



Banning Unified School District
District Technology Plan

July 1, 2011 - June 30, 2014

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i. DISTRICT PROFILE

Banning Unified School District (BUSD) is located in Riverside County’s San Gorgonio Pass, which connects the Los Angeles metropolitan area with the greater Palm Springs area. Covering 300 square miles, the District is semi-rural and encompasses Cabazon, Whitewater, Poppet Flats, and the Morongo Indian Reservation in addition to the City of Banning.

BUSD operates four elementary schools (K-4), an intermediate school (5-6), a middle school (7-8), a high school, a continuation high school, and an Alternative Education Center (housing a K-12 independent study school and the adult school). The Spanish-English Dual Language Immersion Program operates at Central Elementary, Coombs Intermediate, and Nicolet Middle School. New Horizons is a Model High School.

According to 2009-2010 CALPADS data, K-12 student population is 4,710. The student population has been declining for the past four years. The Adult School enrollment is 400. The following chart shows the district’s K-12 population percentages by ethnicity as taken from 2009 CALPADS data.

Popula- tion	Hispanic or Latino	Ameri- can Indian	Asian	Pacific Islander	Filipino	African Ameri- can	White	Two or More Races
Students	60.0%	5.2%	6.0%	0.2%	0.8%	9.2%	16.6%	2.0%
Teachers	26.8%	1.2%	3.8%	0%	0.8%	7.1%	60.3%	0%

According to DataQuest, in spring 2009, about 27% of District students were considered English Learners. As of the 2008-2009 DataQuest, the District percentage of students receiving free and reduced lunch is 79%. Based on 2008 Census data, 11.8% of students come from families with income falling below the Federal poverty line. Special education students comprise about 9% of total enrollment (Dec. 2009); GATE (Gifted and Talented Education) students comprise 6.7% of enrollment. In 2009-2010 the 239 District teachers had served an average of 9.7 years in the District (13.1 years total in education); 3% were in their first year of teaching and 5% in their second year; 49.4% held a master’s or higher degree; 98.4% were fully credentialed.

Mission Statement:

The mission of the Banning Unified School District, as an educational community, is to improve academic achievement, provide a safe school environment, and maintain a positive school climate to produce life-long learners and cultivate productive citizens.

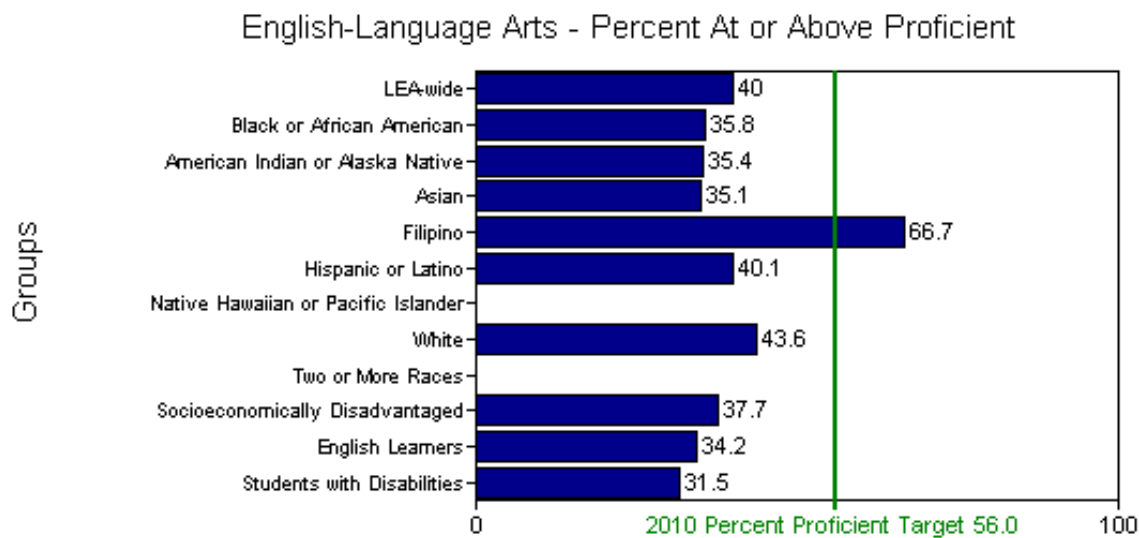
Student Achievement:

In 2010-2011, BUSD is in Year 3 of Program Improvement (PI), having met 20 of its 38 Annual Yearly Progress (AYP) criteria in spring 2010. District-wide, 40% of students scored at or above proficient on the AYP Annual Measurable Objectives in English language arts; 47.0% scored at or above proficient in mathematics. All sub-groups except Filipino fell below the target in English language arts and mathematics but fell within the participation rate for AYP

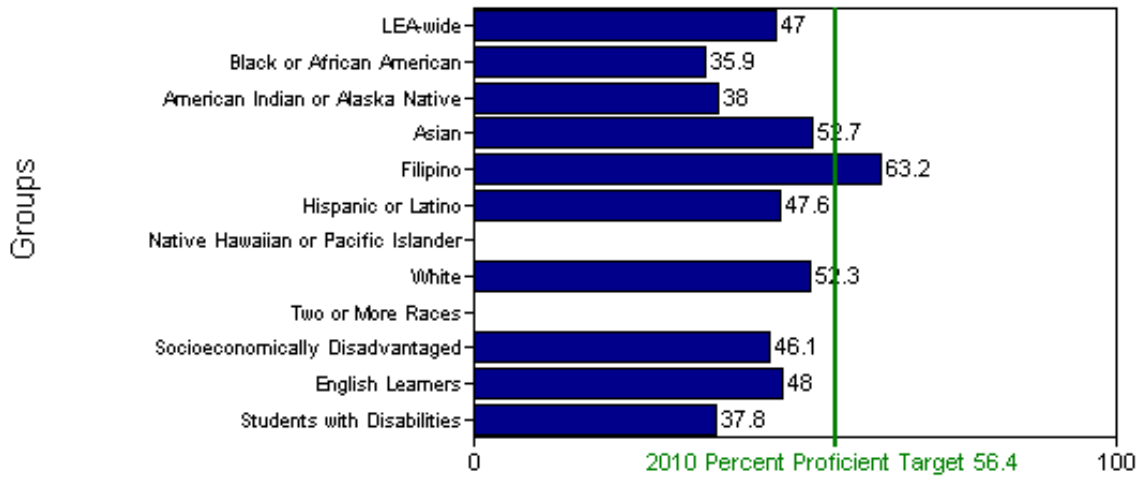
The following charts show data from the 2010 Accountability Progress Report. The first shows per-school AYP information.

	Overall AYP Met?	AYP Eng/LA Met?	AYP Math Met?	API Req. met?	Graduation Rate	PI Status
Banning USD	No	No	No	Yes	Pending	Year 3
Elementary Schools						
Cabazon Elem.	No	No	No	Yes	N/A	Year 1
Central Elem.	Yes	Yes	Yes	Yes	N/A	Not in PI
Hemmerling Elem.	No	No	Yes	Yes	N/A	Not in PI
Hoffer Elem.	No	No	No	Yes	N/A	Year 5
Interm. and Middle Schools						
Coombs Int. (5-6)	No	No	Yes	Yes	N/A	Year 5
Nicolet Middle (7-8)	No	No	No	No	N/A	Year 5
High Schools						
Banning High	No	No	No	No	No	Not T1
ASAM Schools						
Banning Ind. Study	Pending	Yes	Pending	N/A	Pending	Not in PI
New Horizons High	Pending	Yes	Yes	N/A	Pending	Not T1

The charts on the following pages show the percentage of students in subgroups District-wide scoring at or above proficient on the tests used to determine Annual Measurable Objectives for AYP. Subgroups range in size from Native Hawaiian or Pacific Islander (7 students tested) to Hispanic (1716 tested) to Socioeconomically Disadvantaged (2477 tested).



Mathematics - Percent At or Above Proficient



The following chart shows results on the California Academic Performance Index (API).

	2009 Base API	2010 Growth API	09-10 Growth Target	09-10 API Growth	Met target school wide?	Comparable Improvement?	Met API Target Overall?
Banning USD	702	701	D	-1			
Elementary Schools							
Cabazon Elem.	751	689	5	-62	No	No	No
Central Elem.	847	856	A	9	Yes	Yes	Yes
Hemmerling Elem.	754	779	5	25	Yes	Yes	Yes
Hoffer Elem.	741	734	5	-7	No	No	No
Interm. and Middle Schools							
Coombs Int. (5-6)	717	755	5	38	Yes	No	No
Nicolet Middle (7-8)	687	678	6	-9	No	No	No
High Schools							
Banning High	648	633	8	-15	No	No	No
ASAM Schools							
Banning Ind. Study	614*	587*	D	-27			N/A
New Horizons High	B	493*	D	B			N/A

N/A means a number is not applicable or not available due to missing data.

