Technology Plan

West Side Union Elementary

July 1, 2012 - June 30, 2015

10/02/2011

California State Approved January 31, 2012

This plan is for EETT and E-Rate.

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DISTRICT OVERVIEW

In rural Sonoma County, West Side Union School District has one school serving approximately 180 students in grades K through 6.

West Side Union School District draws students from the city of Healdsburg , California, as well as the surrounding areas that are suburban and rural. The total population of the zip code area is 17,976 (2000 census data). The percent enrollment in the school is classified as rural and suburban.

West Side Union School District has one school, West Side School, and serves students in kindergarten through sixth grades. The school's population averages 175 students, 2 Administration Professionals, 7 fully Certified Classroom Teachers, 1 Resource Specialist Teacher, 7 Instructional Assistants, 1 Library/Media Instructor, 1 Technology Coordinator, and 2 support staff. Approximately 22% percent of the students attending West Side School are eligible for free and reduced lunches. On the average 10% are students with special needs. These students are "mainstreamed" for a substantial percentage of their coursework.

According to the 2010CBEDS :

13.7% are Hispanic, 81.7% are white, 1% African American, and 4% are multiple or no response.

Seven teachers provide a student/teacher ratio of 23:1; class size average is 25 students.

Eleven (11) classified employees provide clerical, maintenance, transportation, and cafeteria services as well as instructional assistance.

English learners constitute 6.2% of the school's population, who all receive ELD services. Of these, 2.9% are fluent-English proficient and 0% are redesignated Fluent-English Proficient *(DataQuest 2009-10 – http://dq.cde.ca.gov /dataquest /)* .

We have computers in the classrooms, as well as in the library/media center, for student use. The ratio of student to computer is 184 students to 47 computers (4 to 1). As of September, 2011, zero student computers are less than 3 years old.

The use of technology in teaching and learning is integrated into the core curriculum and also greatly enhances communication with parents.

Our API average for the last three years is 800 (2009: 756, 2010: 821, 2011: 824).

SCOE (Sonoma County Office of Education) provides our network infrastructure, including a robust spam and web filtering, and is a conduit to the county's technology consortium.

The EETT tech plan is being used for E-rate purposes as well as a tool for community involvement.

West Side Union School District Mission Statement

The West Side Union School District is an educational community that promotes academic, physical, and social growth for all students. We provide educational programs of the highest quality within a supportive environment, respecting individual differences and cultural backgrounds. We encourage critical and creative thinking, and aim to strengthen each student's power of imagination. We provide the foundation for higher education, responsible leadership, and lifelong learning.

Support for Lifelong Learning Integral to the mission of West Side School is the cultivation of a love for continuous lifelong learning. Increased access to technology is used to enhance curricula and engage students in learning. Through the integration of technology we enable students, teachers, and administrators to learn, demonstrate, and refine technology skills to access, evaluate, analyze and manipulate information from a variety of sources, to draw conclusions and create new knowledge for their learning. Such opportunities can promote the development of higher-order thinking skills that can foster lifelong learning.

Equitable access is the primary key to the effective use of technology. Putting the right tools in the right place with appropriate support helps to ensure that students, staff, and the community will benefit through their use. Appropriate and available technology tools will allow students and staff to achieve their educational and productivity objectives.

Technology Mission Our mission is to provide learners with quality technology education utilizing a progressive staff, modern facilities, technology, and equipment, and a rigorous curriculum that promotes high academic achievement, and advanced research and learning skills. The focus for this technology plan is to build on and refine our technological accomplishments. The technology plan focuses on integrating technologies into the curriculum to improve learning. Preparing students and staff to meet the challenges of the 21st century demands a high level of literacy, a broad range of understanding, an ability to work productively in groups, and a commitment to lifelong learning.

Technology Vision Technology will be employed to empower students, teachers, administrators, and support staff with the ability to interact within an expanded learning environment. Our technology program will facilitate the integration of technology across the curriculum and support learning, problem solving, critical thinking, creative expression, and assessment.

July 1, 2012 - June 30, 2015

The benchmarks and timelines in this technology plan will guide our district's use of technology from July 1, 2012 to June 30, 2015.

2. Stakeholders

Stakeholders		
Name	**Position**	**CDS**
Rhonda Bellmer	District Administrator	Sonoma West Side Union Elementary
Joan Clark	Technology Support Staff	Sonoma West Side Union Elementary West Side Elementary
Teresa Brooks	Classroom Teacher	Sonoma West Side Union Elementary West Side Elementary
Beth Mendez	Classroom Teacher	Sonoma West Side Union Elementary West Side Elementary
Greta Mesics	Parent	

As a small rural school, the superintendent/principal fills the role of curriculum director for West Side School. The district contracts part time staff for information technology. The Technology Planning Team members perform multiple roles and represent a cross-section of the school's community. The Plan is reviewed by West Side School's Board of Trustees, the School Site Council, and by the Felta Education Foundation (FEF), (a non-profit education foundation whose mission is to support and enrich the education of every child at West Side School through a community-based effort). Parents and community members were invited to attend. The entire staff has also reviewed the plan and provided input.

West Side Union School District has established a Technology Committee, which is responsible for technology planning. The Technology Committee reviews and updates or amends the plan as needed.

The Technology Committee consists of the Superintendent/Principal, one classroom instructor, the technology coordinator, and the office manager. The technology coordinator facilitates the updates for the plan. The plan is brought to the Board of Trustees for approval on an annual basis.

3. Curriculum

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

Students have access to computers throughout the day. Our Media Center/Computer Lab is not normally staffed and open after school hours at this time, but individual arrangements can be made for access. The student to computer ratio in classrooms is approximately 4:1, including computer lab resources. Each classroom in grades 4, 5 and 6 at West Side School has at least four computers connected to the Internet. Most of the school's computers and peripheral devices are over three years old and are primarily the Apple/Mac OS X platform. The library/media center has 13 computers. Students with special needs and English Language Learners utilize computers in the classrooms and in the RSP room.

Every teacher at West Side School has a district owned and maintained laptop, which they can utilize in and out of the classroom, including the option to take them home to complete district work, if desired or necessary. Every teacher laptop has access to the Internet at the school site. Every classroom has at least one desktop computer, used by teachers and students alike, which are networked locally and are connected to the internet. At least one printer is located in each classroom. All teachers have their own district-based email address, which can be accessed from school or home.

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

- Classroom computers and district-issued teacher laptops are utilized to integrate technology effectively into classroom curricula and instruction, with support from the technology coordinator as needed.
- Student instruction is grade specific, focusing on skills appropriate for the grade level. West Side School uses curriculum support software in the four core areas, Reading/Language Arts, Mathematics, Science, and History-Social Science, plus keyboarding software, multimedia programs, and evaluation software, keeping an eye to grade-level appropriate knowledge, based on California content standards.
- All students attend a bi-weekly one-hour computer session in the library/media center to develop a range of computer skills, in addition to curriculum integration in the classroom.
- Ongoing professional development is provided to increase teacher, staff and administrator knowledge of and access to information and technology skills, assessment tools, and instructional resources to inform instruction.
- Parents' access to teachers, admin, and office staff are greatly enhanced through email access and website posting.
- Superintendent/principal uses access to technology and the Internet to reach essential state and county education websites, such as CDE ;SCOE ; and CSIS , as well as STAR

testing analysis tools, and reporting and analysis tools for other district-adopted benchmarks, plus home-school communications.

