

*Oak Grove Elementary
Education Technology Plan
July 1, 2011 - June 30, 2014*



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This plan is for EETT and E-Rate.

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Background and Demographic Profile

District Profile

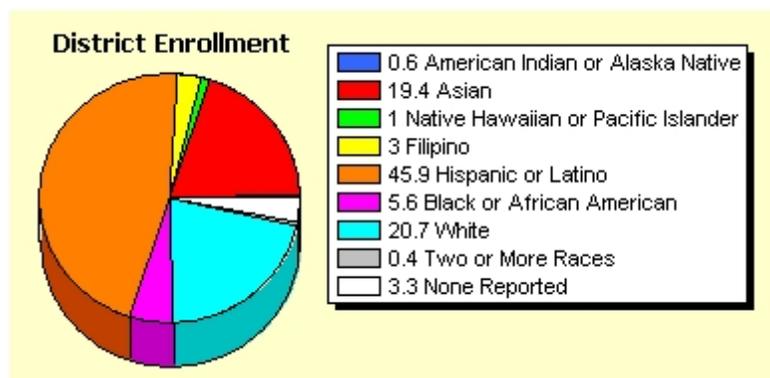
The Oak Grove School District was originally formed in 1866. Students were served at what is now the Southside Center in a one-room schoolhouse until the beginning of the 20th century at which time the District became a one school district. Currently, Oak Grove serves a 20 square mile section of southeast San Jose (Santa Clara County) and has a student population of 11,627 housed on 16 elementary and 3 junior high campuses of which, 16 have been designated as California Distinguished Schools and one has been nominated for the National Blue Ribbon Award. Oak Grove School District students are from diverse backgrounds with 20.7% being Caucasian and 79.3% being minority students. Hispanics account for the largest subgroup of minority students at 45.9%. Our English Language Learners comprise 50.2% of our student population with 32.9% being English Learners and 17.3% designated as Fluent English Proficient. Over 50% of the students in Oak Grove School District participate in the free or reduced priced lunch program. The following data offers a snapshot of our districts demographics during the 2009-2010 school year, courtesy of the Ed Data (<http://www.ed-data.k12.ca.us>) web site.

Schools by Type

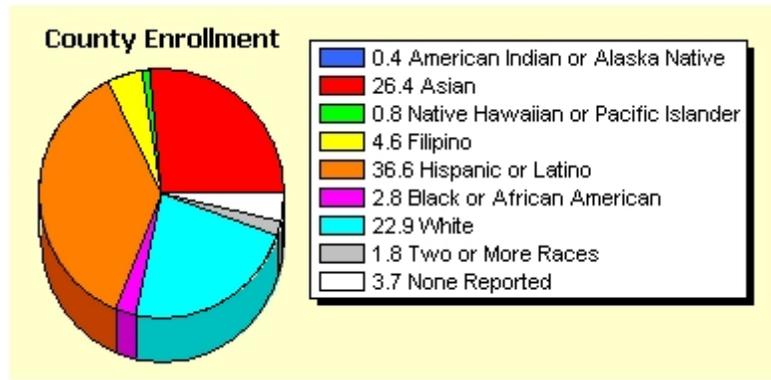
Oak Grove Elementary School District, 2009-2011				
	Number of Schools	Enrollment	Full-time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	16	9,130	435.1	21
Middle	3	2,481	122.8	20
Community Day	1	16	2.0	8
Total	20	11,627	559.9	20.8

Students by Ethnicity

Oak Grove Elementary School District, 2009-2010

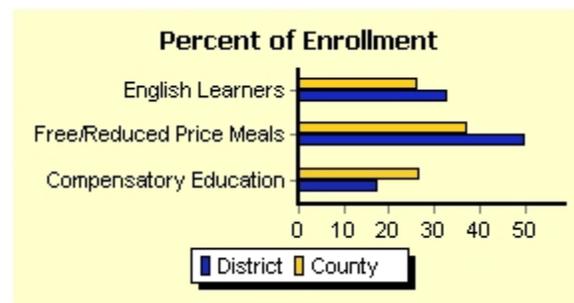


Santa Clara County, 2009-2010



Special Programs

Oak Grove Elementary School District / Santa Clara County 2009-2010



Vision for Technology

This three-year Technology Plan addresses the needs of Oak Grove Elementary School District. Oak Grove School District staff and parents believe educational technology is an essential tool to prepare students to become lifelong learners in the information age. The school community supports a student-centered, technology-rich environment which empowers students and teachers to seize opportunities in a technologically literate society. All students will be able to access and process information as well as utilize all areas of technology to provide learning bridges that connect classroom to classroom as well as connecting the classroom to the global society. As we move ahead into the 21st century, technology will be an instrumental tool to support teaching and learning as well as preparing students for the workplace. Integrating technology into our standards-based curriculum is a means of supporting the District's Vision Statement.

Students will:

- Demonstrate positive, social, ethical behavior when using technology
- Practice responsible use of technology and software
- Demonstrate an understanding of concepts underlying hardware, software and connectivity
- Acquire the skills listed under multimedia, desktop publishing, research, data organizing, ethics, and computer knowledge
- Meet academic content standards and information literacy standards using technology as a tool

Teachers will:

- Display a positive attitude and willingness to take risks in the pursuit of technological proficiency
- Communicate and collaborate to promote the use of technology to improve teaching and learning
- Use technology to engage students in “student-centered” learning experiences
- Use technology to assist in the continuous assessment of teaching and learning

Parents will:

- Have access to technology resources via local school sites
- Participate in their student’s educational process
- Communicate efficiently with teachers and staff
- Be informed about school district policies and communications

Community will:

- Have an opportunity to learn about district schools, educational programs, school and district events
- Have a view of the district that reflects a positive image as an important part of the Silicon Valley community
- Cultivate opportunities for grants and donations

Administrator and Support Staff will:

- Disseminate district information that is current and timely
- Efficiently process the administrative tasks needed to manage district data
- Create reports and provide information in a timely manner for decision making
- Communicate effectively with schools, district staff and outside contacts
- Use the resources on the Internet to research data that will support the district goals of the Five-Year Plan
- Successfully recruit staff from a wider geographic area using the World Wide Web\
- Be confident and successful in using productivity tools

1. Plan Duration

July 1, 2011 - June 30, 2014

The goals, benchmarks, and objectives as presented in the Oak Grove Elementary School District educational technology plan will cover three years, from July 1, 2011 through June 30, 2014. The plan will serve as a tool to assist in supporting the district's curricular goals by guiding how it continues to integrate, sustain, and acquire technology throughout the district.

2. Stakeholders

Oak Grove is engaged in an ongoing process that serves to engage all stakeholders responsible for planning, implementation, and monitoring the District's Educational Technology Plan. The District Technology Committee, made up primarily of classroom teachers and resource teachers well-versed in technology implementation, provide support, collect data, and deliver frequent feedback on technology use at the school sites. Partners in the community are also solicited to contribute ideas and resources where appropriate as the technology plan continues to evolve over the next three years.

Members of the district's Executive Team and the Technology Curriculum Specialist (TCS) work closely with the District Advisory Committee to lead and monitor the implementation of the Technology Plan. The IS Supervisor, TCS, and Assistant Superintendent of Business will schedule and facilitate meetings during each school year to review, monitor, and make suggestions for revision for the up-coming school year: In addition, feedback and input is requested throughout the year from all the stakeholders.

Tony Garcia, Superintendent

Chris Jew, Assistant Superintendent, Business

Barbara Service, Assistant Superintendent, Education

Bruce Neff, Technology Curriculum Specialist

Jim McCarthy, Retired Technology Curriculum Specialist

District Advisory Committee

Andrea Nito	Gina Howell
Andy Garcia	Gabriel Mestaz
Angelika Pietrczak	Gretchen Henderson
Gita Baliga-Savel	John Manibusan
Barbara Service	Liliana Gutierrez
Chris Jew	Liz Gaynor
Carolyn Bauer	Maria Sanchez
Christina Thompson	Melissa Snow
Dave Peterson	Monica Rocha
Deborah Maier	Paul Muench
Dene Mathews	Robert Reed
Dina Jones	Sharon Slimick
Dina McQuaid	Tony Garcia
Elena Gracia	Tracy Hemmeter
Elsa Price	

Bernal Learning Community

Jeanette Crawford-McCuller -Principal	Bernal Intermediate
Sheetal Singh -Assistant Principal	Bernal Intermediate
Tammy Unch -Principal	Anderson (Alex) Elementary
Joyce Milner -Principal	Baldwin (Julia) Elementary
Dianne McEntee -Principal	Ledesma (Rita) Elementary
Kristina Clecak -Principal	Santa Teresa Elementary
Donna Loose	Taylor (Bertha) Elementary

Davis Learning Community

Susan Wright -Principal	Davis (Caroline) Intermediate
Christy Flores -Assistant Principal	Davis (Caroline) Intermediate
Bill Abraham -Principal	Christopher Elementary
Alma Maldonado Castro -Principal	Edenvale Elementary
Tracy Cochran -Principal	Hayes Elementary
Paula Cornia -Principal	Stipe (Samuel) Elementary
Debbie Roach -Principal	Parkview Elementary

Herman Learning Community

Laura Meusel -Principal	Herman (Leonard) Intermediate
Amy Boles -Assistant Principal	Herman (Leonard) Intermediate
Yolanda Ross -Principal	Del Roble Elementary
Kim Kianidehkian -Principal	Frost (Earl) Elementary
Larry Harris -Principal	Glider Elementary
Laura Hapeman -Principal	Oak Ridge Elementary
Lisa Barlesi -Principal	Miner (George) Elementary
Ziem Neubert -Principal	Sakamoto Elementary

The Site Tech Mentors is a group comprised of teachers from each school site and district office support staff. This team reviews, discusses and gives suggestions for continued revisions of the Technology Plan. It meets each trimester to discuss site-based and district-wide issues that are taken back to the IS Department and the District Executive Team. It is with the help of the tech mentors that the Tech Plan was developed and will be managed by means of the resources in funding and staff provided to each school as well as the District Office.

Tech Mentors

Luke Allen	Anderson (Alex) Elementary
Shelley McCracken	Baldwin (Julia) Elementary
Val Wood and Cindy Paigen	Bernal Intermediate
Marie Mabanag	Christopher Elementary
Steve Harmon	Davis (Caroline) Intermediate
Melissa Sims	Del Roble Elementary
Camille Redhill	Edenvale Elementary
Chrissie Hogen-Esch	Frost (Earl) Elementary
Monica Lun	Glider Elementary
Rohan Kamath	Hayes Elementary
Laura Sims and Rick Wester	Herman (Leonard) Intermediate
Holly Tran	Ledesma (Rita) Elementary
Michelle Link	Miner (George) Elementary
Sergio Rizzi	Oak Ridge Elementary
Luis Velasquez	Parkview Elementary
Kelli Dorsey	Sakamoto Elementary
Jason Boles	Santa Teresa Elementary
Binh Do	Stipe (Samuel) Elementary
Karaleen Roper	Taylor (Bertha) Elementary

Information Systems Staff

Laura Stricker	Information Systems Supervisor
Julia Santos	Help Desk/Training Specialist
Brad Gardner	Network Administrator
John Ferreira	Computer Technician
Bruce Neff	Technology Curriculum Specialist
Hector Robles	Educational Services Dept.

Education partners and nonprofit organizations from the community also provide valuable input and resources to aide in accomplishing the district's technology objectives. The OGSD Educational Technology Plan is a result of collaborative work and ideas from a variety of stakeholders. District staff, students, community members and business partners have contributed to this collective plan. Listed below are business partners that lend support in bringing technology to students.

Education Partners

Diana Paradise	Santa Clara County Office of Education
Kelly Calhoun	Santa Clara County Office of Education
Carol Fawson	Generation Safe
Joanna Scott	Dell
Justin Lindburg	CDW-G
Jimmy Morgan	Apple, Inc.
Chris Sapyta	Stanford University
Jim Yarbrough	Troxell Communications
Amy Wang	Silicon Valley Education Foundation

Parent input into the plan will include surveys, feedback through parent/teacher conferences, participation on School Site Councils, focus groups and PTA/PTO meetings.

3. Curriculum

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

The Oak Grove School District uses a variety of technology tools to engage the 21st century learner, promote student achievement, and assist them in meeting academic standards. Oak Grove also uses technology in the administration of the District. Technology is defined as the methods, materials, and devices used to solve practical problems. Such equipment includes but is not limited to:

- Desktop, laptop, netbook, and tablet computers
- AlphaSmart keyboards
- Digital cameras (both still and video)
- LCD projectors
- Document viewers
- Student response systems
- Inter and intra district network routers and servers
- Wired and wireless Internet access and email servers
- Portable audio devices
- Interactive white boards

Oak Grove School District is continually in the process of upgrading the hardware and software available to our staff and students. In the summer of 2010 we removed from inventory, all systems running on Windows 2000. This resulted in many computers being retired and we are replacing systems as budgets and resources allow. As a result of this transition period, according to recent inventory updates and site surveys, our current student to computer ratio is 6:1. All teachers and all 19 schools in our district have access to a minimum of one multi-media computer with Internet access in their respective classrooms. Furthermore, all sites have Libraries/Media centers with a minimum of two computers for student use. Of the 22 schools and special programs in our district, 17 have a Computer Lab. Student have access to technology through use of the Labs during the school day as well as before and/or after school for special classes or programs as scheduled. However, computer access before and/or after school is available to our students on a limited basis.

The charts below illustrate the access to technology available in the classrooms, library/media centers, and/or labs for use by all students and staff including Homework Centers, Learning Academies, Special Education, GATE, and English Language Learners, both during and after school hours. Due to the discontinuation of CDE's annual technology survey, these figures are derived from our district inventories and site surveys.