* means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school or LEA was small in either 2009 or 2010. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

A means the school scored at or above the statewide performance target of 800 in 2009.

B means the school did not have a valid 2009 Base API and will not have any growth or target information.

D means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or

a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

The following chart shows selected results from the 2010 California Standards Tests. The number of students in each grade with scores in each test is given next to the name of the test.

Grade:	2	3	4	5	6	7	8	9	10	11
CST English-Language	362	367	345	332	343	339	327	351	321	297
% Advanced & Proficient	49%	31%	55%	43%	43%	35%	31%	37%	25%	26%
CST Mathematics	360	367	346	331	343	286				
% Advanced & Proficient	60%	52%	61%	63%	51%	19%				
CST Gen. Math							178	12		
% Advanced and							34%	0%		
CST Algebra I						53	140	272	102	35
% Advanced & Proficient						21%	26%	02%	0%	0%
CST Geometry							25	64	163	77
% Advanced and							40%	13%	01%	0%
CST Algebra II								4	41	122
% Advanced and								*	42%	05%
CST Summative HS										35
% Advanced and										26%
CST Science				330			328		314	
% Advanced and				35%			46%		17%	
CST Biology/Life								342	88	64
% Advanced and								15%	11%	28%
CST Chemistry									59	53
% Advanced and									25%	23%
CST Physics								1	54	31
% Advanced and								*	04%	0%
CST History, Gr. 8 Cumulative							343			
% Advanced and							24%			
CST World History								3	305	20
% Advanced and								*	18%	0%
CST U. S. History										294
% Advanced and										31%

An asterisk (*) appears to protect student privacy when ten or fewer students had valid test scores.

According to DataQuest, in 2010, the District California High School Exit Exam (CAHSEE) pass rate for sophomores was 64% in mathematics and 60% in English language arts.

Of the 2008 senior class, 83.3% graduated.

1. PLAN DURATION

This plan will guide Banning Unified School District's use of technology for the three-year period from July 1, 2011, through June 30, 2014. It serves as both the Enhancing Education Through Technology (EETT) education technology plan and the E-rate plan for the District. The plan will be approved by the District Board of Education.

2. STAKEHOLDERS INVOLVEMENT

A variety of meetings occurred over a six week time period to gather input from all the stakeholders in the district. A core of district personnel has been designated as the District Technology Plan Committee in order to recommend specific actions that need to be taken to meet short and long-term goals. The Committee, which consisted of a variety of stakeholders who will implement the Plan, has reviewed the draft and final version of this plan.

The following chart lists Committee members' names, titles and affiliations:

Name	Title	Affiliation
Felicia Adkins	Director, Educational Services	Banning USD
Cathy Bagnara	Supervisor of Fiscal Services	Banning USD
Sonya Balingit	Principal	Hoffer Elementary
Gary Haggerman	EETT Coach	Central Elementary
Mac Patel	Director of Information Technology	Banning USD
Brittney Goodwin	Certificated Librarian	Banning High School
Cristni Hinesley	EETT Coach/TIC	Nicolet Middle School
Fred Toro	Parent	Coombs and Nicolet Schools
Alicia Norman	Principal	Cabazon Elementary

In November 2010, the Committee conducted an email survey in which all District staff was invited to rank their priorities for the direction the District should take in developing the Technology Plan; 79 responses were received, including staff from all schools and the District Office. The top priority is clearly timely technical support for hardware and software maintenance and repair, followed by professional development and curriculum integration support.

Also in November 2010, all students in grades 4, 6, 8 and Banning High 10th graders were polled concerning technology use at home and school. Of the 4th, 6th and 8th grade students, 75% had a computer at home, 84% had one or more of their classes that used the computer lab on a regular basis and 60% can use computers to create school work presentations. Of the 10th grade students 61% had a desktop computer and 56% had a laptop computer for their own use at home, 67% sent and read emails as well as 71% text using their phones and 54% of the 10th grade students use technology at school on a daily basis.

Parents and community members in an informal discussion stated that they are concerned that students be able to navigate the new technologies to integrate and judge/evaluate the information

they find on the web, and use technology in real-world situations. They were concerned that students were not instructed on how to properly use the Internet for research, as well as how to be safe and legal digital citizens.

Discussions with the district librarian and library clerks indicated that they felt the school libraries could be a better community resource for parents if after school hours were extended. Library staff discussed a need for laptops for inventory purposes, allowing them more mobility. They also stated that all libraries need at minimum, projection for audio/video components with a mounted projector, screen and surround sound in order to teach Internet research skills and digital citizenship.

The following chart shows individuals and groups who were consulted during development of the Technology Plan.

Name	Title or Method	Affiliation
District Office Staff	Administrative, certificated, and classified staff, via email survey (November 2010) and through informal conversations at staff meetings	Banning USD
Principals	Assisted with surveys; meeting	BUSD schools
Librarians	Meeting and via email	BUSD schools
Students (4 th , 6 th , 8 th and 10 th grades)	Via paper survey and online (November 2010)	Schools
Parents	District Parent Advisory Committee meeting	Banning USD
Gordon Fisher	Asst. Supt. of Curriculum, Instruction, and Assessment	Banning USD
Estella Hernandez	Coordinator of Categorical Programs and English Language Learners	Banning USD
Sean McMurray	Director of Child Welfare & Attendance	Banning USD
Pat Sanford	President, CEO	Tech Ed Services, Inc.
Carmen Dean	Instructional Technology Planning Consultant	Tech Ed Services, Inc.
Pam Korporaal	Instructional Technology Planning Consultant	Tech Ed Services, Inc.

3. CURRICULUM COMPONENT

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

Banning USD students and teachers have access to technology tools both during the school day and outside of school hours. All instructional areas are connected to the Internet. Two schools (Central and Nicolet) have limited wireless access.

Each teacher has a desktop computer to which they have access before, during, and after school. All teachers at Coombs and Hemmerling have dedicated laptops. The EETT Round 8 Competitive grant provides each 4th, 6th and 8th grade teacher a laptop.

At schools serving grades K through 8, numbers of student computers in classrooms range from about three to nine, with an average of four computers for student access. At Banning High School, in general, classrooms do not have student computers, except classrooms where technology such as digital imaging is taught. At New Horizons, each of the five classrooms has four computers; all classrooms have printers. At all levels, some teachers voluntarily allow students to use classroom computers before or after school.

All schools have at least one computer lab; the age of lab computers is an issue at some schools as new versions of instructional software become more graphics-oriented. At K-8 schools, the labs are regularly scheduled for use by each class weekly; at Coombs, classes use the labs twice a week. Currently, one 6 1/2 hour technology aide, funded through EETT, rotates between K-8 schools. At Nicolet, the lab is open 40 minutes after school daily; during the day, teachers can sign up, with preferred, regular times scheduled for English and math classes. Banning High School has three classroom labs (used for instruction by teachers and their classes assigned to those rooms), two of which also serve as ROP rooms. The Independent Study and Adult Schools share a lab.

At Nicolet, four student computers are available in the library for research and Accelerated Reader; students can use the computers before and after school and during school with a pass from their teacher. Coombs Library is also open before and after school and during lunch for student use. Banning High School Library has 34 student computers connected to a Xerox document center printer/copier, including two computers reserved for using the library catalog. Students have individual access before, after school, during lunch and until 8 PM on Tuesday and Thursdays. Community members also have access to the library on Tuesdays/Thursdays evenings. The library also has an LCD projector.

The following chart shows per-school ratios of students to instructional computers and students to "up-to-date" computers (those 48 months old or less) in November 2010, as per a District Technology Survey. In addition, the chart shows the number of labs in each school and the number of computers in libraries and labs.

School	Student Enrollment	Total Computers	Student: Comp. Ratio	Up-to-date Comp. <4 yrs old	Student: up-to-date Comp. Ratio	# of Comp. in Libraries	# of Comp. labs	# of Comp. in Labs
Cabazon Elem.	232	100	2.3	45	5.2	3	1	32
Central Elem.	625	223	2.8	45	13.9	0	1	33
Hemmerling El.	470	129	3.6	30	15.7	0	1	33
Hoffer Elem.	587	198	3.0	84	7.0	0	1	31
Elem. Totals	1914	650	3.0	204	9.4	3	4	129
Coombs Int.	710	145	4.9	33	21.5	4	2	96
Nicolet Middle	724	79	9.2	70	10.3	4	1	70
MS Totals	1434	224	6.4	103	13.9	8	3	166
Banning High	1170	201	5.8	16	73.1	34	3	101
New Horizons	88	49	1.8	44	2.0	0	1	25
HS Totals	1258	250	5.0	60	21.0	34	4	126
Independent St.	87	57	1.5	55	1.4:1	0	2	40
District Totals	4693	1181	3.4	418	11.2	45	13	421

As part of modernization, BUSD installed Extron PVS 300 ceiling-mounted projector and speaker systems in 217 classrooms. The systems include inputs for teacher computer, DVD/VCR, and document imaging; however, Nicolet and Banning High School (for the mathematics and ELA departments) have purchased tablet/projector combinations.