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

Single Plan for Student Achievement (SPSA)In reviewing student achievement measures for updating the district's Single Plan, the following goals have been identified:

English Language Arts Goal

3.c.1 :Continue to develop and offer a full range of Early Literacy supports for kindergarten, first, second, and third graders.,

 Goal3.c.2 :Develop a system of language arts support and interventions for fourth, fifth, and sixth graders.

Mathematics Goal

3.c.3 :Use technology to reinforce basic skills through computer-assisted instruction, tutoring systems, and drill-and-practice software.

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.

Curriculum integration to improve teaching and learning

Technology supports students in their learning by providing access to learning resources. Using the Internet to embark on virtual field trips to museums, distant countries, or points of historical significance enhances student appreciation of topics.

Using the web to access research information from other libraries, agencies, search engines and databases significantly expands the amount of information available to students and allow them to conduct their research much more efficiently.

Simulation software is used in the sciences and humanities to promote exploration and engage teams of students in complex problem solving tasks. Science and social studies simulation software can allow students to perform simulated experiments that they would not be able to perform in a classroom or laboratory setting.

The following goals target specific learning improvement tied to the implementation of effective technologies in improving the achievement of District adopted curriculum goals and California academic content standards for each grade level.

Goal 3d.1: English Language Arts - Early Literacy: Improve student achievement in early literacy at primary grades.

Objective 3d.1.1: Objective: By June of 2015, 70% of students in grades K-3 will meet or exceed grade level standards using multiple measures in English Language Arts skills by implementing the technology components as listed below. This will be measured by evidence of the California Standards Test and the Site Writing Assessment, as well as teacher surveys and collection of student work, and with success levels set at proficient/grade level, would represent a significant improvement as compared to current performance.

Benchmarks:
- Year 1: By June of 2013, the percentage of grade K-3 students scoring at or above the 50th percentile in multiple measures in English Language Arts will increase by one percentage point over baseline scores, as measured by evidence of the California Standards Test, the Site Writing Assessment, as well as teacher surveys and collection of student work.
- Year 2: By June of 2014, the percentage of grade K-3 students scoring at or above the 50th percentile in multiple measures in English Language Arts will increase by two percentage points over baseline scores, as measured by evidence of the California Standards Test, the Site Writing Assessment, as well as teacher surveys and collection of student work.
- Year 3: By June of 2015, the percentage of grade K-3 students scoring at or above the 50th percentile in multiple measures in English Language Arts will increase by three percentage points over baseline scores, as measured by evidence of the California Standards Test, the Site Writing Assessment, as well as teacher surveys and collection of student work.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Use and maintain currently district-adopted CD ROM's on laptops (recorded anthology stories)	Ongoing	Teachers at grade-level	Teachers will regularly examine their materials and needs to ensure that all classes have the necessary programs.	Annual inventory
Support teachers in accessing and utilizing curriculum-based websites and resources	Ongoing	Admin Teachers at grade level	Meet in grade level groups to review and analyze data and make recommendations of modifications.	Tech Coordinator Coaching Notes; Ed Tech Profile

For grades one through six, use Read Naturally CD ROM's on laptops to increase Oral Reading Fluency	Ongoing; Assessments 3x/year	Teachers at grade level	Meet in grade level groups to address teaching strategies to assist students. Discreet assessment tools targeting spelling, grammar, vocabulary, and academic language will be used 3x a year to track student progress towards goal.	Collection of student work Teacher surveys California Standards Test Scores Site Writing Assessment Scores
Continue and expand use of Reading Counts for Oral Fluency and Comprehension grades one through six.	Ongoing	Admin Teachers at grade level	Teachers will utilize Scholastic Achievement Manager's monitoring charts to track student progress.	Scholastic Reading Counts Reports
Make available on K-1-2 classroom computers software program Read, Write, Type!	Ongoing	Technology Teacher, Teachers at grade level	Teachers will utilize monitoring charts to ensure all students have the necessary access and practice time needed to demonstrate target growth.	Teacher logs
Further develop use of Lexia Software (K-6)	Ongoing	Technology Coordinator, Teachers at grade level	Teachers will utilize monitoring charts to ensure all students have the necessary access and practice time needed to demonstrate target growth.	Lexia monitoring charts
Use STAR testing data (third graders) as multiple measure; disaggregate data by grade levels and strands to inform instruction	Annually when STAR data becomes available	Supt/Principal, Teachers at grade level	Meet in grade level groups to review and analyze data and make recommendations of modifications.	California Standards Test Scores
Use graphic organizer software to support written expression (e.g. Kidspiration)	Ongoing	Technology Teacher, Teachers at grade level	Teachers will utilize monitoring charts to ensure all students have the necessary access and practice time needed to demonstrate target growth.	California Standards Test Scores Site Writing Assessment Scores Collection of student work
Identify and use spelling interventions and resources	Ongoing	Teachers at grade level	Discreet assessment tools targeting spelling, grammar, vocabulary, and academic language will be used three times a year to track student progress towards goal.	Collection of student work Teacher surveys California Standards Test Scores Site Writing Assessment Scores

Goal 3d.2: English Language Arts - Grades 4, 5 and 6: Improve student achievement in English Language Arts in upper grades.

Objective 3d.2.1: By June of 2015, 70% of students in grades 4, 5 and 6 will meet or exceed grade level standards using multiple measures in English Language Arts skills by implementing the technology components as listed below. This will be measured by evidence of the California Standards Test, the Site Writing Assessment, as well as teacher surveys and collection of student work, and with success levels set at proficient/grade level, would represent a significant improvement as compared to current performance.

Benchmarks:
- Year 1: By June of 2013, 50% of students in grades 4, 5 and 6 will meet or exceed grade level standards using multiple measures in English Language Arts skills as described in Goal 3d.2.
- Year 2: By June of 2014, 60% of students in grades 4, 5 and 6 will meet or exceed grade level standards using multiple measures in English Language Arts skills as described in Goal 3d.2.
- Year 3: By June of 2015, 70% of students in grades 4, 5 and 6 will meet or exceed grade level standards using multiple measures in English Language Arts skills as described in Goal 3d.2.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Use and maintain currently district-adopted CD ROM's on laptops (recorded anthology stories)	Ongoing	Teachers at grade-level	Teachers will regularly examine their materials and needs to ensure that all classes have the necessary programs.	Annual inventory
Support teachers in accessing and utilizing curriculum-based websites and resources	Ongoing	Technology Coordinator; Teachers at grade level	Meet in grade level groups to review and analyze data and make recommendations of modifications.	Tech Coordinator Coaching Notes; Ed Tech Profile
For grades one through six, use Read Naturally CD ROM's on laptops to increase Oral Reading Fluency	Ongoing; Assessments 3x/year	Teachers at grade level	Meet in grade level groups to address teaching strategies to assist students. Discreet assessment tools targeting spelling, grammar, vocabulary, and academic language will be used 3x a year to track student progress towards goal.	Collection of student work; Teacher surveys; California Standards Test Scores; Site Writing Assessment Scores

