classroom Teacher - Sierra High School

Curriculum

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

All sites and classrooms within the District have a network connection that allows computers to connect to both the District network and the Internet. Every teacher has access to a desktop or laptop computer with Internet access. The library media centers at Foothill Elementary and Sierra Junior Senior High School house a classroom bank of computers. In addition to this lab, each of these sites has two additional computer labs. The library lab at Sierra Junior Senior High School is open before and after school for student use. At the elementary school, students visit the computer labs on a weekly or scheduled basis. At the junior senior high site, teachers schedule visits to the computer labs when needed. Both Foothill and Sierra have an additional cart of 30 iPads available for classroom use as scheduled by the teacher. Classrooms are also equipped with a projector and document camera.

Most students have access to computers and/or the Internet at home; some do not due to cost and rural location. All students do have access to computers at the Auberry Branch Public Library during their hours of operation.

Special populations of students including ELL and Special Education have equitable access to technology as compared to the general population of students. Students who require, based on their IEP or 504, technological devices may be assigned a specific device according to the needs of the student.

The table below notes the teacher and student access to technology at each district site.

School	Teacher Computers	Student Computers	Student to Computer Ratio	Computers in Labs	Computers in Library/Media Center	Available Before/After School
Sierra HS	38	89	1:3	90	36	8:00-8:10 12:55-1:25 3:10-3:30
Sierra Junior HS	Sierra Junior HS totals are included in the numbers for Sierra HS.					8:00-8:10 12:00-12:30 3:10 – 3:30
Foothill Elem	35	25	1:5	70	40 (34 in lab)	8:05-8:25 2:45-3:30
Sandy Bluffs AE	3	25	1.5:1	NA	NA	NA
Pole Corral	1	6	1:1	NA	NA	NA
Lodge Pole	2	8	1:1	NA	NA	NA
Oak Meadow	Oak Meadows totals are included in the numbers for Sandy Bluffs AE					

School	Projectors	Document Cameras	Interactive Whiteboards	Wireless Tablets	Wireless iPads	Laptop/iPad Carts
Sierra HS	32	30	2	0	30	1
Sierra Junior HS	Sierra Junior HS totals are included in the numbers for Sierra HS.					
Foothill Elem	34	30	3	0	30-cart 36	1
Sandy Bluffs AE	1	1	0	0	0	0
Pole Corral	1	1	0	0	1	0
Lodge Pole	0	0	0	0	0	0
Oak Meadow	0	0	0	0	0	0

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

Technology supports teaching and learning in a multitude of ways throughout the district. AERIES is the student information system used to manage attendance, grades, health, counseling, etc. Parents can access student performance data via the parent portal. Illuminate software is utilized to create, access and administer student assessments, including District Learning Assessments (DLAs) and teacher/publisher created assessments. Teachers utilize these results to inform their instruction and monitor student growth/achievement. Administrators and teachers use Smarter Balanced to administer interim and summative assessments and compile the data to inform instruction and monitor student growth/achievement. The Digital Library is an integral part of Smarter Balanced which teachers utilize to inform and guide their instruction throughout the year. The Special Education Information System (SEIS) is used to generate Individualized Education Plans providing special education students with an individualized education plan detailing their specific modifications and accommodations. Microsoft Excel is utilized to compile and present data that is in turn used to analyze instructional practices to better meet the needs of all students as well as the targeted subgroups.

The InTouch School to Home notification system is used for emergency notification and parent notification of important site/district events and meetings. District and school web sites are maintained as an additional method of communication with parents and the community.

Teachers utilize technology in their classrooms at a variety of levels. Many teachers use multi-media presentations on an ongoing basis to support classroom instruction. The new English Language Arts adoption (TK-grade 11) has multiple digital resources available to teachers and students, including digital access for all students both in and out of the school day. Math (grades 7-12), AP United States History, and AP Spanish have recently adopted new curriculum that includes digital resources and e-book access for students. Special education students, depending on their IEP, also utilize technology through the programs Language Live, V-Math, and Moby Max. Some students utilize Text-to-Speech and Speech-to-Text support as well.

Students utilize technology in many ways to enhance and demonstrate their learning and performance. Students utilize programs including but not limited to Microsoft Word, Excel, PowerPoint, and Google Docs. Students reinforce and enhance the concepts/skills that they have been taught through the use of interactive digital technology. Word processing, computer operations, and research and presentation skills are taught and reinforced beginning in the primary grades. Student access to technology is primarily through the use of one of the computer labs at present time.

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

The following Sierra Unified School District LCAP Goals are supported by this technology plan:

Goal 1: The District will promote student achievement through providing a collaborative and equitable learning/working environment, ongoing professional development, and standards-aligned research-based instructional materials/resources ensuring all students receive rigorous instruction aligned to the California State Standards.

Goal 2: The District will provide all students with a high quality education and equity and access to a broad course of studies, focusing on 21st Century Skills in preparation for college and career.

Goal 3: The District will provide a culture/climate that fosters student achievement through providing a clean, healthy, orderly, physically and emotionally safe environment in which students engage, learn, and reach their full potential.

Goal 4: The District will provide students, parents, and family and community stakeholders, ongoing opportunities to serve as partners in the education of the students of Sierra Unified.