Outside of school, students can use computers at the city public library, which has ten public access computers and wireless access for laptops, and Banning High School Library is open till 8 pm on Tuesdays and Thursday for all students and parents. Morongo children can access technology during an after-school program on the Morongo Reservation.

3b. District's current use of hardware and software to support teaching and learning.

Banning Unified School District uses technology resources extensively to support teaching and learning at all grade levels.

All student computers have Microsoft Office, the District standard productivity suite. All teachers have district email accounts; Gagle.net is available for learning-oriented student email for students in grades 4 - 12.

Elementary, intermediate, and middle schools use Renaissance Learning programs such as Accelerated Reader and Math and STAR Reading and Math. Individual schools use programs such as Study Island for test preparation (Hemmerling). Scholastic READ 180 is used with Special Education students only.

Criterion by ETS, an online writing program, is used at EETT-grant-funded schools. The program is a web-based instructional tool that helps students plan, write and revise essays, and provides instant scoring and annotated diagnostic feedback to the student.

The district is exploring purchasing an annual subscription to Learn360 streaming video content for K-12 students

The Adult School uses computers to assist with GED preparation and with students learning English.

The Student Information System is Zangle. Teachers at all levels use Zangle to take attendance and to do report cards. EADMS is used as the assessment database district-wide. Teachers have access to their own students' data in Zangle and EADMS at home as well as in school. The Edusoft assessment database is used at Nicolet.

Nicolet uses Edusoft to generate tests, including department chapter tests and benchmark tests, and is beginning use of the EADMS test bank to add more options. The District uses online DataQuest (California Department of Education) for tracking and analyzing various types of data.

Follett Destiny is also used for tracking textbooks, library books, and equipment for all teachers and students at every site.

Data for Table 1, Classroom Teacher Technology Use, comes from the EdTechProfile teacher Technology Assessment Profile as surveyed and reported in October/November 2010. Data is included for 212 teachers, 88% of the District total. Email is the technology most commonly used for classroom management (including record-keeping and home/school communication), with 86% of respondents saying they use it daily. Computers and peripherals are the most commonly used form of technology for classroom instruction, with 81% saying they use them at least twice a week. The most common teacher uses of technology tools at school (at least two days a week) are to communicate with colleagues (96% of respondents), manage student grades and attendance (83%), and create instructional materials (72%). Technology is used most often for reading/language arts (46% of those who teach the subject use technology at least twice a week) and mathematics (42%).

**Table 1: Classroom Teacher Technology Use, October/November 2010
(EdTechProfile Technology Assessment Profile, Personal Use Section)**

Technology used for classroom management, record-keeping, home/school communication	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Available, don't use	Not available
Computers/peripherals	83%	11%	4%	1%	0%	1%
Internet	75%	15%	5%	2%	2%	0%
Email	86%	9%	3%	1%	0%	0%
Handheld electronic devices	19%	6%	5%	5%	3%	63%

Technology tools used for classroom instruction	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Available, don't use	Not available
Computers/peripherals	62%	19%	7%	5%	1%	5%
Video-based presentation device	32%	20%	18%	12%	4%	14%
Video-based creation tools (video or digital camera)	10%	9%	14%	15%	11%	41%
Internet	39%	22%	16%	9%	6%	8%
Email	46%	12%	7%	8%	16%	11%
Handheld electronic devices	7%	5%	5%	5%	6%	71%

In what subjects are technology tools used for instruction?	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Never	# of teachers responding
Reading/language arts	32%	14%	14%	4%	4%	150
Mathematics	27%	15%	10%	7%	6%	140
Science	11%	14%	11%	12%	9%	124
History/social science	13%	10%	13%	9%	12%	122

How do teachers use technology tools at schools?	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Never
Create instructional materials	41%	31%	19%	5%	4%
Deliver classroom instruction	33%	26%	17%	11%	12%
Manage student grades and attendance	71%	12%	7%	5%	5%
Communicate with colleagues	85%	11%	1%	2%	0%
Communicate with parents or students	26%	33%	23%	11%	6%

Use of technology tools to support & improve home/school communication	Daily	2-4 days/week	Once a week to monthly	Less than monthly	Never
Voice mail	18%	16%	20%	13%	32%
School web site	17%	21%	24%	18%	19%
Video conferencing	1%	1%	1%	4%	92%
Electronic grading system	37%	15%	11%	12%	25%
Online student assessments	6%	15%	19%	17%	42%

Level of teacher familiarity with assistive technologies	Didn't realize these are AT	Familiar, but haven't used	Use/have used in classroom	Can identify student's need for levels of AT
Low-level technologies	25%	37%	23%	15%
Medium-level technologies	19%	48%	22%	11%
High-level technologies	17%	61%	11%	11%

Data for Table 2, Student Technology Use, comes from the EdTechProfile teacher Technology Assessment Profile as surveyed and reported in October/November 2010. Of respondents, 42% said that they assign their students work requiring the use of computers at least twice a week; an additional 19% give such assignments at least once a month. Most common types of technology-related assignments involve reinforcement and practice (56% give such at least once a month), word processing (38%), research (44%), and creating reports or projects (39%). Of respondents, 65% said their students use technology in the classroom to complete assignments; 75% have students use computer labs; 28% reported their students using technology in a library.

**Table 2: Student Technology Use, October/November, 2010
(EdTechProfile Technology Assessment Profile, Student Use Section)**

Where do students use technology tools for classroom assignments?	Library	Computer lab	Classroom
	28%	75%	65%

How often do assignments require students to use technology tools?						
	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Available, don't use	No access
Computers/peripherals	25%	17%	19%	12%	10%	17%
Video-based presentations	12%	14%	13%	16%	15%	32%
Video-based creation tools	6%	4%	9%	15%	12%	54%
Internet	17%	13%	19%	17%	17%	17%
Email	11%	5%	6%	11%	25%	42%
Hand-held electronic devices	4%	2%	4%	3%	9%	77%

How often are students assigned work that involves technology?					
	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Never
Word processing	7%	10%	21%	27%	34%
Reinforcement & practice	17%	20%	19%	15%	29%
Research	7%	9%	28%	24%	32%
Creating reports or projects	4%	10%	25%	29%	31%
Demonstrations/simulations	5%	8%	16%	27%	44%
Correspondence with experts, other schools, etc.	2%	5%	11%	16%	65%
Solving problems or analyzing data	7%	11%	18%	16%	48%
Graphically presenting information	3%	6%	15%	24%	51%

3c. District's curricular goals that are supported by this Technology Plan.

This Technology Plan will be aligned to District curricular goals. Each year the District Leadership Team refines the District Goals and Strategies, which are then approved by the Board of Trustees.

Banning Unified School District Goals and Strategies 2009-2010

Goal #1: Meet / exceed the Adequate Yearly Progress (AYP) / Academic Performance Index (API) target for each school site and increase CAHSEE passing rates.

Strategies:

1. Continue to effectively implement the Single School Plan/WASC for Student Achievement including necessary revisions to the Plans each Fall.
2. Continue to provide consistent, ongoing staff development reflecting best practices and research-based strategies.
3. Provide effective user-friendly disaggregated data to inform and modify instruction and to systematically provide intervention for students not making grade level standards.
4. Assist grades 5-8 in getting out of Program Improvement.
5. Share educational goals, ideas, and strategies throughout the District.
6. Continue to close the achievement gap for all subgroups especially Special Education and English Language Learners.

Goal #2: Promote a safe, secure, and disciplined environment.

Goal #3: Maintain fiscal solvency through effective and efficient District operations.

Goal #4: Promote the positive aspects of our schools and District.

Pacing guides for English language arts and mathematics have been developed for grades K-8. Faculty at Banning High School have developed pacing and curriculum guides for all courses on the master schedule. Elementary schools give reading benchmark tests. Nicolet gives benchmark tests four times a year in English language arts, math, social studies, and science.

School-level planning documents include Site Single Plans for Student Achievement and Banning High School's ESLRs (Expected Schoolwide Learning Results) and WASC Action Plan. Coombs and Nicolet will develop QEIA (Quality Education Investment Act) Plans during 2011-2012.

