

# Technology Plan

Banta Elementary

July 1, 2012 - June 30, 2015

This plan is for EETT and E-Rate.

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## Background and Demographic Profile

Banta Elementary School District is presently comprised of a one school site with a student population of approximately 300 plus students. On October 13, 2011 the Banta Trustees approved the building of two new schools (K-5, 6-8), which will break ground in November, 2011. The present Banta school is located in the central San Joaquin Valley, approximately 3 miles east of Tracy, California. It is a K-8 school with the many of the students graduating and attending Tracy High School. Banta's API score is 774. Though it is classified as a rural school, modern technology is evident throughout the site. The school employs a technology coordinator and regularly receives services from the San Joaquin County Office of Education to keep it abreast with the latest curricular technology developments

The District's demographics consist of a student population that is 62% Hispanic, 34% Caucasian, 2% African American, 1% Asian and 1% Filipino/other. A total of 68% of district students qualify for the free or reduced lunch program. 38% are English Learners, and 10% are in the Special Education program.

There is an effort to have the two new schools become a Technology based charter school which will require the latest education technology equipment to meet the demands of a 21st century learning center. The goals are to utilize electronic personal digital assistant devices (PDA'S) as well as a hands-on approach towards incorporating technology into the classroom curriculum and activities. The plans are to have extensive educational flexibility in all curricular areas and have facilitators to guide and assist students in their endeavors. The preliminary planned opening for the Charter school is August of 2013.

## 1. Plan Duration

### **July 1, 2012 - June 30, 2015**

The District Technology Plan will be implemented over a three-year period, July 1, 2012- June 30, 2015. This plan will also function as the district's planning document for E-Rate purposes. The plan will be reviewed and updated annually to reflect changing district goals and needs.

## 2. Stakeholders

Stakeholders		
Name	Position	CDS
William Draa	District Administrator	San Joaquin Banta Elementary
Kitty Towers	Technology Support Staff	San Joaquin Banta Elementary Banta Elementary
Annabelle Artadi	Classroom Teacher	San Joaquin Banta Elementary Banta Elementary
Melissa Sedillo	Classroom Teacher	San Joaquin Banta Elementary Banta Elementary
Beatriz Flores	Classroom Teacher	San Joaquin Banta Elementary Banta Elementary
Kelli Sordello	Parent	

Our district technology writing team developed this plan. We are a small rural school district and have not been able to connect with a business partner. We are in the process of making contacts but have been unsuccessful to this date. The technology committee also obtained input from parents at the Parent/Faculty Association meetings and Site Council meetings, teacher and administrator results from the Ed Tech Profile Survey, San Joaquin County Office of Education, and CTAP 6 representatives.

### 3. Curriculum

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

All teachers have a teacher workstation, which consists of 1 computer and printer, 1 Elmo doc camera, 1 LCD projector, and all teachers have email accounts. Additionally 5 teachers have a laptop, 2 additional laptops are available for teacher and student use, and 2 teachers have a classroom iPad.

Banta School District has a Library/Media center at its one K-8 site. The center is home to the school library and computer lab. The library has 1 computer that accesses the online Banta School Library (Libraryworld ) and 1 computer that houses the library browser (for student use to locate books in the library). The computer lab has 36 Windows XP computers. Banta School also has a Reading Computer Lab, located in the resource classroom, which consists of 10 Windows XP Computers and houses the Scholastic READ 180 reading program. Computers in the lab and classrooms all have high-speed Internet access also with wireless access and lab computers are networked to 1 color SHARP printer/copier and 1 Xerox color laser printer.

Students' access to the library/media center is limited to weekly class visits, 1 hour per week (to check out library books and use the computer lab), grade K-8. Additional time can be scheduled for classes as needed. The center is open to staff and students before and after school and during lunch. During school hours the lab is also available to the special education class 1 hour per week. The Reading Lab is used throughout the day by students who participate in the READ 180 program and is also open to students in the resource classroom.

Banta's current student to computer ratio is 2.8 students per computer.

- Banta Elementary has 114 computers for instructional purposes
- 107 of those computers are more than 4 years old
- 74 computers are located in the classroom and used for internet access and word processing
- 38 computers are located in the Computer Lab
- 2 computers are located in the Library

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

Our focus is on helping students acquire technology skills and knowledge.

### **Teacher Use**

100% of the teachers in the district have completed the online EdTech Profile technology surveys. Teachers incorporate technology into their units for referencing, word processing, graphics, Internet research and the use of various software programs to improve math, reading, language, and keyboarding skills weekly. On a daily basis all teachers utilize technology for classroom management, gradebook, lesson planning, and communications to parents, email, and downloading supplemental activities from the Internet for instruction. All teachers post homework, class assignments, and classroom news to the Banta School District website.

### **Student Use**

Students use technology skills throughout the curriculum to research, design and publish documents and to prepare presentations that demonstrate clear questioning and creative research strategies.

Grades 4-8 students (including special education and English Learner students) needing additional resources to improve academic performance in reading participate in the ScholasticREAD180 reading program.

Grade level appropriate software routinely used includes: Productivity Software - Microsoft Office (Word, PowerPoint, Excel, Publisher), Reader Rabbit Math, Jump Start (K-1), Oregon Trail and misc. software programs that reinforce reading, language arts, math, science, and history. Currently we are looking into new keyboarding software to improve keyboarding skills at all grade levels.

**K-3** Students use technology on a weekly basis in all areas. Students develop skills needed to use and care for technology equipment and operate basic computer components, students are introduced to technology literacy and information processing. Students use appropriate software to learn and improve keyboarding skills, to reinforce language arts and math skills and to deepen their understanding in science and social studies. Students learn to type simple stories. In 2nd grade students begin to learn basic internet search skills to do simple internet research reports and are introduced to PowerPoint to complete simple presentations. In 3rd grade students expand on their internet search skills and complete more advanced research reports.

**4-5** students continue to use technology on a weekly basis in all areas. Students continue the use of appropriate software to reinforce keyboarding, word processing, language arts, math, and social studies skills. Students continue to review basic skills, technology literacy, and information processing. Students use the internet to produce basic research reports and develop internet search skills and can determine the validity of resources used and cite the sources used in

their reports. Students continue to make and present PowerPoint presentations in various subject areas. Students continue to use word processing software for basic class reports. Students save work to the network or memory cards and learn basic file functions. Most students are able to work independently when using the computer.

**6-8** students continue to use technology on a weekly basis in all areas. Students continue the use of appropriate software to reinforce skills across the curriculum. Students continue to review basic skills, technology literacy, and information processing. Students use their internet search skills to produce complex research reports and can determine the validity of resources used and cite the sources used in their reports. Students continue to make and present PowerPoint presentations in various subject areas including research papers. Students are familiar with most components of the computers and software and are able to work independently on most projects. Eighth grade students are engaged in large-scale projects, which include the yearbook where they learn photo editing, and some desktop publishing via the internet.

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

The writing team utilized information from Data reports from: Banta Elementary Strategic Plan, District CBEDs , EdTech Profile surveys, CPM , Title I plans, Single Achievement Plan, School Accountability Report Cards, current district technology plan, 2005-2010 state frameworks, state reports, and state standards.