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

Goal 3d.1: SUSD students and teachers will increase their use of technology to improve teaching and learning of curriculum aligned with California State Standards employing ongoing opportunities to use the tools of technology to enhance achievement and to meet or exceed the academic content standards.

Objective 3d.1.1: By June 2021, 100% of core subject (English Language Arts, Mathematics, Science, and Social Studies) teachers will use the tools of technology to enhance student achievement in their delivery of instruction a minimum of once per week.

Benchmarks:

* Year 1: 20% of core subject teachers will use the tools of technology to enhance student achievement in their delivery of instruction a minimum of once per week.

* Year 2: 40% of core subject teachers will use the tools of technology to enhance student achievement in their delivery of instruction a minimum of once per week.

* Year 3: 60% of core subject teachers will use the tools of technology to enhance student achievement in their delivery of instruction a minimum of once per week.

* Year 4: 80% of core subject teachers will use the tools of technology to enhance student achievement in their delivery of instruction a minimum of once per week.

* Year 5: 100% of core subject teachers will use the tools of technology to enhance student achievement in their delivery of instruction a minimum of once per week.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Lead Teacher/Department meetings will discuss technology (best practices – needs, such as online databases, software, training from coaches, etc.) at their monthly PLC meetings.	Monthly	Teachers, Site Administrators, Academic Coaches	Technology discussions will be noted in the Department’s PLC Minutes Dept. Report to Tech Committee	Minutes from meetings
Site administrators will observe and note student use of technology tools during instruction and teacher integration of instructional technology	Weekly	Site Administrators	Site administrators will document student use of technology in their classroom visits. They will present their information to the Tech Committee	Classroom observation walk-through form

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

Goal 3e.1: SUSD students will demonstrate proficiency in the Fresno County Office of Education’s Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards.

Objective 3e.1.1: By June 2021, 100% of students will demonstrate grade-level proficiency in FCOE’s Recommended Digital Literacy & Technology Skills.

Benchmarks:

* Year 1: 20% of students will demonstrate grade-level proficiency in FCOE’s Recommended Digital Literacy & Technology Skills.

* Year 2: 40% of students will demonstrate grade-level proficiency in FCOE’s Recommended Digital Literacy & Technology Skills.

* Year 3: 60% of students will demonstrate grade-level proficiency in FCOE’s Recommended Digital Literacy & Technology Skills.

* Year 4: 80% of students will demonstrate grade-level proficiency in FCOE’s Recommended Digital Literacy & Technology Skills.

* Year 5: 100% of students will demonstrate grade-level proficiency in FCOE’s Recommended Digital Literacy & Technology Skills.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will determine which skills will be introduced-reinforced-mastered at a specific grade level.	June 2017	Teachers, Site Administrators, Technology Committee	Teachers will meet by grade level/department and then report at Lead Teacher/Department Chair Meeting. Site administrators will report findings to the Tech Committee	Digital Literacy & Technology Skills Grade Level Continuum
Teachers will meet with the Research Information Specialist (Foothill Elem.) and/or Academic Coaches to determine where specific skills can be integrated into the core curriculum.	January 2018	Teachers supported by Academic Coaches and Research Information Specialist (Foothill Elem.)	Technology Skills will be integrated into grade level curriculum units.	Curriculum Maps Student Skills Continuum
Students will utilize digital literacy and technology skills throughout the year in the course of their core curriculum	June 2016-2021 Skills checklist June 2021	Teachers	Teachers will record student demonstration of skills as appropriate throughout the year.	Student Skill Inventory Sheet

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

Goal 3f.1: SUSD students will be able to demonstrate ethical and legal use of information in print, media, and online resources including the following topics: intellectual property, copyright restriction, fair use, public performance rights, and avoiding plagiarism.

Objective 3f.1.1: By June 2021, all students will demonstrate ethical and legal use of information in print, media, and online resources.

Benchmarks:

* Year 1: 20% of students will demonstrate ethical and legal use of information in print, media, and online resources.

* Year 2: 40% of students will demonstrate ethical and legal use of information in print, media, and online resources.

* Year 3: 60% of students will demonstrate ethical and legal use of information in print, media, and online resources.

* Year 4: 80% of students will demonstrate ethical and legal use of information in print, media, and online resources.

* Year 5: 100% of students will demonstrate ethical and legal use of information in print, media, and online resources.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will determine which skills will be introduced-reinforced-mastered at a specific grade level.	June 2017	Teachers, Site Administrators, Technology Committee	Teachers will meet by grade level/department and then report at Lead Teacher/Department Chair Meeting. Site administrators will report findings to the Tech Committee.	Digital Literacy & Technology Skills Grade level continuum

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will meet with the Research Information Specialist (Foothill Elem.) and/or Academic Coaches to determine where specific skills can be integrated into the core curriculum.	June 2017	Teachers supported by Academic Coaches and Research Information Specialist (Foothill Elem.)	Technology Skills will be integrated into grade level curriculum units.	Curriculum Maps Student Skills Continuum
Staff will explore curriculum options for appropriate/ethical use of information technology	Dec. 2016 – June 2017	Technology Committee	Technology committee will review curriculums and report to administration.	Formative Assessments
Revise SUSD Acceptable Use Policy (AUP) as needed to include updated information on the ethical use of information technology	May annually	Technology Committee	The AUP will be approved by the Board of Education and sent home to parents at the start of the new school year.	Student and Staff Acceptable Use Policy
Students will utilize digital literacy and technology skills throughout the year in the course of their core curriculum	June 2016-2021 Skills checklist June 2021	Teachers	Teachers will record student demonstration of skills as appropriate throughout the year.	Student Skill Inventory Sheet
Teachers will present grade-appropriate lessons that teach students 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.	July 2016 - June 2021	Teachers, Site Administrators, Academic Coaches	Lesson plans Grade levels & departments will report to site administrators who will report needed revisions/additions to the Tech Committee.	Student Skill Inventory Sheet