3d. Technology use to improve teaching and learning by supporting the District curricular goals.

The section that follows describes what the District expects its students to be able to do academically in the core subjects and describes how, through meaningful integration of technology, student academic achievement can be improved. Focuses will include using technology to enhance student engagement, increased teacher use of technology to deliver direct instruction, and increased student use of technology for research and productivity.

Seven BUSD schools were eligible to participate in the EETT-C 2009-2011 grant project. Students in grades 4, 6, and 8 focused on English Language Arts using the Criterion Online Writing Evaluation service to provide immediate diagnostic feedback for instructional planning. The EETT-C program for students included six Technology Integration Specialists who supported target teachers at the funded sites.

GOAL 3d.1: All students will increase their proficiency in English language arts and mathematics.

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
3d.1.1	In each year, district-wide, students will meet Annual Measurable Objectives in English language arts.	Per ESEA reauthorization	Per ESEA reauthorization	Per ESEA reauthorization
3d.1.2	In each year, district-wide, students will meet Annual Measurable Objectives in mathematics.	Per ESEA reauthorization	Per ESEA reauthorization	Per ESEA reauthorization

GOAL 3d.2: All students will graduate from high school with a diploma.

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
3d.2.1	By June 2014, the percentage of high school seniors having passed both parts of the CAHSEE will be 100%.	90%	95%	100%

GOAL 3d.3: Teachers and students will increase their use of technology to promote student engagement, learning, and academic achievement.

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
3d.3.1	In each year, the percentage of teachers who use technology tools to deliver classroom instruction at least two days a week will increase by 5 percentage points over the previous year, as reported on the EdTechProfile Technology Assessment Profile (Personal Use, Question 4).	5 point increase over 2011	5 point increase over 2012	5 point increase over 2013
3d.3.2	In each year, the percentage of students in grades 4,6,8 and 10 who use technology more than once a week in the class in which they use technology the most will increase by 5 percentage points over the previous year, as reported on the EdTechProfile Student Survey (Your Technology Use, Question 1).	5 point increase over 2011	5 point increase over 2012	5 point increase over 2013

Action Plan (for all three goals)		Timeline
a	District will encourage lesson plans reflecting the use of technology, through professional development and adding ceiling-mounted projector/sound systems to each classroom. Schools will decide on purchase of other presentation equipment such as document cameras and DVD players, which can be connected to this system. Teachers will use projection systems to deliver instruction; students will use them to make presentations.	Projector systems in all classrooms and libraries by June 2012.
b	Banning HS will use InterWrite Pads with projectors in the Language Arts and Math departments for flexible delivery of instruction and presentations.	Sept-June, each year
c	District will promote the use of classroom interactive response systems for increasing student engagement in lessons, instant formative assessments, and surveys. Coombs uses Quizdom. District will hold demonstrations for principals as a group, then at schools for teachers.	Demonstrations by July 2012; thereafter, purchases will be site decisions, estimated at 1 classroom set per year
d	District will provide wireless network access for staff and students at all schools, in order to facilitate access for coaches and traveling teachers, meetings/group work, and work in non-traditional areas (outside of classrooms).	Begin 2011-12, full implementation in 2012-13
e	Teachers and students will use streaming video services (such as Learn360) for instruction and presentations in all subject areas, with an emphasis on science, social studies, and English language development.	Begin by September 2011
f	District will acquire equipment, software, and services to facilitate video distribution (with video stored on a central server), desktop videoconferencing for meetings, video field trips, and distance learning classes.	Begin 2011-12
g	Students at all levels will increasingly use productivity software to complete assignments, including Word for preparing essays and reports and for improving writing process skills, Excel for graphing and accounting, PowerPoint for presentations, website development software, and digital imaging programs.	Sept. – June, each year, with annual increase in use
h	District will use Goggle to provide storage for student files.	Sept. – June, each year
i	Students at all levels will increasingly conduct research using the Internet to gather, evaluate, and use information.	Sept. – June, each year, with annual increase in use
j	Students in grades 4-12 will increasingly use Goggle.net for inter-classroom communications such as email, discussion groups, blogs, consultation with experts, and cooperating with other schools.	Sept. – June, each year as per teacher decision

Action Plan (for all three goals)		Timeline
k	Students and teachers may use concept-mapping software (such as Kidspiration and Inspiration) to improve reading, writing, English language development, and content area knowledge. Hampton-Brown Avenues English language arts textbook series for K-4 includes lesson plans using Kidspiration.	Sept – June, each year
l	Students in grades 4, 6, and 8 at the EETT funded schools will use Criterion Online Writing Evaluation Service, providing students and teachers with score reporting and diagnostic feedback.	2011-2012 and each year as funding allows
m	Students will continue to use programs such as Accelerated Reader, Achieve3000, and Study Island to increase proficiency in English language arts. READ 180 is used for Special Ed. Students.	Sept. – June, each year
n	Students will continue to use programs such as Accelerated Math, and Study Island to increase proficiency in mathematics.	Sept. – June each year
o	Students will use Odysseyware courseware for CAHSEE preparation, credit recovery, and Independent Study.	Sept. – June, each year
p	District, led by the Director of Information Technology and the Director Educational Services, will develop a process for having students in grades 4, 6, 8, and 10, possibly a representative sample, take the EdTechProfile Student Survey annually, in order to track student and teacher use of technology, the effects of its use on learning, and student levels of technology skills. District will also develop a plan for analyzing and using data collected through the Student Survey.	Process developed and initial survey conducted in spring 2011

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Students	<ul style="list-style-type: none"> Take state standardized tests as required Take the EdTechProfile Student Survey annually in the spring (used to determine type and frequency of student use of technology and effects of technology use on student engagement and learning)
Teachers	<ul style="list-style-type: none"> Take/update the EdTechProfile Technology Assessment Profile annually at the beginning of the school year (used to determine type and frequency of teacher and student use of technology) Facilitate and supervise as students take the EdTechProfile Student Survey Evaluate student technology-based work processes and products; teach/re-teach as needed; modify lessons for next year (e.g., choose to use a different technology to address a certain standard) EETT target teachers will use Criterion Online Writing reports for formative assessment and instructional planning Determine student need for intervention and make relevant technology-based assignments Examine/analyze CST results and plan instruction, including the use of technology, as needed

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Site administrators	<ul style="list-style-type: none"> • Ensure that teachers have needed equipment and software • Monitor classroom instruction and lesson plans. Determine individual and group needs for professional development. • Set/monitor schedules for computer labs and libraries • Examine/analyze CST and CAHSEE results
Director, Educational Services	<ul style="list-style-type: none"> • Develop process and procedures for Student Survey • Work with Director, Information Technology, and Asst. Supt. of Curriculum, Instruction, and Assessment to examine Technology Assessment Profile and Student Survey results, develop a plan to address needs. • Examine/analyze CST and CAHSEE results
Director, Information Technology	<ul style="list-style-type: none"> • Develop processes and procedures for Student Survey • Analyze Student Survey results; report to Director, Educational Services and Asst. Supt. of Curriculum, Instruction, and Assessment; with them, develop a plan to address needs • Analyze Technology Assessment Profile results; report to Director, Educational Services and Asst. Supt. of Curriculum, Instruction, and Assessment; with them, develop a plan to address needs • Design and implement an annual end-of-year site-based survey to be taken by teachers of technology use, including equipment, software, and services specific to the District; collect and analyze results, suggest changes to Technology Plan implementation

3e. Students' acquisition of technology skills and information literacy skills needed to succeed in the classroom and the workplace.

In order to succeed in school, life, and work in the 21st century, students need to master a wide range of technology skills, including those relating to creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making; digital citizenship; and technology operations and concepts. According to a study conducted for the Partnership for 21st Century Skills, applied skills that employers most value include professionalism/work ethic, oral and written communications, teamwork/collaboration, and critical thinking/problem-solving—which they often find lacking in entry-level employees. Parents and community members in an informal discussion stated that they would like students to be able to use technology to integrate and evaluate the information they find on the web and to use technology in real-world situations. Parents want their children to be instructed on effective Internet research strategies and safe and legal practices on the Internet.

Banning USD expects grade K-4 students to be familiar with basic keyboarding and computer operations skills; grade 5-8 students are expected to know basic research methods and presentation skills. Instruction in California content standards that address technology and information literacy skills (such as elements of Writing Strategies—Research and Technology

and Writing and Speaking Applications in English language arts and Historical and Social Sciences Analysis Skills in history/social science) proceed according to grade-level pacing guides in the core academic areas.