Oak Grove School District - Site Technology

School	Computers	Students per computer	Classrooms with Internet
Anderson	33	18.7	31
Baldwin	92	5.2	26
Bernal	123	7.3	36
Christopher	104	4.4	20
Davis	108	7.5	40
Del Roble	45	11.2	25
Edenvale	79	7.5	32
Frost	104	6.1	30
Glider	93	7.2	31
Hayes	88	6.6	28
Herman	115	6.8	43
Ledesma	39	13.1	29
Miner	90	5.8	24
Oak Ridge	192	3.1	27
Parkview	105	6.6	30
Sakamoto	79	7.7	34
Santa Teresa	107	5.6	32
Stipe	74	8.0	31
Taylor	139	4.3	31
Academy	37	0.4	2
Indigo	104	6.1	9
AdVENTURE	40	2.8	4

Elementary Schools

School Name: Anderson (Alex) Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	33
Total # of computers less than 4 years old	0
Total # of computers in Classroom	33
Total # of computers in Computer Lab	0
Total # of Computers in Library	2
Total # of computers on mobile cart	1
Total # of LCD projectors	2
Total # of document viewers	2
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Baldwin (Julia) Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	92
Total # of computers less than 4 years old	0
Total # of computers in Classroom	65
Total # of computers in Computer Lab	21
Total # of Computers in Library	3
Total # of computers on mobile cart	0
Total # of LCD projectors	2
Total # of document viewers	0
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Christopher Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	31
Total # of computers less than 4 years old	73
Total # of computers in Classroom	79
Total # of computers in Computer Lab	6
Total # of Computers in Library	3
Total # of computers on mobile cart	50
Total # of LCD projectors	5
Total # of document viewers	3
Total # of interactive white boards	0
Total # of student response systems	1

School Name: Del Roble Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	15
Total # of computers less than 4 years old	27
Total # of computers in Classroom	35
Total # of computers in Computer Lab	0
Total # of Computers in Library	3
Total # of computers on mobile cart	0
Total # of LCD projectors	1
Total # of document viewers	0
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Edenvale Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	43
Total # of computers less than 4 years old	36
Total # of computers in Classroom	32
Total # of computers in Computer Lab	36
Total # of Computers in Library	2
Total # of computers on mobile cart	20
Total # of LCD projectors	2
Total # of document viewers	0
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Frost (Earl) Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	30
Total # of computers less than 4 years old	84
Total # of computers in Classroom	74
Total # of computers in Computer Lab	37
Total # of Computers in Library	3
Total # of computers on mobile cart	0
Total # of LCD projectors	5
Total # of document viewers	5
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Glider Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	42
Total # of computers less than 4 years old	51
Total # of computers in Classroom	53
Total # of computers in Computer Lab	37
Total # of Computers in Library	3
Total # of computers on mobile cart	0
Total # of LCD projectors	0
Total # of document viewers	0
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Hayes Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	46
Total # of computers less than 4 years old	31
Total # of computers in Classroom	66
Total # of computers in Computer Lab	8
Total # of Computers in Library	3
Total # of computers on mobile cart	0
Total # of LCD projectors	23
Total # of document viewers	23
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Ledesma (Rita) Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	39
Total # of computers less than 4 years old	0
Total # of computers in Classroom	16
Total # of computers in Computer Lab	22
Total # of Computers in Library	1
Total # of computers on mobile cart	0
Total # of LCD projectors	4
Total # of document viewers	0
Total # of interactive white boards	0
Total # of student response systems	1

School Name: Miner (George) Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	48
Total # of computers less than 4 years old	42
Total # of computers in Classroom	52
Total # of computers in Computer Lab	29
Total # of Computers in Library	2
Total # of computers on mobile cart	9
Total # of LCD projectors	10
Total # of document viewers	9
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Oak Ridge Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	55
Total # of computers less than 4 years old	137
Total # of computers in Classroom	150
Total # of computers in Computer Lab	30
Total # of Computers in Library	2
Total # of computers on mobile cart	0
Total # of Thin Client Machines	72
Total # of LCD projectors	8
Total # of document viewers	8
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Parkview Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	105
Total # of computers less than 4 years old	0
Total # of computers in Classroom	94
Total # of computers in Computer Lab	26
Total # of Computers in Library	2
Total # of computers on mobile cart	0
Total # of LCD projectors	1
Total # of document viewers	0
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Sakamoto Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	73
Total # of computers less than 4 years old	6
Total # of computers in Classroom	42
Total # of computers in Computer Lab	37
Total # of Computers in Library	3
Total # of computers on mobile cart	1
Total # of LCD projectors	5
Total # of document viewers	2
Total # of interactive white boards	0
Total # of student response systems	1

School Name: Santa Teresa Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	107
Total # of computers less than 4 years old	0
Total # of computers in Classroom	98
Total # of computers in Computer Lab	0
Total # of Computers in Library	2
Total # of computers on mobile cart	0
Total # of LCD projectors	14
Total # of document viewers	14
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Stipe (Samuel) Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	56
Total # of computers less than 4 years old	19
Total # of computers in Classroom	44
Total # of computers in Computer Lab	0
Total # of Computers in Library	3
Total # of computers on mobile cart	0
Total # of LCD projectors	18
Total # of document viewers	5
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Taylor (Bertha) Elementary	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	105
Total # of computers less than 4 years old	34
Total # of computers in Classroom	71
Total # of computers in Computer Lab	65
Total # of Computers in Library	3
Total # of computers on mobile cart	3
Total # of LCD projectors	8
Total # of document viewers	8
Total # of interactive white boards	0
Total # of student response systems	0

Intermediate Schools

School Name: Bernal Intermediate	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	71
Total # of computers less than 4 years old	52
Total # of computers in Classroom	64
Total # of computers in Computer Lab	36
Total # of Computers in Library	15
Total # of computers on mobile cart	50
Total # of LCD projectors	13
Total # of document viewers	6
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Davis (Caroline) Intermediate	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	56
Total # of computers less than 4 years old	52
Total # of computers in Classroom	50
Total # of computers in Computer Lab	68
Total # of Computers in Library	3
Total # of computers on mobile cart	54
Total # of LCD projectors	18
Total # of document viewers	5
Total # of interactive white boards	0
Total # of student response systems	0

School Name: Herman (Leonard) Intermediate	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	115
Total # of computers less than 4 years old	0
Total # of computers in Classroom	72
Total # of computers in Computer Lab	35
Total # of Computers in Library	7
Total # of computers on mobile cart	75
Total # of LCD projectors	18
Total # of document viewers	3
Total # of interactive white boards	0
Total # of student response systems	2

Special Programs within the District

Program Name: Academy	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	36
Total # of computers less than 4 years old	1
Total # of computers in Classroom	36
Total # of computers in Computer Lab	6
Total # of Computers in Library	n/a
Total # of computers on mobile cart	30
Total # of LCD projectors	0
Total # of document viewers	0
Total # of interactive white boards	0
Total # of student response systems	0

Program Name: Indigo	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	30
Total # of computers less than 4 years old	84
Total # of computers in Classroom	74
Total # of computers in Computer Lab	37
Total # of Computers in Library	3
Total # of computers on mobile cart	0
Total # of LCD projectors	5
Total # of document viewers	5
Total # of interactive white boards	0
Total # of student response systems	0

Program Name: AdVENTURE	
All teachers, students, including Special Ed., ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers 4 years old or older	0
Total # of computers less than 4 years old	40
Total # of computers in Classroom	40
Total # of computers in Computer Lab	n/a
Total # of Computers in Library	n/a
Total # of computers on mobile cart	40
Total # of LCD projectors	3
Total # of document viewers	3
Total # of interactive white boards	1
Total # of student response systems	0

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

General Student Use of Technology

Students use technology for learning at every grade level in the district. Examples of student learning include:

- Word recognition and early literacy development at the primary level
- Mathematics and Language Arts skills development in all elementary grades
- Beginning multimedia projects in a variety of subjects in the upper elementary classroom
- Introduction to online research in the elementary school
- Multimedia presentation in applicable curricular areas in intermediate grades
- Internet research in all core curricular areas in intermediate grades
- While such use has not yet been generalized across all grade levels in all schools, examples of best practices in technology use can be found in all Oak Grove schools

Elementary School Use of Technology for Teaching & Learning

- Teachers make use of technology-enriched supplementary teaching materials associated with all state text book adoptions in Reading/Language Arts, Math, Social Studies and Science (Houghton Mifflin, MacMillan/McGraw-Hill, and Harcourt School Publishers).
- Many elementary schools are licensed for Accelerated Reader, which differentiates reading practice, provides daily information about student reading and makes it easy to continuously monitor comprehension and track the time students spend reading.
- STAR Reading is used as an assessment tool to provide information on student performance
- ELL Students make use of Rosetta Stone for language acquisition.
- Some teachers use Raz-Kids to help students develop reading fluency and comprehension skills.
- Many teachers have access to NBC Learn Archives on Demand to access a repository of non-fiction videos with corresponding standards.
- Students in the upper elementary grades learn information literacy skills in the process of completing guided research reports on such topics as the Gold Rush, California Missions, Native Americans and Early Explorers.
- Teachers use class web pages to post helpful links to curriculum-based resources that support what is being learned in the classroom.

Intermediate School Use of Technology for Teaching and Learning

- Teachers make use of technology-enriched supplementary teaching materials associated with new state text book adoptions in Language Arts, Math, Social Studies and Science (Holt RinehartL.A ., Holt & Prentice Hall Math, Teachers' Curriculum Institute Social Studies, Prentice Hall Science).

- Renaissance Learning Enterprise Edition provides a web-based Language Arts assessment and communication tool to support reading.
- STAR Reading is used as an assessment tool to provide information on student performance.
- Accelerated Reader differentiates reading practice, provides daily information about student reading and makes it easy to continuously monitor comprehension and track the time students spend reading.
- Home Connect provides parents with information on their children's progress towards reading goals set by the teachers.
- ELL Students make use of Rosetta Stone for language acquisition.
- Many teachers have access to NBC Learn Archives on Demand to access a repository of non-fiction videos with corresponding standards.
- Middle School students use Microsoft Office Suite, Open Office Suite, iMovie , Flash, Photoshop, iWeb and Illustrator.
- 7th and 8th grade students can take technology electives in areas such as yearbook and journalism.
- Some students have participated in ThinkQuest project-based learning activities.
- GATE students have taken Photo Shop Elements classes.

Administrator Use of Technology

District and site administrators actively use technology daily for a range of tasks, including communication with colleagues, teachers and parents. Technology is also used to analyze data, track and report on student progress. The use of technology to support data driven decision-making has increased over the past three years due to increased use of student assessment tools, including Infinite Campus student information system, and SChoolPlan data management system .

EdTech Profile

In a survey of technology proficiencies (EdTech Profile), teachers and administrators responded in the following ways about their use of technology with students:

- Technology is most frequently used in the Language Arts and Math Classrooms due to programs like Accelerated Reader, Accelerated Math and ST Math that require daily practice.
- Teachers use the technology more often than students but they are using it to create classroom materials, to manage student grades and attendance or to communicate with parents rather than for instructional purposes.
- The most common point of access for technology is in the classroom.

Ed Tech Profile: Personal Use Section

How often do teachers use the following technology tools for classroom instruction?	Daily	2-4 Days a Week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and peripherals (scanner, printers, etc.)	34%	24%	21%	8%	7%	6%
Video based presentation devices (VCR, DVD, LCD Projector)	6%	14%	33%	29%	8%	9%
Video based creation tools (video camera, digital camera, etc.)	3%	5%	17%	24%	16%	36%
Internet	20%	20%	24%	17%	12%	7%
Email	22%	15%	12%	12%	26%	12%
Hand-held electronic devices (PDA, GPS)	7%	3%	5%	6%	6%	73%

How often and in what subject areas teachers use technology tools for instruction?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Reading/ Language Arts	14%	19%	27%	14%	10%	16%
Mathematics	7%	16%	22%	19%	16%	21%
Science	4%	10%	20%	22%	18%	27%
History / Social Science	3%	9%	17%	23%	19%	28%
PE / Health	1%	2%	7%	14%	39%	36%
Fine Arts	1%	2%	10%	14%	25%	48%
Business / Computer Science	1%	1%	4%	5%	22%	67%
Foreign Language	1%	1%	3%	4%	22%	68%
Home Economics	1%	1%	2%	3%	22%	72%
Industrial Arts	0%	0%	1%	3%	22%	72%
Careers	0%	1%	3%	5%	23%	68%

In what ways and to what degree teachers use technology tools (computers, video, internet, and hand-held devices) at their school?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Create instructional materials	21%	34%	28%	9%	8%	0%
Deliver classroom instruction	9%	17%	27%	21%	27%	0%
Manage student grades and attendance	31%	14%	14%	9%	33%	0%
Communicate with colleagues	37%	25%	20%	10%	8%	0%
Communicate with parents or students	23%	22%	21%	15%	19%	0%
Gather information for planning lessons	17%	35%	30%	10%	8%	0%
Access model lesson plans and best practices	11%	27%	32%	18%	12%	0%

To what degree do teachers use the following technology tools at your school to support and improve home/school communication?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Voice Mail	35%	27%	23%	7%	8%	0%
School website with class related information, such as assignments, grades, upcoming events, parental information, etc.	21%	7%	10%	8%	54%	0%
Video Conferencing	1%	0%	2%	1%	96%	0%
Electronic Grading System	30%	10%	6%	6%	49%	0%
Online Student Assessment	5%	5%	12%	12%	66%	0%

Ed Tech Profile: Student Use Section

Where do your students use technology tools (computers, video, Internet, and hand-held devices) for your classroom assignments?	Library / Media Center	Computer lab	Classroom or other instructional areas
	17%	39%	43%

How often teachers require students to use technology tools for classroom assignments?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and peripherals	8%	14%	24%	20%	19%	15%
Video based presentation devices (VCR, DVD, LCD Projector)	2%	4%	16%	22%	22%	34%
Video based creation tools (video camera, digital camera, etc.)	0%	2%	7%	10%	26%	55%
Internet	6%	10%	18%	22%	26%	18%
Email	5%	4%	8%	9%	40%	35%
Hand-held electronic devices (PDA, GPS, Heart Monitors, etc.)	1%	1%	1%	4%	14%	79%

How often teachers assign students work that involves using technology tools?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Word Processing	3%	9%	27%	22%	40%	0%
Reinforcement and practice	4%	13%	23%	15%	45%	0%
Research, using the Internet and/or CD ROMS	1%	5%	25%	23%	46%	0%
Creating reports or projects	1%	5%	20%	25%	49%	0%
Demonstration or simulations	1%	2%	8%	19%	69%	0%
Correspondence with experts, authors, students from other schools, etc. via email or Internet	1%	1%	5%	12%	81%	0%
Solving problems and analyzing data	1%	3%	9%	17%	69%	0%
Graphically presenting information	1%	3%	8%	15%	73%	0%

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

The Oak Grove School District Technology Plan for 2011-2014 draws from the District Master Plan, Site Plans and School Initiatives as well as from previous Technology Plans of the District and Guidelines from the California Department of Education. It has been designed as a curriculum-driven technology plan that supports district and school improvement efforts, especially continued growth in student achievement.

All Oak Grove School District curriculum is based on the California Academic Standards. Oak Grove School District in its Five-Year Plan, <http://www.ogsd.k12.ca.us/media/FiveYearPlan10-15.pdf> has set academic goals and is built upon our district's mission statement, "*Our mission... to endure that every child's potential is achieved.*"

Accountability

The District's internal accountability structure is aligned with federal law, i.e. No Child Left Behind (NCLB) and the federal accountability measure, Adequate Yearly Progress (AYP), as well as with the California law and subsequent measure, Academic Performance Index (API). Both AYP and API systems use the STAR testing program which includes a combination of assessments on State content standards and a norm-referenced test. The California standards, among the highest in the United States, are at a level that will allow graduates from high school to qualify for entrance into the State university system. State legislation has created an Academic Performance Index (API) to evaluate schools' student achievement. An API score of 800 identifies a school as being at the State "target." With the adoption of the Common Core Standards and future accountability in the passage of the Parent Empowerment and Open Enrollment Acts, the District will address the new regulations to be in compliance and set our policies accordingly.

