

# Technology Plan



Riverbank Unified

July 1, 2011 - June 30, 2014

11/10/2010 (revised 11/22/2010)

This plan is for EETT and E-Rate.

**Table of Contents**

*Right-click here and choose update field to generate Table of Contents*

## Background and Demographic Profile

Riverbank has made impressive strides in just a few years. Currently, students, parents, teachers, and staff all have the opportunity to access robust networks and learning tools.

Technology in Riverbank continues to improve as a vehicle that can be used to enhance and reinforce student-learning, communications between all the school community stakeholders, and increase efficiency of support services.

Riverbank schools' technology provides a path to collaborate and enhance the accessibility of information anytime, anyplace. As well, technology will provide assistance to efficiently and successfully complete learning assignments and administrative tasks. Technology also provides a persuasive way to meet the individual learning needs of all students.

It is the intent of this plan to provide a blueprint for this to occur.

The Riverbank Unified School District Technology Plan is designed for 3 years from July 1, 2011- June 30, 2014. It is aligned with District Goals, the District Strategic Plan, and Individual Site Plans.

### **Vision**

The greatest investment made by staff, parents, and the community is providing an optimal educational experience that demands academic accountability, promotes ethical, healthy decision making, and empowers our students to believe in themselves, become lifelong learners, accept civic responsibilities, recognize and respect diversity, and make a positive impact on the future.

To be effective, technology and learning must complement each other to provide challenging learning opportunities.

Riverbank Unified School District's Technology Plan can be accessed at [http://www.riverbank.k12.ca.us/index.php?option=com\\_content&task=view&id=53&Itemid=109](http://www.riverbank.k12.ca.us/index.php?option=com_content&task=view&id=53&Itemid=109).

### **The Community and District**

Riverbank is a very pleasant valley town of moderate size (21,757 population). It is located on the southern bank of the Stanislaus River and serves two community sectors: The City of Riverbank and the rich agricultural lands that surround the City. Only a fraction of Riverbank Unified School District is included in the "City of Riverbank". The larger portion of the district is bordered by rolling hills and fertile farm and grazing lands. It is located in Stanislaus County, one of the top ten agricultural counties in the nation. Although Riverbank has a strong agricultural base, the City is broadening its industrial base while closely controlling growth to the surrounding valuable farmland. A small, incorporated city, Riverbank offers a wide diversity in housing. Home prices range from \$92,000 to \$300,000. The community has several parks and provides an environment conducive to quality family living.

The City of Riverbank and the school district are centrally located within the state. Available to it's citizens and within short driving time and distance, are the sports and recreational activities

of the beautiful Sierra Nevada Mountains, the Delta waterways; and valley rivers. The district is also within convenient proximity to cosmopolitan and cultural centers located in Modesto, Stockton, Sacramento, and San Francisco.

The school district has an ADA enrollment of approximately 3,000 students with eight schools (three elementary schools, one middle school, one high school, one K-5 charter school, one continuation high, and one Independent Study high school). A highly competent staff of 149 certificated and 169 classified employees has established a close rapport with the students and community. The community actively supports the educational programs and activities of the school district.

Riverbank Unified School District serves its students with comprehensive educational programs that include Gifted and Talented Education, Dual Immersion, Alternative Education, and Special Education programs.

## 1. Plan Duration

**July 1, 2011 - June 30, 2014**

This technology plan is being used for E-rate and will be reviewed on an annual basis.

## 2. Stakeholders

Stakeholders		
Name	Position	CDS
Joseph Barney	District Administrator	Stanislaus Riverbank Unified
Nelisa Vigil	Technology Support Staff	Stanislaus Riverbank Unified
Susan Taylor	District Administrator	Stanislaus Riverbank Unified
Dawyne Jeffries	Classroom Teacher	Stanislaus Riverbank Unified California Avenue Elementary
Mary Phoenix	Classroom Teacher	Stanislaus Riverbank Unified Cardozo Middle
Gail Forest	Classroom Teacher	Stanislaus Riverbank Unified California Avenue Elementary
Alice Solis	Site Administrator	Stanislaus Riverbank Unified Cardozo Middle
Sean Richey	Site Administrator	Stanislaus Riverbank Unified Adelante High
Dawn Thurmond	Classroom Teacher	Stanislaus Riverbank Unified Cardozo Middle
Kim Newton	Site Administrator	Stanislaus Riverbank Unified Mesa Verde Elementary
Marjorie Retzloft	Classroom Teacher	Stanislaus Riverbank Unified Cardozo Middle
Burt Lo	County CTAP Representative	Stanislaus

There were two levels of planning involvement in the development of this most recent plan adaptation:

- **Level 1** represents those individuals that directly participated in formulating, reading, or developing of this plan.
- **Level 2** participants were not directly involved with this plan but contributed to its development through other committees and meetings.

### **Level 1 Participants (see above):**

**Level 2 participants** include individuals that gave direct input to this document as participants in various committees. They include:

- District Curriculum Committee
- Instructional Services and Educational Technology Staff
- Board of Trustees, Riverbank USD

- Superintendent and Assistant Superintendent of Educational Services
- Parents of students.

Parents of students will be invited to participate in the development of the technology plan through letters in the students "Opening Day Packets". Additional district input was also obtained through the use of broadcast email surveys.

### 3. Curriculum

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

Riverbank Unified School District, 3000 ADA, has 3 elementary (K-5) schools, 1 k-5 Charter School, 1 middle school, 1 comprehensive high school, 1 alternative Independent study high school, and one continuation high school. All sites have network/Internet access in all classrooms. All teachers have a computer with Internet access. The district is connected by Gigabit fiber optic lines to each site, and by multiple T1 lines to Stanislaus County Office of Education, for Internet ISP as well as business office use.

**Riverbank High School Access** Riverbank High School has 2 computer labs with 30+ computers in each. These labs include: one lab for teaching desktop publishing, and Web Page Design and one library lab. The library lab is open between 7:00 a.m to 5:00 p.m. This allows students to drop-in before, and after school as well as teachers to have scheduled whole-class use during the school day. The library lab consists of 38 networked computers. Each computer utilizes the following programs: Microsoft Office Suite, Mythology, Choices, Encarta and The Student Resource Center as well as general Internet research. There are 3 mini-labs, consisting of 5+ computers, in classrooms primarily to support the classroom curriculum in English, Math, Social Studies, and Special Education. All classrooms have LCD projectors or TV-VGA converters to project the information to the class. Each classroom is fully networked by CAT5. All teachers have a computer with Internet access for their use (grading, research, classroom management, and lesson enhancement). A wireless access switch and wireless access points were recently installed on the campus so that computers can gain access to the network and internet via a wireless connection regardless of there location on the campus.

**Cardozo Middle School** Cardozo Middle School has made great strides in technology from 2005, the beginning of the first District Technology Plan cycle. Since that time, the site administration became committed to providing a high level of student and staff technology. While Cardozo still has only a single computer lab, the lab was upgraded in 2005 to increase the number of student workstations to 32 as well as provide newer computers, excellent student computer furniture, and an LCD presentation system. Also, through recent purchases, the site has acquired approximately 75 teacher and student computers in classroom mini-labs. Accelerated Reader (through web-based Renaissance Place) is actively utilized site-wide by staff and students as an adjunct to an increased literacy emphasis. Technology staff development has been provided at regular intervals and plans exist to continue that process. All classrooms are networked and Internet accessible and have an LCD projector mounted in the ceiling. The library has 6 student computers used primarily for Internet research and Accelerated Reader with after school use for approximately one hour daily Monday through Thursday. All teachers have a computer with Internet access for their use in grading, research, classroom management, and lesson enhancement. A wireless access switch and wireless access points were recently installed on the campus so that computers can gain access to the network and internet via a wireless connection regardless of there location on the campus.