Continue and expand use of Reading Counts for Oral Fluency and Comprehension grades one through six.	Ongoing	Teachers at grade level	Teachers will utilize Scholastic Achievement Manager's monitoring charts to track student progress.	Scholastic Reading Counts Reports
Further develop use of Lexia Software (K-6)	Ongoing	Technology Coordinator; Teachers at grade level	Teachers will utilize monitoring charts to ensure all students have the necessary access and practice time needed to demonstrate target growth.	Lexia reports and monitoring charts
Use STAR testing data as multiple measure; disaggregate data by grade levels and strands to inform instruction	Annually when STAR data becomes available	Supt/Principal, Teachers at grade level	Meet in grade level groups to review and analyze data and make recommendations of modifications.	California Standards Test Scores
Use graphic organizer software to support written expression (e.g. Kidspiration & Inspiration)	Ongoing	Technology Teacher; Teachers at grade level	Teachers will utilize monitoring charts to ensure all students have the necessary access and practice time needed to demonstrate target growth.	California Standards Test Scores Site Writing Assessment Scores Collection of student work
Identify and use spelling interventions and resources	Ongoing	Teachers at grade level	Discreet assessment tools targeting spelling, grammar, vocabulary, and academic language will be used three times a year to track student progress towards goal.	Collection of student work Teacher surveys California Standards Test Scores Site Writing Assessment Scores
Teach basic keyboarding skills and familiarize students with computer terminology	September baseline; ongoing assessments	Technology Teacher	Baseline evaluations will be conducted at the beginning of the year to inform progress throughout each trimester; Teachers will utilize monitoring charts to demonstrate target growth.	Typing Software and online tests
In conjunction with Step-Up-to-Writing Curriculum, teach 5-6 grade students to edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging texts	Ongoing	Technology Teacher, Teachers at grade level	Teachers will utilize monitoring charts to ensure all students have the necessary access and practice time needed to demonstrate target growth.	Collection of student work; Writing Assessment Scores

Goal 3d.3: Mathematics , - Use technology to reinforce basic skills through computer-assisted instruction, tutoring systems, and drill-and-practice software. Improve student achievement in mathematics in all grades

Objective 3d.3.1: By June of 2015, 70% of students in all grades will meet or exceed grade level standards in Mathematics skills by implementing the technology components as listed below. This will be measured by evidence of the California Standards Test, monitoring of student work, and teacher surveys, and with success levels set at proficient/grade level using multiple measures, would represent a significant improvement as compared to current performance.

Benchmarks:
- Year 1: By June of 2013, 60% of students in all grades will meet or exceed grade level standards using multiple measures in Mathematics skills as described in Goal #3.
- Year 2: By June of 2014, 65% of students in all grades will meet or exceed grade level standards using multiple measures in Mathematics skills as described in Goal #3
- Year 3: By June of 2015, 70% of students in all grades will meet or exceed grade level standards using multiple measures in Mathematics skills as described in Goal #3

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Support teachers in accessing and utilizing curriculum-based websites and resources	Ongoing	Admin; Teachers at grade level	Meet in grade level groups to review and analyze data and make recommendations of modifications.	Tech Coordinator Coaching Notes; Ed Tech Profile
Select and use a variety of software programs for addressing math facts fluency	Ongoing	Technology Coordinator; Teachers at grade-level	Teachers will utilize monitoring charts to ensure all students have the necessary access and practice time needed to demonstrate target growth.	Collection of student work; Teacher surveys; California Standards Test Scores
Use STAR testing data as multiple measure; disaggregate data by grade levels and strands to inform instruction	Annually when STAR data becomes available	Supt/Principal, Teachers at grade level	Meet in grade level groups to review and analyze data and make recommendations of modifications.	California Standards Test Scores
Teach students to use a variety of spreadsheet programs and databases to key in data and produce various graphs and charts	Ongoing	Technology Teacher, Teachers at grade level	Teachers will utilize monitoring charts to ensure all students have the necessary access and practice time needed to demonstrate target growth.	Collection of student work

Select and use software programs with musical component for addressing math facts	Year 1 - Research and Assess new software programs; Year 2 - Pilot new software programs; Year 3 - Implement, Refine, Evaluate	Technology Coordinator; Superintendent/Principal	To be determined upon piloting program(s)	To be determined upon piloting program(s)

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.

Student acquisition of technological and information literacy skills. West Side School will continue to implement and enhance a continuum of information literacy and technology proficiency skills, and to instruct students in the safe and relevant use of technological learning resources through regular evaluation and use of the ISTE National Educational Technology Standards for Students (table 1), along with the California Language Arts Information Literacy Standards (table 2), as summarized below, and correlate these standards and profiles as guidelines for planning technology-based activities, as they align with state and district standards.

Table 1: NETS Technology Standards

http://www.iste.org /standards/nets-for-students/nets-student-standards-2007.aspx)
Objectives are based on the NETS*S 2007* Standards as summarized below.

1. **Creativity and Innovation**

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. **Communication and Collaboration**

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. **Research and Information Fluency**

   Students apply digital tools to gather, evaluate, and use information.
4. **Critical Thinking, Problem Solving, and Decision Making**

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. **Digital Citizenship**

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. **Technology Operations and Concepts**

   Students demonstrate a sound understanding of technology concepts, systems, and operations

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Table 2: California Language Arts Information Literacy Standards

English Language Arts
Grade 4 Reading
- **Grade 4,** *Comprehension and Analysis of Grade-Level-Appropriate Text*
- 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands of video games).

Grade 4 Writing
- **Grade 4,** *Research and Technology*
  1.5 Quote or paraphrase information sources, citing them appropriately
  1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes)
  1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing
  1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials
  1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive)
- **Grade 4,** *Evaluation and Revision*
  1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating and rearranging text.

Grade 5 Writing
- **Grade 5,** *Research and Technology*
  1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information
  1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)
  1.5 Use a thesaurus to identify alternative word choices and meanings
- **Grade 5,** *Evaluation and Revision*
  1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

Grade 6 Writing
- **Grade 6***, Research and Technology*
  1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
  1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)
- **Grade 6,** *Evaluation and Revision*
  1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Grade 6 Listening and Speaking
- **Grade 6***, Organization and Delivery of Oral Communication*
  1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

Grade 6, Science Content Standards
- **Grade 6,** *Investigation and Experimentation*
  7.b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Goal 3e.1: Students' technology proficiency and information literacy skills will improve due to completion of student work based upon the integrated use of technology skills (NETS) aligned with district and state standards.

Objective 3e.1.1: Staff and administration will regularly evaluate and utilize the ISTE National Educational Technology Standards for Students (NETS) http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx) as the framework for students to acquire technology and information literacy skills, with the California Language Arts Information Literacy Standards (table 2), as summarized below, and correlate these standards and profiles as guidelines for planning technology-based activities, as they align with state and district standards.