Goals

The District as a whole will meet AYP targets for all subgroups and meet API targets . The emphasis is on Language Arts and Mathematics. These are the current goals for Language Arts and Mathematics, which are revised yearly. By 2015, 80% of students enrolling in kindergarten in the Oak Grove School District will be proficient in language arts by the end of grade 3. By 2015, 80% of the students enrolling in kindergarten in the Oak Grove School District will be at proficient in math by the end of grade 3. By 2015, 80% of the students enrolling by grade 2 in the Oak Grove School District will be at proficient in language arts by the end of grade 6. By 2015, 80% of students enrolling by grade 2 in the Oak Grove School District will be at proficient in math by the end of grade 6. By 2015, 80% of students enrolling by grade 2 in the Oak Grove School District will be at proficient in language arts by the end of grade 8. By 2015, 80% of students enrolling by grade 2 in the Oak Grove School District will be at proficient in algebra by the end of grade 8.

A plan to improve the performance of African American and Latino students called the "Closing the Achievement Gap" (CTAG) Plan has been developed and is implemented to meet NCLB standards and new state performance targets using Systems Approach. Implementation of a

process for "low performing" schools is currently under way as well as a continued focus on schools, subgroups and programs designated as "Program Improvement" status and specifically Title I schools. There will be a continued equity focus to instruction as well as continuing to disaggregate data according ethnicity to monitor progress of students.

In order to help meet these Academic standards Oak Grove School District has technology standards focusing on grade 4-8 which are aligned with the California Academic Standards and are listed in Alignment of Oak Grove Technology Standards with NETS.

Oak Grove School District's Core Values

- **Student Learning**
- **Respect Quality**
- **Performance**
- **Integrity**
- **Positive Interdependence**

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.

Teacher and Student Use of Technology

Goal 3d.1: We will increase the number of teachers utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.

Objective 3d.1.1: Objective 3d: By June 2014, a minimum of 80% of classroom teachers will demonstrate increased use of technology as a tool to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.

Benchmarks:

- Year 1: By June 2012, a minimum of 30% of classroom teachers will demonstrate increased use of technology as a tool to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.
- Year 2: By June 2013, a minimum of 50% of classroom teachers will demonstrate increased use of technology as a tool to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.
- Year 3: By June 2014, a minimum of 80% of classroom teachers will demonstrate increased use of technology as a tool to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.

Activity	Timeline	Person(s) Responsible
Plan units of practice that incorporate use of technology and that have "real world" relevancy and are integrated to the grade level curricula.	2011-2014	Grade Level teachers, Tech Leaders, TCS
Allocate teacher time for professional development when the district sets its annual calendar.	Annually	Site Administrators, TCS
Provide collaboration time for Site Administrators and teachers to align standards-based instruction, analyze district and standardized assessment data, identify student strengths and needs, and plan next steps, including re-teach strategies using technology resources (video, tutorials, manipulatives and games).	2011-2014, August	Asst Sup't, Site Administrators, Tech Leaders

Review new electronic learning resources that facilitate differentiated instruction.	9/2010 - 6/2013	Tech Leaders, TCS
Dedicate two staff meetings per year at each school site exclusively for technology related professional development.	Two x per year at each site.	Site Administrators, Tech Leaders, TCS
Create assessment tools to measure students' levels of proficiency (e.g. use a tool like Simple Assessment [http://www.simpleassessment.com])	2011	TCS,ESD, Teacher Leaders
Provide in-class or after-school professional development opportunities on an as-needed basis by skilled in-district staff member expertise.	2011-2014	Site Administrators, TCS, Teacher Leaders
Implement and review results from assessment tools measuring students' levels of proficiency and adjust goals, activities and implementation steps accordingly.	2011-2014	TCS, Tech Mentors, Site Administrators, ESD
Continue collaboration around educational use of technology and best practices of teaching.	Monthly	Administrators, TCS, Tech Leaders
Develop a template outlining levels of technology proficiency for each grade.	Fall 2011-2014	TCS, District Technology Committee, ESD
Utilize Infinite Campus to survey staff and develop specific professional development opportunities to meet teacher needs.	2011-2014	IS Staff, TCS
Review results of students and staff surveys to measure students' and staffs' levels of technological proficiency and adjust goals, activities, and implementation steps to meet those professional development needs.	Annually	Site Administrators, District Tech Committee, TCS
Monitoring & Evaluation		
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.		
Evaluation Instrument		
Teacher surveys. Professional Development feedback. Training materials. Teacher lesson plans. Logs of technology usage including Mobile Carts and peripherals. Student performance indicators (see Appendix) and activities addressing performance indicators. Samples of student work. Oral and written reports to the School Board and community.		

Goal 3d.2: Students will use technology to master content standards, support higher level thinking skills, increase collaboration, and participate in global learning communities.

Objective 3d.2.1: By June 2014, 90% of kindergarten-2nd graders will use technology to achieve proficiency in language arts and math.

Benchmarks:

- Year 1: By June 2012, a minimum of 50% of students will use technology to achieve proficiency in language arts and math.
- Year 2: By June 2013, a minimum of 70% of students will use technology to achieve proficiency in language arts and math.
- Year 3: By June 2014, a minimum of 90% of students will use technology to achieve proficiency in language arts and math.

Activity	Timeline	Person(s) Responsible
Teachers will be provided with professional development opportunities and IS support to adapt lesson plans so that students in grades K-2 will create at least one assignment that demonstrates appropriate use of technology skills to communicate understanding of learning objectives.	At least once per year.	Site Administrators, Teachers, IS Staff, Tech Mentors, TCS
Teachers will train and utilize parent volunteers to assist in working with students to implement technology standards when necessary.	2011-2014	Teachers, Site Administrators, Parent Volunteers, TCS
Monitoring & Evaluation		
Curriculum Groups, Grade Level Coordinators and Site Administrators will track the implementation of all activities, reporting progress annually at district meetings. Modifications to district activities will be made as needed.		
Evaluation Instrument		
Evaluation Instruments: Logs of mobile lab and computer lab usage, samples of student projects, teacher lesson plans, rubrics, and other formative assessments.		

Objective 3d.2.2: By June 2014, 90% of 3rd-8th graders will use technology to read, write, research, foster mathematical thinking skills, collaborate with peers, and to achieve proficiency in language arts and math.

Benchmarks:

- Year 1: By June 2012, 50% of students will use technology to achieve proficiency in language arts and math.
- Year 2: By June 2013, 70% of students will use technology to achieve proficiency in language arts and math.
- Year 3: By June 2014, 90% of students will use technology to achieve proficiency in language arts and math.

Activity	Timeline	Person(s) Responsible
Teachers will be provided with professional development opportunities and IS support to adapt lesson plans so that students in grades 3-8 will create at least two assignments that demonstrate appropriate use of technology to communicate understanding of learning objectives.	2011-2014	Grade level teachers, core subject area teachers, administrators
Teachers will train and utilize parent volunteers to assist in working with students to implement technology standards when necessary.	2011-2014	Teachers, site administrators, Parent Volunteers
Monitoring & Evaluation		
Curriculum Groups, Grade Level Coordinators and Site Administrators will track the implementation of all activities, reporting progress annually at district meetings. Modifications to district activities will be made as needed.		
Evaluation Instrument		
Logs of mobile lab and computer lab usage, samples of student projects, teacher lesson plans, rubrics, and other formative assessments.		

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

Goal 3e.1: All K-8 students will achieve the NCLB goal of being technology literate by 8th grade.

Objective 3e.1.1: By June 2014, 80% of all K-8 students will demonstrate proficiency in technology and information literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Benchmarks:

- Year 1: 40% of all K-8 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.
- Year 2: 60% of all K-8 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.
- Year 3: 80% of all K-8 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Activity	Timeline	Person(s) Responsible
Teach students how to apply digital tools to gather, evaluate and ethically use online information.	Ongoing	Classroom teachers
Raise teacher awareness of the ISTE NETS standards for Students and analyze how they may apply to the curriculum.	Annually at the start of school.	Site Administrators, Teacher Leaders, District Tech Committee, TCS
Explore methods for embedding technology skills into the curriculum and develop assignments where students can demonstrate mastery of both the curriculum and technology skills.	At least once per trimester.	Classroom teachers, Tech Mentors, TCS
Formalize methods for students to acquire information literacy skills in connection with research-based projects.	2011-2014	Grade level and Subject area teacher groups, District Tech Committee, Tech Mentors, TCS, ESD

Assess student progress on an annual basis using a free tool like Simple Assessment or teacher generated surveys and assessments.	2011-2014	Classroom teachers, TCS
Collect examples of best practices.	Ongoing	Site administrators, PLCs, District Tech Committee
Begin to implement and articulate grade-level information literacy standards.	2011-2014	Classroom teachers
Collaborate in grade level groups to develop and share solutions for incorporating technology skills into student learning experiences and to determine which skills will be covered in which classes.	2011-2014, monthly Grade Level planning time	PLCs, Grade Level and Subject area teachers, ESD, TCS
Monitoring & Evaluation		
Curriculum Groups, Grade Level Coordinators and Site Administrators will track the implementation of all activities, reporting progress annually at district meetings. Modifications to district activities will be made as needed.		
Evaluation Instrument		
Evaluation instrument: grade level and core subject area meeting notes, teacher use of K-12 rubric, teacher observation, student data from (Simple Assessment and other) surveys, evidence of lesson plans that incorporate technology standards, rubrics.		

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

Currently, Cyber Ethics and Cyber Safety education is left to the individual teacher and is not formalized throughout the district. Some of the measures in place are described below.

- The Library Media Techs, in collaboration with classroom teachers, address issues surrounding plagiarism and giving appropriate credit for sources such as the downloading images
- Site administrators at some schools have developed a computer use agreement for the upper grade students that begins to address Digital Etiquette, Digital Rights and Responsibilities, and Digital Security
- All families sign the Acceptable Use Policy for technology
- Some teachers provide parent education on Cyber Ethics topics at the beginning of the school year.
- Individual teachers address the issues of cyber safety

- Discussion of plagiarism and copyright begins by third grade during note taking and research; students are taught to document sources.
- In fourth and fifth grade, students are taught to create Bibliographies and to cite sources, giving credit to the author.
- Students are taught how to avoid copyright and plagiarism during note taking.
- Students are taught that other students' logins and digital work are private domains.
- There is a one-day introductory lesson in the 6th grade Tech Class with a focus on Acceptable Use.
- Cyber Ethics is integrated into some research lessons in the library in Middle School; however, not all teachers bring their students into the library for those research skill lessons.

Our goal is to use contemporary information, communication and learning technologies in a manner necessary for successful life-long learning and citizenship in the knowledge-based, digital, and global 21st century, which includes the abilities to effectively communicate and collaborate; to analyze and solve problems; to access, evaluate, manage and create information and otherwise gain information literacy; and to do so in a safe and ethical manner.

As a means to move forward with developing a more effective and comprehensive approach to ethical use in our district we have partnered with Yahoo and the Santa Clara County Office of Education as well as many other district in our area on the iKeepSafe's Generation Safe Program, which provides a comprehensive set of resources and expert advice for administration, teachers, students, and the community to create a positive media environment or minimize the negative effects of a cyber incident that will help our district navigate the realities of today's digital world.

Goal 3f.1: Students and teachers will demonstrate positive, social and ethical behavior when using information and technology including the ability to distinguish between lawful and unlawful uses of copyrighted works which include the following topics: the concept and purpose of copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing and avoiding plagiarism.

Activity	Timeline	Person(s) Responsible	Evaluation Instrument
Continue Training for teachers on curriculum for positive, social and ethical behavior when using information and technology.	2011-2014	Teachers, TCS, District Technology Committee, ESD, Assistant Superintendent Business Services	Teacher surveys. Professional Development feedback. Training materials via Generation Safe and Common Sense Media, samples of student projects, teacher lesson plans, rubrics, and other formative assessments.
Revise Student questionnaire to measure student knowledge of positive, social and ethical behavior when using information and technology.	2011-2014	Teachers, TCS, District Technology Committee, ESD, Assistant Superintendent Business Services	Logs of mobile lab and computer lab usage, samples of student projects, teacher lesson plans, rubrics, and other formative assessments.
Students complete curriculum for positive, social and ethical behavior when using information and technology for K-3, 4-6 and 7-8 classrooms	2011-2014	Teachers, Site Administrators, TCS	Lessons and materials from Generation Safe and Common Sense Media, samples of student projects, teacher lesson plans, rubrics, and other formative assessments.
Incorporate principles of digital citizenship (as described in the new ISTE Standards) into student work.	2011-2014	Teachers, TCS, Technology Mentors	Training materials, samples of student projects, teacher lesson plans, rubrics, and other formative assessments.
Student questionnaire administered to grades 2-8 to measure student knowledge of positive, social and ethical behavior when using information and technology.	2011-2014	Teachers, Site administrators, TCS, ESD	District ethics survey and/or Simple Assessment survey.

Make all parents, teachers, and students aware of District policy on ethics in regard to the use of technology, including new laws pertaining to cyber bullying by means of information in Student Handbook, Common Sense Media resources and ethics curriculum.	2011-2014	Teachers, Site Administrators	Collection of AUP and Internet access forms from Student Handbook. Parent meeting surveys and samples of teacher lesson plans.
Make all students, teachers and parents aware of District's Acceptable Use Policy (handbook) which includes all forms of electronic communication and to outline the consequences for bullying behaviors.	2011-2014	Teachers, Site Administrators	Collection of AUP and Internet access forms from Student Handbook.
Create a forum for parent education on digital citizenship with at least one presentation annually.	2011-2014	Principal, Home and School, Teachers, School Law Enforcement, TCS	Feedback surveys at conclusion of presentation.
Provide opportunities for students to collaborate globally online and to apply norms of appropriate, responsible behavior with regard to technology use.	2011-2014	Teachers, Site Administrators, TCS	Infinite Campus Parent and Student Portals. District and individual school websites.
Monitoring & Evaluation			
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.			

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 Oak Grove Elementary School District is part of the Generation Safe initiative, a pilot program that delivers resources and tools that help schools and district evaluate their current level of Cyber Safety through the online 360 Self Assessment tool. The 360 Self Assessment tool provides a review of the school's e-safety competence and helps schools identify their progress in becoming a Generation Safe Gold Medal School. Schools rate their development of and compliance with e-safety policies. It identifies areas of concern and makes recommendations for improved e-safety readiness. Through this initiative, administrators and staff will have access to the Incident Response Tool and Flowchart. This resource guides administrators through all the steps of incident management: fact-finding, documentation, reporting, engaging the appropriate school officials and other stakeholders, as well as outreach to parents, students, and staff. The Incident Response Tool also helps administrators through the investigation process where they need to ask the right questions to shield the school from liability and secure the best outcome for the victims, perpetrators, and bystanders of any cyber-incident.