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

Goal 3g.1: All SUSD students will be educated to be responsible users of digital tools in the 21st century; students will be knowledgeable of Internet safety including awareness and dangers of cyberbullying, protection against online predators, and how to maintain online privacy.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide educational materials to parents on Internet safety.	August 2017	Technology Committee, Site Administrators, Site Office Staff	Educational materials for parents will be included in the Back-to-School Student Registration packets annually.	
Students will utilize digital literacy and technology skills throughout the year in the course of their core curriculum	June 2016-2021 Skills checklist June 2021	Teachers	Teachers will record student demonstration of skills as appropriate throughout the year.	Student Skill Inventory Sheet
Revise SUSD Acceptable Use Policy (AUP) as needed to include updated information on the ethical use of information technology	May annually	Technology Committee	The AUP will be approved by the Board of Education and sent home to parents at the start of the new school year.	Student and Staff Acceptable Use Policy
Teachers will present grade-appropriate lessons that teach students 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.	July 2016 - June 2021	Teachers, Site Administrators, Academic Coaches	Lesson Plans Grade Levels and Departments will report to site administrators who will report needed revisions/additions to the Tech Committee.	Student Skill Inventory Sheet

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

SUSD has policies and practices that assure that all students have equal access to technology. The District works collaboratively with the Fresno County Office of Education to ensure that the needs of special adaptive technologies are met.

Students have access to technology throughout the school day through the use of classroom computers, library computers, and computer labs. Prior to accessing District technology, students and parents are required to read and sign the District's Acceptable Use Policy (AUP) to prevent unauthorized access and activities. The District utilizes protection measures to block or filter, to the extent practicable, obscene, pornographic, and harmful content over the network. District personnel monitor student activity; however, it is the direct responsibility of the student to comply with the AUP and report any misuse of the District's technology to appropriate District personnel immediately.

The District has committed to equipping classrooms with the necessary equipment to support 21st Century learning. This equipment includes: an LCD projector, document camera, and laptop computer. As a replacement policy is implemented, upgrades will include wireless devices and upgraded peripheral devices. The District Technology Plan includes a schedule to reach a student to device ratio of 1 to 1 in grades 3-12 with banks of devices also available in grades TK-grade 2.

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

Goal 3i.1: All administrators and teachers will access and use student information for data-driven decision-making to improve student achievement.

Objective 3.i.1: By June 2021, 100% of teachers will use Aeries, Illuminate, and CAASPP for both formative and summative purposes to improve the learning process for students.

Benchmarks:

* Year 1: 20% of administrators and teachers will use Aeries, Illuminate, and CAASPP for both formative and summative purposes to improve the learning process for students.

* Year 2: 40% of administrators and teachers will use Aeries, Illuminate, and CAASPP for both formative and summative purposes to improve the learning process for students.

* Year 3: 60% of administrators and teachers will use Aeries, Illuminate, and CAASPP for both formative and summative purposes to improve the learning process for students.

* Year 4: 80% of administrators and teachers will use Aeries, Illuminate, and CAASPP for both formative and summative purposes to improve the learning process for students.

* Year 5: 100% of administrators and teachers will use Aeries, Illuminate, and CAASPP for both formative and summative purposes to improve the learning process for students.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administrators and Teachers will use reports generated in Aeries, Illuminate, and CAASPP to review student data and reflect on effective uses of instructional technology to facilitate overall instructional practices.	2016-2021	Teachers, Site Administrators, Academic Coaches, Director of C&I	Site administrators and teachers will generate data reports to maximize the learning process for all students	Data reports from Aeries, Illuminate, and CAASPP.

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

Goal 3j.1: The District will increase the use of digital technologies to improve two-way communication between home, school, and community.

Objective 3j.1.1: By June 2021, 100% of administrators and teachers will communicate weekly with parents through the use of digital tools, including but not limited to: web page, Aeries student grade information, apps such as Classdojo and Remind, and ConnectEd in an effort to inform parents of student progress, activities, and events.

Benchmarks:

* Year 1: 20% of administrators and teachers will communicate weekly with parents through the use of digital tools, including but not limited to: web page, Aeries student grade information, apps such as Classdojo and Remind, and ConnectEd in an effort to inform parents of student progress, activities, and events.

* Year 2: 40% of administrators and teachers will communicate weekly with parents through the use of digital tools, including but not limited to: web page, Aeries student grade information, apps such as Classdojo and Remind, and ConnectEd in an effort to inform parents of student progress, activities, and events.

* Year 3: 60% of administrators and teachers will communicate weekly with parents through the use of digital tools, including but not limited to: web page, Aeries student grade information, apps such as Classdojo and Remind, and ConnectEd in an effort to inform parents of student progress, activities, and events.