Benchmarks:

- Year 1: 60% of students demonstrate technology and information literacy at or above grade level standards (based on NETS Standards)
- Year 2: 70% of students demonstrate technology and information literacy at or above grade level standards (based on NETS Standards)
- Year 3: 80% of students demonstrate technology and information literacy at or above grade level standards (based on NETS Standards)

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Assist classroom teachers and computer lab staff in accessing and utilizing assessment resources for identifying students' progress in acquiring technology proficiency skills	Ongoing	Tech. Coord.	Computer lab assessment tools Student work and assessment results	Computer lab assessment tools Student work and assessment results
Staff utilizes assessment instruments to identify students' progress in acquiring technology literacy skills	Year 1 - Design, define Year 2 - Use, Evaluate Year 3 - Refine, Evaluate	Teachers, Instructional assistants	Computer lab and online assessment tools; Student work and assessment results	Computer assessment tools; Student work

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

It is the goal of the West Side Union School District that all students will be aware of appropriate and ethical use of information technology so that they can distinguish lawful from unlawful uses

of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. Training and ethical use guidelines and resources available throughCTAP4 and AT&T will be accessed for teachers, administrators, technology staff and students, and maintained as links in our website. https://sites.google.com /a/westsideusd.org /cybersafety /

Goal 3f.1: All students will be aware of appropriate and ethical use of information technology. Training and ethical use guidelines and resources available through CTAP4 will be accessed for teachers, administrators, technology staff and students, and our website will maintain and update appropriate links to Internet Safety resources.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
West Side Union School District will maintain a link on their website that makes appropriate CyberSafety resources available for Families, Teachers and Students.	Ongoing	Technology Coordinator; Web Master	Website links will be visited and evaluated by staff regularly; Teacher and Parent surveys; Collection of Student work	Internet access; Teacher and Parent surveys
Training and ethical use guidelines and resources available through CTAP4 and AT&T, as well as findingDulcinea.org will be accessed for teachers, administrators, technology staff and students. www.ctap4.org/cybersafety	Ongoing access to CTAP4 updates	Technology Coordinator	Attendance at Internet safety workshop. CTAP 4 materials downloaded and in use. EdTechProfile surveys	
All students and parents, staff and administrators, will sign an Acceptable Use Policy that includes guidelines for the appropriate and ethical use of information technology, including the concept and purpose of copyright and fair use, before being granted access to district network resources.	Annually	Staff	Signed Student and Staff AUP's	Signed Student and Staff AUP's

Students in grades K-3 will learn copyright policies and computer etiquette, including opening own files, respecting others' privacy, not copying previously printed work as own.	Ongoing	Staff	Teacher surveys	Teacher surveys
Students in grades 4-6 will be trained to respect copyright policies when using electronic sources, evaluate information for bias and accuracy.	Ongoing	Staff	Teacher and student surveys	Teacher and student surveys
School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.	Ongoing	Supt/Principal	Professional development agendas and attendance sheets; Certificates of completion	

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)

The Board desires to protect students from access to inappropriate matter on the Internet. The Superintendent or designee implements rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet.

All district computers with Internet access have robust technology protection measures through SCOE that block and filter spam as well as Internet access to content material inappropriate to young students, such as violence, hate, racism, weapons and adult/mature content.

Staff shall supervise students while they are using online services and may ask teacher aides, student aides, and volunteers to assist in this supervision.

All students in our district will be educated to be safe responsible users of digital tools; students will be knowledgeable of internet safety including awareness and dangers of cyber bullying, protection against online predators, and how to maintain online privacy.

Goal 3g.1: All students in the district will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators and cyber-bullies when they are using the Internet.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Utilize CTAP4's website resources and downloadable resources to inform students, staff, teachers and parents about Internet safety.	Ongoing	Technology Coordinator; Technology Committee	The technology committee will collect data, analyze the results, and make recommendations for program modification.	
Training resources available through CTAP4 and AT&T will be accessed for teachers, administrators, technology staff and students. www.ctap4.org/cybersafety	Annually	Technology Coordinator to present training sessions	The technology committee will survey staff regarding the training, analyze the results, and make recommendations for program modification.	
Our website maintains Cybersafety information for parents, teachers and students	Ongoing	Technology Coordinator/ web content maintenance	Community feedback	Community feedback

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

All West Side School students have access to computers in the classroom and in the media lab/library throughout the school week. Students' needs regarding adaptive technology are assessed at time of enrollment and the district works with the local SELPA or other appropriate agencies to provide appropriate access to technology.

All student populations have equal access to all classroom and lab computers at the appropriate time during school hours. The Media Center/Computer Lab is not normally staffed and open after school hours at this time, but individual arrangements can be made for access.

Computers are made available to all students and teachers as needed, as determined by curricular planning. Students have no special requirements that necessitate the use of computers at home, although a small number of students may qualify for computer access at home due to special needs.

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.

Student record keeping and assessment In order to plan instruction and to gauge the effective use of technology resources, West Side School staff needs the means by which to regularly review our students' progress in mastery of California Content Standards and English Language Proficiency.

Goal 3i.1: Increase and improve teacher use of record keeping and assessment software, and student achievement data saved using these tools

Objective 3i.1.1: Teachers will utilize and evaluate Gradekeeper and STAR data as tools to track students' progress through mastery of California Reading/Language Arts and Math Content Standards as well as ELL students' progress in reading English.

Benchmarks:
- Year 1: 75% of teachers use Gradekeeper and STAR data as a tool to track students' progress
- Year 2: 85% of teachers use Gradekeeper and STAR data as a tool to track students' progress and attendance
- Year 3: 100% of teachers use Gradekeeper and STAR data as a tool to track students' progress and attendance

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Use STAR testing data as multiple measure; disaggregate data by grade levels and strands to inform instruction	Annually, following state release of STAR data	Superintendent/Principal	Superintendent to gather and analyze data to make modifications if necessary	STAR testing data
All Teachers will use and evaluate Gradekeeper as a record-keeping instrument for grades and attendance (Gradekeeper may be supplanted if District adopts a Data Management System that requires another type of grade-keeping software.	Ongoing	Staff	Superintendent to gather and analyze data to make modifications if necessary.	Teacher usage reports

Goal 3i.2: Evaluate and pilot a proven Data Management System to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Objective 3i.2.1: Administrator, with the assistance of SCOE representatives, will evaluate the feasibility and timely implementation of a proven system such as SchoolWise, PowerSchool, Aeries, DataDirector, SChoolPlan, or EduSoft, with which teachers could track students' progress through mastery of California Reading/Language Arts and Math Content Standards as well as ELL students' progress in English Proficiency.

Benchmarks:

- Year 1: By June 30, 2012, Superintendent/Principal will have selected a recommended data management system, and implemented a pilot process.
- Year 2: By June 30, 2014, Teachers and appropriate staff will have received professional development in the use of data mgt system chosen for piloting.
- Year 3: By June 30, 2015, Administration and 100% of teachers will be using the data mgt system for student recordkeeping and assessments.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Admin evaluation of the use of a chosen system as recommended by SCOE.	2012-2013	Superintendent/Principal; Technology Committee	Superintendent/Principal and Technology Committee will evaluate, with the help of SCOE, the feasibility of various systems, to chose the most appropriate for the district to pilot.	
Staff Professional Development in the use of chosen system	By June 30, 2014 and Ongoing	Admin. Staff	Professional development agenda and attendance sheets; Certificates of completion	
Teachers utilize data mgt system to track students' progress.	Ongoing, 2014-2015	Staff & Admin.	Lesson and unit plans developed; Student records	
Teachers, staff, and office admin, understand and use data management system to track students' progress.	June 30, 2015	Staff & Admin.	Student attendance, grading and other student records and assessments.	

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

Communication between home and school Parental involvement and participation is the cornerstone of West Side School's success in meeting the needs of our students and their families. We believe that communication is the foundation for active parental involvement. Classroom teachers communicate frequently through the use of letters to families.

As a result of the very small size of the community of West Side School, there is commonly very close communication between faculty and home. Technology is used to further enhance parent to teacher and/or administration communication.

Goal 3j.1: Improve electronic communications between school and home

Objective 3j.1.1: The district will promote email communications among teachers, and parents and maintain timely posting of news and information on the district website.