Rio Altura Elementary SchoolRio Altura Elementary School no longer has space for a separate computer lab. However, through the use of 2 roving wireless laptop carts with 16 computers per cart, students are provided a rich computer literacy experience. Applications through the laptops include basic Internet, word-processing, drawing, photo editing, and Accelerated Reader. Each 4<sup>th</sup> and 5<sup>th</sup> grade classroom has a mini-lab of 3 student computers with basic word-processing and Internet access. All classrooms have network/Internet access and for grades 2 through 5 teachers have a multi media cart that houses a document camera, LCD projector, sound system and dvd player. All teachers have a computer for their use. The library has 4 student computers used for Accelerated Reader and Internet research with after school access limited to 30 minutes daily Monday through Thursday. All teachers have a computer with Internet access for their use in grading, research, classroom management, and lesson enhancement. A wireless access switch and wireless access points were recently installed on the campus so that computers can gain access to the network and internet via a wireless connection regardless of there location on the campus.

California Avenue Elementary SchoolCalifornia Elementary School has a roving wireless laptop cart that houses approximately 20 laptop computers for students to use. These carts can be moved from classroom to classroom. Applications on these student computers include basic Internet, word-processing, drawing, math and language bundled software, photo editing, and Accelerated Reader. Each 4<sup>th</sup> and 5<sup>th</sup> grade classroom has at least 2 multimedia computers with basic word-processing and Internet access. All classrooms have network/Internet access. All teachers have a computer for their use. Digital cameras, scanners, and TV-VGA converters are present in some classrooms. The library has 3 computers used by students and staff primarily for quizzing on Accelerated reader program. They also have access to the card catalog and the Internet. All teachers have a computer with Internet access and a ceiling mounted LCD projector for their use in grading, research, classroom management, and lesson enhancement. There is technology access for students after school through the California Avenue After School program. A wireless access switch and wireless access points were recently installed on the campus so that computers can gain access to the network and internet via a wireless connection regardless of there location on the campus .

Milnes Elementary SchoolMilnes Elementary School closed at this time.

### **Riverbank Language Academy**

Riverbank Language Academy (RLA) is a new school within the Riverbank Unified School District. RLA is committed to increasing the level staff and student technology in accordance with the school's program goals. In year one of RLA, each 4<sup>th</sup> and 5<sup>th</sup> grade classroom has at least 2 multimedia computers with basic word-processing and Internet access. All classrooms have network/Internet access. All teachers have a computer for their use (grading, research, classroom management, etc.). The school also has a laptop available (for staff/student presentations), an LCD Projector, a digital camera, a scanner, and TV-VGA converters are present in a number of teacher classrooms. The library has 4 student computers used for Accelerated Reader and Internet research with after school access limited to 30 minutes daily Monday through Thursday. All teachers have a computer with Internet access for their use (grading, research, classroom management, and lesson enhancement) as well as a multi media cart that houses a document camera, LCD projector, sound system and dvd player. Computers

can gain access to the network and internet via a wireless connection as part of the Rio Altura wireless infrastructure.

### **Mesa Verde Elementary School**

Mesa Verde Elementary School is a new school that was opened in January of 2010. The school has a computer lab with 30 student computers which have basic internet, word processing, typing skills, photo editing and Accelerated Reader. Each 3rd, 4th and 5th grade class has two student computers for doing word processing, internet access and Accelerated Reader. Teachers in grade 1st through 5th grades have a multimedia cart that houses a document camera, LCD projector, sound system, laptop computer and dvd player. A wireless access switch and wireless access points were recently installed on the campus so that computers can gain access to the network and internet via a wireless connection regardless of their location on the campus. Students have access to technology during and after school.

### **Riverbank Independent Study Education (RISE)**

There is a one full time teacher for this Independent Study school. This teacher has a computer with Internet access for his use (grading, research, classroom management, and lesson enhancement). Students meet with the teacher once a week, but are starting to do online collaboration using Moodle from home as well. Computers can gain access to the network and internet via a wireless connection as part of the Riverbank High School wireless infrastructure.

### **Adelante Continuation High School**

This school is currently housed on the campus of Riverbank High School and shares the network infrastructure on that facility. All teachers have a computer with Internet access for their use (grading, research, classroom management, and lesson enhancement). There are 5 student computers in each of the 3 classrooms used for assignments including word processing and Internet research. Students currently have limited or no access to the technology before or after school. There is a computer lab that houses 15 student computers. Computers can gain access to the network and internet via a wireless connection as part of the Riverbank High School wireless infrastructure.

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

### **Elementary Use**

Technological skills and information literacy skills are taught starting in the 3rd grade and continue to be taught and reinforced throughout the elementary grades to 5th grade, in the four elementary schools. Knowledge of the computer desktop, cursor, and basic computer functions is reinforced continually as students work with applications and software. Proper practices and procedures for working with computers are taught in the computer labs and/or computer carts on a regular basis as students work on projects and documents.

The computer lab is used to assess student reading readiness, instructional reading level, and level of mastery of grade level performance standards and reading with Accelerated Reader in the three elementary schools and charter school.

Teachers use their classroom computers for record keeping, lesson extension, e-mail, and Internet research, as well as posting grades through the online Standards-Based Report Cards in the student information system (Aeries).

**Middle School Access**In keeping with an increased emphasis at the middle school, technology literacy classes are offered as electives throughout the day. Four mini-labs throughout the school provide students significant accessibility to computers on-demand. While some classroom mini-labs are under utilized, plans exist to re-allocate those computers to classrooms to increase frequency of use.

Capitalizing on the extensive site network infrastructure, the school exploits many shared applications. Internet research and Accelerated Reader are provided in the site library computer lab as well as throughout the school. The school website is updated regularly with site-related news items.

School staff draws on a web-based student information system, taking daily attendance, entering grades, and searching student database information. Parents can view near real-time student database information through the district's Aeries Parent Portal.

The school is looking at implementing a semester-long basic computer skills class that includes word processing, spreadsheets, and presentation software.

**High School Access**The R.O.P. Multimedia Class allows students to explore potential multimedia careers and become familiar with up to the date computer techniques. The library provides whole class or drop-in access for student use of Microsoft Office applications as well as general Internet research and is open to 5:15pm daily. Students are required to use some form of technology in a Senior project.

School staff utilize a web-based student information system, taking daily attendance, entering grades, and searching student database information. Parents can view near real-time student database information through the district's Aeries Parent Portal.

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

The 2010-2011 Riverbank Unified School District Curriculum Committee developed the following goals for professional development and alignment to standards that will remain in place through 2014:

- **Elementary:** In spelling out curricular goals each elementary school has their own School Wide Single Plan for Student Achievement (SWSPSA) plan. In addition action plans relating to curricular goals are spelled out in the Local Educational Agency Plan (LEAP). Each grade level follows California State Standards and uses standards based or

standards aligned curricular materials. . . . . Each eeeeeeeEeeeeEeeee Ee E  
Buy Back Days and staff development time will focus on Effective Direct  
Instruction - time will be taken to extend this learning through grade level meetings.  
Continued buy back days will be contingent upon budgetary funding.

- Secondary: In spelling out curricular goals each secondary school has their own School Wide Single Plan for Student Achievement (SWSPSA) plan. In addition action plans relating to curricular goals are spelled out in the Local Educational Agency Plan (LEAP). Each grade level follows California State Standards and uses standards based or standards aligned curricular materials. . . . . Buy Back days and staff development will focus on school wide implementation and usage of Strategic Instructional Model (SIM) strategies and routines to increase instructional effectiveness and student learning opportunities. In addition, continued development of "district" Professional Developers will build capacity for ongoing staff development. Continued buy back days are contingent upon budgetary funding.

In addition, the following previous district goals remain in force :

- As a school community, our focus will be to develop and use instructional strategies, technology, balanced comprehensive programs, and curricula based on the California State Standards to promote literacy and academic excellence for all students.
- Assist students to meet or exceed state content performance standards at each grade level as evidenced by the following multiple measures:Assessment portfolios
  - Standardized testing
  - Performance-based assessments
  - High School Exit Exams
  -
- Expand the use of educational technology and instructional resources by students and staff to:Develop skills in critical thinking, problem solving, communication, and comprehension.
- Enhance instruction and learning in all curricular areas
- Utilize available resources to improve the levels of academic proficiency
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- Strategic Instructional Model (SIM) usage and Academic Strategies classes are being phased in all curricular areas at the 6-12 grade levels.