Oak Grove will also be revamping our approach to ethics and e-safety curriculum through the use Common Sense Media Education Programs. The Common Sense Parent Media Education Program and our Digital Citizenship Curriculum give educators, administrators, and parents the tools and curricula they need to guide a generation in becoming responsible digital citizens.

In the past instruction on Internet safety has only depended on the knowledge, interest and ability of teachers to integrate it into the curriculum. There was a limited set of curriculum for Internet safety. Implementation varied from school to school. However, Internet sites have been and will continue to be filtered at a high level to prevent access to You Tube, MySpace, Facebook and sites deemed inappropriate by the Santa Clara County Office of Education.

Students use online communication technology extensively outside of the school day. However, its use during the school day is limited to checking their Students Portal accounts made available through Infinite Campus. Students are made aware that their Portal accounts are private and should be protected. Much of what we teach students about e-safety has been informal, which contributes to the hit-and-miss nature of Internet safety education. Our plans to move towards the Generation Safe initiative and use of Common Sense Media will dramatically improve our e-safety program district wide.

Our students need to be able to collaborate and experiment in a safe and protected online environment in order to develop the 21st century skills they will need to function as global citizens in the workplace and at school through relevant instruction on appropriate and ethical use of information found both online and offline.

Some of the e-safety measures currently used in the district are:

- All schools provide internet access that filters content to prevent inappropriate material from being viewed
- Parent education on e-safety is provided at some schools on Back To School Night
- Students do not have email accounts unless it is a home account
- Students are taught not to divulge personal information online.
- Some schools have used NETSMARTZ curriculum provided by the San Jose Police Department.
- Librarians and teachers screen websites for content and instruct students regarding website safety.
- Some teachers and library media techs provides lessons for students on website evaluation
- Students' online work is monitored closely in the classroom and library.

Simple Assessment, which was described under Section 3e as a tool for assessing technology literacy, also offers a free module called “21st Century Safety – What Teens need to Know.” It includes a pre-assessment test of 27 questions, a post assessment test of 21 questions, guided self-instruction and tracking of student progress and scores. It can be used to evaluate Oak Grove Student's knowledge on in these areas.

Goal 3g.1: Students and teachers will understand issues surrounding Internet safety, cyber-bullying, online privacy, and online predators and demonstrate positive social and ethical behaviors when using technology in an effort to create an environment of responsible digital citizens.

Activity	Timeline	Person(s) Responsible	Evaluation Instrument
The District will review/revise the Acceptable Use Policy (AUP) to be distributed at the start of each year which addresses safe and responsible online practices as they relate to Internet safety, cyber-bullying, online privacy and online predators.	2011, Spring	District Tech Committee, Teacher Leaders, TCS, ESD Director	Annual feedback from Site Administrators and teachers on effectiveness and clarity of AUP.
Professional development regarding online practices as they relate to Internet safety, cyber-bullying, online privacy and online predators will be researched, developed and reviewed.	2011-2014	District Tech Committee, Teacher Leaders, TCS, ESD Director	Staff feedback on professional development evaluation forms.
Instruction will be provided for students in the appropriate and ethical use of information found online and offline.	2011-2014	Teachers, TCS, Teacher Leaders	Lessons and materials from Generation Safe and Common Sense Media, samples of student projects, teacher lesson plans, rubrics, and formative assessments.
Use Simple Assessment's Unit, 21st Century Safety "What Teens Need to Know" as an assessment of student understanding.	2011-2014	Teachers	Simple Assessment Logs and test scores.
Develop standardized reporting system and process to address cyber-abuse and violation of the Acceptable Use Policy through use of Generation Safe resources.	2011-2014	Site Administrators, TCS, ESD Director	Communication and discipline logs.
Monitoring & Evaluation			
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.			

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

In the district's Board Policy 6162.7, the Board of Trustees encourages classroom use of the wide range of technologies currently available as well as emerging technologies as they proven to have value as elements on the overall instruction program. Furthermore, every effort shall be made to provide equal access to technology for all through the District's schools and classes.

For children with special needs, the members of the IEP team determine the appropriate technology needs for the child.

All students in Oak Grove School District have access to computers in their classrooms, the library and/or on mobile carts at all school sites.

- Some classrooms are equipped with laptops, digital projectors, and document viewers so that technology may be used for whole group instruction.
- Students can access research databases both from school and at home.
- Students have 24/7 access to textbook supported materials.
- AlphaSmarts in some classrooms increase access to technology.
- Text-to-speech screen reader technology is employed in support of differentiated access to state standards.
- Students with an active Individualized Education Program have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals.
- English Learners have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. (Rosetta Stone)
- Students have access to computers for intervention purposes or through enrichment classes after school.
- Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library) for students who do not have computers at home.

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

The Oak Grove Elementary School District continually researches and pursues methods to improve student achievement. Tools to improve student academic performance such as benchmark assessments and data management systems are put in place to support teachers' efforts to meet individual student academic needs. District technology will allow for the collecting, accessing, sharing and analyzing student performance data to determine the needs of individual students and help guide the instructional decisions made by teachers. In addition to SChoolPlan, the District has begun using Infinite Campus as a student information system, which includes student demographic information, attendance, discipline, grades, and schedules. All district employees have access to Infinite Campus for all students appropriate to their job description, the student information (i.e. attendance, discipline, medical) and data management system can be obtained by means of any Internet browser via a secure website.

Goal 3i.1: Teachers will use data driven methods to deliver differentiated instruction.

Objective 3i.1.1: By June 2014, 80% of all teachers will access and utilize to monitor student progress and drive instructional practice.

Benchmarks:

- Year 1: By June 2012, 40% of all teachers will access and utilize technology to monitor student progress and drive instructional practice.
- Year 2: By June 2013, 60% of all teachers will access and utilize technology to monitor student progress and drive instructional practice.
- Year 3: By June 2014, 80% of all teachers will access and utilize technology to monitor student progress and drive instructional practice.

Activity	Timeline	Person(s) Responsible	Evaluation Instrument
Maintain and ensure accessibility to accounts for all district employees.	Ongoing	District Information Systems team	Log of work tickets generated around issue
Formal professional development opportunities on data management system will take place annually for all staff utilizing the system.	2011-2014	Site Administrators, Site coaches, ESD, TCS	Systems' access logs, professional development feedback surveys.
Teacher coaches and/or Site Administrators will meet tri-annually with TCS to review areas of need for further professional development based on site feedback.	2011-2014, three times per year.	Teacher Coaches, Site Administrators, TCS	Feedback collected from sites and Infinite Campus Survey results.
Grade level release time to review benchmark data from SChoolPlan database management system.	2011-2014, twice per year.	Site Administrators, Teachers	SChoolPlan's "Items for consideration" and "Areas of Focus" reports. Teacher lesson plans.
With support of Site Administrators, teachers run class reports, analyze assessment data, hold grade level meetings to map out curriculum and plan instructional strategies.	2011-2014, twice per year.	Teachers, Site Administrators	District benchmark assessment scores in ELA and Math, Grade level meetings, documented disaggregated data from SChoolPlan reports, formative and summative assessments.
Monitoring & Evaluation			
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.			

Goal 3i.2: Teachers will use data driven methods to monitor student records and progress.

Objective 3i.2.1: By June 2014, 80% of all teachers will access and utilize Infinite Campus to monitor student records and progress.

Benchmarks:

- Year 1: By June 2012, 40% of all teachers will access and utilize Infinite Campus to monitor student records and progress.
- Year 2: By June 2013, 60% of all teachers will access and utilize Infinite Campus to monitor student records and progress.
- Year 3: By June 2014, 80% of all teachers will access and utilize Infinite Campus to monitor student records and progress.

Activity	Timeline	Person(s) Responsible	Evaluation Instrument
Maintain and ensure accessibility to accounts for all district employees.	Ongoing	District Information Systems team	Help desk work ticket logs
Formal professional development opportunities on student information systems will take place annually for all staff utilizing the system.	Initially summer and bi-annual school site trainings following by ongoing professional development web access and on-site training.	Site Administrators, Site coaches, ESD, TCS	Systems' access logs, professional development feedback surveys, areas of need through Infinite Campus surveys.
Teacher coaches and/or Site Administrators will meet tri-annually with TCS to review areas of need for further professional development based on site feedback.	2011-2014, three times per year.	Teacher Coaches, Site Administrators, TCS	Feedback collected from sites and Infinite Campus Survey results.
Access to Infinite Campus Community Portal for self paced professional development opportunities.	2011-2014, ongoing.	District Information Systems team	Access logs to Campus Community and survey results.
Monitoring & Evaluation			
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.			

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

The Oak Grove School District feels that communication between staff and parents is an important part of a strong and successful academic program and critical to the success of its students. For this reason, a goal of the District is to make two-way communication between staff and parents as efficient and easy as possible.

Teachers continue to use e-mail as a communication tool both at the workplace and to connect with students and parents. However, they also use a variety of other forms of electronic communication as well. To address the needs of parents without computer/internet access, they can sign-up to receive paper copies of all information provided in electronic format.

Some of the current measures being employed in the district for home/school communication are shown below:

- All staff members are provided with district email accounts for access 24/7 from school and at home via Office Outlook Web Access.
- The Cisco IP Phone System is available school- and district-wide and provides parents with voice mail communication with all staff.
- OGSD makes use of Blackboard Connect Ed to deliver emergency alerts as well as key announcements to parents and students.
- The District website provides information to parents including a district calendar.
- School principals send a weekly message to parents with upcoming events.
- The district seeks input from stakeholders by electronic feedback in the form of annual parent and staff surveys.
- Some elementary and middle school teachers maintain class web sites that may include the weekly newsletter, blog, calendar, photos, homework assignments and student work.
- School web sites include links to teacher sites, school calendars and daily bulletins.
- Some teachers in both elementary and middle schools use a class blog.
- Some teachers provide parents with electronic versions of class newsletters via email
- At some schools, the PTA posts its own newsletter online and sends communications to parents on a regular basis.
- PTA calendars are posted on school sites.
- Infinite Campus Parent and Student Portal is used extensively in the middle schools. Parents and students can access assignments and grades as well as communicate with teachers through this interface.

Goal 3j.1: All teachers and administrators will make use of technology tools to enhance and improve communication between home and school using voice mail, email and web-based services, such as Infinite Campus.

Objective 3j.1.1: By June 2014, 90% of teachers and administrators will communicate with parents using voicemail, email and web-based services.

Benchmarks:

- Year 1: By June 2012, 30% of teachers and administrators will communicate with parents using voicemail, email, and web-based services.
- Year 2: By June 2013, 60% of teachers and administrators will communicate with parents using voicemail, email, and web-based services.
- Year 3: By June 2014, 90% of teachers and administrators will communicate with parents using voicemail, email, and web-based services.

Activity	Timeline	Person(s) Responsible
Email addresses for all parents and students will be collected.	Annually, August-September and throughout year during registration	Site Secretaries, Administrative Assistants
Keep email and emergency contact information up-to-date in database in order to optimize parent contact.	Annually, August and September and ongoing as needed	Site Secretaries, Administrative Assistants
Provide opportunities for parents and students to leave feedback through websites and surveys on communication methods employed.	Annually, May	Site Administrators, TCS, IS support staff
Continue annual surveys to all parents on program effectiveness.	Annually, May	Site Administrators
Implement Administrative emergency messaging and general communications systems for contact with employees, parents, and other stakeholders via EdConnect and VOIP phone systems.	2011-2014, ongoing	Information Systems Staff, Site and District Administrators
Provide opportunities for essential communications to families without access to the internet and to non-English speaking families.	In-place, ongoing	Site Principals, HABLA and Koffee Klatch representatives
Transition out of School Loop towards Infinite Campus as the primary tool for communicating with students and parents at all grade levels.	2011-2014	IS Staff, TCS, Site Administrators, Teachers

Develop district-wide standards for electronic home-school communications via district and school websites.	2001-2014	IS Staff, Site Administrators, District Tech Committee
Monitoring & Evaluation		
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.		
Evaluation Instrument		
Parent and students Portal logs via Infinite Campus, Web, email logs, District downloads of information. Number of logins and visits to teacher and administrator websites, number of parents and students with active accounts on Infinite Campus, volume of email traffic to parent list serves. Annual parent and staff surveys of communication use.		

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

The degree to which the technology is integrated into the learning environment and supports classroom and school management will be measured using indicators such as student-computer ratios, student and teacher surveys (CBEDS data, State Survey Data and EDTECHPROFILE), and classroom observations of student engagement with technology resources.

Curriculum and Grade Level teacher groups are the primary personnel responsible for the K-8 curriculum scope and sequence throughout the District. As indicated in the Monitoring columns of the goal tables in Sections 3d-3j, these groups together with the Site Administrators and District Tech Committee will track the development and implementation of curriculum activities and accomplishments periodically, and report progress at regular District and Site administration meetings to the Assistant Superintendent of Educational Services. Modifications to tech plan activities will be made as needed in order to insure that the District meets or exceeds measurable objectives.

Board members, district and site administrators will oversee all policies on ethical use of technology and will be responsible for revising the technology use agreement to include use of new technologies like cell phones. Administrators will review their School Safety Plan annually to be sure it includes a component on cyberbullying awareness and report findings to the Board of Trustee's annually.

Teachers and administrators will complete the EdTech Profile assessment of technology proficiencies annually. Students in selected grades will participate in an annual student survey of technology activities. 8th grade students will complete the Simple Assessment modules and testing.

District administrators will survey parents annually on home/school communications, their preferred methods and tools like Infinite Campus. Modifications will be made based on the needs of all ethnic populations. Annually, the curriculum and grade Level groups and District Tech Committee will review synthesized and analyzed data and make adjustments to Single Plans for Student Achievement, Site and District Technology Plans, as well as provide data analysis for the Assistant Superintendent and the Board of Trustees at regularly scheduled meetings.

4. Professional Development

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

The OGSD Professional Development plan is aligned with the goal of ensuring that all students become proficient on the CSTs. The focus is on providing multiple opportunities for staff to understand the needs of our EL population, gain multiple use data to inform instruction, strategies to differentiate instruction, become sensitive to the cultures that represent our schools, and have professional conversations about teaching and learning.

- OGSD professional communities use the Cycle of Inquiry as a model for continuous improvement. Teachers share models of best teaching practices, examine student work or test data, and collaborate in developing model lessons related to the Standards.
- Site-level Staff Development is currently focusing on one of two initiatives in our district, with a plan to incorporate both in at all sites in the next few years. Positive Behavioral Intervention and Supports (PBIS), a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
- Systematic English Language Development is instruction specifically designed to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes.
-
- All sites continue to focus on both department and school-wide analysis of summative and formative data to determine effective instructional strategies responsive to student learning needs.
- District administrators have received CSIS and CALPADS training on state reporting, data preparation, the certification process, and system administration.
- Teachers and administrators have received training on use of, Accelerated Reader, Reading Counts, Rosetta Stone, and textbook adoptions with technology components as utilized by site.
- All site administrators and staff are receiving ongoing training in the use of a new student information system, Infinite Campus.
- All site administrators and staff receive training on utilizing SChoolPlan, our data management system, to analyze CST and Benchmark data to inform instruction.
- The district provides 9 days of 3-hour staff development training for teachers and administrators plus additional training opportunities throughout the school year.