* Year 4: 80% of administrators and teachers will communicate weekly with parents through the use of digital tools, including but not limited to: web page, Aeries student grade information, apps such as Classdojo and Remind, and ConnectEd in an effort to inform parents of student progress, activities, and events.

* Year 5: 100% of administrators and teachers will communicate weekly with parents through the use of digital tools, including but not limited to: web page, Aeries student grade information, apps such as Classdojo and Remind, and ConnectEd in an effort to inform parents of student progress, activities, and events.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administrators and teachers will communicate weekly with parents through the use of digital tools, including but not limited to: web page, Aeries student grade information, apps such as Classdojo and Remind, and ConnectEd in an effort to inform parents of student progress, activities, and events.	Weekly	Site Administrators, Teachers, Site Office Staff	Site administrators will monitor ongoing updates.	Data reports from Aeries and Illuminate.

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

The Curricular Component of the SUSD Technology Plan will be monitored and evaluated yearly by the District Technology Committee who will report to the District Leadership Team. Data collection will be done by teachers, administrators, academic coaches, and members of the

Technology Committee. Any revisions to the SUSD Technology Plan will be made at this time with a yearly report of progress being presented to the Sierra Unified School District Board.

Professional Development

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

Teachers and administrators currently use Aeries on a daily basis to manage student information/data. Professional development to support Aeries gradebook is regularly provided to new teachers and teachers that need additional support. The District uses Illuminate as a testing/student data management resource. Staffs have been trained in the use of Illuminate and additional professional development is provided as needed. The District is moving to the use of Google Apps for Educators (GAFE); professional development will be provided to staff to facilitate this move and maximize its potential to impact student achievement. As the District moves forward with its goal of 1 to 1 devices for students in grades 3-12 and banks of computers in primary (TK-grade 2) classrooms, there is a need for professional development to address best practices in the use of technology in education and integrating technology into the curriculum. Professional development will be provided by experts in the field at conferences/workshops, Fresno County Office of Education, and school or district personnel.

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

The SUSD Technology Plan implementation activities are focused on providing professional development in the use of technology to:

1. Enhance teaching, promote learning, and maximize student achievement;
2. Increase communication between home, school and community to support student achievement;
3. Facilitate safe and ethical technology use;
4. Analyze achievement data to inform and drive instruction.

Goal 4b.1: All teachers and administrators will participate in ongoing professional development in support of the SUSD Technology Plan. Trainings will be provided through District or site-based workshops on early release days and/or after school. Staff will also have the opportunity to participate in online trainings and/or attend conferences/workshops.

Objective 4b.1.1: By June 2021, 100% of all teachers and administrators will participate in appropriate professional development to successfully implement the technology plan, including integrating technology into the curriculum, improving home-school-community communication, facilitating safe and ethical use of technology, analysis of achievement data, all focused on improving instruction and maximizing student achievement.

Benchmarks:

* Year 1: 80% of all teachers and administrators will participate in appropriate professional development to successfully implement the technology plan, including topics such as: integration of technology, home-school-community communication, safe and ethical use of technology, and analysis of achievement data.

* Year 2: 85% of all teachers and administrators will participate in appropriate professional development to successfully implement the technology plan, including topics such as: integration of technology, home-school-community communication, safe and ethical use of technology, and analysis of achievement data.

* Year 3: 90% of all teachers and administrators will participate in appropriate professional development to successfully implement the technology plan, including topics such as: integration of technology, home-school-community communication, safe and ethical use of technology, and analysis of achievement data.

* Year 4: 95% of all teachers and administrators will participate in appropriate professional development to successfully implement the technology plan, including topics such as: integration of technology, home-school-community communication, safe and ethical use of technology, and analysis of achievement data.

* Year 5: 100% of all teachers and administrators will participate in appropriate professional development to successfully implement the technology plan, including topics such as: integration of technology, home-school-community communication, safe and ethical use of technology, and analysis of achievement data.

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
District Technology Committee will create a survey to determine specific professional needs of staff.	Dec. 2016	Technology Committee	Site Administrators, Technology Committee	Professional Needs Survey
Staff will complete the professional needs survey.	Feb. 2017	Teachers, Site Administrators	Site Administrators	Survey Data Report
Design and schedule trainings based on needs.	2016-2021	Site Administrators, Technology Committee, Director of C&I, Academic Coaches	Survey data, Professional development calendar	Professional development calendar, Training surveys
Coaching and support to teachers as they implement programs and strategies, including District adopted curriculum and programs.	2016-2021	Site Administrators, Academic Coaches	Coaches' weekly schedule/notes	District Technology Committee minutes, Walk-through notes

Goal 4b.2: All teachers and administrators will participate in professional development designed to become proficient with technology literacy and digital citizenship.

Objective 4b.2: By June 2021, 100% of teachers and administrators will participate in professional development to become proficient with technology literacy and digital citizenship.