A review of these documents indicates the Banta Elementary School District is committed to a quality education program that integrates technology into its instructional and administrative settings. The District is committed to providing all students access to computers and related technologies when the use is in concert with the adopted curricular and co-curricular goals and objectives of the district to improve student achievement. The District's curricular goals are:

- Each and every student will meet or exceed academic standards.
- Each and every student will develop the skills necessary to successfully support life choice and career paths.
- Each and every student will define and be responsible for personal aspirations and educational achievements.
- Each and every student will develop personal skills to become productive members of the diverse communities of today and tomorrow.
- Each and every student will meet or exceed academic standards, by a score of proficient or above on the ELA and MATH CST scores.
- Improve Language Arts CST scores for second language students by 10 points.
- Improve 4th and 7th grade writing skills by one level.
- The district will increase its' API score by at least 5 points per year.



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

**Goal 3d.1: All students, inclusive of special populations, will be proficient in grade level curriculum standards through the use of a variety of available technologies. Technology tools will be used to collect and locate information across the curriculum. Students will utilize technology resources located in classrooms, computer lab, and library/media center.**

Objective 3d.1.1: 95% of K-8 students will create grade appropriate curricular projects using technology, including telecommunications and information technology.

Benchmarks:

- Year 1: 75% of K-8 students will create grade appropriate curricular projects using technology, including telecommunications and information technology.
- Year 2: 85% of K-8 students will create grade appropriate curricular projects using technology, including telecommunications and information technology.
- Year 3: 95% of K-8 students will create grade appropriate curricular projects using technology, including telecommunications and information technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Grade K-1 Students will develop independence and proficiency in skill/drill software to support curriculum areas such as: Phonic development, Onset and rhyme manipulation, Geometric patterns, One to one correspondence, Basic addition and subtraction facts, Science, Social studies. Students will use keyboarding software to recognize where letters are on the keyboard. Students will use key websites on the Internet to reinforce skills in math and language arts.	Annually	Teachers, Administrator	Sample projects, surveys in various grade levels.	Sample projects

<p>Grades 2-3 Students will learn basic keyboarding skills to word process stories, and reports. Students will begin to use productivity software such as Word and PowerPoint and introduced to simple features to create standards based projects. Students will learn basic navigation of the internet for research purposes, data and image searches, to support producing reports in all academic content areas. Students will develop proficiency with simulation software to support curriculum in various subject areas.</p>	<p>Annually</p>	<p>Teacher, Administrator</p>	<p>Sample projects, surveys in various grade levels.</p>	<p>Sample projects</p>
<p>Grades 4-5 students will use keyboarding software to reinforce keyboarding skills. All students will be able to use word processing and internet resources to produce basic reports and develop internet search skills. Students will create 1-2 PowerPoint presentations to support curriculum in various subject areas. Students will be introduced to spreadsheet software to create data, graphs, and charts to support curriculum. Students will further develop proficiency with simulation software to support curriculum in various subject areas. Students will use key websites on the Internet to reinforce skills in math, language arts, science and social studies.</p>	<p>Annually</p>	<p>Teachers, Administrator</p>	<p>Sample projects, surveys in various grade levels.</p>	<p>Sample projects</p>

<p>Grades 6-8 students will create two projects using Internet research, word processing, and presentation software to support curriculum in various subject areas. Students will use spreadsheet software to create data, graphs, and charts for science experiments and math graphs. Students will use multiple technology tools to support curriculum based projects. Students will use photo editing and desktop publishing skills to create standards based projects. In 8th grade students will further develop photo editing, desktop publishing skills, and utilize digital cameras when producing the yearbook. Students will use key websites on the Internet to reinforce skills in math, language arts, science and social studies.</p>	<p>Annually</p>	<p>Teacher, Administrator</p>	<p>Sample projects</p>	<p>Sample Projects</p>
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3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

**Goal 3e.1: 95% of K-8 Students will learn grade appropriate technology and information literacy skills necessary to create curricular projects. 8th grade students will enter high school competent and knowledgeable in the basic concepts and applications of technology.**

Objective 3e.1.1: 95% of students, in grades K-8 each year, will learn technology skills necessary to use hardware and standard productivity software to create grade appropriate curricular projects. Teachers will provide instruction on the use of hardware and standard productivity software.

Benchmarks:

- Year 1: 75% of students in grades K-8 will learn technology skills necessary to use hardware and standard productivity software to create grade appropriate curricular projects.
- Year 2: 85% of students in grades K-8 will learn technology skills necessary to use hardware and standard productivity software to create grade appropriate curricular projects.
- Year 3: 95% of students in grades K-8 will learn technology skills necessary to use hardware and standard productivity software to create grade appropriate curricular projects.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Grade K-8 Teachers will provide instruction on how to use grade appropriate software and hardware prior to students engaging in project activities. Teachers will provide ongoing assistance to students for technology skill attainment.	On-going	Teachers, Administrator	Classroom observations	Project samples

All K-8 students will develop skills, attitudes, and abilities to use and care for technology equipment.	Annually	Teachers, Technology Coordinator, Administrator	Classroom observation	
All K-8 students will be trained in information literacy skills and made aware of the ethical use of technologies to demonstrate positive social and ethical behaviors when using technology.	On-going	Teachers, Technology Coordinator, Administrator	Classroom observation	
Grades K-1 Students will be trained in low-end technology and software that support curriculum. Students will be introduced and trained in keyboarding software. Students will be introduced and trained in basic internet skills and functions, and basic word processing.	Annually	Teachers, Technology Coordinator, Administrator	Classroom observations	Project samples
Grades 2-3 Students will develop keyboarding skills with appropriate hand positioning, including appropriate vocabulary to word process stories and reports. Students will be trained in productivity software such as Word and PowerPoint to complete grade appropriate projects based on curriculum goals. Students will be trained to use the internet for web searches to complete grade appropriate projects based on curriculum goals. Students will develop skills in the use of grade appropriate curriculum-enhancing software.	Annually	Teacher, Technology Coordinator, Administrator	Classroom Observations	Project samples

<p>Grades 4-5 Students will continue to use appropriate keyboarding skills and hand positioning. Students will be assessed to type at a certain WPM (Grade 4 15 WPM with 92% accuracy, Grade 5 20 WPM with 94% accuracy). Students will increase their skills in productivity software such as Word and PowerPoint to complete grade appropriate projects based on curriculum goals. They will be taught how to manipulate text and images. Students will be trained on spreadsheet software (Excel) to create data, graphs, and charts to support curriculum. Students will increase internet research skills to produce research reports. Students will continue to be trained on grade appropriate simulation software.</p>	<p>Annually</p>	<p>Teachers, Technology Coordinator</p>	<p>Classroom observations</p>	<p>Project samples</p>
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<p>Grade 6-8 Students will continue to use appropriate keyboarding skills and hand positioning. Students will be assessed to type at a certain WPM (Grade 6 24 WPM with 96% accuracy, Grade 7 28 WPM with 98% accuracy, and Grade 8 32 WPM with 98% accuracy. Students will further increase their skills in productivity software such as Word and PowerPoint to complete grade appropriate projects based on curriculum goals. Students will have more extensive training in the use of spreadsheet software (Excel) to create data graphs and charts. Students will further increase internet research skills to produce research reports and they will find information and evaluate the validity of that information as it applies to their projects. Students will continued to be trained on grade appropriate simulation software.</p>	<p>Annually</p>	<p>Teacher, Technology Coordinator, Administrator</p>	<p>Classroom Observation</p>	<p>Project samples</p>
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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

In 2006 the Legislature passed Assembly Bill 307. Districts must now educate their students in the ethical use of information technology including, avoiding plagiarism, the concept, purpose, and significance of a copyright, and the implications of illegal peer-to-peer network file sharing. Internet safety is also an added requirement. In order to follow copyright laws, students, teachers, and staff must know them. Teachers need to teach about copyright first by setting a correct example themselves and second through direct instruction to their students.