During these staff training hours the staff learns new instructional methods, gets classroom organization ideas, and learns other strategies for improving pupil performance in all subject areas. The theme for staff development in the past year has been "using student assessment data to focus instruction."

EDTECH PROFILE

The EdTech Profile Survey is an online, data collection and reporting tool that allows county, district and school administrators to gather information on their staff's technology proficiency with and use of technology to support the teaching and learning process. The California Department of Education's EdTech Profile contains an online self-assessment tool that allows educators to identify their level of technology proficiency. The self assessment is based on the California Commission on Teacher Credentialing Standards 9 and 16, which are the standards of Quality and Effectiveness for Professional Teacher Induction Programs. Based on the results of the assessment, educators can view and receive guidance on areas on which they should consider seeking additional training. The Oak Grove Elementary School District is focusing on two areas of competency for teachers using technology: Computer Knowledge and Skills and Using Technology in the Classroom.

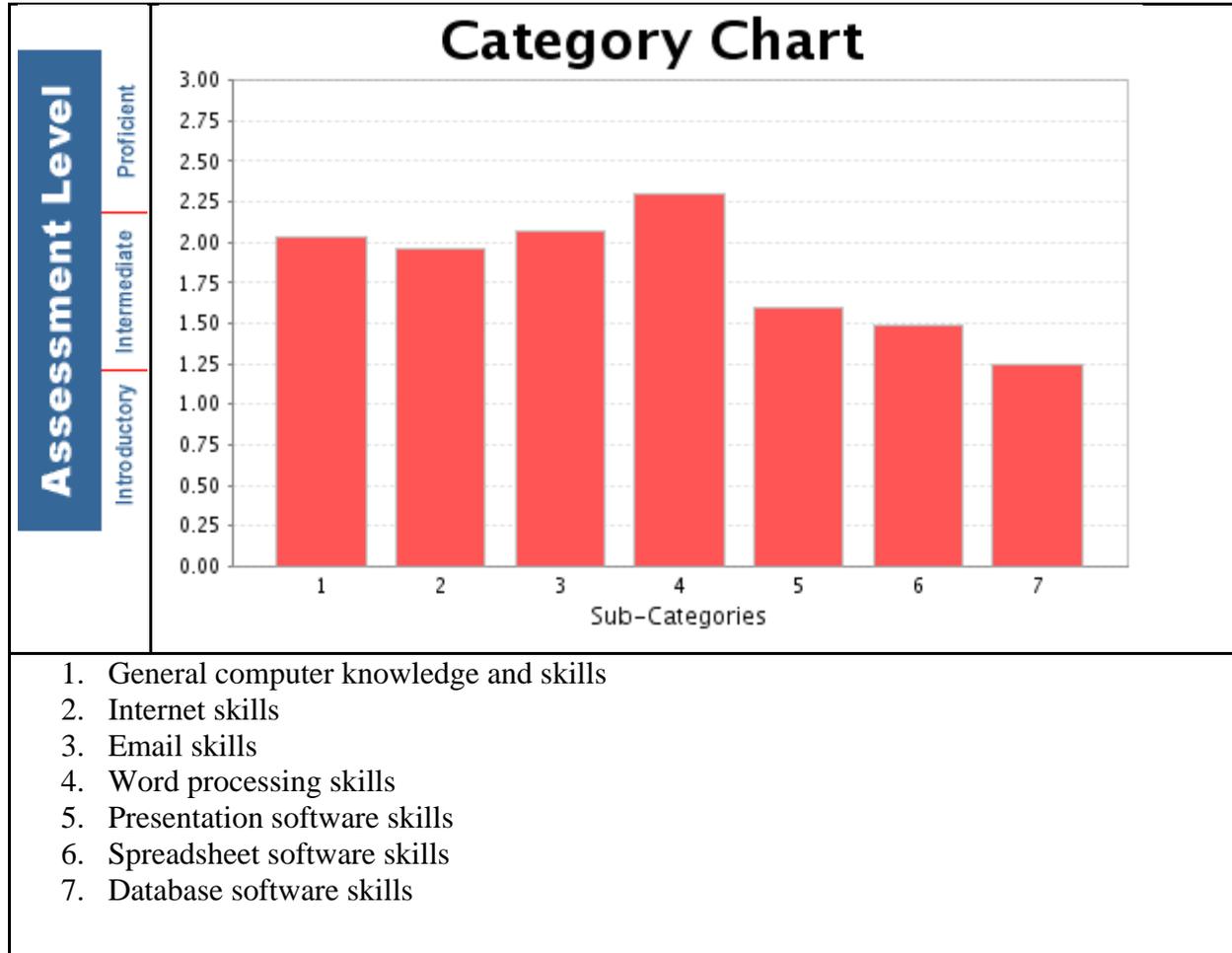
Each spring, all teachers and administrators will participate in the EdTech Profile Survey to assess their needs and help steer the direction of the District's technology professional development program.

As the charts below will demonstrate, teachers are strongest in word processing skills, being the only category at proficient. However, strengths can also be seen in general knowledge, Internet, and email skills. Principals create electronic newsletters to communicate with parents. Teachers use word processing to prepare classroom materials. Both principals and teachers use e-mail to communicate with colleagues in the district and across the county. School Administrators use technology for state reporting. More detailed analysis of results will accompany the following sections.

Oak Grove Elementary School District

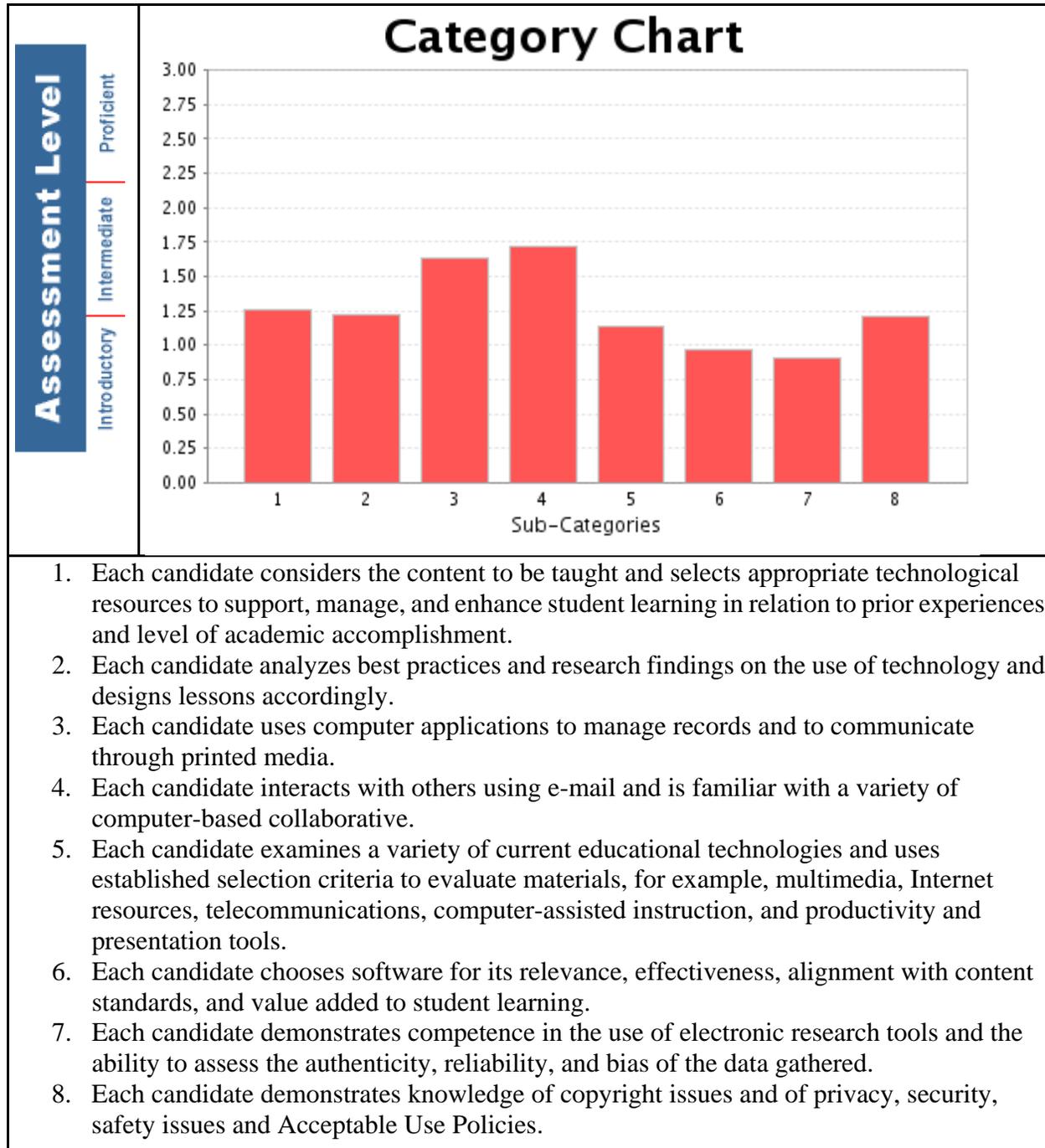
- **Computer Knowledge & Skills**

Oak Grove Elementary District has 566 credentialed teachers; this chart represents the assessment summary for 431 teachers or 76%. It is important to note that this includes both fully completed and partially completed assessments.



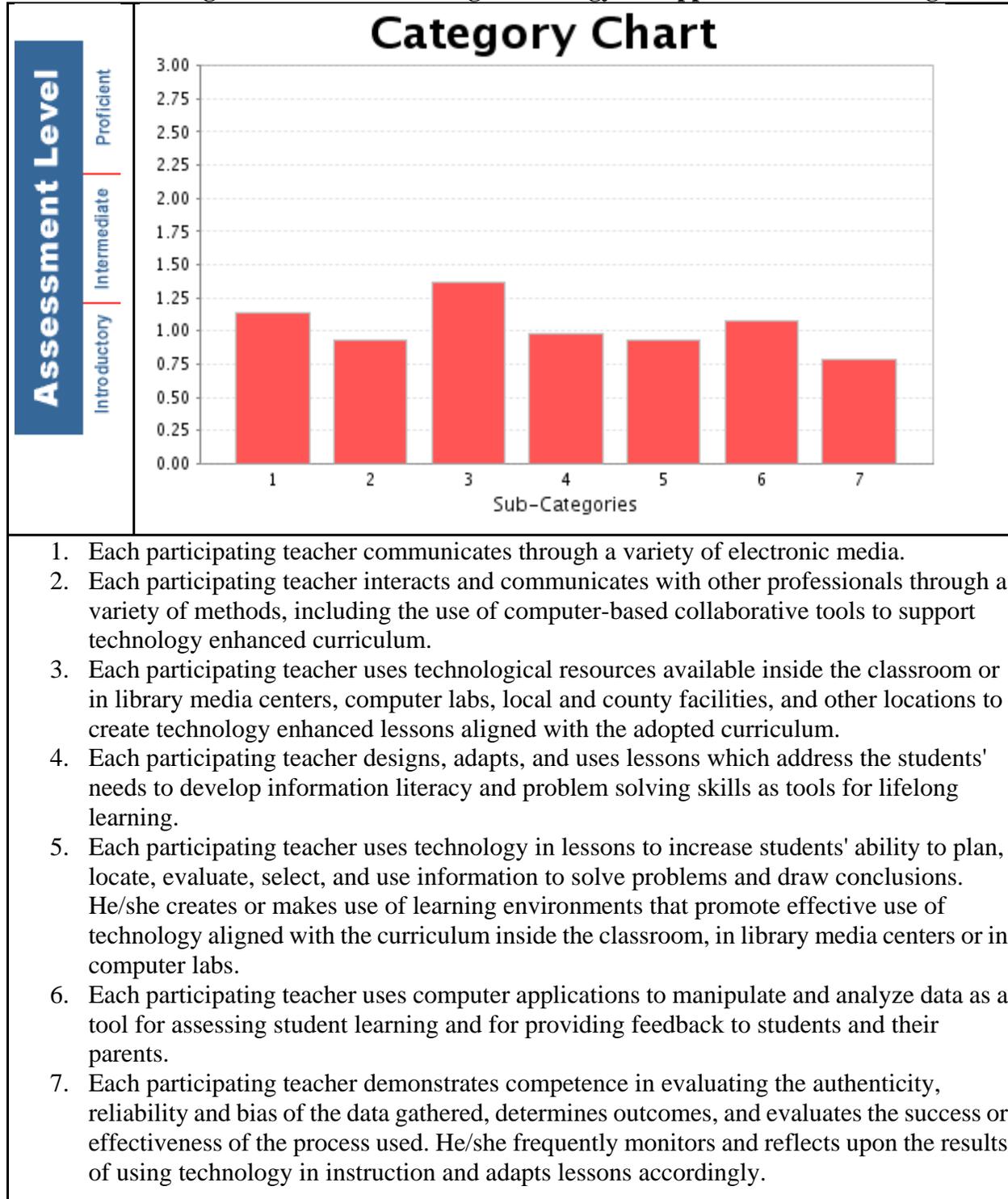
Oak Grove Elementary School District

- **CCTC Program Standard 9: Using Technology in the Classroom**



Oak Grove Elementary School District

• CCTC Program Standard 16: Using Technology to Support Student Learning



Analysis of EdTech Profile Results

While teachers seem confident in their personal use of technology, there is room for improvement in how technology is used for teaching and learning. When asked about their professional development needs and preferences, 74% of teachers requested staff development in integrating technology into the curriculum. Clear strengths can be seen in the areas of online collaboration, record management, and communication through technology generated printed media. However, only 18% of teachers are proficient in the creation of technology-enhanced learning opportunities. And while most teachers use email on a daily basis, only 14% of them use email, listservs, networking groups like Nings (Classroom 2.0) and Twitter to learn from and collaborate with educator colleagues on a global level.

The following data provides current information on technology use in the classroom to support student learning.