Led by the Director of Educational Services and the Director of Information Technology, and involving teacher representatives, the District will develop and implement a new framework of Technology and Information Literacy Skills Matrix based on the newly adopted California Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects that address technology and information literacy skills (such as Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects; Writing Standards -Research to Build and Present Knowledge), the California Model School Library Standards, and the National Educational Technology Standards for Students (NETS*S). In subsequent years, resources, suggested lessons, alignments to the newly developed matrix of technology and information literacy skills, and a system of performance indicators and assessment measures may be added to the matrix.

Currently, elementary, intermediate, and middle school students learn technology skills while doing classroom assignments and using curriculum-oriented software; classes are scheduled to use computer labs regularly for assignments and developing technology skills. Teachers, as they are able, provide instruction, as they deem necessary or appropriate, sometimes in isolation, sometimes in the context of an assignment. Seventh grade students can elect to take a four-week technology class; eighth grade students have the option to take a semester-long technology elective.

High school students are taught research and productivity software skills through their academic classes; all are required to take a year of Applied or Fine Arts, which could include a technology course. The high schools offer a variety of courses in or focused on using technology, including Computer Operations (keyboarding and productivity tools), Computer II, Web Design, Digital Imaging, Accounting, Virtual Enterprise, and Yearbook. The Accounting, Computer Operations, and Digital Imaging (ROP) programs are articulated with Mt. San Jacinto College. In addition, the Computer Academy program was developed at Banning High School. This California Partnership Academies program, which emphasizes computer use, is centered around an online virtual business project/program called Virtual Enterprise. GIS (Geographic Information Systems) is offered at BHS and Nicolet

Information literacy is defined as the ability to define, locate, select, organize, present, and assess information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. An information literate person knows and follows safety, ethical, and legal procedures in the use of technology. BUSD students are taught information literacy skills through adopted textbook materials and classroom instruction in fulfillment of the relevant content standards clusters. School library staff works with individual students in developing library and research skills. At Coombs, the library and computer lab are available for teacher sign-up for class research on Fridays.

GOAL 3e.1: Through the curriculum, students will acquire technology and information literacy skills that are relevant to future employment.

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
3e.1.1	In each year, the percentage of students who rate themselves “I can do this by myself” or “I can teach others how to do this” in the use of word processing (Question 1), of PowerPoint (Question 2), and of search engines to find information on the Web (Question 3) on the Student Survey on EdTechProfile will increase by 5 percentage points over the previous year.	5 point increase over 2011	5 point increase over 2012	5 point increase over 2013
3e.1.2	In each year, the percentage of teachers who rate themselves and their students at least Intermediate in information literacy and problem-solving skills on Standard 16d on the Technology Assessment Profile will increase by 5 percentage points over the previous year.	5 point increase over 2011	5 point increase over 2012	5 point increase over 2013
3e.1.3	By July 2012, BUSD will develop, and by June 2013 will fully implement, a district framework for student acquisition of technology and information literacy skills based on Common Core Standards that address technology and information literacy skills, the Model Library Standards, and the National Educational Technology Standards for Students(NETS*S).	Develop a matrix of technology and information literacy skills	Implement; develop resources/ lessons aligned to matrix; increased use	Further development of resources/ lessons aligned to matrix; increased use

Action Plan		Timeline
a	District will develop a new framework/matrix of technology skills and information literacy skills. Administrators and teachers will be informed about the new framework and provided training as needed.	Matrix developed by July 2012, with implementation beginning in 2013-14. Matrix development continues in subsequent years.
b	Elementary, intermediate, and middle school students will be taught technology and information literacy skills by their classroom teachers and librarians during the course of academic instruction in California content standards.	Ongoing, following pacing guides for English language arts and mathematics; beginning 2013 use new district matrix of technology and information literacy skills
c	Site leadership will determine ways to have labs open after school so that students can complete assignments and increase their technology skills including Internet use—suggestions include after-school Technology Club, having a teacher in the lab for an hour once or twice a week, peer assistance from other students.	Ongoing investigation, implemented as funds become available

Action Plan		Timeline
d	High school students will be taught technology skills and information literacy skills through academic courses (relevant skills, particularly in information literacy, taught as needed by core teachers) and through chosen electives such as Computer Operations and Web Design.	As per pacing and curriculum guides for each course; beginning 2013 use new district matrix of technology and information literacy skills
e	High school students will continue to be able to enroll in a variety of technology-oriented career preparation courses, including Computer Academy, ROP courses, and articulation programs with Mt. San Jacinto College.	Ongoing; increasing growth and development of Computer Academy
f	Students will be taught how to use productivity software, including Word for preparing essays and reports and for improving writing process skills, Excel for graphing and accounting, PowerPoint for presentations, website development software, and digital imaging programs, as needed.	Ongoing; beginning 2013 use new district matrix of technology and information literacy skills or as needed for assignments
g	Students will be taught about, and will have the opportunity to use, peripherals needed for use with productivity software (as needed for assignments and as appropriate by grade level), such as printers, projectors, digital still and video cameras.	Ongoing; beginning 2013 use new district matrix of technology and information literacy skills or as needed for assignments
h	Students will be taught how to locate, access, and evaluate information and resources on the Internet. Research strategies will be taught as appropriate per grade level.	Ongoing; beginning 2013 use new district matrix of technology and information literacy skills or as needed for assignments
j	Students (K-Adult) will be taught basic computer knowledge and skills and application-specific procedures required to access and use each piece of required software / courseware (such as Accelerated Reader, Study Island, Discovery Education, Gaggle.net, Kidspiration and Inspiration). They will be taught how to use program feedback to track and improve their achievement.	Whenever a new piece of software is introduced
j	District will investigate online databases, such as Gale and EBSCO, to support research curriculum.	Begin 2011

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Students	<ul style="list-style-type: none"> Students in grades 4, 6, 8, and 10 will take the EdTechProfile Student Survey annually in the spring (used to monitor and determine technology skills proficiencies)

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	<ul style="list-style-type: none"> • Take the EdTechProfile Technology Assessment Profile annually in September (used to show teacher and student technology and information literacy skills) • Assess student technology and information literacy skills following curriculum pacing guides and the new district matrix; teach as necessary • Provide input for new matrix of technology and information literacy skills; assist in developing matrix and in annual evaluations
Site administrators	<ul style="list-style-type: none"> • Monitor instruction in classrooms, libraries, and computer labs; determine individual and group needs for professional development • Monitor records of after-school computer access for students
Asst. Supt. of Cur., Instruct., and Assessment Dir., Educational Services	<ul style="list-style-type: none"> • Develop and refine matrix; monitor implementation • Compare Technology Assessment Profile and Student Survey results with matrix expectations; suggest needed professional development and/or changes to matrix
Director, Information Technology	<ul style="list-style-type: none"> • Develop and refine matrix; monitor implementation • Compare Technology Assessment Profile and Student Survey results with matrix expectations; suggest needed professional development and/or changes to matrix

3f. How the district will address the appropriate and ethical use of information technology in the classroom, including issues of copyright, fair use, downloading, file sharing, and plagiarism.

Banning USD Board Internet Acceptable Use/Safety Policies for both staff (BP 4040) and students (BP 6163.4) which address issues of online privacy, social networking, blogs, predators, illegal use, and cyber-bullying and call for Internet safety instruction for students will be revised in 2011. Student Acceptable Use Agreements are sent out annually with enrollment packets; they are to be returned, signed by both students and parents, before students are allowed to use online resources. Staff members sign Acceptable Use Agreements upon being hired.

BUSD has a detailed Board Policy and Administrative Regulation (6162.6) for the use of many different types of copyrighted materials. The policy for District and School Web Sites (BP 1113) assures that copyright will be protected and student and staff privacy and security will be maintained. Computers are locked down to prevent students from saving downloads on local machines. Students have individual log-ins. Teachers do not have administrative access to load software onto computers.

Currently, Marshal 8e6 is used as the Internet filter. Gaggle.net student email and collaboration tools are filtered and monitored by teachers.

GOAL 3f.1: Students and all District employees will demonstrate appropriate and ethical use of information technology.