Currently, Banta Elementary School District students and parents have to sign the *Student Internet Acceptable Use Agreement* and all staff have to sign the *Employee Internet Acceptable Use Agreement*. Students are taught proper use of copyright (which includes the use of peer-to-peer networks and plagiarism) through Internet videos prior to signing on in the lab, and they also receive constant reinforcement through the model use by teachers.

**Goal 3f.1: All students and teachers in our district will be able to 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. Target Group: All teachers and students including special education, and English Learners.**

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Revise Student Internet Acceptable Use Agreement. All staff, students and parents will be required to sign the updated Student Internet Acceptable Use Agreement, which includes copyright and fair use, downloading and file sharing, and plagiarism.	Annually, in August.	District-wide Technology Committee, Technology Coordinator, Staff, Parents, and Students	Annually in September, Technology Coordinator will monitor forms.	Staff and Student Internet Acceptable Use Agreement data



Provide training and information focusing on ethical use of information technology for teachers, instructional aides, and administrators.	First Training: August, 2012 District Staff Development Day. Additional Trainings as needed on an ongoing basis.	Technology Coordinator, District-wide Technology Committee	Sign in sheets for Staff Development	Inservice sign-in sheets
Students will learn and implement the fair use guidelines of incorporating no more than 10% of a completed work into their own educational projects.	Annually, with ongoing reinforcement with student projects.	Teacher, District-wide Technology Committee	Annually, Teacher will monitor and report to Technology Committee	Discipline reports (file share and plagiarism infractions)
Students will include proper citation of any work using an accepted format	Annually, with ongoing reinforcement with student projects.	Teacher, District-wide Technology Committee	Annually, Teacher will monitor and report to Technology Committee.	Correctly formatted citations and bibliographies
Students will be made aware of the legal ramifications of illegal file sharing.	Annually, with ongoing reinforcement with student projects.	Teacher, District-wide Technology Committee	Annually, Teacher will monitor and report to Technology Committee.	Discipline reports (file share and plagiarism infractions)
Students will learn what qualifies as plagiarism and know what the consequences are.	Annually, with ongoing reinforcement with student projects.	Teacher, District-wide Technology Committee	Annually, Teacher will monitor and report to Technology Committee.	Discipline reports (file share and plagiarism infractions)

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)

One of the videos watched in the beginning of the school year educates students about cyber-safety and the dangers of sharing personal information online. The district currently uses a CIPA-compliant Internet and Student email filtering process. Students are not given Internet access unless they and their parents sign and accept the terms of the *Student Internet Acceptable Use Agreement*. More information about CyberSafety will be built into the district webpage dealing with fair use and copyright issues. Teachers and staff will be in-serviced about this important component as well.

**Goal 3g.1: All staff and students including special education, and English Learner will be presented with the information for using the Internet safely, protecting privacy, and avoiding online predators. Students will learn how to access the Internet with minimum risk.**

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide training and information focusing on internet safety for teachers, instructional aides, and administrators. Train teachers on the use of iSafe Curriculum.	First Training: August, 2012 District Staff Development Day. iSafe Curriculum Training December, 2012. Additional training provided on an ongoing basis as needed.	Technology Coordinator, Technology Committee	Sign in sheets for Staff Development	Internet Safety Survey
Develop an Internet Safety curriculum, based on the iSafe Curriculum (lessons, developed for Cyber Bullying prevention, Social Networking and appropriate online behavior) for all grade levels.	August to November 2012	Technology Coordinator, Classroom Teacher, Technology Committee	iSafe Curriculum development completed by January, 2013. Technology Committee will revise iSafe curriculum as needed.	iSafe lesson and project samples

All staff and students that need access to the Internet will be required to view yearly, the updated CyberSafety videos that tell about the risks of predators and the dangers of sharing personal information.	Annually, in August	Technology Coordinator, Classroom Teacher	Technology Coordinator and Teachers will review and update CyberSafety videos that are included in the iSafe curriculum.	iSafe CyberSafety videos
Review and Update Employee and Student Internet Acceptable Use Agreement. All staff and students needing Internet connectivity will be required to accept the Student Internet Acceptable Use Agreement	Annually in August	Technology Coordinator, Staff, Students, Parents	Technology Coordinator will monitor	Review Internet Acceptable Use Agreement forms
Begin, iSafe Curriculum, and classroom implementation in January, 2013 K-8: in self contained classrooms and computer lab.	January 2013, ongoing	Technology Coordinator, Classroom Teacher	Teacher will provide a pre and post test to each student before and after a unit is completed.	Pre and post tests will be reviewed

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

**Goal 1: All students including special populations (special education, English Learners) will have access to technology to support achievement of the academic standards of the classroom, district curricular goals, and ultimately for lifelong success in our digital society.**

All students have access to a networked (district-wide, CIPA compliant web filtered), fully-equipped computer lab before, during, and after school. Every classroom has a minimum of one computer, LCD projector, and Elmo doc camera available for students' use. Five classrooms have a laptop, two additional laptops are available for classroom checkout and two classrooms have an iPad, all available for student use. All classes, including the special education class, are scheduled for the computer lab one hour per week and teachers can sign up for additional time as needed. The special education classroom also has 10 computers that house theRead180 reading program and they are also available for student use. All computers are fully equipped with industry standard productivity software. It is the practice of this District that all students have access to appropriate software and hardware during the school day. This occurs in the computer lab, classrooms, and library. All students have access to printers as appropriate in each of these

locations. Subject specific software is available as grade appropriate. It is also the practice of this school district to research and provide new and appropriate hardware and software that supports academic and career skills as these needs become apparent.

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

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

Objective 3i.1.1: All teachers and administrators will utilize PowerSchool software (student information system) for student record keeping. This includes attendance, scheduling, grades, behavior, health, assessment, demographics, education program, and other data required by the State of California.

**Benchmarks:**

- Year 1: All teachers and administrators will utilize PowerSchool software (student information system) for student record keeping. This includes attendance, scheduling, grades, behavior, health, assessment, demographics, education program, and other data required by the State of California. New teachers and administrators will be trained on PowerSchool Software.
- Year 2: All teachers and administrators will continue to utilize PowerSchool software (student information system) for student record keeping. This includes attendance, scheduling, grades, behavior, health, assessment, demographics, education program, and other data required by the State of California. New teachers and administrators will be trained on PowerSchool Software.
- Year 3: All teachers and administrators will continue to utilize PowerSchool software (student information system) for student record keeping. This includes attendance, scheduling, grades, behavior, health, assessment, demographics, education program, and other data required by the State of California. New teachers and administrators will be trained on PowerSchool Software.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Review effectiveness of PowerSchool student information system.	Annually	Administration, Technology Coordinator, Teachers, Technology Committee	Meet annually to discuss analysis of PowerSchool data and discuss modifications based on outcomes.	Staff surveys
District staff will be trained on how to access and use PowerSchool software from their workplace and home computers. Includes training of new hired teachers, staff, and administrators.	Ongoing	Technology Coordinator	Technology Coordinator to review requests for assistance to ensure that all requests are responded to and requested training is provided.	Teacher and staff help requests.

Objective 3i.1.2: All K-8 teachers will utilize assessment software for tracking student academic progress and insure students are meeting the content standard.