Benchmarks:
- Year 1: 80% of teachers and administrators will utilize email communications through email and timely submission of news for web content.
- Year 2: 90% of teachers and administrators will utilize email communications through email and timely submission of news for web content.
- Year 3: 100% of teachers and administrators will utilize email communications through email and timely submission of news for web content.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
The district will promote email communications among teachers, and parents	Ongoing	Office staff	Listings of parent/guardian email addresses in annual School Directory and class lists available to teachers.	Community feedback
Implement and maintain timely posting of news and information on the district homepage.	Ongoing	Supt/Principal, Webmaster, Staff	Parent/community feedback indicates timely Internet information is accessible.	Parent/community feedback
Implement and maintain timely posting of bi-weekly newsletter on the district website.	Bi-weekly	Supt/Principal, Webmaster, Staff	Parent/community feedback indicates timely Internet information is accessible.	Parent/community feedback

Objective 3j.1.2: The implementation of district use of a Data Management System and disaggregated STAR data will be an additional technology tool to help communicate student progress with families. The district/school will collaborate with parents in the planning cycle and throughout the piloting, analysis and implementation phases, to develop and initiate a plan to utilize technology communication strategies, as appropriate to need and resource availability.

Benchmarks:

- Year 1: 70% of district teachers use of Gradekeeper and disaggregated STAR data to communicate student progress with families.
- Year 2: 85% of district teachers use of Gradekeeper and disaggregated STAR data to communicate student progress with families.
- Year 3: 100% of district teachers use Gradekeeper and disaggregated STAR data to communicate student progress with families.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Implementation of district use of Gradekeeper to communicate student progress with families.	Ongoing	Teachers	Parent/Guardians review individual student evaluation reports via teacher printouts of Gradekeeper files.	
Implementation of district use of disaggregated STAR data to communicate student progress with families.	Annually, as latest STAR data becomes available	Admin, Supt/Principal, Teachers	Parent/Guardians review individual student evaluation reports via teacher printouts of disaggregated STAR data.	STAR 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.

Monitoring of strategy implementations according to the benchmarks and timeline

Using all the artifacts of learning in the monitoring and evaluation activities for sections3d ,3e ,3f ,3g ,3h ,3i , and3.j , stakeholder groups: teachers, students, parents, administrators, volunteers and business partners, review materials, propose modifications and gain consensus with all stakeholders. A report is published in the district newsletter that goes out to the community, and inserted in the board package for review and board approval.
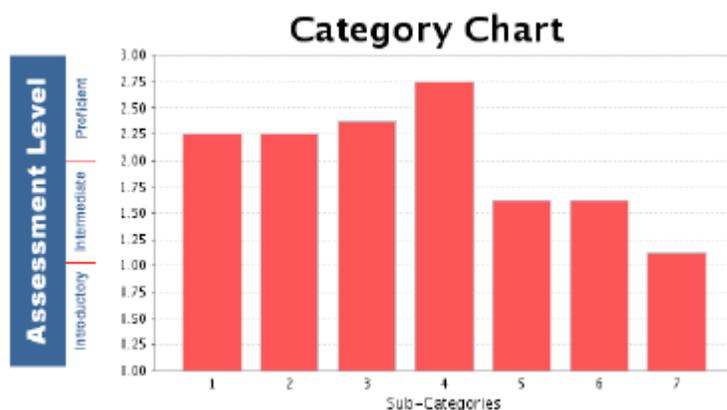
4. Professional Development

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

All teaching staff is encouraged to complete the Ed Tech Profile each year to assess current technology skills and needs for professional development. The Ed Tech Profile survey has been used to measure computer and technology literacy among the professional staff. The results below were gathered in September 2011 through the EdTech Profile.

As a whole, the technology proficiencies of individuals in the group ranks between Intermediate and Proficient in the majority of skill categories represented. This profile would indicate that the weakest skill-set among the group is in Database software skills, with the next two areas being Presentation and Spreadsheet software skills. At this elementary school district, there is very little need for database skills, so it will not be a focus for professional development for the term of this plan, while Presentation and Spreadsheet software skills will be considered among our focus areas.

The Category Chart below from the EdTech Profile taken in September 2011, indicates the following sub-categories: 1 General computer knowledge and skills, 2 Internet skills, 3 Email skills, 4 Word processing skills, 5 Presentation software skills, 6 Spreadsheet software skills, 7 Database software skills.

The chart below addresses Category:CCTC Program Standard 9: Using Technology in the Classroom. Areas of Professional development needs indicated are "analyzes best practices and research findings on the use of technology and designs lessons accordingly," and "the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. " (subcategories 2 and 7).
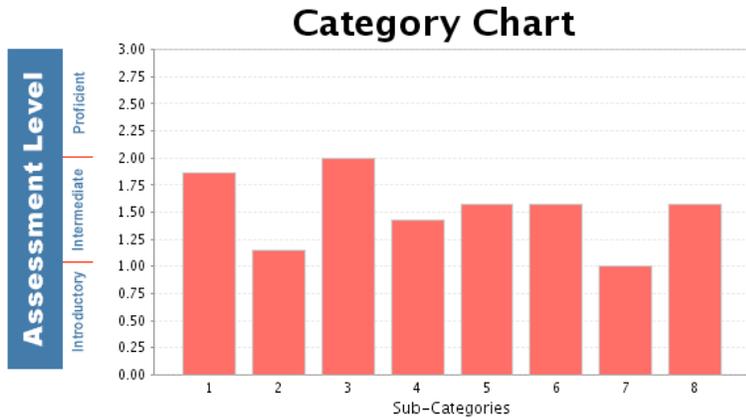
Category Chart

The third chart below addressesCCTC Program Standard 16:Using Technology to Support Student Learning. Teachers' strongest area is Standard16c (subcategory #3),"...uses technological resources available [...] to create technology enhanced lessons aligned with the adoptedcurriculum." The area needing the most attention isStandart 16b (subcategory 2), "... interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum. "

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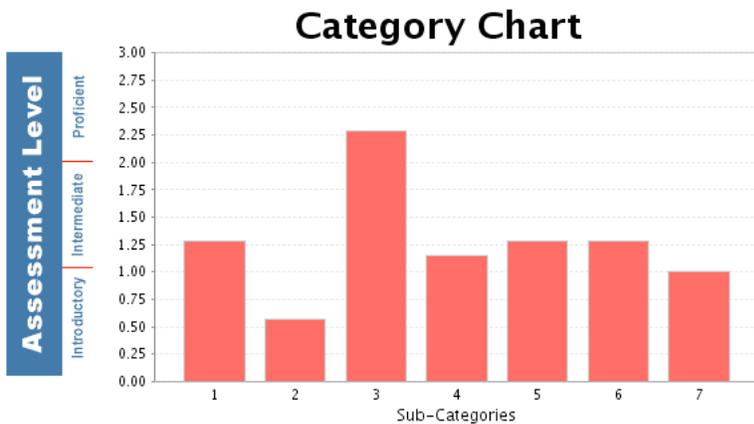
4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

Professional development opportunities based on district needs assessment data.

As West Side Union School District is a remote rural district, professional development usually takes place in other locations such as Santa Rosa, through Sonoma County Office of Education, and other outlying educational institutions. This usually precludes the full staff from attending, especially when professional development activities are held in the late afternoons.