Benchmarks:

- * Year 1: 80% of teachers and administrators will participate in professional development to become proficient with technology literacy and digital citizenship.
- * Year 2: 85% of teachers and administrators will participate in professional development to become proficient with technology literacy and digital citizenship.
- * Year 3: 90% of teachers and administrators will participate in professional development to become proficient with technology literacy and digital citizenship.
- * Year 4: 95% of teachers and administrators will participate in professional development to become proficient with technology literacy and digital citizenship.
- * Year 5: 100% of teachers and administrators will participate in professional development to become proficient with technology literacy and digital citizenship.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop/schedule trainings focused on technology literacy and digital citizenship.	2017-2021	Director of C&I, Academic Coaches, Site Administrators, Technology Committee	Site Administrators, Director of C&I, Technology Committee	Professional development calendar, Training surveys
Provide in-house trainings. Provide conference/workshop opportunities.	2017-2021	Director of C&I, Academic Coaches, Site Administrators	Site Administrators, Director of C&I, Technology Committee	Training surveys, Conference and Workshop attendance
Coaching and support to teachers to develop technology literacy and digital citizenship.	2016-2021	Site Administrators, Academic Coaches	Coaches' weekly schedule/notes	District Technology Committee minutes, Walk-through notes

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

Administration will work collaboratively with Academic Coaches and District Technology Committee members to develop and provide Professional Development opportunities. Staff will be surveyed to determine specific professional development needs and evaluation sheets will be utilized at each training provided. The results will be reported at the ongoing District Technology Committee meetings and recommendations will be presented to the District Leadership Team.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware:

School Site	Teacher/Student Computers	Projectors	Document Cameras	Interactive White Boards
Foothill Elementary	66 + Labs 104	34	30	3
Sierra Junior Senior High	127 + Labs 126	32	30	2
Alternative Education Ctr.	45	2	2	0

Existing Internet Access:

All classrooms, at all school sites, are networked with access to high speed Internet. There are currently two aged controllers located in the District; one is at the district office, and one is located at Sierra Junior Senior High School. There are currently 50 access points located throughout the district, providing an approximate ratio of one access point to four classrooms. 2016-2017 upgrades to the infrastructure included replacing switches to improve the functionality of the network. Work will continue on the infrastructure in the 2017-2018 year to upgrade it to the capacity to efficiently support 1 to 1 technology for students.

Existing Electronic Learning Resources:

Electronic Learning Resource	Instructional Use	Content Area(s)
Wonders / Study Sync	ELA Instruction	English Lang. Arts
CPM	Math Instruction	Math
Microsoft Office	Productivity	All
Illuminate	Testing/Data Analysis	All
Follette Destiny	Library/Research	All
Aeries	Student Data Analysis	All
Edgenuity	Instruction	Secondary ELA, Math, Science, Social Studies
Google	Internet Browser	All
Mavis Beacon	Keyboarding	Word Processing
Kid Pix	Presentations	All
Power Knowledge Life Science	ELA/Science Instruction	ELA/Science
Tumblebooks	ELA Access/Instruction	All
Starfall	ELA/Math/Tech. Instruction	ELA/Math
Language Live!	ELA Instruction	Special Ed - English Lang. Arts
V-Math	Math Instruction	Special Ed - Math
Moby Max	ELA/Math Instruction	Special Ed – ELA/Math

SUSD also utilizes all technology components of current District adopted textbook materials.

Existing Technical Support:

SUSD technical support is provided by one eleventh month Technology Support Specialist. The District uses School Dude to request technical support as needed.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the District’s teachers, students and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed: Existing District hardware is aged and needs to be replaced. As funding allows, the replacement will begin with the purchase of teacher laptop workstations. The next phase will include purchasing mobile carts of student devices. The third phase will include permanent placement of student devices for 1:1 in all core classes in grades 3-12, utilizing the mobile carts for non-core classroom use. Replacement of data projectors and document cameras will be on an as needed basis. A computer refresh component will be implemented to replace the oldest District computer device hardware on a 5-6-year cycle.

Electronic Learning Resources Needed: Students and staff will demonstrate general knowledge and integration of technology by mastery level use of current Electronic Learning Resources as appropriate for instructional needs.

Networking and Telecommunications Infrastructure Needed: The infrastructure is aged and needs to be updated in order to accommodate the goal of 1 to 1 student to device ratio. Wireless access points will be added to ensure wireless connectivity throughout each campus.

Physical Plant Modifications Needed: No physical plant modifications are needed in order to implement this plan.

Technical Support Needed: SUSD has the technical support in place to meet current need. During the five year course of this plan, as the District moves toward the goal of 1 to 1 for student to device ratio, additional technical support will need to be added.

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

Goal 1: By June 2018, SUSD will increase the network infrastructure across the District to support increased staff and student access to technology to meet the curriculum and professional goals of this Technology Plan.

Objective 1.1. By June 2018, 100% of all school sites will have the required infrastructure to support increased access to instructional technology.

Year 1 Benchmark: By June 2018, 100% of all school sites will have the required infrastructure to support increased access to instructional technology.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
SUSD will work with providers to determine specific infrastructure needs. The project will go out to bid to utilize E-Rate funding	2016-2018	Superintendent, Director of Curriculum & Instruction, Technology Support Specialist
The facilities and maintenance staff will work with the selected provider to install the infrastructure	2016-2018	Director of MOT, Technology Support Specialist

Goal 2: By June 2017, SUSD will provide new workstation mobile computer devices to all teaching staff.

Objective 2.1. By June 2017, SUSD will provide new workstation mobile computer devices to all teaching staff.