Benchmarks:

- Year 1: Research software that can be used to track student's academic progress and acquire software.
- Year 2: Provide training to all staff on assessment software. All staff will begin using assessment software.
- Year 3: All K-8 teachers will utilize assessment software for tracking student academic progress and insure students are meeting the content standard.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Research available software for tracking student academic progress. Purchase software.	Fall 2012 - Spring 2013	Technology Committee, Administrator	Meetings to discuss available software.	Vendor demos, recommendations.
Provide training to all staff that will use software.	August 2013	Technology Coordinator	Staff professional development training days, sign in sheets	
Begin using software to track student academic progress to show students are meeting academic content standards to help improve CST scores.	September 2013	Teachers	System usage	System reports

Teachers will analyze student performance data and modify instruction based on identified needs.	Monthly beginning September 2013	Teachers and Principal	Classroom observation and review of student benchmark assessments.	Student benchmark assessments, system reports
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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.

The district uses Blackboard Connect, a telephone and email communication system, to update families on student absences, upcoming events, emergencies, and other important information. The district also publishes the BESD website (<http://bantaesd.sharpschool.net/>) with links to school calendar, PowerSchool Parent Portal, teacher webpages (homework), staff directory (emails), district information. Parents will be encouraged to contact teachers by phone or email.

**Goal 3j.1: Increase opportunities for communication between home and school.**

Objective 3j.1.1: Provide parents and students with real-time information on attendance, grades, and academic progress. 45% of parents will access PowerSchool Parent Portal.

Benchmarks:

- Year 1: Provide parents and students access to the PowerSchool Parent Portal, net-based data sharing system, with ability for parents to access student attendance, grades and assignments (Grades 4-8), lunch balance, and academic progress from home through web parent portal. 35% of the students will have a parent with portal access.
- Year 2: 40% of parents will access the PowerSchool Parent Portal.
- Year 3: 45% of parents will access the PowerSchool 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>
Administrators and teachers will inform parents about the availability of the PowerSchool Parent Portal. This information will also be available on Banta School District webpage.	Annually	Technology Coordinator, Administrators	System access logs will be evaluated as well as anecdotal evidence resulting from interaction between school site staff and parents &/or students.	Access reports from SIS

Provide Parent training to PowerSchool Parent Portal. Parents will be provided with a BESD PowerSchool Parent User Guide and parent must sign the BESD Parent Portal Acceptable Use Agreement before given access to the portal.	Ongoing, as needed	Technology Coordinator	Technology Coordinator will allow access to parents who have signed the Acceptable Use Agreement and monitor parent access accounts.	PowerSchool Parent Access logs
Insure teachers are properly trained on using the PowerSchool Teacher Gradebook and grades and assignments are entered in a timely manner for parent review via the Parent Portal.	Ongoing	Principal, Technology Coordinator	Professional Development for PowerSchool Teacher Gradebook (sign in sheets) and additional trainings at teacher request as needed. Monitor PowerSchool data to make sure grades are being posted by teacher.	Sign in sheets, PowerSchool data

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.

See individual sections for specific details. The monitoring process for all benchmarks correlated to Curriculum Component objectives and activities are located within each section 3.d-3.j. The district technology committee will meet twice yearly to discuss and evaluate the technology plan and achievement of goals, objectives and benchmarks.

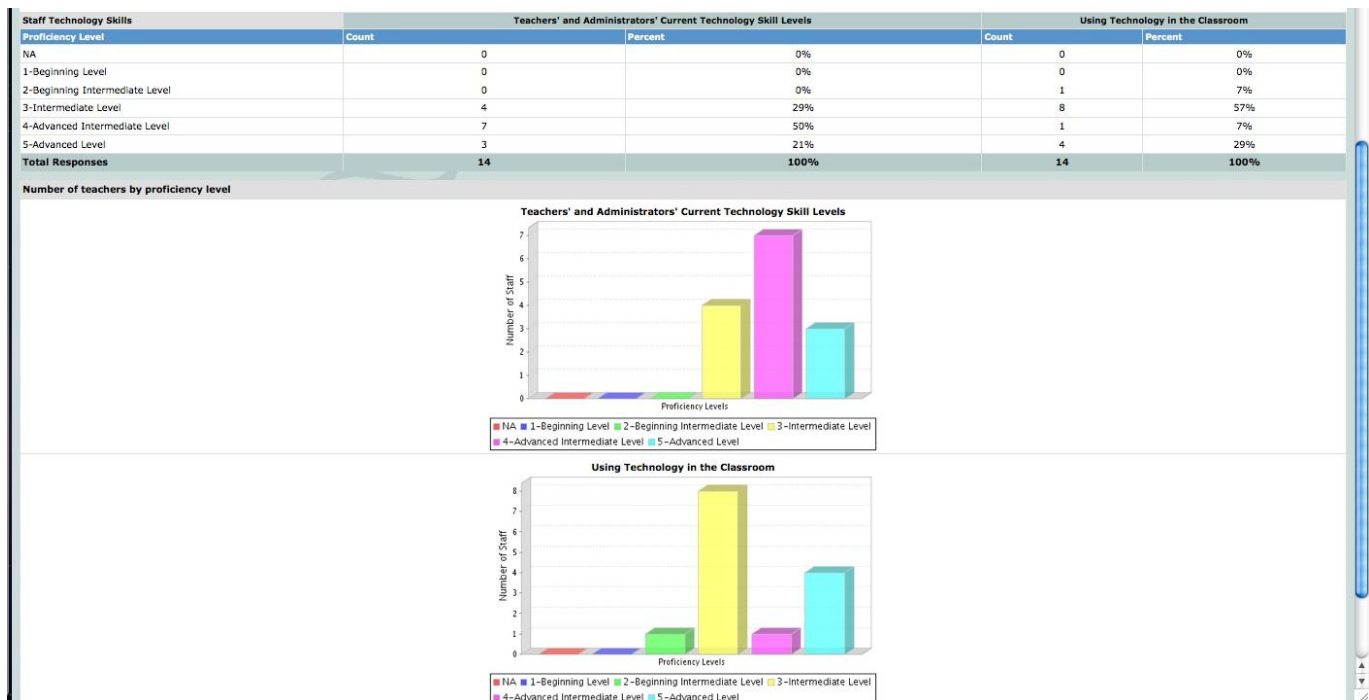
## 4. Professional Development

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

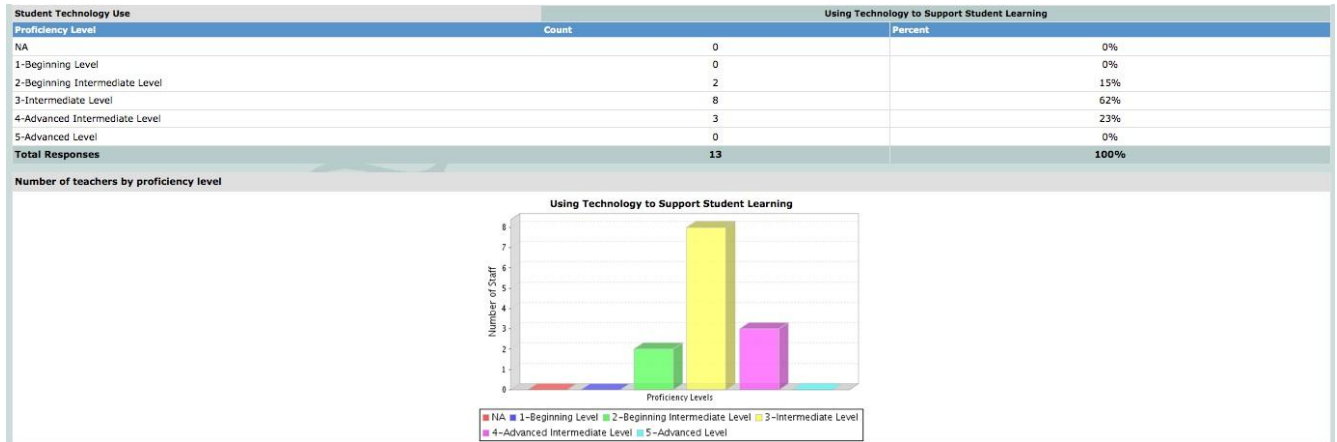
The EdTech Profile survey, completed by teachers and administrators every year, gives valuable insight into Banta's current technology skills and needs. Teachers and administrators use technology daily in a variety of ways.