Action Plan		Timeline
a	The Acceptable Use Policies will be revised and Board approved during 2011; the Director of Information Technology will review the policies each year thereafter.	Annual review
b	All Acceptable Use Agreements (AUAs) are collected, properly recorded and filed.	Annually at the beginning of each year
c	District will work with i-SAFE to provide training in Internet safety and appropriate online behavior for teachers, librarians, students, and parents.	Beginning fall 2011
d	Teachers and librarians will provide direct instruction to students on Internet safety, including issues of cyber-bullying. Information literacy instruction will include issues of ethics and intellectual property, including plagiarism, illegal downloading and file sharing, and fair use.	Sept. – June; beginning 2013 use new district matrix of technology and information literacy skills
e	District Leadership Team will inform staff about district copyright policy and monitor compliance.	Training provided during SBCP Days

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	<ul style="list-style-type: none"> • Monitor student use of computers, including compliance with Acceptable Use Policy • Ensure that students have signed AUAs on file before allowing them access to the Internet
Site administrators	<ul style="list-style-type: none"> • Monitor copyright compliance issues (staff and students) • Reinforce to staff the importance of Internet safety and ethical use issues and AUA procedures • Ensure that all relevant staff (teachers and library staff) receive AUA permissions lists
Director, Information Technology	<ul style="list-style-type: none"> • Monitor use of the Internet by all staff and students; recommend additional safety and security measures as needed • Monitor and coordinate training/education for staff and students • Monitor staff AUA signing process; maintain file of staff AUAs • Issue IDs/accounts to students only when they have returned signed AUAs

3g. How the district will address Internet safety, including online privacy and avoidance of online predators.

Banning USD has newly-revised Board Internet Acceptable Use/Safety Policies for both staff (BP 4040) and students (BP 6163.4) which address issues of online privacy, social networking, blogs, predators, illegal use, and cyber-bullying and call for Internet safety instruction for students. Student Acceptable Use Agreements are sent out annually with enrollment packets; they are to be returned, signed by both students and parents, before students are allowed to use online resources. Staff members sign Acceptable Use Agreements upon being hired.

Marshal 8e6 is used as the Internet filter. Gaggles.net student email and collaboration tools are filtered and monitored by teachers.

GOAL 3g.1: The District will promote a safe environment for on-line activities through appropriate policies and student education.

Action Plan		Timeline
a	The Acceptable Use Policies will be revised and Board approved during 2011; the Director of Information Technology will review the policies each year thereafter.	Annual review
b	All Acceptable Use Agreements (AUAs) are collected, properly recorded and filed.	Annually at the beginning of each year
c	All relevant staff (including teachers and librarians) are informed which students do not have signed AUAs on file. A field in the Student Information System is used to store AUA information.	Ongoing; lists distributed to relevant staff
d	The Director of Information Technology will receive and track staff AUAs.	All staff will sign AUAs in Sept. 2011
e	All students will use an individual log-on for tracking Internet access.	Ongoing
f	District will work with i-SAFE to provide training in Internet safety for teachers, students, and parents.	Beginning fall 2011
g	Teachers will provide direct instruction to students as required by the Protecting Children in the 21 st Century Act, regarding safe and appropriate online behavior including cyberbullying awareness and response.	Sept. – June; beginning 2013 use new district matrix of technology and information literacy skills
h	District will use Marshal 8e6 Security to monitor and block proxy sites and provide differentiated levels of network/Internet access.	Ongoing

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	<ul style="list-style-type: none"> • Monitor student use of computers, including compliance with Acceptable Use Policy • Ensure that students have signed AUAs on file before allowing them access to the Internet
Site administrators	<ul style="list-style-type: none"> • Reinforce to staff the importance of Internet safety and ethical use issues and AUA procedures • Ensure that all relevant staff (teachers and library staff) receive AUA permissions lists

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Director, Information Technology	<ul style="list-style-type: none"> • Monitor use of the Internet by all staff and students; recommend additional safety and security measures as needed • Monitor and coordinate training/education for staff and students • Monitor staff AUA signing process; maintain file of staff AUAs • Issue IDs/accounts to students only when they have returned signed AUAs

3h. Policy or practices that ensure equitable technology access for all students.

Banning USD Board Policy calls for equitable access for all students to all District resources:

- BP 0410 (Nondiscrimination in District Programs and Activities): “The Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation, or the perception of one or more of such characteristics. The Board shall promote programs, which ensure that discriminatory practices are eliminated in all district activities. District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act [ADA]. The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity.”
- BP 6025 (Indian Policy/Procedure Standards): “It is the policy of the district that Indian children shall participate in school programs on an equal basis with all other children educated by the district.”

BUSD has not identified any issues in regard to equitable technology access.

Should students require additional equipment or facilities to enjoy equal access to technology tools, additional assistive technologies will be provided to meet their needs, as outlined in their IEPs or 504 Plans. Assistive technologies currently or recently in use include switches, FM systems for the hearing impaired, adaptive screens and keyboards, AlphaSmart Pros and laptop computers, recording devices, screen readers, and voice recognition software. READ 180 is used extensively and successfully with Special Education students at Banning High School.

All student groups, including English Learners and GATE students, have equal and appropriate access to hardware and electronic learning resources through their classes. Accelerated Reader and Math provide individualization for all levels of learners, from remediation through enrichment. At the elementary and intermediate schools, classes are scheduled to use the computer labs on a rotating basis.

3i. Technology use for efficient student record keeping and assessment in support of teachers’ efforts to meet individual student academic needs.

The Student Information System is Zangle. Teachers at all levels use Zangle to take attendance and for online report cards. EADMS is used as the assessment database district-wide. Teachers have access to their own students’ data in Zangle and EADMS at home as well as in school. The

Edusoft assessment database is used at Nicolet.

Nicolet uses Edusoft to generate tests, including department chapter tests and benchmark tests, and is beginning use of the EADMS test bank to add more options. The District uses online DataQuest (California Department of Education) for tracking and analyzing various types of data.

Teachers use data from instructional programs such Renaissance Learning programs and READ 180 to inform instruction. Individual teachers can send home reports from these programs.

Teachers at all levels meet regularly (at least monthly and often more frequently) to examine student data from all the sources mentioned above in order to plan instruction. The lead in such work is taken by grade level leaders (K-6) and department chairs (7-12). Assistance in using data is provided at all school sites by Curriculum Coaches. All four elementary schools and the high school have coaches on site; Nicolet and Coombs split a coach position. Two English Learner specialists rotate between the elementary and high school sites. Training has been provided to staff on retrieving and understanding the data; additional training is needed and will be provided in drilling deeper into the standards. K-4 teachers meet 4 times a year to collaborate by grade level. All K-7 and 8-12 math teachers meet twice a year for vertical teaming, ELA teachers 7-12 are also meeting twice this year for vertical articulation

Library automation, including a union catalog, is provided using Follett Destiny. All schools use Destiny for tracking textbooks and checking them out directly to students.

GOAL 3i.1: Teachers and administrators will continue to use data to improve student academic achievement.

OBJECTIVES & BENCHMARKS:		2012	2013	2014
3i.1.1	By June 2014, 100% of teachers will use assessment data to guide instruction.	70%	85%	100%

Action Plan		Timeline
a	Additional training on EADMS and Edusoft (Nicolet) data, with an emphasis on running reports, focusing in on content standards and using data to determine instructional strategies, will be provided to teachers at school sites.	Ongoing as needed
b	Teachers, assisted by principals, hold data-driven collaboration meetings at all school sites to set goals and examine student outcomes at least monthly using assessment data.	Monthly, each year
c	Curriculum coaches will meet with teachers at all school sites for grade level collaboration and standards-based lesson planning using assessment data to improve student achievement.	Ongoing as needed
d	K-4 teachers meet for grade level collaboration and lesson planning using data reports from EADMS.	Quarterly, each year
e	K-7 and 8-12 math teachers and 7-12 ELA teachers meet for vertical teaming and articulation using assessment data.	Twice a year, each year

Action Plan		Timeline
f	District/schools will use the EADMS standards-based test bank to develop standards-based curriculum-embedded assessments.	2011-12: Nicolet, ELA and math at BHS; 2012-13, add science and social studies at BHS; expand to K-6, New Horizons, Independent Study if desired by these schools

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	<ul style="list-style-type: none"> Produce minutes or reports of grade level or department meetings
Coaches	<ul style="list-style-type: none"> Maintain records of (non-evaluative) work with individual teachers on student data
Site Administrators	<ul style="list-style-type: none"> Schedule and prepare agendas for collaboration meetings; review minutes or reports of collaboration meetings Review usage/access records of EADMS, Edusoft
Coordinator, Student Services	<ul style="list-style-type: none"> Organize CAHSEE and Edusoft testing; refine procedures as needed
Asst. Supt., Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> Oversee all testing
Director, Information Technology	<ul style="list-style-type: none"> Ensure access to EADMS, Edusoft when it is needed Ensure/enable timely updating of data between Zangle and EADMS, Edusoft, and Destiny

3j. Technology use to improve two-way communication between home and school.

Forms of communication between home and school in Banning USD include phone, voicemail, email, District and school websites, and a monthly newsletter.

All classrooms have phones; calling-out is limited to nearby area codes except for administrators and school nurses. All teachers have voicemail. All schools use TeleParent, the web-based calling service for parent communication; TeleParent offers messages/translations in many languages. TeleParent is also used to make attendance calls from data in Zangle.