Year 1 Benchmark: By June 2017, SUSD will provide new workstation mobile computer devices to all teaching staff.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
SUSD will purchase new workstation mobile computer devices for the teaching staff.	2016-2017	SUSD Technology Committee, Asst. Superintendent of Business

Goal 3: By June 2019, SUSD will have a 1 to 1 student to device ratio.

Objective 3.1. By June 2019, SUSD will have a 1 to 1 student to device ratio.

Year 1 Benchmark: By June 2017, SUSD will have increased the number of student devices by 150.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
SUSD will purchase 5 mobile carts with student devices (150)	2016-2017	SUSD Technology Committee, Asst. Superintendent of Business

Year 2 Benchmark: By June 2018, SUSD will have increased the number of student devices by 504.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
SUSD will purchase 504 student devices with mobile carts.	2017-2018	SUSD Technology Committee, Asst. Superintendent of Business
Year 3 Benchmark: Objective 3.1. By June 2019, SUSD will have a 1 to 1 student to device ratio.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Objective 3.1. SUSD will purchase 505 student devices with mobile carts.	2018-2019	SUSD Technology Committee, Asst. Superintendent of Business

Goal 4: A computer refresh component will be implemented to replace the oldest District computer device hardware on a 5-6 year cycle – including all school sites.

Objective 4.1. By June 2019 a schedule will be developed to begin refreshing obsolete equipment in the 2020-2021 school year. The Technology Committee will explore options for disposal of equipment, including but not limited to, the option of allowing students to purchase devices.

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

The SUSD Technology Committee will be primarily responsible for monitoring the implementation of Section 5.b. Quarterly reports will be provided to the committee including status of hardware, electronic learning resources, networking, infrastructure, and technical support. The Technology Committee will then make recommendations, based on these reports, to SUSD administration and the school board.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: SUSD will use General Fund monies, E-Rate funding, and One-Time State Funding for educational technology funding.

Potential Funding Sources: SUSD will explore potential funding sources, including grants and donations to help fund technology

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

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Funding Source Including E-Rate
1000-1999 Certificated Salaries						
	NA	NA	NA	NA	NA	
2000-2999 Classified Salaries						
	NA	NA	\$75,000	\$75,000	\$75,000	General Fund
3000-3999 Employee Benefits						
	NA	NA	\$25,690	\$25,690	\$25,690	General Fund
4000-4999 Materials and Supplies						
	\$5000	\$5000	\$5000	\$5000	\$5000	General Fund
5000-5999 Other Services and Operating Expenses						
Internet	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	General Fund
6000-6999 Equipment						
Infrastructure	\$186,000	\$125,000	0	0	0	General Fund, E-Rate
Teacher Devices	\$85,000	0	0	0	0	One-Time Funds, General Fund
Student Devices	\$85,000	\$190,992	\$190,993	0	0	One-Time Funds, General Fund
Total	\$375,000	\$334,992	\$310,683	\$119,690	\$119,690	

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

The District's replacement policy for obsolete equipment is based on the following:

- * The lifespan of computer/mobile device workstations as been set at 5-6 years.
- * Workstations older than 5-6 years will be considered obsolete equipment and repaired on an individual basis as determined by cost effectiveness.
- * Peripheral devices (televisions, projectors, document cameras, etc.) are based on manufactured life expectancies. Obsolete equipment will be determined on a case by case basis.
- * Updating of the infrastructure will be based on the current Technology Plan and advisement of the SUSD Technology Committee.
- * The District will fund refreshment of hardware as stated in this plan.

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

The Assistant Superintendent of Business will monitor the overall funding and budget component of the plan in conjunction with the Director of Curriculum and Instruction and the Superintendent. The District Technology Committee will review the implementation of the Technology Plan on a quarterly basis. The Board of Trustees reviews and approves the District budget yearly.

7. Monitoring and Evaluation

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

Monitoring and evaluation of the SUSD Technology Plan will be an ongoing process. The Technology Committee will oversee data collection, analysis, implementation and revision for this plan. The Technology Committee will assess the plan's impact on teaching and student learning. This information will be used to provide professional development, infrastructure/hardware upgrades, software need/use, etc. The same criteria will be used to measure success as is used in the District's Local Control and Accountability Plan (LCAP).

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

The SUSD Technology Committee will meet on an ongoing basis (minimum of monthly) to review the progress of implementation and make recommendations, as needed, regarding modifications to the plan or timelines. A yearly analysis will be completed in early February to prepare budget proposals for the following school year. All reports regarding the implementation of the plan will be shared with the SUSD Technology Committee, site administrators and staff.

The District Superintendent oversees all aspects of District technology. The Director of Curriculum and Instruction is responsible for the overseeing of the acquisition of hardware and infrastructure and its instructional use in the classroom. The Technology Support Specialist is tasked with the duty of hardware and infrastructure maintenance. The Assistant Superintendent of Business must authorize all expenditures. Site management of technology resources is the responsibility of the school principal.

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

The SUSD Technology Committee will review and revise the technology plan on a yearly basis. Input from all stakeholders will be solicited. The committee includes the District Superintendent, Director of Curriculum & Instruction, the Assistant Superintendent of Business, Technology Support Specialist, Site Administration and Certificated Staff. The committee is tasked with establishing performance indicators to utilize in the review of each component of the technology plan. Any recommended revisions to the District Technology Plan will be presented to the School Board on a yearly basis. Technology committee members will report out to site staff on a monthly basis.