The results of the survey show that there is a need for professional development in all areas to bring teachers and administrators to the Advanced Level.

Below is a summary of the 2011 EdTech Profile survey:







### ***General Computer Skills***

Teachers and administrators general computer proficiency levels are: Intermediate Level 29% (4), Advanced Intermediate Level 50% (7), and Advanced Level 21% (3).

### ***Using Technology in the Classroom***

Teachers and administrators using technology in the classroom proficiency levels are: Beginning Intermediate Level 7% (1), Intermediate Level 57% (8), Advanced Intermediate Level 7% (1), and Advanced Level 29% (1).

### ***Using Technology to Support Student Learning***

Teachers and administrators using technology to support technology in the classroom proficiency levels are: Beginning Intermediate Level 15% (2), Intermediate Level 62% (8), Advanced Intermediate Level 23% (3).

Teachers must be prepared to empower students with the advantages and necessary experiences embedded in educational technologies. The role of professional development to aid and support all teachers in this effort is essential and must be ongoing. Teachers must incorporate new strategies to fully utilize their changing learning environments, which will include modern technologies that may be unfamiliar to many teachers.

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.

**Goal 4b.1: Develop and implement district-funded staff development program to ensure district and school site are trained in skills and strategies to use technology in the classroom to support content standard teaching and learning. Using the California Technology Assessment Profile on the EdTech Profile website, 100% of teachers and administrators will take the assessment annually during the first month of school.**

Objective 4b.1.1: 100% of teachers and administrators will participate in training opportunities in skills and strategies to use technology in the classroom to support content standard teaching and learning. With the assistance of CTAP through the California Department of Education, the County Office of Education, and PowerSchool (SIS), the district will develop a professional development program based on curricular needs and will train all staff in the required technology, information literacy, and curriculum integration skills.

Benchmarks:

- Year 1: 80% of teachers and administrators will participate in training opportunities in skills required to support instruction. Selected teachers will receive specialized training opportunities as required by course or grade level content.
- Year 2: 90% of teachers and administrators will participate in training opportunities in skills required to support instruction. Selected teachers will receive specialized training opportunities as required by course or grade level content.
- Year 3: 100% of teachers and administrators will participate in training opportunities in skills required to support instruction. Selected teachers will receive specialized training opportunities as required by course or grade level content.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Assemble professional development data (EdTech Profile survey, Technology Curriculum Committee course of study outline, district, county, CTAP, and PowerSchool course offerings) to develop a three year comprehensive professional development plan.	August 2013	Technology Committee, Administrators	Technology Committee members will gather appropriate student and teacher data to see where training is needed. Will have a meeting to make an analysis of the data and discussion of what areas are needed for Technology Professional Development.	Teacher surveys
Teachers and support staff will be provided training in basic computer skills, hardware, productivity software (Word, PowerPoint, Excel), desktop publishing, email and internet (information literacy), photo/graphic editing, software used to reinforce reading, math, language arts, science, and social studies, according to participants skill levels.	Annually, ongoing as needed	Technology Coordinator, Possible Teachers using the teaching and coaching methods	Enrolled sheets from trainings offered, training agendas, surveys and evaluations from teachers	Class enrollment sheets, teacher surveys, training agendas
Teachers will be provided training on how to create lessons that incorporate technology. Including online interactive lesson planning. Specific trainers will address major curriculum areas, and show how to effectively integrate technology into the curriculum.	Annually, ongoing as needed	Technology Coordinator, Possible Teachers using the teaching and coaching methods	Enrolled sheets from trainings offered, training agendas, surveys and evaluations from teachers	Class enrollment sheets, teacher surveys, training agendas
Teachers and support staff will be provided training in the appropriate and ethical uses of technology and internet safety.	Annually, ongoing as needed	Technology Coordinator, Possible Teachers using the teaching and coaching methods	Enrolled sheets from trainings offered, training agendas, surveys and evaluations from teachers	Class enrollment sheets, teacher surveys, training agendas

Teachers and administrators will be trained in general navigation and manipulation of the PowerSchool Student Information System.	Annually, ongoing as needed	Technology Coordinator	Enrolled sheets from trainings offered, training agendas, surveys and evaluations from teachers, Technology Coordinator will monitor SIS.	Sign in sheets, agendas, SIS
Teachers and Administrators will be provided training in general navigation and manipulation to the Banta Sharp School Website to update teacher webpages and post homework.	Annually, ongoing as needed	Technology Coordinator	Enrolled sheets from trainings offered, training agendas, surveys and evaluations from teacher, Technology Coordinator will monitor webpages.	Sign in sheets, agendas, webpages

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.

See individual sections for specific details. The monitoring process for all benchmarks correlated to Professional Development Component objectives and activities are located within each section 4a. –4b. The district technology committee will meet twice yearly to discuss and evaluate the technology plan and achievement of goals, objectives and benchmarks.

The technology committee will create a teacher survey that will query teachers regarding staff development in technology. The technology committee's survey will be distributed to teachers at the end of each school year. After reviewing the surveys, modifications and adjustments will be made to the activities.

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

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

**Existing Hardware:** The goals of this plan can only be achieved as long as the District provides the needed technology and support services. BESD has spent a considerable amount of time, effort and money to support infrastructure and technology that is currently in our District. The lack of available budget for the foreseeable future will be a limiting factor for BESD as we attempt to meet the goals of this section of the Technology Plan.

The San Joaquin County Office of Education, The Data Processing Joint Powers Authority (DPJPA) provides the BESD with the following services:

- Communication/Security Services - Networking, Email, Internet, Virus Protection, Security.
- User Services - Help Desk, PC support for administrative computers.
- Technical Support Services - On site user support for administrative and student PC's.

The existing hardware at Banta Elementary School consists of the following:

### **Information from the 2011 Banta School District Technology Survey**

Banta's current student to computer ratio is 2.8 students per computer.

- Banta Elementary has 114 computers for instructional purposes
- 107 of those computers are more than 4 years old
- 74 computers are located in the classroom and used for internet access and word processing
- 38 computers are located in the Computer Lab
- 2 computers are located in the Library

Of the 114 computers listed above:

- 36 Windows XP computers are located in the computer lab.
- 10 Windows XP computers are located in the resource classroom (*reading* computer lab).
- 2 Mac computers are located in the library.
- Each classroom (14 classrooms) has a teacher workstation consisting of 1 Windows XP computer and 1 printer.
- Remaining computers consist of older Mac computers that are distributed throughout the classrooms.
- 5 teachers have a laptop (2 iBooks, 3 Windows), 4 additional laptops (2 iBooks, 2 Windows) and are available for teacher and student use.

- 2 teachers also have a class iPad.