OGSD Teacher Proficiency Data (EdTech Profile 2010)

Std 9: Using Technology in the Classroom	% Proficient
9a.1: Management and alignment of technological resources with lesson content	28%
9a.2 : Knowledge of student level of tech usage and academic accomplishment	17%
9b.1: Knowledge of research and best practices in technology in education	32%
9d.1: Record management with technology	47%
9d.2: Communication through technology generated printed media	50%
9e.1: Online collaboration	52%
9f.1: Evaluation and selection of technological resources	25%
9f.2: Knowledge of school and district educational technological resources policies	38%
9f.3: Use of educational technological resources to address student learning needs	20%
9g.1: Evaluation and selection educational software	21%
9g.2: Use of electronic research tools and assessment of data gathered	20%
9f.3: Use of educational technological resources to address student learning needs	20%
9h.1: Use of electronic research tools and assessment of data gathered	20%
9i.1: Knowledge of state and federal laws for uses of computer-based technologies	26%
9i.2: Knowledge of computer and network security and shared resource management	25%

9i.3: Knowledge of Acceptable Use Policies, safety, and health issues	27%
Std. 16: Using Technology for Student Learning	
16a.1: Communication using a variety of electronic media	16%
16b.1: Communications with other professionals	14%
16c.1: Alignment of technology enhanced lessons with curriculum	23%
16c.2: Use of available technological resources	34%
16d.1: Development of information literacy skills	22%
16d.2: Development of problem-solving skills	12%
16e.1: Creation of technology-enhanced learning opportunities	18%
16e.2: Creation of effective learning environments	25%
16e.3: Evaluation of technology use and quality of student products	21%
16f.1: Use of Data to Assess and Communicate Learning	29%
16g.1: Evaluation, monitoring and adjustment of technology-enhanced instruction	19%

Staff Development Needs

Teachers and administrators identified staff development needs and preferences with answers to the following questions:

How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	0 hours	1 - 8 hours	9 - 20 hours	21 - 40 hours	More than 40 hours
Percentage of total	25%	52%	12%	5%	6%
Indicate your needs and preferences regarding technology training at your school.	Basic computer/technology skills.			Integrating technology into the curriculum.	
Percentage of total	26%			74%	

Indicate your needs and preferences regarding technology training at your school. Select all that apply. The training format I prefer is:		One-on-one informal technology training.	Small group technology training.	Online web-based technology training.		
Percentage of total		16%	60%	24%		
Indicate your needs and preferences regarding technology training at your school. Select all that apply. I prefer technology training to be offered:	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.	Total Responses
Percentage of total	34%	36%	5%	4%	20%	100%

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

Goal 4b.1: We will prepare 21st Century Learners for the future through effective and consistent use of technology that is integrated into all curriculum areas.

Objective 4b.1.1: By June 2014, 100% of teachers will show an increase in their technology proficiencies and basic computer skills.

Benchmarks:

- Year 1: By June 2012, 60% of classroom teachers will demonstrate increased proficiency.
- Year 2: By June 2013, 80% of classroom teachers will demonstrate increased proficiency.
- Year 3: By June 2014, 100% of classroom teachers will demonstrate increased proficiency.

Activity	Timeline	Person(s) Responsible
Provide Professional Dev. to introduce teachers to ISTE NETS for Students and Teachers.	2011-2012, Fall	Teachers, Site Administrators, TCS
Administer EdTech Profile teacher assessments on an annual basis to track progress.	2011-2014 Annually, Spring	Teachers, Site Administrators, TCS

Professional Dev. will be provided at each site to improve educational use of technology and best practices of teaching according to the ISTE standards.	2011-2014, Annually throughout year	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Develop and disseminate information about in-house experts who will train other teachers in the area of basic technology skills.	2011-2014, Fall, Winter, Spring	Site Administrators, TCS, Tech Leaders
Promote no-cost/low-cost professional development opportunities offered at the county office and through CTAP statewide.	2011-2014, Ongoing	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Professional Dev. will be provided at sites to utilize Simple Assessments tools to assess proficiency in technology integration and skills.	2012, Spring	TCS, Tech Leaders, Teacher Leaders
Staff meeting time allotted to collaboration among teachers around educational use of technology and best practices.	2011-2014, Staff meetings 2 x per year	Site Administrators, Teachers, Tech Leaders
Professional Dev. opportunities will be made available at the District Lab for basic-advanced computer skills. Emphasis will be placed on skills that will coincide with student learning objectives.	2011-2014, Annually, Fall, Winter, Spring	TCS, Tech Leaders
Monitoring & Evaluation		
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.		
Evaluation Instrument		
Annual administration of EdTech Profile and/or District survey data, Analysis of aggregate survey data. Increased proficiency in basic computer skills and curriculum integration, training materials, sign-in sheets and evaluations, examples of technology enriched lesson plans, examples of student work.		

Objective 4b.1.2: By June 2014, 100% of teachers will increase their proficiency in integrating technology into the curriculum, as they develop 21st century learning skills, Web 2.0 tools, global awareness, cyberethics and cybersafety, and other elements of 21st century curriculum.

Benchmarks:

- Year 1: By June 2012, 60% of classroom teachers will demonstrate increased proficiency.
- Year 2: By June 2013, 80% of classroom teachers will demonstrate increased proficiency.
- Year 3: By June 2014, 100% of classroom teachers will demonstrate increased proficiency.

Activity	Timeline	Person(s) Responsible
Provide Professional Dev. to introduce uses of database for technology-rich lessons and units of study(such as Brokers of Expertise, and Lessonopoly), tagged as to grade level, curriculum area, application, and technology skill area.	2011-2014, Annually, Fall	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Administer EdTech Profile teacher assessments on an annual basis to track progress.	2011-2014 Annually, Spring	Site Administrators, TCS, Tech Leaders
Professional Dev. will be provided at each site begin implementation of Web 2.0 tools to promote safe and ethical use of the Internet for students.	2011-2014, Fall, Winter, Spring	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Training on distribution and enforcement of the updated Acceptable Use Policy as it gets revised and updated provided for Administrators and staff.	2011-2014, Annually in Fall as needed	Site Administration, TCS, Asst. Sup. of ESD
Develop several models of training including peer-to-peer, small group, in-house experts, just-in-time learning, webinars, video streaming, external trainers etc. and make available to staff.	2011-2014, Ongoing	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Develop and disseminate information about in-house experts who are willing to train other teachers in specific areas of information literacy.	2011-2014, Fall, Winter, Spring	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Promote no-cost/low-cost professional development opportunities offered at the county office and through CTAP statewide.	2011-2014, Ongoing	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Provide teachers with training in the areas of cyberethics (such as copyright, and privacy) and cybersafety as well as in "netiquette" considerations when using email and web publishing.	2011-2014, Staff meetings throughout year	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Publish and disseminate a calendar of trainings available, including in-house workshops, guest presenters, conferences, county trainings, and TFLP.	2011-2014, monthly newsletters	Site Administrators, TCS, Tech Leaders, Teacher Leaders

Take advantage of vendor trainings on new state adopted text materials that make use of technology.	2011-2014, As opportunities arise	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Collaborate at grade level and subject area meetings on development of technology-enriched curricula.	2011-2014, Staff meetings 2x per year	Site Administrators, TCS, Tech Leaders, Teacher Leaders
Monitoring & Evaluation		
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.		
Evaluation Instrument		
Annual administration of EdTech Profile and/or District survey data, Analysis of aggregate survey data. Increased proficiency in basic computer skills and curriculum integration, training materials, sign-in sheets and evaluations, examples of technology enriched lesson plans, examples of student work.		

Goal 4b.2: Teachers and administrators will make use of electronic tools for student record keeping and assessment.

Objective 4b.2.1: By June 2014, 80% of teachers will use a district-wide standardized system for student record keeping and assessment.

Benchmarks:

- Year 1: By June 2012, 40% of classroom teachers will use a district-wide standardized system for student record keeping and assessment.
- Year 2: By June 2013, 60% of classroom teachers will use a district-wide standardized system for student record keeping and assessment.
- Year 3: By June 2014, 80% of classroom teachers will use a district-wide standardized system for student record keeping and assessment.

Activity	Timeline	Person(s) Responsible
District-wide adoption of Infinite Campus for record keeping and assessment.	2011-2012	Site Administrators, TCS, Teacher Leaders, Information Systems Staff, Core Implementation Committee
Implement use of Infinite Campus as a replacement to SASI throughout the district.	2010-2011, Fall	Site Administrators, TCS, Teacher Leaders, Information Systems Staff, Teachers
Develop standardized procedures and provide Professional Dev. to staff on recording, storing, and reporting attendance and grades in K-8 schools.	2010, Summer 2011-2014, Summer, Fall	Core Implementation Committee
Develop and administer surveys to determine professional development needs to achieve the level of proficiency set out in the above objectives.	2011-2014, Annually, Spring	Site Administrators, TCS
Provide user input into the new system and assist in communicating key messages throughout the deployment process.	2011-2014, Ongoing	Information Systems Staff, TCS
Professional Dev. opportunities will be formally provided on an annual basis to train staff and administrators on use of information system.	2011, Summer 2011-2014, Fall, Winter, Spring	
Setup accounts to the Infinite Campus Community Portal for end-users to obtain self-paced professional development opportunities online.	2011, Fall and Ongoing as needed	Information Systems Staff, TCS
Monitoring & Evaluation		
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.		
Evaluation Instrument		
Training materials, workshop schedule, workshop evaluations, training records, log-ins, usage records, and site and district reports created with Infinite Campus.		

Goal 4b.3: Administrators and teachers will use SChoolPlan to improve student achievement through data collection, analysis, reporting, and data-driven decision making.

Objective 4b.3.1: By June 2014, 75% of administrators and classroom teachers will access and retrieve data for analysis, reporting and data-driven decision-making purposes.

Benchmarks:

- Year 1: By June 2012, 25% of administrators and classroom teachers will access and retrieve data for analysis, reporting and data-driven decision-making purposes.
- Year 2: By June 2013, 50% of administrators and classroom teachers will access and retrieve data for analysis, reporting and data-driven decision-making purposes.
- Year 3: By June 2014, 75% of administrators and classroom teachers will access and retrieve data for analysis, reporting and data-driven decision-making purposes.

Activity	Timeline	Person(s) Responsible
Provide Professional Development on SChoolPlan for administrators and classroom teachers with a focus on accessing data.	2011-2012, Fall, Winter, Spring	Site Administrators, Santa Clara County Office of Education, TCS, Director of ESD
Provide Professional Development on SChoolPlan for administrators and classroom teachers with a focus on analyzing data through use of built-in reports.	2011-2012, Fall, Winter, Spring	Site Administrators, Santa Clara County Office of Education, TCS, Director of ESD
Provide Professional Development on SChoolPlan for administrators and classroom teachers with a focus on using data to inform instructional “next steps.”	2011-2012, Fall, Winter, Spring	Site Administrators, Santa Clara County Office of Education, TCS, Director of ESD
Use grade level release days to continuously improve through the use of data driven decision-making.	2011-2014, Fall, Winter	Site Administrators, Teacher Leaders, TCS
Identify and evaluate data that exists at school sites.	2011-2014, Fall	Site Administrators, Teachers
Develop and administer surveys to determine professional development needs to achieve the level of proficiency set out in the above objectives.	2011-2014, Spring	Site Administrators, TCS
Make use of SChoolPlan in PLC groups.	2011-2014, Ongoing	Site Administrators, Teachers
Monitoring & Evaluation		
District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.		

Evaluation Instrument
Attendance sheets, logs of usage, percentage of teachers and administrators using SchoolPlan, Custom Reports, Differentiated instruction attributed to SchoolPlan, areas of improvement identified by teachers.

- 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 Assistant Superintendent of Educational Services will have the overall responsibility for planning and providing professional development in the areas of teacher technology competency and the effective use of technology as a teaching and learning tool. The District Technology Committee, which is comprised of site administrators, teachers, and the technology curriculum specialist will make recommendations to Educational Services on professional development opportunities that are aligned to meeting curricular goals, especially in the areas of Math and ELA. Site administrators, with the support of the technology curriculum specialist and tech mentors, will work with teachers to ensure that appropriate computer-based technology is being used to facilitate the teaching and learning processes.

The following methods will be utilized to monitor our progress in these goals.

- Professional Development evaluation forms will provide feedback on how well course objectives were met and the value of the professional development opportunities. Furthermore, the feedback will be used to help plan future professional development needs.
- Sign-in sheets, workshop evaluations and examples of teacher uses of technology in curriculum will be used by the District Teacher Leaders to track professional development in the district and to monitor how well the training is implemented into daily instruction.
- Teachers will complete the EdTech Profile assessment of technology proficiencies annually. Results will be used to identify areas of training needed.
- As indicated in the Monitoring column of the goal tables in Section 4b, the site Technology Curriculum Specialist and school Site Administrators will track the development and implementation of all professional development activities and accomplishments monthly and report progress at regular District and Site administration and technology meetings.
- Modifications to technology plan activities will be made as needed in order to insure that the District meets or exceeds measurable objectives.
- Annually, the District Technology Committee will review summary data and make adjustments to the District Technology Plan as needed, as well as provide data analysis for the Superintendent and the Board of Trustees.

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:

Existing hardware and electronic resources used at our school sites is included in *Component 3B: Current Use of Hardware and Software* in our technology plan. This data comes from our annual computer technology survey. The District supports primarily PC based platform computers. Apple Macintosh computers are still being used at some schools along side, where they are maintained exclusively by the school site technology staff. Other hardware being used in the classroom in support of the technology curriculum are printers, projectors, document viewer, digital cameras and recorders, keyboarding devices, and student response systems.

The district does have an inventory process in place that is managed by the TCS, site technology mentors, and the district office warehouse. The type and age of the hardware is tracked however, the process does include the specific age of the hardware if it exceeds four years. The age is simply recorded as 4+ years old.

Each school has an MDF or server room containing an AT&T fiber optic connection to the district WAN as well as the Internet. Each MDF and IDF contains layer 3 Cisco POE switches. Each school has its own file/print server that connects to the District Office Domain controller. Also, contained in the MDF for each school is a Cisco Voice gateway device powering/connecting all of the site's Cisco IP Phones. UPS' are located in each site server room to protect against power outages/surges. E911trunklines have been added to the Voice-OverIP system as a backup system for Emergency 911 calls.

Existing Internet Access:

Current WAN Design

Oak Grove schools are now connected to the district office by a 100Mb Opteman connection. The connection from the district office to the Santa Clara County Office of Education is also a 100Mb Opteman connection. The T1 circuits are still in place for use as a failover should the Opteman connection go down. Web filtering is provided by the Santa Clara County Office of Education through a WebSense contract. The network will be evaluated annually and upgraded as needed to address user needs.

LAN Design

Category 5e UTP drops are now in place in all classrooms. Some classrooms are connected with Cisco 8-port 2960G gigabit switches that uplink to either an IDF or the campus MDF by multi-mode fiber. Some classrooms are connected by a home-run copper cable directly to the campus MDF. Other classrooms are connected by copper to a nearby IDF consisting of 24-port or 48-port Cisco 3560G switches which uplink to the campus MDF by multi-mode fiber. The MDF switch connects to the district office by a 100Mb Opteman uplink. Each site will have 100%

wireless coverage by the end of 2010-2011 fiscal year with Cisco AIR-LAP1142N-A-K9 802.11 a/b/g/n access points controlled by 2 Cisco Wireless Service Module servers.

Internet Access, Telephone System, and Email

Having recently upgraded the backbone of our network, our current Internet service provider adequately meets our districts needs. The district recently upgraded our phone system to the Cisco Voice Over IP System (VoIP). The system provides state-of-the-art voice-mail, auto-attendant, call accounting, custom dial plans, web based management, and user-friendly programming on the main system to the 470 lines throughout the district. Teachers and staff can remotely access their voice-mail from any phone to retrieve their messages. Many of the upgrades to our network and telecommunications infrastructure are made possible through E-rate services and discounts. All staff members have email accounts that are accessible via the Internet through our Microsoft Server Exchange 2010.