Annual Review of Goals

Year 1 Goals:

Year 2 Goals:

Year 3 Goals:

Year 4 Goals:

Year 5 Goals:

8. Collaborative Strategies with Adult Literacy Providers

Sierra Unified School District provides Adult Literacy opportunities through Sandy Bluffs Alternative Education School. This is an integrated program that includes adult literacy, computer literacy, and preparation for the GED. District support includes the use of facilities, access to technology and the administrative needs of the program.

9. Effective, Research-Based Methods and Strategies

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

The SUSD Technology Plan is developed on research-based learning and instructional strategies. Effort was taken to ensure that the plan supports current research and best practices in the effective use of technology in the classroom. Specific areas of focus will include: Instructional Strategies and Integration of Technology into the Curriculum.

The Effectiveness of Technology in Schools: A Summary of Recent Research. SLMQ Volume 25, Number 1, Fall 1996.

This report focuses on classroom research that supports the significant positive effects of technology on students' achievement. The positive effects are evident in all major subject areas, grade spans, and in both regular and special education. The authors clearly state the positive effect technology can have in terms of student self-concepts: "Students felt more successful in school, were more motivated to learn, and had increased self-confidence and self-esteem when using computer-based instruction. This was particularly true when the technology allowed learners to control their own learning." (35) The report also noted that three characteristics of effective learning environments: "personal interaction among the members of the class...; integration of the technology into the curriculum by the teacher; and inclusion of activities that allow students to direct their own learning or to express themselves."(44)

Sierra Unified will utilize this information to guide professional development. Areas to be addressed will include: integration of technology into the curriculum; student engagement; and self-directed learning. This report also provides guidelines to aid in the selection of software programs to maximize student achievement.

Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. Hew, K.F. and Thomas Brush. Association for Educational Communications and Technology. 5 December 2006.

This research examined the barriers typically encountered by K-12 schools in the use of technology and effective strategies to overcome such barriers. The report looked at barriers within six categories: "resources, knowledge and skills, institution, attitudes and beliefs, assessment, and subject culture." The effective strategies reported included: "having a shared vision and technology integration plan, overcoming the scarcity of resources, changing attitudes and beliefs, conducting professional development, and reconsidering assessments."

Sierra Unified will utilize this information to recognize potential barriers within our district and to ensure that effective strategies to address these barriers are an integral part of the technology plan. Ongoing monitoring and evaluation of the implementation of the plan will allow for this to be an ongoing reflective process.

Integrating technology with student-centered learning. A report to the Nellie Mae Education Foundation. Moeller, Babette and Tim Reitzes. July 2011.

This research illustrated how technology can "Help diagnose and address individual needs." "Equip students with skills essential for work and life in a 21st century global society." and "Provide an active experience for students." Also included were challenges to overcome in the integration of technology journey. An important fact to note was "...it can take four or more

years from the time new technologies are first introduced to the point when changes can be observed in students.” (7) The report included examples of effective schools/programs.

Sierra Unified will utilize this information to explore exemplar schools/programs in the integration of technology. The District will strive to make sure that student learning is maximized by providing professional development and evaluating implementation progress in terms of these factors: student-centered practices which focus problem solving and critical thinking; a district-wide initiative to implement student-centered learning; and teachers have access to ample professional development and ongoing support.

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

The goal of Sierra Unified School District is to extend student curriculum, resources, and learning opportunities beyond the four walls of the classroom. The use of a common application for cloud work for student and teacher work is a necessary step in our process. The use of mobile student devices in the classrooms will allow for enhanced differentiating of instruction and promote 21st century learning. Upgrading the District’s infrastructure will allow teachers to bring the world to the classroom through project-based learning, critical thinking practices, and virtual field trips. The District will explore opportunities to extend the curricula through on-line digital resources and distance-learning technologies. Preparing students to be 21st century learners is the District’s goal.

Appendix A

Sierra Unified School District

Electronic Information Acceptable Use Policy for Staff and Students

Electronic Information Resource Contract

We at Sierra Unified School District (“Sierra”) are pleased to announce that Internet, email, and other school-owned electronic information services are available to students and teachers. Sierra strongly believes in the educational value of such electronic services and recognizes the potential of such to support our curriculum and student learning in our school system. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. The school will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with the information service.

Please read this document carefully. When signed by you, and if appropriate, your parent/guardian, it becomes a legally binding contract. We must have your signature and that of your parent/guardian (if you are under 18 years of age) before we can provide you with an access account.

Listed below are the provisions of this contract. If any user violates these provisions, access to the information service may be denied and you may be subject to disciplinary action and require reimbursement for any damage or costs incurred.

Terms and Conditions of this Contract

Personal Responsibility

As a representative of this school, I will accept personal responsibility for reporting any misuse of the network or school-owned equipment to the system administrator. Misuse can come in many forms, but is commonly viewed as vandalism or any message(s) sent or received that indicate or suggest pornography,

unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described in this document.

Acceptable Use

The use of my assigned account and school-owned equipment must be in support of education and research and the educational goals of Sierra. I am personally responsible for this provision at all times when using the electronic information service.