In an attempt to converge textbook adoption curriculum areas and technology software, the district strives to provide appropriate and related curriculum-based software.

Considering the high percentage of Hispanic population in our community, RUSD is making a commitment to provide numerous opportunities for the technological success of all students, including this group.

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.

Teachers will use technology such as LCD projectors, document cameras, smart boards and computers to implement their instruction. Technology projects will be created in computer labs, roll around computer carts or as part of the normal curriculum of the class.

**Goal 3d.1: All students including special populations will use technology to enhance content standards.**

Objective 3d.1.1: 90% of students in grades K - 12 will create grade appropriate core curriculum projects to improve the understanding of content standards.

Benchmarks:

- Year 1: 70% of students K - 12 will create grade appropriate core curriculum projects to improve the understanding of content standards
- Year 2: 80% of students K - 12 will create grade appropriate core curriculum projects to improve the understanding of content standards
- Year 3: 90% of students K - 12 will create grade appropriate core curriculum projects to improve the understanding of content standards

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>

<p>Students will learn simple word processing skills on the computer in 3rd grade to create a report in a core curriculum area. 6th through 8th grade students will have the opportunity to take elective classes such as Photography and Yearbook which include basic word processing and desktop publishing that other teachers can incorporate into their curriculum. 3rd through 12 grade courses will incorporate Classroom Response Systems on a daily basis where available. 9th through 12 grade students will have an opportunity to take an ROP multimedia class which teaches word processing, desktop publishing and presentation software (other teachers incorporate these software packages in their curriculum). There are also graphics design classes available. All seniors will use technology in their Senior Project.</p>	<p>Beginning of school year 2011 to 2014.</p>	<p>Teachers</p>	<p>Teachers will review culminating projects, assignments and senior projects using technology and forward recommendations to the District technology Committee.</p>	<p>District wide Technology Committee will meet quarterly to review program, collect and analyze data and recommend modifications.</p>
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<p>Students will create a word processing project in the 4th grade demonstrating technology integration using electronic research in a core curriculum area. 6th through 8th grade students will have the opportunity to take elective classes such as Photography and Yearbook which include basic word processing and desktop publishing that other teachers can incorporate into their curriculum. 3rd through 12 grade courses will incorporate Classroom Response Systems on a daily basis where available. 9th through 12 grade students will have an opportunity to take an ROP multimedia class which teaches word processing, desktop publishing and presentation software (other teachers incorporate these software packages in their curriculum). There are also graphics design classes available. All seniors will use technology in their Senior Project.</p>	<p>2011 to 2014.</p>	<p>Teachers</p>	<p>Teachers will review culminating projects, assignments and senior projects using technology and forward recommendations to the District technology Committee.</p>	<p>District wide Technology Committee will meet quarterly to review program, collect and analyze data and recommend modifications.</p>
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<p>Students will create projects in 5th grade demonstrating technology integration using Powerpoint in a core curriculum area. 6th through 8th grade students will have the opportunity to take elective classes such as Photography and Yearbook which include basic word processing and desktop publishing that other teachers can incorporate into their curriculum. 3rd through 12 grade courses will incorporate Classroom Response Systems on a daily basis where available. 9th through 12 grade students will have an opportunity to take an ROP multimedia class which teaches word processing, desktop publishing and presentation software (other teachers incorporate these software packages in their curriculum). There are also graphics design classes available. All seniors will use technology in their Senior Project.</p>	<p>2011 to 2014.</p>	<p>Teachers.</p>	<p>Teachers will review culminating projects, assignments and senior projects using technology and forward recommendations to the District technology Committee.</p>	<p>District wide Technology Committee will meet quarterly to review program, collect and analyze data and recommend modifications.</p>
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**Goal 3d.2: Teachers will use technology to enhance student learning of grade appropriate curriculum.**

Objective 3d.2.1: 90% of teachers will use technology to enhance student learning grade appropriate curriculum.

Benchmarks:

- Year 1: 70% of teachers will use technology to enhance student learning grade appropriate curriculum.
- Year 2: 80% of teachers will use technology to enhance student learning grade appropriate curriculum.

- Year 3: 90% of teachers will use technology to enhance student learning grade appropriate curriculum.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Ensure that software, computers and other technology devices are working properly.	Beginning of school year 2011 to 2014.	Technology Department.	Technology department will install all software and ensure it is functioning properly.	Helpdesk calls and work order system.
Teachers will be trained to use software and all technology equipment.	Quarterly 2011 to 2014.	Technology Department.	Site administrators will monitor training for teachers.	Sign in sheets for training and Ed Profile results.
Teachers will create and deliver curriculum using software and other technology equipment.	Throughout the school year 2011 to 2014.	Teachers.	Site administrators will monitor the use of technology in teaching curriculum.	Administrator evaluation sheets.

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.

Students will be taught these skills during computer lab time and as activities in other curriculum areas by teachers.

**Goal 3e.1: Students will be trained in information literacy skills, and in basic applications that support curriculum integration skills.**

Objective 3e.1.1: 90% of students will have developed core curriculum projects to improve their understanding of content standards.

Benchmarks:

- Year 1: 70% of students will have developed core curriculum projects to improve their understanding of content standards.
- Year 2: 80% of students will have developed core curriculum projects to improve their understanding of content standards.
- Year 3: 90% of students will have developed core curriculum projects to improve their understanding of content standards.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>

<p>Students in K-5 will learn keyboarding and word processing by using netbooks and computer lab desktop keyboards. 6th grade students will learn basic research techniques and procedures for evaluating information on the internet as well as skills in word processing and presentation software during the Yearbook and Photography elective classes. Grade 9 students will be trained in basic applications that support curriculum integration skills primarily through ROP Multimedia and Graphics Design classes.</p>	<p>2011 - 2014</p>	<p>Teachers and students</p>	<p>District wide Technology Committee will meet quarterly to review overall program, collect and analyze data and recommend modifications.</p>	<p>Teachers will review culminating projects, class participation in computer lab classes, student digital portfolios and Senior Projects.</p>
<p>Students will learn to do basic internet research in grade 4 as well as how to use an electronic encyclopedia and navigate a single website as well as continuing to refine word processing skills. 7th grade students will reinforce on tech skills category as above incorporated in a project or assignment. Grade 10, 11 and 12 courses will reinforce one tech skills category, as above, incorporated in a project or assignment.</p>	<p>2011-2014</p>	<p>Teachers and students</p>	<p>District wide Technology Committee will meet quarterly to review overall program, collect and analyze data and recommend modifications.</p>	<p>Teachers will review culminating projects, class participation in computer lab classes, student digital portfolios and Senior Projects.</p>

Students will learn basic features of presentation software in grade 5. Students will create a presentation based on internet research. 8th grade students will reinforce one tech skills category as above incorporated in a project or assignment. Grade 10, 11 and 12 courses will reinforce one tech skills category, as above, incorporated in a project or assignment.	2011 - 2014	Teachers and students	District wide Technology Committee will meet quarterly to review overall program, collect and analyze data and recommend modifications.	Teachers will review culminating projects, class participation in computer lab classes, student digital portfolios and Senior Projects.
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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

Teachers can also check for plagiarism online with websites like [plagiarismchecker.com](http://plagiarismchecker.com). Online resources for the instruction in the technology class include lesson plans from <http://mediaeducationlab.com/teaching-about-copyright-and-fair-use> and [cybersmartcurriculum.org](http://cybersmartcurriculum.org).

**Goal 3f.1: Students in grades 6-12 will learn about information literacy, copyright, and appropriate and ethical use of information technology.**

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
6th grade students will receive a lecture by the school librarian detailing information literacy, copyrighted material and the appropriate and ethical use of information technology.	Beginning September 2011	Teachers	Each semester the Technology Committee will collect data, analyze the results and make recommendations for program modifications.	Teacher and student surveys.