Access to electronic presentation tools, scanners, and digital devices are integral to reaching BESD's curriculum and professional development. All K-8 classrooms are currently equipped with presentation tools (LCD projectors, TV displays, Elmo document imaging cameras, and DVD/VCR). Various computer peripherals (printers, scanner, digital cameras, and digital camcorders) are located in the computer lab and are used to support teaching, learning and professional development.

**Existing Internet Access:** Banta School District has a 100 Mb network connected to the San Joaquin County Office of Education (the Library/Computer Lab, all classrooms, office, and district office share this connection) and the entire school and district site have wireless connectivity. All computers are connected to two centralized Windows 2003 servers (administration, academic,) and PowerSchool hosts the PowerSchool SIS server.

With the increased focus on internet access, and student information for both administrative and student performance data, the need for reliability and speed has increased dramatically.

**Existing Electronic Learning Resources:** Banta School District maintains a variety of educational software; every lab, teacher, and classroom computer is equipped with the MS Office Suite (Word, PowerPoint, Excel, Publisher), Printshop (Mac computers only), Adobe Photoshop (lab computer), Curriculum-enhancing software, K-5 grade level, (e.g.. Jump Start, Reader Rabbit, Millie's Math House, Bailey's Book House, Sammy's Science House, Oregon Trail) which are available for student use in classroom and computer lab. On demand video streaming (United Streaming, giving teachers and students access to over 100,000 videos on standards based curriculum) is also available for students and teachers at all grade levels. Other electronic academic resources include Read 180 (available to students in our *reading* lab). Electronic administrative resources include the PowerSchool student information system, related PowerSchool Teacher Gradebook, and Blackboard Connect (web based automatic phone calling system). The district has sufficient licenses and permissions for all electronic learning resources.

All of the above resources will be used to implement the goals and benchmarks in sections 3d through 3j of this technology plan.

**Existing Technical Support:** Technical support is provided by a full time onsite Technology/Library Coordinator and the San Joaquin County Office of Education DPJPA.

The Technology Coordinator provides onsite support for administrator and student PCs, servers, hardware, software support (e.g.. PowerSchool student information system; *Read 180*, email), and limited networking services. Response time is usually within 2 hours or by the end of the day.

The San Joaquin County Office of Education DPJPA provides technical support, as needed, for Communication/Security Services - Networking, Email, Internet, Virus Protection, Security,

User Services - Help Desk, PC support for administrative computers, and on site user support for administrative and student PC's. Response time is usually 1 -2 days.

At this time the level of technical support is sufficient to provide the support needed to accomplish the goals of this plan.

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:** Technology is a major focus for Banta Elementary School District and the current school board and the goal is to ensure there is adequate access to technology for all students and staff. The lack of available budget for the foreseeable future will be a limiting factor for BESD as we attempt to meet the goals of this section of the Technology Plan.

To ensure adequate access the following hardware is needed:

- 94% of the district's computers are over 4 years old. A majority of the classroom computers are over 5 years old and obsolete. The 35 lab computers will be rotated into the classrooms and replaced with 40 new lab desktop computers.
- Rotate teacher desktop computer into the classrooms and replace with a teacher laptop (14).
- After rotating computers a minimum of 3 computers for student use in each classroom.
- Each classroom will have a minimum of 1 color printer, 6 classroom printers will need to be replaced.
- Each classrooms will have presentation tools (1 LCD projector, 1 document camera, 1 VCR/DVD player). Projectors and speakers mounted for easy access.
- 4 Digital cameras, 1 video camera, scanners and printers located in computer lab.
- 1 iPad per classroom (12)
- 1 mobile classroom set of 30 tablets (e.g. iPads)

**Electronic Learning Resources Needed:** The district currently has electronic learning resources available to all students and can be expected to continue to support those and acquire others as needed.

Electronic Learning resources needed:

- The Technology team will explore and purchase software programs as needed to support academic content standards. The team will utilize the California Learning Resource Network (CLRN) to locate resources that support the content standard.
- Upgrade all computers with Microsoft Word 2003 to Word 2011.
- Acquire keyboarding software.

- Acquire assessment based software
- Maintain site or network license on all software.
- Discovery Education streaming (web based video streaming)
- Scholastic Read 180

**Networking and Telecommunications Infrastructure Needed:** The district has used the Erate effectively for many years. The networking and telecommunications needs of the district have been addressed and the district will continue to apply for Erate discounts on those services. The district currently qualifies for an 80% discount rate. Additional network hardware and upgraded services will be acquired as needed through the Erate program. The district does not anticipate a major increased need in this area as higher internet bandwidth (100Mb) and wireless connectivity was implemented during the 2011/2012 school year.

Networking and Telecommunications Infrastructure Needed:

- Ensure reliable high-speed (100mb bandwidth) internet access in all classrooms including wireless connectivity.
- Internet in all classrooms (as needed as more portables are brought onto site to accommodate future growth).
- Windows 2003 servers (academic, administration). Students can only access computers that are centrally administrated to an academic domain, all teacher and administrator computers are centrally administrated to a administration domain. (Both provided by the San Joaquin County Office of Education DPJPA)
- Maintain BESD Web Site
- Maintain PowerSchool SIS
- Blackboard connect (automated phone calling system)
- Provide all staff with County Office of Education hosted e-mail accounts.
- Provide all staff with secured user names and passwords to access network.
- Secure web filtering software. (Web filtering is provided to us through the San Joaquin County Office of Education DPJPA. They have a security policy in place to insure internet access is CIPA compliant and outlines requirements for requesting and making changes to the filter.

**Physical Plant Modifications Needed:** At this time no major physical plant modifications are needed to maintain the current number of computers and computer lab at the school. Some classrooms need to be evaluated for electrical capabilities.

**Technical Support Needed:** The district will continue to maintain current level of technical support:

- Maintain full time Technology/Library Coordinator
- Partnership with San Joaquin County Office of Education DPJPA for technical support.
- District-funded staff development program to ensure District and School site personnel meet technology standards.



- Train teachers to be proficient by leveled staff development day training.
- Create ongoing classes throughout the year with peers.
- District to offer technology training through the County Office of Education Technology training classes.

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.

Banta Elementary School District will provide the technical resources needed to support the Curriculum and Professional Development sections of this plan.

<b>Year 1 Benchmark:</b> Upgrade and maintain technical resources, as needed, contingent on the availability of funds, to support this Technology Plan.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Upgrade all computers with Office 2003 to Office 2011	Fall 2012	Technology Coordinator
Research and purchase keyboarding software	Fall 2012	Technology Coordinator, Technology Committee
Research and purchase assessment based software.	Fall 2012	Technology Coordinator, Technology Committee
Replace 6 classroom printers that are older than 5 years old.	Fall 2012	Technology Coordinator
Mount all classroom LCD projectors and speakers.	Spring 2013	Technology Coordinator
Replace old LCD projectors as needed.	Annually as needed	Technology Coordinator
Replace obsolete cameras, video cameras, printers, and scanners.	Annually as needed	Technology Coordinator
Maintain site or network license on all software.	Annually as needed	Technology Coordinator
Maintain PowerSchool (SIS)	Annually	Technology Coordinator
Maintain Discovery Education (video streaming)	Annually	Technology Coordinator
Maintain District Website (SharpSchool)	Annually	Technology Coordinator
Maintain Blackboard Connect (phone calling system)	Annually	Administrator

<b>Year 2 Benchmark:</b> Upgrade and maintain technical resources, as needed, contingent on the availability of funds, to support this Technology Plan.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>