All teachers have web-accessible email accounts; email links will be placed on school websites. As desired and monitored by their teachers, students have access to email, discussion groups, and blogs through the web-based service Gagle.net.

District and school websites are currently being developed and enhanced. School Fusion hosts the websites. Each District department maintains its own page. Teachers and administrators will be encouraged to manage individual pages; however, this will be a site decision. Teachers will be able to post homework assignments on their own; site administrators will monitor and approve all other content.

BUSD provides parent access to student information such as attendance, grades and assignment via Zangle and SchoolFusion.

GOAL 3j.1: Technology will be used to improve two-way communication between home and school.

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
3j.1.1	Each school will maintain an up-to-date website linked to the District website; school websites will include teacher email links, calendar, and general information.	100%	100%	100%
3j.1.2	Parents at all schools will have online access to their children's data in the District student information system.	All schools	All schools	All schools
3j.1.3	Banning USD will maintain high-speed voice and data networks including phone systems at each school.	100%	100%	100%

Action Plan		Timeline
a	Site administrators will oversee school websites; they may identify a staff member to maintain the website.	Sept. - June
b	As determined by sites, teachers will increasingly maintain individual webpages. A template into which teachers can plug information has been developed by the website host vendor. Site administrators will monitor content of teacher webpages.	Ongoing; training as needed
c	Training for teachers to develop and maintain individual websites will be provided at each site as needed for improved communication between home and school.	Ongoing; training as needed
d	District will make selected forms available for parents to fill out online, such as for pre-enrollment registration (a function of Zangle) or GATE applications.	Online pre-enrollment registration is online with other forms being available as developed.
e	District will maintain the ParentConnection component of Zangle, providing access to student grades, schedule, and attendance information.	Ongoing; parent training provided as requested.
f	District will investigate enabling the StudentConnection component of Zangle to allow students access to grade and other information	Sept. 2011-2012
g	District will provide training opportunities for parents to access information from Zangle's ParentConnection component.	Each year; ongoing as needed.
h	District will acquire Voice over IP service in order to provide more cost-effective and efficient communications.	By July 2011
i	In response to court decisions that all district email is "discoverable," BUSD will develop policy to address this issue, including ways to archive all email.	By June 2012

Action Plan		Timeline
j	As needed, staff will be provided with training on guidelines for the use of district email, including email etiquette and proper use of distribution lists.	When needed, as determined by IT Dept. and site administrators.

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	<ul style="list-style-type: none"> • Take the Technology Assessment Profile (used to monitor teacher use of technology to communicate with parents and students) • Maintain records of communications with parents/Parent Contact sheets
Site administrators	<ul style="list-style-type: none"> • Monitor content of teacher web pages
Director, Information Technology	<ul style="list-style-type: none"> • Ensure that site and district websites are kept up-to-date and in compliance with district policies • Monitor, report parent use of Zangle Parent Connection. • Evaluate adequacy of voice and data networks, make recommendations on upgrades • Monitor use of district email

3k. Monitoring of Curriculum Component

Processes for monitoring, evaluation, and program modification are addressed for each goal within sections 3d-3j. Using the tools and processes described, the responsible person will collect data about each activity or benchmark. The District Technology Committee will review relevant data at their meetings held twice a year and will make recommendations for program modifications. These recommendations and modifications will be shared with stakeholders.

4. PROFESSIONAL DEVELOPMENT COMPONENT

4a. Summary of teachers’ and administrators’ current technology proficiency and integration skills and needs for professional development.

In November 2010, an EdTechProfile Technology Assessment Profile report was run, showing responses from 10 site and district administrators. Table 3 summarizes the results. In overall computer knowledge and skills, 82% of administrators scored as experienced computer users (Intermediate or Proficient), with strengths in Internet skills and word processing. At least 18% of administrators scored as beginners in overall computer knowledge and skills with their greatest need in spreadsheet and databases.

	Not applicable (Non-User)	Beginning	Intermediate	Proficient
Overall computer knowledge & skills	0%	18%	49%	33%
General computer knowledge & skills	0%	11%	44%	44%
Internet skills	0%	11%	56%	33%
Email skills	0%	11%	44%	44%
Word processing skills	0%	0%	44%	56%
Presentation software skills	0%	11%	44%	44%
Spreadsheet software skills	0%	33%	67%	0%
Database software skills	0%	44%	44%	11%

Results from a November 2010 EdTechProfile classroom teacher Technology Assessment Profile Report are shown in Table 4. Of respondents, 66% are experienced computer users scoring Intermediate or Proficient in overall computer knowledge and skills, well capable of using technology to present instruction and of teaching technology skills to most students. Strengths are word processing (86%) and general computer knowledge and skills (81% Intermediate or Proficient). Weaknesses include skills in databases (39% beginning or non-users), presentations (40%), and spreadsheets (55%).

Thirty-three percent of respondents to the Technology Assessment Profile said they need opportunities to participate in staff development focused on basic computer/technology skills. In order to meet the goals of the Curriculum Component, it is estimated that approximately 20% of the staff will need assistance in developing skills in word processing and general computer skills (such as basic troubleshooting), training in email and Internet searching skills, and approximately 40% will need instruction in spreadsheet and presentation programs.

TABLE 4 : Classroom Teacher Computer Knowledge and Skills EdTechProfile Technology Assessment Profile				
	Not applicable (Non-User)	Beginning	Intermediate	Proficient
Overall computer knowledge & skills	7%	27%	36%	30%
General computer knowledge & skills	1%	18%	49%	32%
Internet skills	1%	29%	45%	26%
Email skills	1%	20%	43%	36%
Word processing skills	0%	14%	33%	53%
Presentation software skills	11%	29%	22%	38%
Spreadsheet software skills	15%	40%	30%	15%
Database software skills	22%	39%	29%	10%

Tables 5 and 6 (next page) show the results of the two sections of the Technology Assessment Profile which deal with skills in integrating technology into the curriculum. In these areas, in order to score Proficient and sometimes Intermediate, teachers must not only meet each standard themselves, but must know how to teach students how to do similar things, and must report that their students have learned these skills.

On (former) California Commission on Teacher Credentialing (CCTC) Teacher Preparation Program Standard 9 questions, 13% of teachers scored as Proficient, with strengths being online collaboration (30% Proficient) and records management/communication (27%). Areas of weakness include knowledge of research and best practices in technology in education (58% beginning or non-users), evaluation and selection of educational software (67%), knowledge of law, policy, and safety issues (61%), and use and evaluation of electronic research tools (71%).

On (former) CCTC Induction Standard 16 questions, 7% of teachers scored as Proficient, with relative strengths in use of data to assess and communicate student learning (19% Proficient) and use of technology resources in curriculum-aligned lessons (47% Intermediate or Proficient) and particular weaknesses in development of student information literacy and problem-solving skills for lifelong learning (71% beginning or non-users) and use of computer-based collaborative tools (78%).

TABLE 5: Standard 9, Using Technology in the Classroom

9a, 9f, 9g concern knowledge and use of resources in lessons

9d and 9e concern communication

9h and 9i concern information literacy skills

9f and 9i concern policy and law

In order to be "Proficient" in each sub-standard, teachers must have taught students how to accomplish each skill.

		Not applic. (Non-User)	Beginning	Inter- mediate	Proficient
Standard 9 Overall		16%	40%	32%	13%
9a	Use of technology appropriate to lesson content and student abilities/skills	17%	49%	36%	7%
9b	Knowledge of research & best practices in technology in education	12%	46%	33%	9%
9d	Record management; communication through printed- or multi-media	13%	25%	36%	27%
9e	Online collaboration	4%	31%	34%	30%
9f	Knowledge, selection and use of tech resources according to district policies to meet individual student needs	21%	34%	32%	12%
9g	Evaluation and selection of educational software	21%	46%	29%	4%
9h	Use and evaluation of electronic research tools	23%	48%	25%	4%
9i	Knowledge of law, policy, and safety issues	20%	41%	28%	11%

TABLE 6, Standard 16: Using Technology to Support Student Learning

16a and 16b concern communication using technology

16d and 16e concern student information literacy skills

16f and 16g concern assessment

In order to be "Proficient" in each sub-standard, teachers must have taught students how to accomplish each skill.