As part of an assignment or project incorporating a tech skills category, in grades 7-8, appropriate information literacy skills, copyrighted materials awareness and ethical use awareness will be reinforced.	Beginning September 2012	Teachers	Each semester the Technology Committee will collect data, analyze the results and make recommendations for program modifications.	Teacher and student surveys.
As part of an assignment or project incorporating a tech skills category, in grades 9-12, appropriate information literacy skills, copyrighted materials awareness and ethical use awareness will be reinforced.	Beginning September 2013	Teachers	Each semester the Technology Committee will collect data, analyze the results and make recommendations for program modifications.	Teacher and student surveys.

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. (AB 307)

Much of the training will be based on resources provided by "CTAP Cyber Safety Resources" at [www.myctap.org](http://www.myctap.org) which includes cyber safety training resources such as Powerpoint presentations, games and handouts. These will be taught during library time at the elementary schools and by teachers in technology classes.

**Goal 3g.1: All students will learn about Internet safety.**

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
K-6 Students will receive a lecture by the school librarian detailing internet safety procedures including online privacy and grade appropriate techniques to avoid online predators.	2012	Classroom Teacher / School Librarian	The technology committee will collect data, analyze the results, and make recommendations for program modification.	Teacher and Student Surveys

As part of an assignment or project incorporating a tech skills category, in grades 7-8, appropriate Internet safety, online privacy techniques, online predator awareness will be reinforced.	2013	Classroom Teacher	The technology committee will collect data, analyze the results, and make recommendations for program modification.	Teacher and Student Surveys
As part of an assignment or project incorporating a tech skills category, in grades 9-12, appropriate Internet safety, online privacy techniques, online predator awareness will be reinforced.	2014	Classroom Teacher	The technology committee will collect data, analyze the results, and make recommendations for program modification.	Teacher and Student Surveys

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

The district takes great care to ensure that all students have access to technology. Each classroom has one teacher computer and at least one student computer with internet access. Each school has either a computer lab or mobile computer carts that store a minimum of 25 laptops for students to use during and after school as part of the After School Program. A web filtering software only allows students access to appropriate websites in the district. Students are also required to sign an acceptable use policy before they can use technology equipment.

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.

The district uses online Aeries Gradebook which keeps track of student grades, homework assignments and attendance. Parents also have access to this information through the Aeries Parent Portal. The district also uses a product called "OARS" which is a web based software tool that shows a graphical representation of student performance on each of the content standards along with a myriad of student assessment reports. Teachers can then adjust their instruction based on the performance of their students on each standard provided by OARS. The OARS data will be looked at during "Data Discussion" meetings that happen every six weeks for ELA benchmarks and three times a year for math benchmarks. OARS data is also discussed intermittently in monthly staff meetings and teachers have the ability to view OARS data anytime online to further revise their instruction to meet student academic needs.

**Goal 3i.1: Provide staff and administration with real-time information on attendance, grades, and academic progress.**

Objective 3i.1.1: 70% of teachers will use the Aeries online Gradebook in grades 2-12 enabling parents to view more specific online student grade information through site-specific online gradebook training. In addition 90% of teachers will submit scantron test scores on content standards test to OARS.

**Benchmarks:**

- Year 1: 50% of teachers will use the Aeries online Gradebook in grades 2-12 enabling parents to view more specific online student grade information through site-specific online gradebook training. In addition 90% of teachers will submit scantron test scores on content standards test to OARS.
- Year 2: 60% of teachers will use the Aeries online Gradebook in grades 2-12 enabling parents to view more specific online student grade information through site-specific online gradebook training. In addition 80% of teachers will submit scantron test scores on content standards test to OARS.
- Year 3: 70% of teachers will use the Aeries online Gradebook in grades 2-12 enabling parents to view more specific online student grade information through site-specific online gradebook training. In addition 90% of teachers will submit scantron test scores on content standards test to OARS.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Train 50% of teachers to become proficient in Aeries Online Gradebook. Train 70% of teachers on how to become proficient in OARS.	2012	IT Manager and Data Specialist.	Site Administrators and Technology Trainers	Records of teachers who enter student grades and manage student achievement information online through Aeries Online Gradebook and OARS.
Train 60% of teachers to become proficient in Aeries Online Gradebook. Train 80% of teachers on how to become proficient in OARS.	2013	IT Manager and Data Specialist.	Site Administrators and Technology Trainers	Records of teachers who enter student grades and manage student achievement information online through Aeries Online Gradebook and OARS.
Train 70% of teachers to become proficient in Aeries Online Gradebook. Train 90% of teachers on how to become proficient in OARS.	2014	IT Manager and Data Specialist.	Site Administrators and Technology Trainers	Records of teachers who enter student grades and manage student achievement information online through Aeries Online Gradebook and OARS.

Each day all teachers will take daily or class attendance (secondary schools) in online Aeries ABI. In Aeries Gradebook teachers will enter homework assignments, maintain student grades and review student performance through trend analysis on an ongoing basis.	2011 - 2014	Teacher	Attendance secretaries and IT personnel.	Daily attendance reports and Records of teachers who enter student grades and manage student achievement information online through Aeries Online Gradebook.
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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.

Communication between the district and parents is performed in a variety of ways and include the following:

- Email (district email addresses are posted on the district website).
- Telephone.
- Parent conferences - Parents are required to attend a meeting with their student's teacher after the first report card is sent out and thereafter depending on student performance.
- "Parent Coffee" meetings are held once a month where the principal discusses such things as test scores with parents.
- "Back to school Night" where parents meet with their student's teacher at the beginning of the school year.
- "Open House" where parents meet with their student's teacher at the beginning of the spring term.
- English Language Advisory Committee (ELAC).
- School Site Council (SSC).
- PTA meetings.

Another form of communication is through the use of the Aeries Parent Portal program where parents can log into an account set up by the district to view real time their student's attendance and grades. At the beginning of each school year a letter is given to parents notifying them of the program and to sign a form if they are interested in participating. They are also given a sheet of simple instructions on how to sign up for an account and access their student's information. If parents have problems accessing their accounts they are instructed to contact the district's data person or IT Manager for technical support.

The district promotes the Aeries Parent Portal on the district's website along with instructions on how to use it. Parents have access to real time attendance, grades and homework assignments as soon as they are posted by the teacher. Attendance in the elementary schools are posted daily while attendance in the secondary schools are posted at the beginning of class. If the teachers are using Aeries Gradebook they will post homework assignments in the Parent Portal and parents can immediately see the assignments (frequency of homework assigned will vary depending on

the teacher). Once the student completes the homework assignments the scores are posted by teacher and parents have immediate access to their grades for all of their completed assignments. Parents can log in any time to view how their student is performing in the class.

Parents can also view the following through the Parent Portal:

- Grades are posted at the end of each quarter, trimester or semester depending on what the school site is using as a grading period.
- CAHSEE scores are posted four times a year.
- CELDT scores are posted once a year.

**Goal 3j.1: Provide parents with real time information on attendance, grades, and academics for grades K - 12.**

Objective 3j.1.1: 30% of parents will use Aeries Parent Portal.

Benchmarks:

- Year 1: 20% of parents will use Aeries Parent Portal.
- Year 2: 25% of parents will use Aeries Parent Portal.
- Year 3: 30% of parents will use Aeries Parent Portal.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Create letter as part of student packet that is sent to parents notifying them of the Parent Portal program. Also provide staff and teacher email accounts.	2012	Data Person and IT Manager	Monitor parent participation in Aeries Parent Portal program and emails sent to parents. Review that parent conferences and "parent coffee" meetings are being held.	Perform an Aeries query to see number of parents participating in Parent Portal program to see if meeting 20% goal.
Create letter as part of student packet that is sent to parents notifying them of the Parent Portal program. Also provide staff and teacher email accounts.	2013	Data person and IT Manager	Monitor parent participation in Aeries Parent Portal program and emails sent to parents. Review that parent conferences and "parent coffee" meetings are being held.	Perform an Aeries query to see number of parents participating in Parent Portal program to see if meeting 25% goal.

Create letter as part of student packet that is sent to parents notifying them of the Parent Portal program. Also provide staff and teacher email accounts.	2014	Data person and IT Manager	Monitor parent participation in Aeries Parent Portal program and emails sent to parents. Review that parent conferences and "parent coffee" meetings are being held.	Perform an Aeries query to see number of parents participating in Parent Portal program to see if meeting 30% goal.
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3k. 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.