Existing Electronic Learning Resources:

Microsoft Office Suite, Renaissance Learning's Accelerated Reader and STAR, Rosetta Stone, NBC News Archives on Demand, Raz Kids, Reading A-Z, Starfall, Infinite Campus, SchoolPlan, Grade Keeper, Reading Counts, Study Island, Internet Explorer, and other CLRN approved curriculum based software. All of the aforementioned learning resources are being utilized in grade K-8 based on student needs.

Which of these resources will be used to implement the goals and benchmarks in Sections 3d through 3j?

The student information system (SIS) has been upgraded to Infinite Campus and is set for public launch in Spring 2010. The product is a centralized, web-based system that manages all of our student data and it will satisfy assessment needs described in Section 3 of the district technology plan. Infinite Campus will meet all requirements for state CALPADS reporting and provides the pre-ID files needed for CELDT, STAR, and Physical Fitness testing. We will be able to add other modules in the future for Child Nutrition and the library systems. The system will replace SASI.

Electronic learning resources are made available in a variety of settings. Students and staff have access through use of computers located in their classroom, computer labs, and school libraries. Furthermore, many programs, such as Renaissance Learning's Accelerated Reader and STAR, NBC News Archives on Demand, Raz Kids, ReadingA-Z , Starfall , Infinite Campus, SchoolPlan , Reading Counts, and Study Island, are Web based applications that enable students and staff to gain access anywhere they have an Internet connection.

Renewal and maintenance of all licenses and permissions are the joint responsibility of both the district office and the individual sites. All technology purchases go through the purchasing department, which ensures that the correct licensing is applied to each product. Individual sites take responsibility for maintaining the current license on all item that require an annual fee.

Existing Technical Support:

Technical support is provided through the Help Desk, TCS, site technology mentors, or through an outside contracted company. If the problem cannot be solved over the phone, the appropriate person is notified. The District IS department consists of four full-time employees, including one Network Support person and one Technical Support person. Additionally, Oak Grove maintains a contract with an outside company which can be contacted to repair classroom computers. All new purchases include a three-year onsite service agreement, which ensures support on a per computer basis. The TCS provides troubleshooting workshops during the school year to the district technology mentors, tech committee, and interested parents. In addition, some schools purchase additional technology support either with a Technology Intern, or other individuals through a service agreement.

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:

The district will continue to monitor the existing equipment based on our inventory and assist sites in the process of replacing hardware that is no longer adequately suited to implement the Curriculum and Professional Development components for students and staff. During this Tech Plan cycle, we will need to upgrade and/or replace existing hardware to address lack of Windows XP support in April of 2013.

Site servers, which are used to manage many of the Electronic Learning Resources are approximately 8-years old and will need to be replaced with current models to insure reliability of service. Additionally, district office servers are approximately 6-years old and over loaded for the most part and are also in need of replacement. Replacement cost per server is approximately \$8,500.

25% of all computers will be upgraded each year, as funding permits. Flat screens will be purchased whenever possible to conserve energy.

In an effort to reduce total cost of ownership, the district will look to employ virtualization through VMware, which will enable us to run multiple servers on less hardware. The system will be able to instantly move a server image to another server blade in case of failure. This technology also enables us to run multiple servers on one server blade. VMware will maximize virtual machine density per physical server and saves on operational costs.

Electronic Learning Resources Needed:

Continued support and implementation of Electronic Learning Resources will continue to be a priority for the district. As part of our transition into Infinite Campus and our ongoing use of SSchoolPlan, we will provide quality Professional Development to empower the district employees to make informed decisions based on these data analysis tools. Infinite Campus will be used for attendance, student record keeping, and home and school communication in conjunction with SSchoolPlan, a data analysis tool, to maintain student information while being compatible with other local and state data collection systems.

The district will continue to take advantage of educational pricing and volume discounts to purchase appropriate licenses for applications being used throughout the district. All software purchases must meet a minimum set of standards consistent with the California Learning Resource Network (CLRN), as well as the needs and standards of the Oak Grove School District. Following are electronic learning and teacher productivity resources that OGSD plans to implement the site and district levels.

- Infinite Campus
- SSchoolPlan (School City)
- Gradekeeper
- Renaissance Learning Enterprise Edition
- Accelerated Reader
- Accelerated Math
- Scholastic Reading Counts
- Study Island
- Blackboard Connect
- Rosetta Stone for EL students
- Microsoft Exchange Server for district email
- Microsoft Office Suite
- Microsoft OS Licensing
- Apple OS Licensing
- Reading A-Z
- NBC Learn Archives On Demand
- iKeepSafe Generation Safe tools
- Criterion Online Writing Evaluation Service
- Scientific Learning's Fast Forward program
- Sophos Antivirus

Networking and Telecommunications Infrastructure Needed:

Bandwidth Monitor

The previously used bandwidth utilization monitor no longer works with the new Cisco infrastructure. Plans to implement the free version of CiscoWorks Health and Utilization Monitor (HUM) are in place. HUM will monitor bandwidth between the school sites and the district office. However, it is not able to isolate the source of any problems.

Telecommunications

The district is moving away from the Nortel solution and converting to IP telephony using Cisco IP 7865 phones for the most part that are controlled by Cisco Unified Connection Manager and Cisco Unity.

Filtering and Virus Protection

Year One: Web filtering is provided at the district level by the Santa Clara County Office of Education through a WebSense contract.

Create a retention policy for email messages and other documents subject to Federal discovery laws, and install software that can filter and archive incoming and outgoing email according to the retention policy. By year two email archiving should be in place.

Physical Plant Modifications Needed:

OGSD is planning to do modernization work at school sites to address air conditioned space in MDF room areas.

Technical Support Needed:

The district has no current plans to increase the level of technology support.

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.

Year 1 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Replace 25% of old computers annually, as funds become available.	2011, Fall	Site Administrators
Install Network Attachment Storage Server at District office and backup unit at Christopher	2011, Summer	IS Director, Network Administrator, District Computer Technician
Create a retention policy for email messages and other documents subject to Federal discovery laws, and install software that can filter and archive incoming and outgoing email according to the retention policy.	2011-2012, Fall/Winter	IS Staff
Initiate email archive functionality on Network Attachment Storage Server at District office and backup unit at Christopher	2011-2012, Fall/Winter	Network Administrator
Upgrade from a distributed network to a more centralized system	2011, Spring/Summer	IS Director, Network Administrator, District Computer Technician
Add 911 trunklines to the Voice-Over IP system as a backup system for Emergency 911 calls	2011, Summer	IS Director
Review network bandwidth requirements at the classroom level, to determine whether the wired and wireless network equipment will have adequate bandwidth for the coming year	Annually, Spring	IS Staff
Establish process for accessing secure wireless connectivity at all sites in district	2011, Fall	IS Staff
Maintain subscriptions and licensing to online products including but not limited to Study Island, Reading Counts, Accelerated Reader, Accelerated Math, Infinite Campus, etc. Maintain subscriptions to other currently subscribed online search engines and databases that allow differentiated access to information/research sites.	Annually reviewed in Spring and renewed in Fall	IS Staff, Site Administrators

Conduct an annual evaluation by a committee of teachers and tech support personnel of open source and/or web-based alternatives to commercial software and operating systems, especially in the areas of assistive technology, collaboration, note taking, creativity, critical thinking, expression, and other core student competencies.	Annually, Spring	District Tech Committee
Research a web based work ticket solution for help desk requests	2011 Spring	IS Staff
Research tools to create a searchable database of text, screenshot and screencast "how-tos" for student and teacher selfhelp.	2011-2012, Fall/Winter	IS Staff, Teacher Leaders

Year 2 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Replace 25% of old computers annually, as funds become available	2012, Fall	Site Administrators
Upgrade from a distributed network to a more centralized system	2012, Spring/Summer	IS Director, Network Administrator, District Computer Technician
Review network bandwidth requirements at the classroom level, to determine whether the wired and wireless network equipment will have adequate bandwidth for the coming year	Annually, Spring	IS Staff
Review process for accessing secure wireless connectivity at all sites in district	Annually, Fall	IS Staff
Maintain subscriptions and licensing to online products including but not limited to Study Island, Reading Counts, Accelerated Reader, Accelerated Math, Infinite Campus, etc. Maintain subscriptions to other currently subscribed online search engines and databases that allow differentiated access to information/research sites.	Annually reviewed in Spring and renewed in Fall	IS Staff, Site Administrators
Conduct an annual evaluation by a committee of teachers and tech support personnel of open source and/or web-based alternatives to commercial software and operating systems, especially in the areas of assistive technology, collaboration, note taking, creativity, critical thinking, expression, and other core student competencies.	Annually, Spring	District Tech Committee

Select and initiate a web based work ticket solution for help desk requests	2012, Fall	IS Staff
Design tools to create a searchable database of text, screenshot and screencast "how-tos" for student and teacher selfhelp.	2012-2013, Fall Winter	IS Staff, Teacher Leaders

Year 3 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Replace 25% of old computers annually, as funds become available	2013-2014, Fall	Site Administrators
Upgrade from a distributed network to a more centralized system	2013, Spring/Summer	IS Director, Network Administrator, District Computer Technician
Review network bandwidth requirements at the classroom level, to determine whether the wired and wireless network equipment will have adequate bandwidth for the coming year	Annual, Spring	IS Staff
Review process for accessing secure wireless connectivity at all sites in district	Annually, Fall	IS Staff
Maintain subscriptions and licensing to online products including but not limited to Study Island, Reading Counts, Accelerated Reader, Accelerated Math, Infinite Campus, etc. Maintain subscriptions to other currently subscribed online search engines and databases that allow differentiated access to information/research sites.	Annually reviewed in Spring and renewed in Fall	IS Staff, Site Administrators
Conduct an annual evaluation by a committee of teachers and tech support personnel of open source and/or web-based alternatives to commercial software and operating systems, especially in the areas of assistive technology, collaboration, note taking, creativity, critical thinking, expression, and other core student competencies.	Annually, Spring	District Tech Committee
Implement a web based work ticket solution for help desk requests	Annually, Ongoing	IS Staff, Site Administrators
Implement a searchable database of text, screenshot and screencast "how-tos" for student and teacher selfhelp.	2013-2014, Ongoing	IS Staff, Teacher Leaders

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

District administrators, school site administrators and IS staff will track the development and implementation of all activities and accomplishments at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives. The District Technology Committee will support the monitoring and evaluation of this section of the plan by analyzing the evaluation data described in Section 5c. They will make recommendations on improving the implementation of plan infrastructure benchmarks. The information will be used to determine needed changes regarding the implementation of the technology plan, and to inform all stakeholders of the progress in the implementation process.

The IS Department will support the monitoring and evaluation of this section of the plan by:

- Monitoring and evaluating help desk records and purchase requests
- Monitoring and evaluating District survey results to measure progress on benchmarks district-wide
- Monitoring input from teachers
- Monitoring and evaluating State technology survey results

Review of progress will be reported annually to the Superintendent and Board of Trustees. This report will be in conjunction with annual district administrative reports. The Assistant Superintendent of Business will make final determinations of how the plan is to be implemented and/or modified based on these reports.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: Oak Grove, along with many other districts, has been hampered by the astronomical costs associated with implementing technology as well as with sustaining and upgrading hardware and software. In order to implement the plan, sources of income will include Modernization, District

General Fund, K-12 Voucher Program, Site Block Grants, Categorical Funds, Parent Organizations, ERATE, Title II, Title V, EETT Formula Grant, computer donations, and sale of property (Calero).

Potential Funding Sources: Additional Funding Sources: Oak Grove participates in Intel Corporation's model classes in Computer Architecture and Recycling. Rebuilt donations are donated to district schools. Silicon Valley Education Foundation has generously donated computers to our STEM program for student use. We will continue to seek business partners and grants.

Established and Potential Funding Sources

Funding Source	Established	Potential	Description
General Fund (District)	Yes	Yes	Salaries, Prof. Development, Hardware, Software
Site Funds	Yes	Yes	Prof. Development, Hardware, Software
Home & School Club	Yes	Yes	Software, Hardware
Technology Partners*	Yes	Yes	Technical advice, Prof. Development, Hardware, Software, Resources
DAS	Yes	Yes	Cal Teleconnect Fund 50% abated into acct.
Erate	Yes	Yes	45% discount/reimbursement for Internet and Telecommunications
Title I (District)	Yes	Yes	Hardware, Software, Prof. Development
Title II Part A	Yes	Yes	Hardware, Software, Prof. Development
EETT-F	Yes	Yes	Formula grant money
Measure S Bond	One-time		Tech. infrastructure, communication systems and electric upgrades
K-12 Microsoft Vouchers	Yes	Yes	Microsoft Settlement for Hardware, Software purchase
Other Grants		Yes	As pertaining to specific grant

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
Other				
District IT staff and services to maintain network infrastructure	\$1,093,977	\$1,093,977	\$1,093,977	District General Fun
Hardware (Replacement of computers and printers) and Software (Office Suite, Presentation software and appropriate software from CLRN)	\$250,000	\$150,000	\$150,000	Site Block Grants Categorical Funds District General Fund Parent Organizations K-12 Voucher Program
Telecommunication costs associated with local calling, long distance, digital transmission circuits, cell phones and pagers	\$255,155	\$255,155	\$255,155	District General Fund Modernization Categorical Funds Other Funds, ERATE
Mentor/Coach Position	\$76,000	\$76,000	\$76,000	Title II, Title V, District Block Grant for next 3 years
Site Technology Mentors	\$9,500	\$9,500	\$9,500	EETT Formula Grant, TIIG, and Site funds
Professional Development for district wide technology programs	\$3,000	\$5,000	\$5,000	General Fund, Grants and Categorical Funds
Student Information System - Annual Maintenance fees	\$46,000	\$46,000	\$46,000	General Fund
Plant Facility Upgrades - Air Conditioning MDF room spaces	\$400,000	\$125,000	\$75,000	Measure S Bond Funds
Totals:	\$2,133,632	\$1,760,632	\$1,710,632	

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

The District realizes that computers become obsolete, and is constantly looking for new sources of funding (ex. K-12 Voucher Program) to replace those no longer serviceable. The District's practice is to use hardware equipment and software as long as possible, up to the point where it is no longer supported. Critical hardware and software is immediately replaced when needed. All other equipment or software is replaced based on funding. Obsolete hardware is sent to the District Office, where it is given to a Computer Recycling Center. Infrastructure, hardware, and technical support will continue to present ongoing challenges in light of California budget situation. It is projected that the next three years will continue along the same financial path. The District is committed, at the very least, to maintaining the current infrastructure and find funding sources to acquire new hardware and support.

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.