Replace all 14 teacher desktop computers with laptops and rotate old computers into classrooms replacing obsolete classroom computers.	Fall 2013	Technology Coordinator
Supply each classroom (12) with an iPad.	Fall 2013	Technology Coordinator
Increase access to interactive technology by researching and purchasing a mobile lab of 30 classroom tablets (e.g. iPads)	Fall 2013 to Spring 2014	Technology Coordinator, Technology Committee
Replace old LCD projectors as needed.	Annually as needed	Technology Coordinator
Maintain site or network license on all software.	Annually as needed	Technology Coordinator
Maintain PowerSchool (SIS)	Annually	Technology Coordinator
Maintain Discovery Education (video streaming)	Annually	Technology Coordinator
Maintain District Website (SharpSchool)	Annually	Technology Coordinator
Maintain Blackboard Connect (phone calling system)	Annually	Administrator

<b>Year 3 Benchmark:</b> Upgrade and maintain technical resources, as needed, contingent on the availability of funds, to support this Technology Plan.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Replace 35 lab computers with 40 new computers, rotating existing computers into classrooms to replace obsolete classroom computers.	August 2014	Technology Coordinator
Maintain site or network license on all software.	Annually as needed	Technology Coordinator
Replace old LCD projectors as needed.	Annually as needed	Technology Coordinator
Maintain PowerSchool (SIS)	Annually	Technology Coordinator
Maintain Discovery Education (video streaming)	Annually	Technology Coordinator
Maintain District Website (SharpSchool)	Annually	Technology Coordinator
Maintain Blackboard Connect (phone calling system)	Annually	Administrator

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

See individual sections for specific details. The monitoring process for all benchmarks correlated to Infrastructure, Hardware, Technical Support, and Software Component objectives and activities are located within each section 5c. The district technology committee will meet twice yearly to discuss and evaluate the technology plan and achievement of goals, objectives and benchmarks.

## 6. Funding and Budget

### 6a. List of established and potential funding sources.

**Established Funding Sources:** The district is committed to providing up to date technology equipment to all students and continues to research technology grant opportunities and other funding opportunities.

#### Mega-Item Block Grant/General Funds:

The Mega-Item Block Grant consolidates 34 categorical programs. They can be flexible in support of these programs together or alone. These programs can purchase technology for their programs.

#### EETT /Enhancing Education through Technology Formula Grant:

The Enhancing Education through Technology (EETT) Formula Grant is awarded to every school district in California based upon its Title One student population. 75% of this funding can be used for any technology-based project within the district, while 25% must be used for professional development.

#### E-Rate Funding / Tele-connect Funding:

Both of the above programs are supplemental support programs to help purchase connections and Internet equipment for Districts.

#### Commercial Developer Fees:

Banta is involved with rapidly growing commercial entities. We expect approximately 2 million square feet of commercial development over the next 3-5 years. This can help defray some of the costs that are required for installation of wiring and other replacement costs.

#### Grants from participating vendors:

We continue to search for large technology companies to support the District in the form of grants to start a project to support their product. In the next 4-5 years we will be experiencing a tremendous growth and we should be in a good position to enter into joint agreements with the City of Lathrop.

#### Grants from California State Department of Education or other private sources:

BESD will write for grants from the SDE as they appear and if we are eligible.

#### PFA (Parent Faculty Association):

Yearly contributions

**Potential Funding Sources:** Mega-Item Block Grant/General funds as available

EETT Grant

E-Rate/Tele-connect

Commercial Developer Fees

Other competitive grants as available

Other state and federal funding as available

Business Partnerships

Fundraisers

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>1000-1999 Certificated Salaries</b>				
Subs pay for teacher release time to attend technology trainings	\$1,000	\$1,000	\$1,000	General
<b>2000-2999 Classified Salaries</b>				
FTE Technology/Library Coordinator Salary	\$42,000	\$43,500	\$44,000	General
<b>3000-3999 Employee Benefits</b>				
Employee Benefits	\$10,000	\$10,000	\$10,000	General
<b>4000-4999 Materials and Supplies</b>				
Microsoft Office Suite 2010 Update	\$3,600	\$0	\$0	PFA (Parent/Faculty Association)
Keyboarding Software	\$700	\$0	\$0	PFA
Assessment Based Software	\$2,000	\$2,000	\$2,000	General
Site/Network Software Licenses (e.g. Read180, Antivirus, Libraryworld)	\$3,500	\$3,500	\$3,500	General
PowerSchool (SIS)	\$1,750	\$1,750	\$1,750	General
Discovery Education (Video Streaming)	\$1,570	\$1,570	\$1,570	PFA
SharpSchool (District Website)	\$395	\$395	\$395	E-Rate, General
Blackboard Connect (Automotive Phone Calling)	\$1,044	\$1,044	\$1,044	E-Rate, General
Classroom Printers	\$500	\$0	\$0	PFA
Projector and Speaker mounts and mounting	\$1,400	\$0	\$0	General
LCD Projectors	\$1,000	\$1,000	\$1,000	PFA
Misc. (e.g. cameras, video cameras, printers, scanners)	\$1,000	\$1,000	\$1,000	PFA, General
14 Teacher Laptops	\$0	\$14,000	\$0	Business Partnership, Grants, PFA
12 Classroom iPads	\$0	\$7,000	\$0	Grant

Mobile Tablet (e.g. iPad) Lab of 30 units	\$0	\$30,000	\$0	Grant
40 Lab desktop computers	\$0	\$0	\$45,000	Business Partnership, General, PFA
<b>5000-5999 Other Services and Operating Expenses</b>				
Contracted technical support for professional development	\$3,000	\$3,000	\$3,000	General
Contracted technical support for repair and maintenance of routers, hubs, data lines, electrical, etc.	\$5,000	\$5,000	\$5,000	General
Fees for technology trainings and conferences	\$5,000	\$5,000	\$5,000	EETT, General
Totals:	\$84,459	\$130,759	\$125,259	

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

Although there is no written policy on replacement of equipment, the District's past practice has been to repair computers, printers, and other technology equipment for the first 4-5 years. Within the first three years, warranties often cover the cost of repair. Anything over the warranty is then determined on a cost-effective basis. Equipment that is at least 5 years old is also determined on a cost-effective basis.

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 Technology Committee will evaluate the progress of this entire plan each year to address any changes and update accordingly. Funding will be provided to technology based on need each year and available funds. The District actively participates in the Erate discount program for services and equipment. In addition, the District Superintendent with the support of the Banta School Board will be continually working with budgeting, developing business partnerships, applying for grants, staff development, technical support, repairs, and the replacement of obsolete equipment.

## 7. Monitoring and Evaluation

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

As described in Sections 3 and 4, curriculum and professional development objectives and their impact on student learning will be evaluated through student achievement data. This includes STAR scores, writing portfolios, local assessments determining mastery of content standards, student attendance, student access to labs, surveys (from staff, parents and students) and artifacts of the implementation of technology produced annually (student products and teacher lessons) and budget expenditures to support program goals.

The Superintendent and Asst. Superintendent/Principal will assist the Technology Committee to monitor and evaluate the implementation of the plan. The district will work with CTAP consultants to develop an instrument, which will allow the Technology Committee to compile the data and evaluate its impact on technology, using the District-wide goals set to measure academic success for all student populations.

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

The evaluation process described above will take place by September 1st of each school year and the final program and budget report will be submitted to the Board of Trustees by November 1st for approval.