The district wide Technology Committee will meet four times a year to review the overall program, collect and analyze evaluation data and recommend modifications. If modifications are required the committee will give the new recommendations to the affected party. If it is a technology based recommendation the IT Manager will communicate the new revisions to the affected party. If the new program proves to be successful then it will be implemented throughout the district. Indicators of success could include higher standards test scores, lower dropout rates, increased attendance and higher graduation rates.

## 4. Professional Development

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

Staff technology assessment was accomplished through a series of surveys such as the 2010 Riverbank USD Ed Tech Profile online staff survey of technology skills along with administrative assessments.

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Count
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Not Applicable	0	0%	2	3%	3	4%	0	0%	10	14%	8	11%	1
Beginning	13	18%	25	34%	18	25%	7	10%	23	32%	36	51%	3
Intermediate	43	60%	34	47%	28	39%	32	44%	20	28%	20	28%	1
Proficient	16	22%	12	16%	23	32%	34	47%	19	26%	7	10%	4
<b>Total Responses</b>	<b>72</b>	<b>100%</b>	<b>73</b>	<b>100%</b>	<b>72</b>	<b>100%</b>	<b>73</b>	<b>100%</b>	<b>72</b>	<b>100%</b>	<b>71</b>	<b>100%</b>	<b>7</b>

CCTC Program Standard 9: Using Technology in the Classroom	Standard 9a		Standard 9b		Standard 9d		Standard 9e		Standard 9f		Standard 9g		Count
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Not Applicable	2	3%	5	8%	2	3%	3	5%	2	3%	11	18%	1
Beginning	35	58%	40	67%	20	33%	27	45%	34	57%	36	60%	3
Intermediate	20	33%	14	23%	26	43%	20	33%	23	38%	13	22%	7
Proficient	3	5%	1	2%	12	20%	10	17%	1	2%	0	0%	2
<b>Total Responses</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>6</b>

CCTC Program Standard 16: Using Technology to Support Student Learning	Standard 16a		Standard 16b		Standard 16c		Standard 16d		Standard 16e		Standard 16f		Count
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Not Applicable	4	7%	15	25%	2	3%	15	25%	8	14%	10	17%	1
Beginning	33	55%	35	58%	25	42%	31	52%	34	58%	31	53%	3
Intermediate	21	35%	8	13%	30	50%	10	17%	15	25%	14	24%	1
Proficient	2	3%	2	3%	3	5%	4	7%	2	3%	4	7%	1
<b>Total Responses</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>6</b>

Certificated staff will receive professional development training in house through curriculum coaches, online training and support from IT staff on a regular basis. Depending on budgetary funding, teachers can use "buy-back" days while they receive training. With the advent of LCD projectors (all classrooms), document cameras, smart boards (limited number of classrooms) and multimedia carts at some of the sites, teachers have been integrating technology in their instruction at an ever expanding and proficient pace.

Based on the 2010 ED Tech survey results staff and teacher proficiency in several areas has risen to the intermediate level. However, these surveys also suggest an increase in staff training in the following areas are needed:

- Presentation software.
- Spreadsheet software.
- Database software
- Curriculum specific instructional software

Also given the increased emphasis in online student information access for parents, teachers and administrators additional training should be provided for the following:

- Aeries online gradebook usage
- Aeries online standards based report cards
- OARS data analysis software

In reviewing sections nine of the Ed tech profile and other anecdotal meetings, teachers require training on how to better incorporate technology as a learning and teaching tool. Some areas of training include:

- How to do online research for incorporating technology in the classroom.
- How to present lesson plans and content to meet student needs (i.e. how to share Powerpoint presentations and video presentations with students and staff so that they are readily accessible).
- Overall how to develop classroom management strategies to use existing technology that they currently have and how to select the most appropriate technologies to present lesson plans.
- How to schedule student computer use in the classroom and labs so they can complete technology based assignments.

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.

Teachers and staff will receive professional development training in house through instructional coaches, online training and IT staff on a regular basis. Depending of budgetary funding teachers can use "buy-back" days while they receive this training. Teachers will also be offered

the opportunity to increase their technology proficiency during off track segments with CTAP training classes.

**Goal 4b.1: All staff will have the opportunity to participate in sustained, ongoing professional development in support of the Technology Plan and to be proficient in technology to meet content standards.**

Objective 4b.1.1: 80% of teachers and staff will receive training in the required technology, information literacy and curriculum integrations skills specific to their grade level.

Benchmarks:

- Year 1: 60% of teachers and staff will receive training in the required technology, information literacy and curriculum integrations skills specific to their grade level.
- Year 2: 70% of teachers and staff will receive training in the required technology, information literacy and curriculum integrations skills specific to their grade level.
- Year 3: 80% of teachers and staff will receive training in the required technology, information literacy and curriculum integrations skills specific to their grade level.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Aeries ABI gradebook; OARS; ethical use of materials (i.e. copyright materials); Internet Safety; classroom response systems; handheld devices workshops for all teachers	Annually	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.
Teachers will also be offered CTAP training during off-track segments.	Annually	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.

Word Processing, keyboarding strategies, effective use of technology supplemental materials provided by adopted Math and Language curriculum, methods to integrate technology into the curriculum workshops for 3rd grade teachers	2011	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.
Word Processing, Internet Research, effective use of technology supplemental materials provided by adopted Math and Language curriculum, methods to integrate technology into the curriculum workshops for 6th grade teachers.	2011	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.
Interactive Organizer software for curriculum planning and student note taking, effective use of technology supplemental materials provided by adopted Math and Language curriculum, methods to integrate technology into the curriculum workshops for 9th-12 grade teachers.	2011	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.
Word Processing, basic Internet Research, effective use of technology supplemental materials provided by adopted Math and Language curriculum, methods to integrate technology into the curriculum workshops for 4th grade teachers.	2012	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.

Powerpoint, multimedia features such as sound, graphics, and video, intermediate information literacy skills, effective use of technology supplemental materials provided by adopted Math and Language curriculum, methods to integrate technology into the curriculum for 7th grade teachers.	2012	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.
Interactive Organizer software for curriculum planning and student note taking, effective use of technology supplemental materials provided by adopted Science and Language curriculum, methods to integrate technology into the curriculum for 9th-12th grade teachers.	2012	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.
Basic Powerpoint, intermediate Internet Research, effective use of technology supplemental materials provided by adopted Math and Language curriculum, methods to integrate technology into the curriculum workshops for 5th grade teachers.	2013	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.
Basic spreadsheets, content specific problem-solving math software, effective use of technology supplemental materials provided by adopted Math and Language curriculum, methods to integrate technology into the curriculum for 8th grade teachers.	2013	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.

Interactive Organizer software for curriculum planning and student note taking, effective use of technology supplemental materials provided by adopted Social Studies curriculum, methods to integrate technology into the curriculum workshops for 9th-12 grade teachers.	2013	District curriculum specialists, IT Manager and Administrators.	Sign in sheets, agendas and curriculum samples	District Technology Committee will meet quarterly to review overall program, analyze evaluation data and recommend modifications.
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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.

The District Technology committee will meet quarterly to review the overall program, collect and analyze evaluation data and recommend modifications. Data for the monitoring of teacher professional development will be gathered primarily through surveys, the School Technology Survey (Ed Tech Profile) and administrative assessment. If program modifications are deemed necessary by the Technology Committee the affected parties will be given a directive to modify their activities (i.e. increased training for professional development). If the modifications are deemed successful by the Technology Committee they will be implemented throughout the district.



Riverbank High / Adelante High	Each classroom has one teacher computer and at least one student computer and an LCD projector mounted in the ceiling. There is one library computer lab with 40 computers, one computer skills lab with 38 systems and five mini labs with five systems each. The Adelante portion of the campus has a computer lab that houses 18 computers. There are two servers one that serves primarily for student applications and file storage and one that serves as a file server and domain controller for staff.
Mesa Verde	Each classroom has one teacher computer and at least one student computer. There is a computer lab that houses 30 computers for student use and also a mini-lab of five computers in the library. Each classroom has a media cart with a document camera, DVD player, LCD projector and sound system. There is also a server that acts as a file server and domain controller.