- a. Use of other organization's networks or computing resources must comply with rules appropriate to that network.
- b. Transmission of any material in violation of any United States or other state organizations is prohibited. This includes, all but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.
- c. Use of commercial activities by for-profit institutions is generally not accepted.
- d. Use of product advertisement or political lobbying is also prohibited.

I am aware that the inappropriate use of electronic information resources can be a violation of local, state and federal laws and that I can be prosecuted for violating those laws.

Privileges

The use of the information system is a privilege, not a right, and inappropriate use of school-owned equipment may result in the cancellation of those privileges. Each person who receives an account will adhere to proper behavior and the use of the network. The SIERRA Technology Committee (operating under the aegis of the school board) will decide what appropriate use is and their decision is final. The technology coordinator(s) may close an account at any time deemed necessary. The administration, staff, or faculty of SIERRA may request that the system administrator deny, revoke, or suspend specific user accounts and/or the use of school-owned equipment

SIERRA makes no warranties of any kind, whether expressed or implied, for the service it is providing. SIERRA will not be responsible for any damages suffered while on this system. These damages include loss of data because of delays, nondeliveries, mis-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information via the information system is at your own risk. SIERRA specifically disclaims any responsibility for the accuracy of information obtained through its services.

Security

Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the technology coordinator at once. Never demonstrate the problem to other users. Never use another person's account without written permission from that person. All use of the system must be under your own account. Any user identified as a security risk will be denied access to the information system.

Vandalism

Vandalism is defined as any malicious attempt to harm or destroy school-owned equipment or the data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to physical damage and the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, reimbursement of costs of malicious or intentional damages, and legal referral.

Updating

The information service may occasionally require new registration and account information from you to continue the service. You must notify the information system of any changes in your account information.

Required Signature

I understand and will abide by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, appropriate legal action and/or reimbursement of costs of malicious or intentional damages. I also agree to report any misuse of the information system to a SIERRA teacher or technology coordinator. Misuse can come in many forms, but can be viewed as vandalism or as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other uses described above.

Name (please print): _____

Signature: _____ Date: ____/____/____

Parent or Guardian:

Students under the age of 18 must also have the signature of a parent or guardian who has read this contract.

As the parent or guardian of this student, I have read this contract and understand that it is designed for educational purposes. I understand that it is impossible for SIERRA to restrict access to all controversial materials, and I will not hold the school system responsible for materials acquired on the network. I also agree to report any misuse of the information system to a SIERRA administrator. I understand that any violation of the above provisions may result in disciplinary action or the revoking of my child's user account, appropriate legal action and/or reimbursement of costs of malicious or intentional damages. Misuse can come in many forms, but can be viewed as vandalism or as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above.

I accept full responsibility for supervision if and when my child's use is not in a school setting. All conditions of this acceptable use policy apply when using school- owned equipment outside the school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

SIERRA's policy is to obtain permission from a student's parent/guardian prior to publishing student photographs (non identified), or work on our web site. A copyright notice is also included prohibiting the copying of student work without express written permission. In the event that a request for copying is made, the student's parent/guardian will be notified.

_____ I DO ALLOW my child's photograph/work to be published on SIERRA's website.

_____ I DO NOT allow my child's photograph/work to be published on SIERRA's website.

Parent or Guardian Name (please print): _____

Parent or Guardian Signature: _____ Date: ____/____/____

Appendix C – Criteria for EETT Technology Plans

A technology plan needs to “Adequately Address” each of the following criteria:

- **Appendix C must be attached to the technology plan with “Page in District Plan” properly cross-referenced and completed.**

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)		The technology plan describes the LEA 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). The plan must include a specific start and end date (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows 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).			
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<p>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</p>		<p>The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.</p>	<p>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.</p>
<p>b. Description of the district's current use of hardware and software to support teaching and learning.</p>		<p>The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).</p>	<p>The plan cites district policy regarding use of technology, but provides no information about its actual use.</p>
<p>c. Summary of the district's curricular goals that are supported by this tech plan.</p>		<p>The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).</p>	<p>The plan does not summarize district curricular goals.</p>
<p>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.</p>		<p>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.</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>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>		<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>

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

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

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

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

<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>		<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)</p>			
<p>a. List established and potential funding sources.</p>		<p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p>	<p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p>
<p>b. Estimate annual implementation costs for the term of the plan.</p>		<p>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.</p>	<p>Cost estimates are, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.</p>

<p>c. Describe the district's replacement policy for obsolete equipment.</p>		<p>Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.</p>	<p>Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.</p>
<p>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.</p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).</p>			
<p>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</p>		<p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p>	<p>No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.</p>
<p>b. Schedule for evaluating the effect of plan implementation.</p>		<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p>		<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>			
<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>		<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>			
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</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>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>
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**Appendix J – Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 10-75275

School Code (Direct-funded charters only): _____

LEA Name: Sierra Unified School District

*Salutation: Mrs.

*First Name: Sue

*Last Name: Mitchell

*Job Title: Director of Curriculum & Instruction

*Address: 29143 Auberry Road

*City: Prather

*Zip Code: 93651

*Telephone: (559)855-3662 Ext. 209

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*E-mail: smitchell@sierrausd.org

Please provide backup contact information.

1st Backup Name: Dr. Melissa Ireland, District Superintendent

E-mail: mireland@sierrausd.org

2nd Backup Name: _____

E-mail: _____

*Required information in the ETPRS