Nonetheless, the staff obtains ongoing one-on-one in-service training on-site an average of one time per month. When teachers were informally surveyed regarding their technology professional development needs, their universal request was that the activities happen at their site with their equipment.

A primary focus in the development of technology use at West Side School is sustained, ongoing professional development necessary to reach the Curriculum Component objectives.

West Side School has designated its technology coordinator as a "technology mentor" to provide technology related assistance to staff members. It is anticipated that most of the training will take place in the form of "hands-on training" supervised by the technology coordinator. Several other strategies are used as an adjunct to this program. These include:

- Using Sonoma County Office of Education (SCOE) trainings as a resource.
- The Superintendent/Principal receives from the county office technological and analytical support for student achievement data.
- Development of technology-infused curriculum, materials, and lessons with word processing.
- Using online tutorials or CD-ROM based digital, including those offered through district-adopted textbook publishers..
- Teachers will use technology to share ideas and methods that have been successful with other teachers. Teachers use email to communicate ideas and problems with teachers within the school and at other schools.

Goal 4b.1: Based on the needs assessment data (4a), the onsite Technology Coordinator will provide one-on-one training and mini-workshops with staff and faculty.

Objective 4b.1.1: Training will be designed to address the ongoing or immediate needs of faculty as technologies are introduced and district programs are implemented, amended, or augmented in all areas of the school's Technology Curriculum Component.

Benchmarks:
- Year 1: All teachers integrate at least two lessons per week incorporating technology-learning resources in teaching Reading/Language Arts and Math.
- Year 2: All teachers integrate at least three lessons per week incorporating technology-learning resources in teaching Reading/Language Arts and Math.
- Year 3: All teachers integrate at least five lessons per week incorporating technology-learning resources in teaching Reading/Language Arts and Math.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
A menu of opportunities for staff development based on the CDE edtechprofile assessment, CLRN and the Houghton Mifflin Reading Program are researched and presented to staff. On site workshops will be featured	Annually	Administrator	Handouts, lists, notes from staff meetings	
Staff participates in professional development in using technology to enhance student achievement in Reading/LA and Math Additional professional development for teachers of ELL students	Annually	Administrator	Teacher's individual professional development plans; certificates of completion; agendas, attendance sheets	
Teachers and computer lab staff receive in-service training in assessment resources which identify students' progress in acquiring technology proficiency skills	Ongoing	Supt/Principal Tech. Coord.	Computer lab assessment tools Student work and assessment results	
School staff receives professional development about teaching ethical use of information technology in the classroom.	Annually	Supt/Principal Tech. Coord.	Faculty meeting agenda item discussion.	
Teachers receive in-service training in the use of Gradekeeper and disaggregated STAR data	Ongoing as needed	Supt/Principal; Tech. Coord.	Faculty meeting agenda	
Staff Professional Development in the use of a chosen data mgt system	By June 30, 2014 and Ongoing	Admin. Staff	Professional development agenda and attendance sheets; Certificates of completion	

Goal 4b.2: Professional Development training will be designed to improve staff and faculty technology skills in the areas of Ethical Use, Internet Safety, and the acquisition of a Data Management System.

Objective 4b.2.1: Annual training will be designed to address the needs of staff and faculty as technologies are introduced and district programs are implemented, amended, or augmented in the areas of Ethical Use, Internet Safety, and the acquisition of a Data Management System.

Benchmarks:

- Year 1: All teachers integrate at least two lessons per week incorporating technology-learning resources in teaching Reading/Language Arts and Math.
- Year 2: All teachers integrate at least three lessons per week incorporating technology-learning resources in teaching Reading/Language Arts and Math.
- Year 3: All teachers integrate at least five lessons per week incorporating technology-learning resources in teaching Reading/Language Arts and Math.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Faculty will take advantage of online technology in-service, such as CTAP Online and Atomic Learning individual professional development plans derived from SCOE, CTAP and other resources, including CTAP4 for ethical use and safety	Annually	Administrator	Teacher's individual professional development plans; certificates of completion	
Teachers will be allowed to use one day of professional development to visit schools identified by SCOE or CTAP that demonstrate exemplary use of technology to support ELL and Reading/Language Arts and Math K-6. Each teacher will report to a faculty meeting on the program visited and how it might be utilized at West Side School	Annually	Administrator	Travel documents and faculty meeting notes	

Professional Development Training resources for ,"cyber safety,,." available through CTAP4 and AT&T will be accessed for teachers, administrators, technology staff and students. www.ctap4.org/cybersafety	Annually	Technology Committee	The technology committee will survey staff regarding the training, analyze the results, and make recommendations for program modification.	

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

The District's Professional Development goals, objectives, and activities (4a and4b) will be monitored and assessed on an ongoing basis.

Each year, teachers will complete the EdTech Profile survey.

Evaluations of technology professional development, mini-workshops, and one-on-one trainings are administered on an ongoing basis during faculty meetings, and through individual interviews with the Superintendent/Principal.

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 media lab facility includes 14 computers (all Apple Intel), two printers, available for students and staff, and one LAN server. Each classroom, K through 6th grades, has between 2 and 7 iMac or MacBook computers, each equipped with a CD/DVD-ROM drive and one classroom printer. Three administration offices each have 1 computer (Mac or PC), one or two printers, and broadband access to the Internet. The Resource Specialist Program room has three Apple MacBook computers, and an all-in-one printer. Available for use by teachers and students is one mobile television cart, equipped with a VCR and DVD player, and two classrooms and the computer lab have LCD projectors. All classrooms have the ability to play audio CD's via CD players and the computers. There are at least three digital cameras available to staff and students.

All classrooms have been wired for classroom labs, with modern data ports and all-call Public Announcement system wiring installed.

The school's telecommunications includes a main line and rollover lines to support multiple calls, and two fax numbers; one for general use, and another that is protected for privacy and sensitive information. Every room, office and classroom is equipped with a phone line with voicemail and intercom services.

Existing Internet Access: The computers in all classrooms and in the Library/Media Lab are networked locally and have high-speed Internet access. Internet access is supplied through Sonoma County Office of Education Technology Consortium, and meets the district's needs for the term of this plan.

Existing Electronic Learning Resources: Here is a partial list of software titles that are in current use by staff and students (as of Fall 2011).

Microsoft Office 2004, Microsoft Office 2011, Type to Learn, Scholastic Reading Counts, Scholastic Reading Inventory, Apple'siLife Suite; Gradekeeper; KixPix Deluxe; Lego Robotics; Kidspiration; Lexia Reading; EverydayMath; Adobe Contribute; Stationery Studio, and others.

In addition, the district makes use of a wide array of online learning resources, which are changing constantly with emerging technologies.

Existing Technical Support: Technical support is provided onsite through the Technology Coordinator, with the help of the Technology Assistant, both of whom are part time contractors. Maintenance and support that are outside these contractors' skill set or availability are provided by outside vendors as needed. Most onsite issues are handled within 3 days of report.

Additional support is provided by through the district's membership in SCOE's Technology Consortium.

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: With the exception of ongoing maintenance and upgrades, hardware is adequate for the term of this plan.

Electronic Learning Resources Needed: With the exception of ongoing software upgrades, Electronic Learning Resources are adequate for the term of this plan.

Networking and Telecommunications Infrastructure Needed: With the exception of ongoing maintenance Networking and Telecommunications Infrastructure is adequate for the term of this plan.