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

The Technology Committee is comprised of the district technology coordinator, mentors, parents and administrators representing Banta. This body will communicate findings in their annual report to the Site Council. The report will include recommendations that will assist the district as it revises school plans for annual Board approval. In addition, in an annual report to the Board of Trustees, there will be an opportunity to deliver the evaluation process as well as actual district progress and changes to the Technology Plan in a public setting, which all community stakeholders can access.



## 8. Collaborative Strategies with Adult Literacy Providers

The Banta Elementary School District does not offer adult education courses on campus. However, parents participate in classes offered by area providers. These courses include ESL and GED classes at the nearby Tracy Unified School District. Delta College's Tracy Satellite offers similar services. Banta does offer a Family Literacy class offered to our EL parents to assist them in reading to their child, and school involvement.

During year 1 of this plan, the Banta Elementary technology committee will meet with adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and to discover how we may collaborate to better provide services to our students, our parents and the general community. A parent survey will be conducted to see if there is a possible need to offer classes locally, collaboratively pursuing adult literacy funding sources, offering technology professional development courses to adult literacy staff, and assisting them in locating online adult literacy providers such as ESL and GED classes.

## 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.

The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum and important factors that contribute to successful staff development.

Banta Elementary School District's philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards and adopted texts is an important first step to infusing technology into the curricula. In addition, Banta Elementary School District believes that successful technology integration must be supported by frequent, high-quality professional development offered in a variety of venues.

### **Curriculum and Technology Integration**

***Technology In The Schools: What the Research Shows. (2006) Metiri Group – commissioned by Cisco System***

Technology does provide a small, but significant, increase in learning when implemented with fidelity. While this statistic is encouraging, the real value lies to research lies in the identification of those technology interventions that get sufficiently positive results to warrant the investment. Most educators are looking for the value proposition that will significantly advance learning, teaching, and school system efficiencies. Taking advantage of these leverage points requires serious review of specific research studies that specifically address the needs and challenges of schools and serious attention paid to leadership development, professional development for teachers, school culture, curricular redesign, and teacher preparation.

***CEO Forum (2001). The CEO Forum School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century.***  
**<http://www.ceoforum.org/downloads/report4.pdf>**

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries. State, district, and site policies, programs, and resources must be consistently aligned to meet educational objectives. Technology transforms the learning environment so that it is student-centered, problem and project centered, collaborative, communicative, customized, and productive. Students must acquire 21st century skills in order to thrive in the new knowledge-based economy, including

technological and information literacy, inventive thinking, effective communication and high productivity skills.

***Technology information resource needs assessment Prepared for the Stanislaus County Office of Education and the California Learning Resource Network. (2000) Cradler, J., & Beuthel, R.***

A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state- adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum.

***Pockets of Potential: Using Mobile Technologies to Promote Children's Learning, Carly Schuler (2009)***

This report inventories more than 25 handheld learning projects in the U.S. and suggests how mobile devices may help redefine teaching and learning in the future. Key opportunities and key challenges related to mobile learning are identified.

- The report highlights opportunities to use mobile learning to encourage anywhere, anytime learning, reach underserved children, improve 21st century social interactions and enable a more personalized learning experience.
- The author concludes that mobile technologies have enormous untapped educational potential.
- The author concludes that mobile learning initiatives in the U.S. are fragmented and lack resources to scale up, and makes recommendations to change this situation.
- Mobile devices are becoming ubiquitous, and provide more flexible learning environments than school computer labs.

***An Efficacy Study of READ 180: A Print and Electronic Adaptive Intervention Program Grades 4 and Above , Council of Great City Schools, (2009)***

READ 180 is a reading intervention program that combines face-to-face reading instruction with technology. This report studied the effects of READ 180 on reading achievement of low-performing students in seven cities

"In three districts, students' growth in reading scores was significantly higher for READ 180 students than for the control group. In a fourth district, students in treatment and control groups made similar gains.

"In one district where students took a pre- and post- reading comprehension test, students using READ 180 significantly improved their reading comprehension compared to the control group."

Consistent with this research, Banta Elementary School District uses Read 180 for at-risk, targeted 4th, 5th, 6th, 7th and 8th grade students.

***Using Technology to Enhance Connections Between Home and School: A Research Synthesis (2002)*** , William Penuel, Deborah Kim, Vera Michalchik, Sarah Lewis, Barbara Means, Robert Murphy, Christine Korbak, Alexis Wailey, Jacob Allen  
"Technology programs to link home and school seemed to have a positive effect on technology proficiency, writing, math achievement and home-school communication in half of the programs reviewed".

## **Professional Development**

***Classroom Technology Integration. Zach Miners (2009). District Administration, April 2009, pp. 35-38.***

Having technology is one thing; maximizing the investment, especially in terms of improving student achievement, is quite another. As a pre-requisite, teachers need to be familiar with or be good at using that technology, as a tool. Here is the challenge: how? The author suggests teachers teach teachers. But a long-term solution, he recommends, lies in technology integration professional development programs, where technology integration is not really about technology but rather the creation of classrooms "where all students are motivated to succeed and to build enthusiasm and creativity into daily teaching."

***The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, (2002) Ringstaff and Kelley, WestEd.***

An extensive report from WestEd examines many studies related to educational technology and school reform and identified crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

***Cybersafety in the Classroom. Kevin Butler (2010) District Administration, June 2010, pp. 53-57.***

The article asserts that "District leaders need to take responsibility for teaching students how to wisely navigate the Internet." It recommends that teachers be trained on Internet safety and lessons be woven into the regular curriculum. It also urges the involvement of parents. Finally, it suggests that Web 2.0 tools be deployed to teach Internet safety, security and ethics.

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.

Banta Elementary School District is a small, one school, rural K-8 district that offers rigorous academic curricula. Students create major reports and culminating projects aided by word processing, Internet research, and multimedia presentations. Teachers will be encouraged to show students virtual tours and other uses of the internet to extend the rigorous academic courses. This technology plan enables teachers to see the technology goals, standards, and technology skills that are specific to their grade level.

At this time, Banta Elementary School District, does not offer distance-learning technologies. Due to the size of our district our focus has been to provide technology in classrooms and labs to support the curriculum. The District is unlikely to have the resources or need to develop and deliver such classes now or in the near future.

Currently, the Banta web site and email provides direct access to teachers, and includes daily homework assignments which all teachers update weekly on the website.

The District is always looking for new technologies that can be used to enhance or supplement the rigorous curriculum. The Technology Committee, teachers, and administration seek innovative ways to use technology by attending conferences, reading professional periodicals, using the internet and collaborating with one another.

**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>	2	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>	3	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>	4	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>	5	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>	6	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>	7	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>10</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>14</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>16</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>17</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>18</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>20</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>21</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>22</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>24</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>26</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>27</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>29</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>31</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>33</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>	34	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>	36	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>	37	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>	37	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
<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>

<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	38	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<b>b. Schedule for evaluating the effect of plan implementation.</b>	38	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	38	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</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>
<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>	39	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.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 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>	40	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>	43	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: 39 - 68486

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

LEA Name: Banta Elementary

\*Salutation: Ms.

\*First Name: Kitty

\*Last Name: Towers

\*Job Title: Technology Coordinator

\*Address: 22375 South El Rancho Rd.

\*City: Tracy

\*Zip Code: 95304-9413

\*Telephone: 209-835-0171

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Please provide backup contact information.

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E-mail: msedillo@sjcoe.net

2nd Backup Name: Beatriz Flores

E-mail: bflores@sjcoe.net

\* Required information in the ETPRS