**Existing Internet Access:** The Riverbank Unified School District has Gigabit fiber between each site and the District Office which then connects to the district's internet service provider which is the Stanislaus County Office of Education (SCOE). The internet connection speed provided by SCOE is 100 MBS and is sufficient for district needs. Each classroom has at least one network drop and also has access to wireless networking capability for laptop computers.

Each office and classroom in the district has telephone access while office staff have voice mail. Each staff member has an email account while middle school students and high school students have network accounts for saving files to their personal home folders (no email accounts). Elementary school students have a generic student account to access the network. The district utilizes ERATE discounts to pay for telecommunications billing.

Existing Electronic Learning Resources: Site	Electronic Learning Resources and
Rio Altura / RLA	Electronic learning resources include Microsoft Office Suite, web based Accelerated Reader (Renaissance Place), Exam View Math and web based OARS online and assessment reporting software.

California Avenue	Electronic learning resources include Microsoft Office Suite, web based Accelerated Reader (Renaissance Place), Exam View Math and web based OARS online and assessment reporting software.
Cardozo	Electronic learning resources include Microsoft Office Suite, web based Accelerated Reader (Renaissance Place), web based OARS online and assessment reporting software. There is also a desktop version of GIST used in support of the SIM program.
Riverbank High / Adelante	Electronic learning resources include Microsoft Office Suite, web based Accelerated Reader (Renaissance Place), web based OARS online and assessment reporting software. There is also a desktop version of GIST used in support of the SIM program.
Mesa Verde	Electronic learning resources include Microsoft Office Suite, web based Accelerated Reader (Renaissance Place), Exam View Math and web based OARS online and assessment reporting software.

**Existing Technical Support:** Technical support is primarily provided by three support staff from the district. The information technology department utilizes a web based formal work order system to track problems and to ensure that problems are ameliorated in an efficient manner. Phone calls and email are primarily used to communicate problems to the technology department and issues that cause downtime are given a higher priority and resolved as soon as possible while other problems are normally resolved with two business days.

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:** Would like to update the main fiber switch and media converter at Riverbank High School and Adelante High School to ensure necessary bandwidth and stability of network communications. Would also like to replace the media converters that Charter Communications provides at Riverbank High School and Adelante High School to match the

media converters at the other school sites. This would standardize the media converters at each site with higher quality and stable equipment.

One server, teacher computers and staff computers will be replaced once a year at one site on a rotational basis.

**Electronic Learning Resources Needed:** Updates to existing software that is mentioned in section 5a.

**Networking and Telecommunications Infrastructure Needed:** Would like to increase Internet bandwidth for streaming video access. Renew cell phone contracts with applicable ERATE discounts.

**Physical Plant Modifications Needed:** There is sufficient electrical capacity and outlets to support the hardware and infrastructure planned at each site (i.e. increased Internet bandwidth) therefore no new modifications are needed at this time.

**Technical Support Needed:** The district employs an IT manager, Network Technician and a data support person which sufficiently covers the district's technology needs and workload. The Network Technician currently works ten months a year mostly do to budgetary constraints. Ideally would like to increase the position to a 12 month a year position to possibly reduce response times during the two months the employee is off.

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.

<b>Year 1 Benchmark:</b> Riverbank Unified School District will increase bandwidth; install one updated server at one site; update 1/3 of software programs and upgrade staff and teacher computers at one site.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Install one new server for appropriate site.	By November 2011	IT Manager and Network Technician
Upgrade teacher and staff computers at appropriate site.	November 2011	IT Manager and Network Technician.
Update software programs at appropriate site.	November 2011	IT Manager and Network Technician.
Increase bandwidth at appropriate site.	November 2011	IT Manager and Network Technician.

<b>Year 2 Benchmark:</b> Riverbank Unified School District will increase bandwidth; install one updated server at one site; update 1/3 of software programs and upgrade staff and teacher computers at one site.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Upgrade teacher and staff computers at appropriate site.	November 2012	IT Manager and Network Technician.
Install one new server for appropriate site.	November 2012	IT Manager and Network Technician.
Update software programs at appropriate site.	November 2012	IT Manager and Network Technician.
Increase bandwidth at appropriate site.	November 2012	IT Manager and Network Technician.
Increase Network Technician position to 12 month employee.	November 2012	IT Manager and Business Manager.

<b>Year 3 Benchmark:</b> Riverbank Unified School District will increase bandwidth; install one updated server at one site; update 1/3 of software programs and upgrade staff and teacher computers at one site.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Upgrade teacher and staff computers at appropriate site.	November 2013	IT Manager and Network Technician.
Install one new server for appropriate site.	November 2013	IT Manager and Network Technician.
Update software programs at appropriate site.	November 2013	IT Manager and Network Technician.
Increase bandwidth at appropriate site.	November 2013	IT Manager and Network Technician

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

On a quarterly basis the District Technology Committee, IT Manager and Business Manager will review purchase orders, outside contracts, tech support requests and tech support work orders to ensure benchmarks are being met. Regular status reports will be provided to the Superintendent and Board of Trustees.

## 6. Funding and Budget

6a. List of established and potential funding sources.

**Established Funding Sources:** The following sources have been used to fund technology in the district:

- Federal E-Rate funds
- District Technology funds
- School Site Technology funds
- SIP funds
- School Site Council funds
- CDE funding and grants
- Federal funding and grants
- Modernization funds
- Technology Challenge Grant funds
- Current General Fund
- Current General Fund increase as a result of increased ADA
- Enhancing Education Through Technology (EETT)
- Education Technology K-12 Vouchers

**Potential Funding Sources:** The following sources will be considered as potential funding sources for this plan:

- Enhancing Education Through Technology (EETT)
- Title I improvement funds.
- Potential state grants.
- Donations.
- Education Technology K-12 Vouchers

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
<b>2000-2999 Classified Salaries</b>				

Salaries for IT support personnel	\$133,000	\$136,500	\$140,000	General Fund
<b>3000-3999 Employee Benefits</b>				
Employee Benefits	\$57,000	\$58,500	\$60,000	General Fund
<b>4000-4999 Materials and Supplies</b>				
Replacement parts and other supplies	\$4,500	\$4,500	\$4,500	General Fund
New computers with software licensing for designated site	\$48,000	\$30,000	\$30,000	General Fund
<b>5000-5999 Other Services and Operating Expenses</b>				
Software annual maintenance contracts for student information system, antivirus, etc.	\$24,000	\$24,500	\$25,000	General Fund
Training Costs	\$5,000	\$5,000	\$5,000	General Fund
ERATE Consulting Service	\$5,000	\$5,000	\$5,000	General Fund
Internet Provider Costs SCOE	\$10,000	\$10,000	\$10,000	General Fund with applicable ERATE discounts
Web filtering costs for computers (E86 software)	\$5,000	\$5,000	\$5,000	General Fund and applicable ERATE discounts
<b>6000-6999 Equipment</b>				
Network infrastructure upgrades	\$8,000	\$8,000	\$8,000	General fund with applicable ERATE discounts
Totals:	\$299,500	\$287,000	\$292,500	

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

Staff computer replacements are planned for every four years. Often staff equipment will be placed in classrooms as needed to be used as student computers or sent to surplus if they longer are capable of functioning adequately. Student computers will be replaced in labs every 5 years. Both of these plans are contingent upon sufficient continued technology funding.

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 district budget director and the IT Manager will review this report annually for adequate funding levels. Needed funding level changes will be submitted each January for inclusion in the

budgeting process, which is established at the Cabinet and Board level. Modifications to the plan components will be made based upon allocations granted by the Board, for district funds, and by the State, for additional allocated state and federal technology funding.

## 7. Monitoring and Evaluation

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

The District Technology Committee carefully reviewed both the Evaluation Instruments and the benchmarks and timelines described for each component of the Plan and used them to create the overall monitoring and evaluation system. The Committee considers it essential to make ongoing revisions of each component at least annually and will use the data collected for each component to monitor and evaluate progress toward achieving stated benchmarks. Care will be taken to determine areas needing improvement and to develop strategies for plan modification accordingly.