Physical Plant Modifications Needed: With the exception of ongoing maintenance and upgrades, the Physical Plan is adequate for the term of this plan.

Technical Support Needed: With the exception of unexpected changes, technical support is adequate for the term of this plan.

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.

Replacement needs for Hardware, Electronic Learning Resources, Networking, the Physical Plant and Technical support will be assessed and carried out as needed.

Year 1 Benchmark: Annually in June, Replacement needs for Hardware, Electronic Learning Resources, Networking, the Physical Plant and Technical support will be assessed and carried out as needed.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Budget for and carry out replacement policy as needed.	Annually in September	Superintendent/Principal
Maintenance and acquisition of sufficient software licenses, network and client access licenses to support teaching, learning and assessment for staff and students.	Ongoing as licenses expire -- Assessed Annually in June	Superintendent/Principal Technology Coordinator

Year 2 Benchmark: Annually in June, Replacement needs for Hardware, Electronic Learning Resources, Networking, the Physical Plant and Technical support will be assessed and carried out as needed.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Budget for and carry out replacement policy as needed	Annually in September	Superintendent/Principal
Maintenance and acquisition of sufficient software licenses, network and client access licenses to support teaching, learning and assessment for staff and students.	Ongoing as licenses expire -- Assessed Annually in June	Superintendent/Principal Technology Coordinator

Year 3 Benchmark: Annually in June, Replacement needs for Hardware, Electronic Learning Resources, Networking, the Physical Plant and Technical support will be assessed and carried out as needed.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Budget for and carry out replacement policy as needed	Annually in September	Superintendent/Principal
Maintenance and acquisition of sufficient software licenses, network and client access licenses to support teaching, learning and assessment for staff and students.	Ongoing as licenses expire -- Assessed Annually in June	Superintendent/Principal Technology Coordinator

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

Technology Committee will annually review the present status of technology resources and activities recommended in this plan. This information will be reported to faculty and staff for comments and additional input. After this review, the Technology Committee, with concurrence of staff and Superintendent/Principal, will make modifications and adjustments to the activities and timelines for consideration by the Board of Trustees. Input from the annual survey of teachers will also be taken into consideration.

Annually, the Technology Coordinator will assemble information on current status of Hardware, Electronic Learning Resources, Infrastructure, Technical Support, and Staffing to present to the committee. The Committee will review and discuss the assembled information. Superintendent/Principal will monitor the availability of funding for software, hardware, infrastructure replacements and upgrades. As funding becomes available, applications for funding are submitted by the Superintendent/Principal for these purposes.

6. Funding and Budget

6a.   List of established and potential funding sources.

Established Funding Sources: Technology curriculum, professional development, software, books and Internet access are supported by the District's General Fund.

The Felta Education Foundation is committed to our technology program and continues to provide funding on an annual basis. The amounts provided by FEF vary each year depending upon the successes of their fundraisers. The District's categorical REAP Grant Funding (Title II, Part D), has provided funding support for a technology coordinator and pilot programs.

It cannot be expected that all of these success factors will continue to occur. Continued technology-funding support from the state is not assured and funding for internal connections through the programs such as the E-Rate program are very minimal. Current planning efforts will continue to expand technology training of students, rely on the expertise and effort of staff, and will continue to look to the community for assistance.

As a small school district, current staff will implement the plan with heavy reliance on community partners and contractors, including the part time on-site technology coordinator, for advice, guidance and staff development.

We will continue to rely on off site computer support contractors to maintain equipment. Parent volunteers are often identified to provide some additional help.

The Sonoma County Office of Education provides some tech support by providing computer classes at the county office, advice about networking, and group buy of equipment on an irregular basis.

Potential Funding Sources: State funding has been cut significantly in the recent years. The district will continue to actively pursue appropriate grants and donations. Organizations such as CTAP (California Technology Assistance Project) and the Felta Education Foundation ("Felta Education Foundation is a non-profit education foundation whose mission is to support and enrich the education of every child at West Side School through a community-based effort.") will serve as resources in funding efforts, in-kind services, donations, or other items of value. A number of businesses and community partners have offered generous donations at various times. We will continue to pursue these sources, as needed.

The District's categorical REAP Grant Funding (Title II, Part D), has provided funding support for a technology coordinator. Additionally, E-Rate funding partially supports our connectivity and communications. In the 2007-08 year, a $25,000 community grant for technology

enhancement was donated by SYAR Corporation, who donated another $10,000 in the 2010-11 year. The district will continue to actively pursue appropriate grants and donations. Organizations such as SCOE and CTAP (California Technology Assistance Project) will also serve as resources in funding efforts.

Historically, the district technology needs have been well supported through funding that is not always expected or predictable. In the late 1990's, by securing donated computers from the community (Felta Education Foundation), and by upgrading these computers, the school was able to obtain approximately 45 computers that it was able to make available to teachers and students. The fire of October 7, 2007 destroyed most of these units, though much was replaced by insurance coverage and donations, bringing the district up to date and into the "21st century" in terms of hardware needs at that time.

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
4000-4999 Materials and Supplies				
Misc Parts	$1,666	$1,666	$1,666	REAP, FEF, E-Rate
Printers Supplies	$800	$800	$800	REAP, FEF, Donations
Software and updates	$1,000	$1,000	$1,000	REAP, FEF, Donations
5000-5999 Other Services and Operating Expenses				
SCOE Consortium & Internet Connection	$2,500	$2,500	$2,500	REAP, FEF, E-Rate
Staff Development	$1,000	$1,000	$1,000	REAP, FEF, E-Rate
Technology Support	$20,000	$20,000	$20,000	REAP, FEF, E-Rate
6000-6999 Equipment				
Replacement and Upgrades - Computers	$13,200	$13,200	$13,200	REAP, FEF, E-Rate
Totals:	$40,166	$40,166	$40,166	

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

Replacement policy for obsolete equipment

The superintendent/principal and the board of trustees recognize the importance of having a plan in place that allows for annual replacement of technology equipment at the school, so that all does not become obsolete simultaneously.

The plan includes a budget to annually replace or upgrade 16% of desktops and laptops, 20% of printers, and misc . parts. About 25% our staff development budget will help implement support, and training for upgrades, and purchases.

Technical support provided by contractors (approximately 10% of contractor annual budget is estimated to be required for procurement and update acquisition for replacements and upgrades).

Software updates are planned to follow the manufacturers' best recommendations whenever possible, which is often annual. We also endeavor to maintain a budget for new software and/or client access licenses that may better support curriculum goals.

As budgets decrease, support for the purchase of new systems and the repair and maintenance of existing systems becomes more critical. We will continue to explore technology repair and integration support through coordination with SCOE .

The Network and the physical plant are adequate for the term of this plan

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

Monitoring progress and updating funding and budget decisions.

The Superintendent/Principal develops an annual technology budget as part of the annual budget cycle, citing various sources of funding. The Superintendent/Principal prepares a mid-year report each year to update the Tech Committee, the Board, and the site council on the progress of funding for technology.

The Superintendent/Principal is responsible for monitoring all aspects of the budget. The Superintendent/Principal oversees the day to day budget, plans for the expenditure of the various funds and programs, prepares the monthly budget reports as well as the state required semi annual Interim Reports for the Board, develops the budget annually, and in the process advises the Board about state and grant funds available. One big advantage of a very small district is that there are no levels of administration and bureaucracy to go through to find out what is happening and to make corrections as needed.