Oak Grove School District will monitor implementation of the Funding and Budget Components so that modifications can be made on a regular basis. The Assistant Superintendent of Business Services will review monthly fiscal reports and make necessary changes to the budget to reflect the needs and priorities of the District. Formal monitoring and evaluation will take place at least once a year by the TCS, Business Department, or ESD. Information gathered is then shared through scheduled meetings, email, and hard copy reports to the Assistant Superintendent of Business Services. These recommendations will be used by the Assistant Superintendent of Business Services to address funding priorities and make budget adjustments as necessary.

7. Monitoring and Evaluation

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

The monitoring and evaluation of technology instruction will be overseen by the Superintendent, Director of Information Systems, Director of Educational Services, and the Assistant Superintendent of Business with assistance from the District Technology Committee, the Technology Curriculum Specialist and Teacher Leaders. This plan will be reviewed by the District Technology Committee each year to determine progress and needs in conjunction with the budget development process described above. Embedded in the text of each component of this plan is a description and schedule of how each are evaluated.

The District Technology Committee will provide overall coordination and oversight of the technology planning process. Coordination will include the implementation of goals and objectives set forth in this plan to integrate technology to meet core curriculum goals.

School Principals will provide site-based updates on technology plan implementation and needs; site based training support; input on efforts, outcomes and needs to support implementation of the plan to meet district curricular goals. Every effort will be made to collect relevant measurable objective data that can be documented, referenced and reviewed, as outlined in the implementation step tables' Monitoring column and in the Evaluation section attached to each goal in Sections 3-5. To create a view of the overall impact of the Technology Plan data will be drawn from the following sources (and others):

- CST performance data
- PBIS data
- Program Effectiveness Survey
- Sociological data
- CBEDS data
- CELDT data
- Surveys of teachers, students and parents
- Classroom observations
- Database of technology integration activities and lesson plans
- Local benchmarks in SchoolPlan
- Correlations to State or National standards
- EdTech Profile teacher proficiency data
- Documentation of staff development plans and objectives
- Professional development evaluation data
- Correlations to research
- Email and website traffic analysis
- Database of student- and teacher-created electronic resources
- Technology inventory data
- Help desk ticket records
- Total cost of ownership analysis

Responsibility for the evaluation of the overall effectiveness of this plan on teaching and learning will be assigned to many stakeholders.

- Individual teachers will provide data by correlating the use of technology with student outcomes using SchoolPlan or other measures.
- Grade Level and Curriculum teacher groups at each school will analyze data for strengths and weaknesses in content and grade-specific areas, as part of the District's professional learning community's initiative.
- Site Administrators will examine data at the site, grade level, subject, teacher and student levels, and use SchoolPlan information, teacher observations and other data to determine where technology use has been effective and where it has not. Principals will focus on where intervention is needed and which interventions have been successful in the past.
- The District Technology Committee will gather data from these and other stakeholders to identify areas in which technology may have positively affected results and areas in which technology might support future improvement. The Technology Committee will publish its findings in annual reports to the Board of Trustees and make recommendations for the effective use of technology to support curricular goals, and amend the Technology Use Plan as necessary.

School administrators and the District Technology Committee will communicate the overall progress and impacts back to the stakeholders, so that positive impacts can be maximized. Communication may occur via meetings of the Board of Trustees, staff meetings, media and press releases, parent education workshops, tours of the district and articles posted on district websites and/or distributed in electronic and print newsletters.

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

The Assistant Superintendent of Business and the Information Systems Director will review annual reports of the progress toward meeting stated goals and benchmarks in Sections 3-5 created by the collaborative efforts of the Information Systems Director, Technology Curriculum Specialist, and the District Technology Committee. A final report will be presented to the Board of Trustees at regularly scheduled meetings. The information will be used to determine needed changes regarding the implementation of the technology plan, and to inform all stakeholders of the progress in the implementation process.

- Student achievement results as measured by the California Standards Tests, the California English Language Development Test and the Simple Assessment of student NETS will be reported to the Board of Trustees annually in winter.
- Teacher technology proficiencies will be assessed annually in spring and the data will be used to plan professional development for the following year.
- Parent surveys will be administered and reviewed annually in spring.
- The Technology Committee semi-annual review, held in Winter and Spring will highlight action items for teachers and administrators that remain to be carried out.
- Discussions that raise significant problems or successes will be shared with the larger community through discussion time at school staff meetings, at Site Council meetings, or at weekly Site Principal meetings of the Superintendent and Site Principals.

The technology advisory committee will prepare recommendations for modifications to the plan and present them to the Board of Trustees annually in spring. After review and comment on these recommendations the plan will be updated on an annual basis. When mid-course corrections are necessary, the District Technology Committee and Site Administrators will have the authority to request, approve and allocate resources to effect change in technology initiatives.

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

The Assistant Superintendent for Business and the District Technology Curriculum Specialist will prepare a formal implementation status report on the progress toward the plan goals and the completion of activities and will submit the report and budget recommendation to the Superintendent and the Board of Trustees on an annual basis.

Other District Advisory Committee members will make occasional presentations and board reports during the year highlighting different aspects of plan implementation. Reports at all board meetings will be posted online and disseminated to the local community.

In addition, administrators, teachers, students, parents and community members will be asked for feedback and comments on technology use through annual surveys, and the results of these surveys will be included in articles posted on district websites and/or distributed in electronic and print newsletters.

8. Collaborative Strategies with Adult Literacy Providers

Oak Grove School District is committed to involving parents in their children's education. Through partnerships with a wide range of adult literacy providers, the District is able to offer programs and resources to our community. Some of our partnerships include: Santa Clara County Office of Education, San Jose State University, National University, Community-Based English Tutoring Program (CBET), and The Silicon Valley Education Foundation (SVEF). OGSD has a history of support and partnerships with local community organizations such as SVEF, the Home & School Club at each site and individual donations from local establishments. The District has attempted to form an association with a local private establishment, Stratford School, to share information about our technology plan, to collaborate on technology staff development and to better provide services for our students, parents and community. Presently there has not been a need identified for this collaboration. Each year the Technology Curriculum Specialist and the Director of Student Programs will continue to pursue collaboration opportunities.

Oak Grove District's website contains a Closing the Achievement Gap (CTAG) book list written about and by Latinos and African-Americans. Parents are able to access the resources that are linked to websites. Children are often able to hear the author speak and can find resources and lists of other publications by the authors.

The Oak Grove School District offers a community-based English tutoring program (CBET) to give parents and adult community members the opportunity to learn English as a Second Language through a fun and interactive curriculum. CBET classes help develop the skills for parents to help their children do better in school. Parents receive free materials designed to assist in the acquisition of English in an effort to raise the general level of English language knowledge in the community. There are between 30 and 40 participants at our school sites each day. Parents who have children enrolled in Oak Grove qualified for participation. They are encouraged to learn English and then extend that learning to the home with their children.

Oak Grove schools are feeder schools into the East Side Union High School District, one of California's largest school districts with 24,700 students. East Side USD offers an Adult Education Program at two sites in San Jose: Independence Adult Center and Overfelt Adult Center. Classes in adult literacy citizenship, computer literacy, career and technical applications are available.

9. Effective, Researched-Based Methods and Strategies

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

The goal of the Oak Grove School District Technology Plan is to improve student learning. Research shows that technology can be an important tool towards achieving this goal when it is embedded within the content of the curriculum. Oak Grove School District promotes the integration of technology and curriculum through differentiated instruction and project-based learning. This strategy is also used to develop the skills and knowledge necessary for teachers to use technology effectively as an instructional tool. By planning our professional development around classroom imbedded technology projects that incorporate a continuum of technology skills, our teachers learn how to use technology to support their instructional programs.

The California Standards for the Teaching Profession provide teachers and staff with a core set of teaching and learning benchmarks. In addition, the Oak Grove School District has adopted the National Educational Technology Standards for Teachers (NETS*T) as well as the National Educational Technology Standards for Students (NETS*S) in an effort to move towards a framework that better exemplifies 21st century teaching and learning skills.

The goals, objectives, benchmarks and timelines presented or described in the previous sections of the plan are derived from proven strategies and methods for student learning, teaching and technology management and are based on relevant research and effective practices.

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum and important factors that contribute to successful staff development.

Current Research that Supports Tech Plan Goals

Component Supported	Resource Annotation	Resource Summary
Curriculum: ELA and Math	Effects of Video-Based and Applied Problems on the Procedural Math Skills of Average and Low-Achieving Adolescents, Journal of Special Education Technology, 18(2), 5-22. Bottge, B.A. (2003).	A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state- adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)
Curriculum: ELA and Math	Using Technology with Classroom Instruction that Works, Howard Pitler , Elizabeth R. Hubbell, Matt Kuhn, Kim Malenoski , Published by ASCD , 2007	Robert Marzano identified nine essential strategies that are most likely to improve student achievement across all content areas and across all grade levels. Using educational technology applications and resources, we can build on these recommendations and advance student learning through inquiry, collaborative projects, games, and other activities that will capture student interest and make school exciting and meaningful. We can help students take notes, summarize content and make comparisons and we can use technology to engage them in cooperative learning. We can also reinforce their efforts through formative assessment, feedback and recognition.
Curriculum: Information Literacy	Windows in the Future, Education in Age of Technology, Ian Jukes (2001) http://www.air.org/forum/abthornburg. htm NETS*T & NETS*S http://www.iste.org	Teachers need to critically evaluate the effectiveness of information that is found on the web. Students as well as teachers should be able to evaluate web sites. Once educators and students become accustomed to finding information on the web, they must validate the sources. Teachers must guide students in as they strive to become responsible digital citizens.

Curriculum: Integrating Technology	PBL Research Summary: Studies Validate Project- Based Learning. Edutopia 11/01/2001 16 Jan 2009 http://www.edutopia.org/projectbased-learning-research	Teachers design learning environments that emphasize meaningful learning problems, focus on the application of knowledge rather than the simple acquisition of knowledge, and encourage students to apply their knowledge.
Professional Development	Professional Development: From Technophobes to Tech Believers, Christine Fox, T.H.E . Journal, 2007	The experience of teachers and students in Virginia showed that computer skills and academic achievement increased significantly when teachers were aided by peer technology coaches when instituting the use of technology tools. This demonstrates the importance of ongoing, supportive professional development to change teacher behavior.
Infrastructure	Learning With Technology: The Impact of Laptop Use on Student Achievement. Gulek, J., Demirtas, H. (2005) The Journal of Technology, Learning, and Assessment, 3(2)	Technology tools must connect to classroom curriculum and support learning goals for the district. Staying ahead of the curve so students are able to use the most up-to-date technologies.
Collaboration and Community	Using Technology to Bring the World to Your Students Laurence Peters, Global Education ISTE, 2009	Collaboration enables the staff to develop a culture of inquiry, and can be linked to remarkable gains in student achievement. In addition, collaboration increases the confidence among all school community members, and helps reduce the fear of risk-taking by providing encouragement and moral support.

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

On an annual basis, the Educational Services Department along with site administrators review student achievement data to ensure that the State’s standards-based curriculum is rigorous and relevant for our student population in regards to demographics and academic needs. The District is continuously examining ways to deliver curriculum and professional development via innovative, technology-based tools.

Currently, our school sites use the following distance-learning tools to enhance and monitor the educational programs at each site:

- NBC Learn: Increasing student engagement in all curricular areas at school and expanding student learning experiences beyond the classroom walls through use of global resources of NBC News and the historic film and video archives.
- Infinite Campus Parent and Student Portal: Middle school teachers can communicate with students and parents via email, post grades, assignments on Parent/Student Portal.
- Web Sites: Teacher-created web sites with links for classwork/homework assignments, email communication with classmates, and educational resources.
- Study Island: Web-based instruction, practice, assessment and reporting built from California state standards.

Following are two unique programs that are being used in our district to enhance and extend learning opportunities through the use of technology:

- ADVENTURE: A 5th-8th grade small schools Science Technology Engineering Math (STEM) program which is structure around hands-on learning designed around real-life issues of Math and Science.
- EPGY Stanford Mathematics: self-paced/directed study, in which students work individually on the computer with support from an EPGY instructor.

The Oak Grove School District is continually looking at research on ways to deliver curriculum and professional development using new and innovative technology-based tools. In our technology plan it integrates the development of innovative strategies for using technology including our Web-based, content standards report cards, uses of internet resources for students, and assessment data management systems for teachers to inform their instruction and identify students for intervention courses.

With the development of our technology plan, we have shifted our focus to integrating technology into our curriculum from teaching skills in isolation. Current research supports an integrated approach for increasing student achievement in core curriculum standards. We will provide professional development in the area of integration of technology into core curriculum so teachers have a solid foundation of best practices.

Our district is emphasizing data-driven decision making to improve student learning. In our technology plan we will be implementing data management systems and formative assessment software to assist teachers in identifying specific needs of students and allow them to differentiate the curriculum accordingly. As we implement core intervention classes in language arts and math, the data will be used to identify student who qualify for intensive intervention. Formative assessment software will be used to continually monitor progress of these students so teachers can track growth through the year.

Appendix A: ISTE Technology Standards for Teachers and Students

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

The ISTE

National Educational Technology Standards (NETS-S) and Performance Indicators for Students

1. Creativity and Innovation

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

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues
- d. identify trends and forecast possibilities

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. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. develop cultural understanding and global awareness by engaging with learners of other cultures
- d. contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. process data and report results

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. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

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

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship

6. Technology Operations and Concepts

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

- a. understand and use technology systems
- b. select and use applications effectively and productively
- c. troubleshoot systems and applications
- d. transfer current knowledge to learning of new technologies

Appendix B: ISTE Profiles for Technology Literate Students

Profile

for Technology (ICT) Literate Students

Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4–8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Profile

for Technology (ICT) Literate Students Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5 (ages 8–11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6. Conduct science experiments using digital instruments and measurement devices. (4, 6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Profile

for Technology (ICT) Literate Students Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

**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)	4	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.	4	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.	9	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.	22-27	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.	28-29	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.	30-33	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>34-36</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>37-38</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>39-41</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>42</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>43-45</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>46-48</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>49</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>50-57</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>57-63</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>63</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>64-66</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>66-68</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>69-71</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>72</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

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.	73	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.	74	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.	75	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.	75	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

<p>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</p>	<p>76-77</p>	<p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p>	<p>No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.</p>
<p>b. Schedule for evaluating the effect of plan implementation.</p>	<p>77-78</p>	<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>78</p>	<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>
<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>	<p>79</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

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.	80-82	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.	82-83	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: 43 - 69625

School Code (Direct-funded charters only): _____

LEA Name: Oak Grove Elementary

*Salutation: Mr.

*First Name: Chris

*Last Name: Jew

*Job Title: Assistant Superintendent, Business

*Address: 6578 Santa Teresa Blvd.

*City: San Jose

*Zip Code: 95119-1204

*Telephone: 408-227-8300

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Please provide backup contact information.

1st Backup Name: Barbara Service

E-mail: bservice@ogsd.k12.ca.us

2nd Backup Name: Bruce Neff

E-mail: bneff@ogsd.k2.ca.us

* Required information in the ETPRS