The Planning Team will share with stakeholders the results from various monitoring processes and solicit their feedback. Together they will examine whether or not the plan has had a positive impact on student achievement, whether or not the plan was implemented according to the timeline, and whether progress has been made in the integration of technology into the curriculum. Student achievement will be measured through CAHSEE, CST scores, Measure of Academic Progress criteria, API results, attendance, high school completion, percentage of students retained at grade level, and grade point averages. Surveys, interviews, and focus groups will be used to measure teacher progress in integration of technology. Evaluation results will be used to revise the Plan for the following year and adjust the timeline for implementation if necessary.

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

As noted in previous sections, plan evaluations will take place at different times during the year. Members of the District Technology Committee will gather all of the data together to get an overall picture of the technology plan. Final summaries will be developed yearly.

The following chart summarizes the types of data that will be collected, notes the proposed schedule for evaluation, and identifies the personnel responsible for initial data analysis:

Goal Item	Data to be Collected	Schedule	Initial Data Analysis completed by:
Use of technology to improve teaching & learning	Samples of student projects, presentations, and reports	Annually	Grades 3-5, Teachers
	Samples of senior projects	Annually	Grades 7-8, Site-based Committee

	Students' electronic portfolios	Annually	High Schools, Senior Project site coordinators
Students acquire tech information literacy skills	Samples of student projects, presentations, paragraphs	Annually	Grades 9-12, Site Technology Committees
	Samples of students' word-processed documents	Annually	Grades 5-12 Teachers, Library Staff
	Student transcripts	End of each semester	High School Guidance Counselors
Appropriate access to technology	Surveys or inventories of computer	Annually	Site Technology Committees
	Technology access surveys of teachers	Annually	Site Technology Committees
	Middle school technology survey	Annually	Site Technology Committees
	Site access tech survey	Annually	Site Technology Committees
Use of technology to make student record keeping and assessment more efficient	Exploratory report	January, Year 1	District Administrator of Technology, Site Tech Contacts
	Purchase orders; professional development sign-in sheets	September, Year 2, End Year 2, End Year 3	District Technology Committee
	Implementation checklist	Annually	District Technology Committee
Use of technology so teachers and administrators are more accessible to parents	Call logs; website counters; sign-in sheets; teacher input	Annually	Site-based Technology Committees
	Parent survey	Annually	District Technology Committee
	Site technology surveys	Annually	District Technology Committee

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

Riverbank Unified School District goes through a regular and systematic process to monitor the progress of student learning and achievement. At the beginning of each school year every school presents a school site plan for review by the district administration and the Board of Trustees. The purpose of the plan is to improve student learning and achievement through a systematic approach to curricular improvement and instructional pedagogy. Specific data is assessed on a year-to-year basis with benchmarks measured throughout the year. Student data including standardized test results and the information is used in creating the school site plans is analyzed regularly. The information obtained through the monitoring and evaluation of the Technology Plan will provide additional school and district data to improve and modify instructional methodology and curricular objectives. The information will be made available to, and shared with, district staff members, parents, and community members either by posting it on the district website, through district newsletters or through student information packets.

RUSD's curriculum department staff will work with the district technology committee to monitor the progress being made at each school site towards the goals outlined in this plan. These staff members will produce a summary report at the end of each year that will include information regarding each program component. The report will document implementation issues, provide analysis of quantitative data, describe qualitative data, and include recommendations and modifications to the plan for the goals not met. The report will evaluate the overall impact of the district's effort to implement the Technology Plan, and its findings will provide direction regarding allocation of resources for technology; it may also identify possible professional development needs and provide the impetus to look for collaborative partners. Evaluation results will be reported to administrators and the Management Team and will be used by the District Technology Committee to revise the Plan for the following year and adjust the timeline if necessary.

**Annual Review of Goals Year One:**

**Annual Review of Goals Year Two:**

**Annual Review of Goals Year Three:**

## 8. Collaborative Strategies with Adult Literacy Providers

There is a great need for an adult education program in the Riverbank Unified School District. Community English Language Development classes and citizenship classes are offered through the Oakdale Joint Union School District and the St. Frances Church in Riverbank. Spanish language computer classes are offered through the Casa de Rio which is part of the Riverbank Unified School District. The Casa de Rio also coordinates and offers parenting classes and kinder readiness classes. The 2009-10 School site plans of all of the schools have identified parent literacy as a key component to the under performing status of our schools. Therefore, tutoring classes sponsored through CBET will be offered to develop literacy and guide the parents as they are the educational leaders of their children. Riverbank USD also provides Classrooms and computer labs for adult literacy education. A recent survey of high school students asked if the students had access to computers in their homes. More than half said they had access to computers but only 25% said they had access to the Internet.

A needs survey, distributed by the District English Learner Advisory Committee, has ascertained adult literacy needs in our community. In order to address these needs CASA del Rio offers the following support programs:

- Family Literacy Program using the Latino Literacy Project.
- Adult computer classes in collaboration with the City of Riverbank Digital Connectors, California Avenue School and YES (Youth Employment Services of Stanislaus County).
- ESL classes in collaboration with the Stanislaus Literacy Center.
- In the process of having the Riverbank Unified School District be an authorized GED testing center.
- Parenting classes in collaboration with Sierra Vista.
- Women support groups through collaboration with Health Services Agency featuring Frescas Con Crema and El concilio.
- Child and family counseling through the Center for Human Services.
- Health education classes for families (nutrition, diabetes, Prenatal care) through Health Net Community Solutions.
- Parent and student kinder readiness sessions funded by the Stanislaus County Children and Families Commission.

The Riverbank USD is always amenable to forming new partnerships with potential adult literacy providers. These partnerships would be funneled through the Casa De Rio and the Riverbank USD would provide the necessary classrooms, computer labs and other infrastructure needed to facilitate the learning process.

## 9. Effective, Researched-Based Methods and Strategies

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

Studies have shown that students can gain an advantage when technology is deployed to bolster and complement the traditional work of teachers, and that the effects of computer use are lasting. These results are obtained where there is on-going teacher training and where computers are available for use in the classroom. The academic improvements are indicated in the curriculum goals and academic content standards (p. 9-18) of the Riverbank Educational Technology Plan. Teachers and students in the Riverbank Unified School District are using technology as an integral part of the curriculum to: manage student assessment; provide students with opportunities to extend content learning through integrated project-based activities; and improve research, information literacy, and critical thinking skills.

### **Curricular Objectives**

The Riverbank Unified School District believes technology is a tool, which supports and further develops problem solving, communication of ideas, critical thinking skills, and collaborative work skills. Meaningful technology uses encourages active, independent, life-long learning to a world of resources available.

In grades k-5 students will use technology tools to enhance content standards. Students in third grade will learn simple word processing skills to create a report in a core curriculum area. In the 4 th grade students will create a word processing project that demonstrates technology integration using electronic research. 5 th grade students will demonstrate technology integration by creating a PowerPoint project in a core curriculum area.

Students in grades 6-8 will use technology to enhance all content standards. 6 th grades students will create a World Civilizations project using word processing with Microsoft Word and Internet research. All 7 th grade students will use PowerPoint to create an English presentation that incorporates research and multimedia. 8 th grade students will use spreadsheets and other content specific software to strengthen basic operations and problem solving skills in mathematics.

Students in grades 9 th -12 th will be able to identify the appropriate technology tools and integrate them across the curriculum and develop many different presentations. All 9 th graders who attend Riverbank High School are required to take a one-semester computer literacy course in the newest forty-station computer lab. During this course students create a newsletter, web page, PowerPoint presentation, spreadsheet using the Microsoft Office Suite. The Multimedia Production class allows students to create multimedia project based lessons. All senior students are required to pass Senior Boards. One component of Senior Boards is a multimedia presentation. This presentation is presented in front of a group of community members.

The computer labs throughout the school district are used to assess student reading readiness, instructional reading level, and level of mastery of grade level performance standards and reading with SRI assessment program. The Riverbank School District has purchased PLATO, Accelerated Reader and the STAR reading assessment computer program. All of these programs can be used in the computer lab or in a classroom with a 5 computer mini lab

**These activities stated above are based on the following relevant research.**

According to the research students who integrate technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.

Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001, from North Central Regional Educational Laboratory Web site:

<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>

The Riverbank Unified School District has written in the technology plan that all students will use technology to enhance content standards.

**Drill and Practice Software**

As a result of these meta-analyses, many conclude that computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests.

(Kulik, 1994; Sivin- Kachala & Bialo, 2000), in all major subject areas, preschool through higher education (Coley, 1997).

Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association

The Riverbank Unified School District has purchased drill-and-practice software. These include PLATO and Accelerated Reader. Students are able to access these programs in the classroom as well as in the library.

**Laptop usage and Student Achievement**

“evaluation of the Anytime, Anywhere Learning program in the Beaufort County School District showed a positive relationship between laptop computer usage and academic achievement using standardized test scores, and this relationship was strongest among free and reduced lunch children.”

Stevenson, K.R. (1998). Evaluation report-year 2. Schoolbook Laptop Project. Beaufort County School District. Beaufort, S.C.: Beaufort County School District. Available: <http://www.beaufort.k12.sc.us/district/ltopeval.html>

Riverbank Unified School District has purchased laptops that students can check out to use at home. These laptops have Internet access and the Microsoft Word Suite. By allowing students to check out the laptops they can access and utilize information anywhere or at anytime.

## **Staff Development**

In response to research findings that indicate the need for professional development in technology support, Riverbank Unified School District is in the process of creating a comprehensive professional development program. Educators need an understanding of ways to integrate technology into education reform initiatives. Involvement of teachers in planning statewide, school, and classroom uses of technology is critical. The Technology Plan states that professional development is a primary focus. The Education Technology Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology-integrated activities. (2) Teachers are provided with the opportunity to attend multiple sessions per semester that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as peer coaching, facilitating, and modeling the effective use of instructional technology.

Software evaluation and selection in the area of literacy will be consistent with research from CLRN and ISTE. All software selected will be evaluated for its ability to support the literacy components.

## **Objectives**

The Riverbank Unified School District has and will continue to provide staff development to the entire staff. The Digital High School Coordinator conducts “Just in Time” training sessions on a weekly basis. These classes are individualized to meet the needs of the teacher. In these classes teachers help decide on the topics and then the staff development and training is provided to meet those needs. Time for teachers to plan, learn about, and implement technology applications is essential.

In order for technology to be effectively integrated into the classroom, teachers need to feel confident in using the software, Internet resources, and equipment with students. Teachers need to be able to envision effective methods for incorporating technology to engage students in meaningful learning. Teachers will be trained, assisted, and supported in making the transition from traditional teaching methods to project-based instruction. In addition, teachers and staff will develop proficiency in using technology tools such as Internet-based resource projects, math spreadsheets to complete problem-solving math problems, digital media projects using video and PowerPoint, and web-based communications to improve the quality of instruction, assessment and communication.

## **Research**

The staff development program is based on the following relevant research.

## **Continuous Support**

The role of school-based technology coordinators as change agents in elementary school programs: A follow-up study. Presented at AERA, New Orleans, LA,

April 5, 1994.

To help teachers accomplish the technology integration goals the Technology Coordinator serves as a mentor or “translator” of technology applications and instructional integration for teachers in the Riverbank Unified School District.

### **Improving Student Achievement**

“&hellip;results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours.”

Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information

Industry Association.

The Riverbank Unified School District has implemented a staff development program that offers technology training every Tuesday after school. Teachers are also given the opportunity to attend training at Stanislaus Office of Education.

“&hellip;students whose teachers received professional development on computers showed gains in math scores of up to 13 weeks above grade level.”

Wenglinsky, H. (1998). Does it compute? The relationship between educational

technology and student achievement in mathematics (Educational Testing Service Policy Information Report). Retrieved March, 12, 2001, from

<ftp://ftp.ets.org/pub/res/technolog.pdf>

Riverbank has provided staff development for all teachers in using PLATO, Riverdeep and the Microsoft Office Suite. This staff development is provided throughout the school year.

“&hellip;the greatest gains in student achievement occurred when teachers were trained in the use of technology.”

Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: <http://www.mff.org/pubs/ME161.pdf>

Riverbank Unified School District has provided technology staff development in using technology products.

Helping teachers to learn to integrate technology into curriculum is a critical factor in the successful implementation of technology in schools.

Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association.

Riverbank Unified School District has provided staff development in integrating technology into the curriculum.

“&hellip;when teachers are learning to integrate technology into their classrooms, the most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on, active learning.”

Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site:<http://www.mff.org/pubs/ME161.pdf>

Teachers at Riverbank Unified School District are given the opportunity to learn new skills in using technology as well as collaborate with teachers who are teaching the same discipline.

### **Just in Time Learning**

Educators need an understanding of ways to integrate technology into education reform initiatives. Involvement of teachers in planning statewide, school, and classroom uses of technology is critical.

Cradler, J., & Cradler, R. (1995). Prior studies for technology insertion. San Francisco, CA: Far West Laboratory.

The Digital High School Coordinator provides staff development on a weekly basis for the Riverbank Unified School District. These classes are focused on what the teachers needs are for classroom integration of technology.

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 Riverbank Unified School District will use many different resources to help increase the variety of course offerings that are available to students. Online Advance Placement courses will be made available based on student needs and skills, particularly in situations where there may be an insufficient number of students interested or eligible for a course at a given site.

Plato is an online comprehensive courseware that delivers thousands of hours of standards-based, interactive curriculum, integrated assessment and student management and record keeping. It provides individualized, computer-based instruction with the flexibility of online delivery. These programs are self-paced, interactive curricula that dynamically adapts to each students needs. This includes powerful testing, assessment, student management, record keeping, and communications tools.

Moodle, as an online Course Management System, will be increasingly utilized to help educators create effective online learning communities. Moodle effectively uses “Social Constructivism” techniques, turning ideas into a social group constructing things for one another, collaboratively

creating a small culture of shared artifacts with shared meanings. In essence, each participant in a course can be a teacher as well as a learner.

Moodle supplements curriculum by providing a more individualized approach for student learning. Moodle provides a means for teachers to interact with students outside of the classroom with a more one on one approach. This happens through online discussion and collaboration where ideas can be shared and a consensus to understanding can be reached.

**Appendix C - Criteria for EETT Technology Plans  
(Completed Appendix C is REQUIRED in a technology plan)**

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

<b>1. PLAN DURATION CRITERION</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>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)</b>		The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.  Plan duration is 2008-11.
<b>2. STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</b>		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.

<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>		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>b. Description of the district's current use of hardware and software to support teaching and learning.</b>		The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>		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.
<b>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.</b>		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.

<p><b>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.</b></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><b>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</b></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><b>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.</b></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><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></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><b>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.</b></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><b>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.</b></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><b>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.</b></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><b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>

<p><b>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b></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>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.</b></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><b>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.</b></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><b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>

<p><b>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 &amp; 4) of the plan.</b></p>		<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</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>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.</b></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><b>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.</b></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><b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b></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>

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. List established and potential funding sources.</b>		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>b. Estimate annual implementation costs for the term of the plan.</b>		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.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
<b>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.</b>		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.
<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>

<p><b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b></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>b. Schedule for evaluating the effect of plan implementation.</b></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><b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b></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><b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p><b>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.)</b></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>

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

**Appendix J - Technology Plan Contact Information  
(Required)**

Education Technology Plan Review System (ETPRS)  
Contact Information

County & District Code: 50 - 75556

School Code (Direct-funded charters only): \_\_\_\_\_

LEA Name: Riverbank Unified

\*Salutation: Mr.

\*First Name: Joseph

\*Last Name: Barney

\*Job Title: IT Manager

\*Address: 6715 Seventh St.

\*City: Riverbank

\*Zip Code: 95367-2345

\*Telephone: 209-869-2538

Fax: (209) 869-1487

\*E-mail: jbarney@riverbank.k12.ca.us

Please provide backup contact information.

1st Backup Name: Nelisa Vigil

E-mail: nvigil@riverbank.k12.ca.us

2nd Backup Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

\* Required information in the ETPRS