7. Monitoring and Evaluation

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

Process for evaluating the plan's overall progress and impact on teaching and learning

To evaluate adequately the school/district's overall progress in utilizing technology tools for teaching and learning, data will be collected in the following areas:

Superintendent/Principal is responsible for monitoring and measuring increases in teachers' technology proficiencies. This is accomplished annually through individual Edtech profile reports. Superintendent/Principal monitors increases in teachers' use of technology to enhance curriculum through data collected and presented to staff, Site Council and Board, and through individual Edtech profile reports. Staff is responsible for measuring Students' progress in mastering the California Content Standards in Reading/LA and Math. This is accomplished on an ongoing basis through student work, state testing, and site assessments. Staff is responsible for monitoring and measuring Students' progress in learning English as measured by CELDT. This is accomplished annually through Student work and assessments.

Technology Coordinator is responsible for monitoring and measuring Students' progress in acquiring technology proficiency skills through Student work and assessments in the Computer Lab.

Technology Coordinator is responsible for monitoring annual maintenance and infrastructure upgrade activities. Superintendent/Principal is responsible for monitoring Adequacy of Tech Support, through data collected and presented annually to staff, Site Council and Board.

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

To adequately monitor the school district's overall progress in utilizing technology tools for teaching and learning, data will be collected in the following areas:
- Increases in teachers' technology proficiencies, and increases in teachers' use of technology to enhance curriculum are evaluated every year in September via the EdTech Profile.
- Students' progress in mastering the California Content Standards in Reading/LA and Math is monitored on an ongoing basis through collected student work, state testing, and site assessments.
- Students' progress in acquiring technology proficiency skills is evaluated at the end of each trimester through collected student work and assessments in the Computer Lab.

- Students' progress in learning English as measured by CELDT is accomplished annually through collection of student work and site assessments.
- Maintenance and infrastructure upgrade activities are recommended by the Technology Coordinator, and evaluated by the Superintendent/Principal and reported through data collected and presented annually to staff, Site Council and Board
- Adequacy of Tech Support is monitored continuously, and evaluated through data collected and presented annually to staff, Site Council and Board.

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

Process and frequency of communicating evaluation results to tech plan stakeholders

The Superintendent/Principal will prepare semi-annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in May/June and the semi-annual report in January. The report will be presented to the staff, the Board, and the site council at regularly scheduled meetings. Changes suggested by data and funding will be examined and implemented as a result.

Annual Review of Goals Year One: The Superintendent/Principal presents data and summary of progress toward meeting goals at staff, Site Council and Board meetings.

Annual Review of Goals Year Two: The Superintendent/Principal gathers data and presents a status report to staff, Site Council and Board.

Annual Review of Goals Year Three: Modifications of the plan and activities are made based on the data gathered, funding available and changing priorities.

8. Collaborative Strategies with Adult Literacy Providers

Adult Literacy: West Side Union School District does not provide adult education courses, but within the boundaries of West Side Union School District, adult literacy needs are served through a variety of agencies. The area's high school district refers requests for adult education classes in basic literacy, GED preparation, and ESL to Santa Rosa Junior College.

Annually in the spring, West Side Union School District will consult with county and school adult literacy programs and offer to work with them. Such collaboration could include outreach, facilities for classes, and use of equipment.

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.

Relevant research supporting curricular and professional development goals

Education technology models and strategies that were examined and used in developing the technology plan. A Technology Audit was conducted in preparation for writing West Side School's Technology Plan, as well as a series of technology committee meetings. The results of those efforts led to the goals, benchmarks and timelines of the plan. Implementation of the Tech Plan will rely heavily on California Technology Assistance Project. Its research, models, and strategies are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies. Examples of the type of research CTAP accesses follow.

To further support the school's efforts to improve Reading/LA achievement by all students, the board adopted the Houghton-Mifflin reading text for grades Kindergarten through 6. This is one of only two series approved by the State of California as aligned with the state standards and thoroughly grounded in research proven methods.

"Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum." instruction and time allocations accordingly.

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading, Writing, Math and Technology skills	Sandholtz , Ringstaff and Dwyer, in Teaching with technology; Creating student-centered classrooms, 1997	"Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum." instruction and time allocations accordingly.
Information Literacy Skills	Critical Issue: Using technology to improve students achievement, 1999 NCREL web site	Using technology within the curricular framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.

Core content	Sivin-Kachala and Bialo , 2000 research report on the effectiveness of technology in schools, 2000	Computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests in all major subject areas.
Integration Strategies to Improve Teaching and Learning	Dwyer, ACOT : History, findings, impact. 1992	Technologies provided . . . a conceptual environment where children could collect information in multiple formats and then organize, play, visualize, link and eventually construct new ideas about relationships among facts and events. The same technology could then be used . . . by students to communicate their ideas to other students.
Staff Development: Adult Learning Models	Schacter , The impact of education technology on student achievement: What the most current research has to say. Milken Family Foundation web site, 1999	The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.

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.

Our objective is to engage students in grades 4 through 6 in a variety of projects, simulations, and course work through a variety of technology integrated into the curriculum, including Internet simulations, web quests, online lessons, and distance-learning technologies.

Individual instructors have increasingly become aware of, and put to use electronic field trip opportunities for students for instructional purposes. Electronic field trips supplant, supplement, or allow for new previously unattainable field trips or fieldwork, which are always educationally rich opportunities.

CTAP1 has been and will continue to be West Side School's important source of information about quantity and quality of instructional technology. All software purchased and used will be CLRN and/or state approved as meeting California Content Standards and/or aligned to the standards.

Although distance learning is powerful as a professional development strategy because it could potentially the just-in-time needs and convenience requirements of staff, there is currently no strong interest among stakeholders in formally starting distance learning within the school curriculum during the time period of this tech plan. However, the staff and administration is working with the Sonoma County Office of Education and CTAP Region One staff to research professional development opportunities for staff on this strategy.

We will continue to offer and encourage staff development in technology curriculum integration, as well as Internet simulations, web quests, online lesson plans, etc. concentrating in the Content Standards areas.

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.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)		The technology plan describes the 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.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.		The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.		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.
c. Summary of the district's curricular goals that are supported by this tech plan.		The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.		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.	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.

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		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.	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.
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.		The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	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.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.		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.	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.

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.		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.	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.
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.		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.	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.
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.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

		Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.		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.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.		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.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.		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.
5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.		The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The 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.
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.		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.	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.
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.		The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.		The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.		Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.		The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		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.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.		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. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.		The 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: _____ 49 - 71001 _____

School Code (Direct-funded charters only): _____

LEA Name: _____ West Side Union Elementary _____

*Salutation: _____ Ms. _____

*First Name: _____ Rhonda _____

*Last Name: _____ Bellmer _____

*Job Title: _____ Superintendent/Principal _____

*Address: _____ 1201 Felta Rd. _____

*City: _____ Healdsburg _____

*Zip Code: _____ 95448-9476 _____

*Telephone: _____ 707-433-3923 ___ Ext: 10 _____

Fax: _____ (707) 433-7341 _____

*E-mail: _____ rbellmer@westsideusd.org _____

Please provide backup contact information.

1st Backup Name: _____ Joan Clark _____

E-mail: _____ jclark@westsideusd.org _____

2nd Backup Name: _____ Maggie Haga _____

E-mail: _____ mhaga@westsideusd.org _____

* Required information in the ETPRS