		Not applic. (Non-User)	Beginning	Inter- mediate	Proficient
Standard 16 Overall		20%	44%	30%	7%
16a	Communication using a variety of electronic media	8%	52%	38%	2%
16b	Use of computer-based collaborative tools	24%	54%	20%	3%
16c	Use of technology resources in curriculum-aligned lessons	12%	42%	39%	8%

		Not applic. (Non-User)	Beginning	Interme- diate	Proficient
16d	Development of student information literacy & problem-solving skills for lifelong learning	29%	42%	23%	8%
16e	Creation of technology-enhanced lessons for students to plan, locate, evaluate, select and use information for problem-solving; creation of effective learning environments; evaluation of technology use and quality of student products	20%	40%	33%	7%
16f	Use of data to assess and communicate student learning	17%	40%	25%	19%
16g	Evaluation, monitoring, and adjustment of technology-enhanced lessons	32%	35%	29%	5%

Out of 177 teachers responding to the Technology Assessment Profile, 156 (88%) said they need opportunities for training on integrating technology into the curriculum.

As shown by the above charts, Curriculum Component section 3d emphasizes on enhancing student engagement, increasing teacher use of technology to deliver direct instruction, and increasing student use of technology for research and productivity will require training for most teachers in Standards 9b, 16b, 16e, and 16g.

The following chart of Technology Assessment Profile results shows teacher proficiency in the components of information literacy, including Internet safety and ethical use (Curriculum Component sections 3e, 3f, and 3g). At most 14% of teachers score Proficient in any one area, meaning that they both know these skills and have taught their students similar skills. Most teachers will need professional development in Internet safety and legal issues and information literacy skills, in order to be able to successfully teach these skills to students and monitor student use of technology.

		Not applic. (Non-User)	Beginning	Interme- diate	Proficient
9h	Use and evaluation of electronic research tools	23%	48%	25%	4%
9i(1)	Knowledge of state and federal laws for uses of computer based technologies	19%	43%	28%	10%
9i(3)	Knowledge of Acceptable Use Policies, safety, and health issues	12%	45%	29%	14%
16d	Development of student information literacy & problem-solving skills for lifelong learning	29%	36%	27%	8%
16e(1)	Creation of opportunities to engage students in planning, locating, evaluating, selecting and using technology resources for problem-solving	23%	42%	26%	9%

As expressed on the Technology Assessment Profile, teacher preferences for technology training at their schools were one-on-one informal training (22% of respondents), small group training (79%), and online web-based training (35%). Preferences for when technology training should be

offered were during the school day (46%), after school (48%), in the evening (6%), on weekends (2%), and off-track or during the summer (42%).

Among administrators, 2 (20%) said they need basic computer/technology skills training; 9 (90%) said they need technology integration training. Administrator preferences for training format were one-on-one informal (2, 20%), small group (10, 100%), and online (1, 10%).

4b. Plan for providing professional development opportunities based on the needs assessment and the Curriculum Component.

The Assistant Superintendent of Curriculum, Instruction, and Assessment helps to coordinate professional development in the District. Principals are in charge of agendas for their sites on SBCP Days.

Over the past several years, BUSD has offered technology-related training to teachers, administrators, and classified staff, including training in both English language arts and mathematics for grades K-6, Zangle, EADMS, Edusoft, and TeleParent.

The 2009-2011 EETT grant funded grades 4,6, and 8 in seven target schools (BISS, Cabazon, Central, Hemmerling, Hoffer, Coombs, and Nicolet) to enhance teaching and learning with the use of technology. Six coaches worked one on one to facilitate technology integration and the development of Professional Learning Communities and to increase teachers' skills to enable effective technology integration into the English/Language Arts curriculum, specifically writing.

Classroom instructional assistants receive three days of training at the beginning of the year. Library staff was trained on the library automation system when it was rolled out. Fiscal Services staff received ongoing training on the student information system and financial software.

BUSD recognizes the need for increased support in the areas of curriculum and instruction if technology is to become fully integrated. Principals will identify technology-using teachers to serve as informal technology curriculum integration mentors at each school site. These "teacher-experts" might provide modeling, demonstrations, workshops, or individualized assistance in techniques of using technology for teaching and learning, including relevant classroom management strategies. They will collaborate with each other through ongoing electronic communication and periodic meetings. Incentives will be provided to the "teacher-experts," such as opportunities to attend conferences and CTAP training or software and equipment that can be used in their work with other teachers.

Good ideas and best practices in the use of educational technology will be shared at district Leadership and Curriculum, Instruction, and Assessment (CIA) meetings. Site administrators, the CIA Department, and the Director of Information Technology will survey staff needs and examine the results of the Technology Assessment Profile to determine priorities for district and site level professional development.

Today's students are "Digital Natives," born into the world of new technology. It is critical that all school staff become at least fluent, well-educated "immigrants" to the digital world, able to use technology effectively and to understand students' new ways of thinking, learning, and interacting.

GOAL 4b.1: All teachers and administrators will become digital immigrants.

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
4b.1.1	In each year, the percentage of teachers scoring Intermediate or Proficient in overall Computer Knowledge and Skills on the Technology Assessment Profile will increase by five percentage points over the previous year.	5 points over previous year	5 points over previous year	5 points over previous year
4b.1.2	In each year, the percentage of teachers scoring Intermediate or Proficient on Standards 9 and 16 on the Technology Assessment Profile will increase by five percentage points over the previous year.	5 points over previous year	5 points over previous year	5 points over previous year

Action Plan		Timeline
a	Six EETT coaches at each funded EETT target school, identified technology experts, and librarians will provide support to site teachers in integrating technology into the curriculum.	Ongoing as needed
b	Staff will be informed about training opportunities via fliers, email, notice to site administrators, and possibly a webpage. Director, IT, will forward word of relevant CTAP training to site administrators for dissemination to staff, and will invite relevant staff to join in attending Technology Leadership Network meetings.	Ongoing
c	District will provide training for all staff in Internet safety using the i-SAFE program and resources.	Beginning fall 2011
d	The Curriculum, Instruction, and Assessment Department and the Multilingual/Categorical Programs Department will consider staff needs in the following areas of technology integration and will arrange training in various formats as needed: classroom management for technology use; how “digital natives” learn and how best to integrate technology into teaching and learning for them; how to choose, design, and evaluate student technology-based assignments; basic troubleshooting of hardware & software problem; specifics of technology-based lessons aligned with particular content standards.	Staff needs evaluated annually
e	Teachers will be trained on using technology components of each new textbook adoption. Initial training will be at the beginning of the year, provided by the publisher. Follow-up training during the year will be provided by the publisher, and is supplemented by sharing of ideas between teachers.	New Adoption implementation schedule TBD
f	If teachers desire it, District will offer CTAP training in concept-mapping using computer software.	Fall 2011, if desired
g	Teachers will be offered training in the use of productivity tools such as Word, Excel, and PowerPoint for personal use and use with students in the classroom. Technology “teacher-experts” can provide one-on-one, on-demand assistance.	Ongoing, as needed/requested
h	District will provide self-paced, online training for MS Online learning	Ongoing, as needed
i	District will increase the number of centralized training opportunities, including “how-to” classes with limited participation and short workshops on specific topics.	Ongoing, as needed

Action Plan		Timeline
j	Information Technology Dept. will continue to develop quick, graphic “How-To” guides of instructions for performing particular technology tasks, which will be posted as Online Resources on the District website.	Ongoing, as needed
k	Teachers will be offered training on the operation and instructional uses of hardware as needed (tablets/InterWrite Pads, wireless LCD projectors, document cameras, interactive response systems, interactive whiteboards, devices that use expanded wireless network access).	Ongoing, as needed
l	The Information Technology Dept. will offer training on the operation, procedures, and instructional uses of Gaggle.net/student communication and collaboration tools.	Ongoing, to build use of the tools
	Teachers will be trained in the use of streaming video for effective integration into the curriculum and the uses of the new video distribution system.	By 2012, ongoing as needed
m	All teachers will receive training on the new technology and information literacy skills matrix and on how to teach technology and information literacy skills, to be provided internally or by CTAP or RCOE. As needed, personal information literacy instruction will be provided for teachers.	Begin training Sept. 2012; ongoing as needed
n	Administrators will review with all staff district policy for technology use, including copyright and fair use, Acceptable Use Agreement procedures, email etiquette, and website standards. To be done during SBCP Days or at site-level meetings.	By Dec. 2011
o	Additional training on accessing and using data from EADMS with an emphasis on running reports, focusing in on content standards, and using data to determine instructional strategies will be provided by the Information Technology Dept.	Ongoing as needed
p	District IT Department and the website host/vendor will provide interested teachers with training on the development of webpages, including what to include on them, maintenance, and ideas on how to use them.	Ongoing, as need is expressed
q	Classified staff (instructional and clerical) will be provided training on productivity software, relevant instructional programs, and specialized programs such as Zangle. Training will be provided internally, through outside consultants, or by RCOE or CTAP.	Ongoing as needed, such as when software updates occur
r	New teachers will receive training in the basic District technology applications during a one-day orientation. BUSD conducts BTSA training, including the technology elements, for its own new teachers.	Annually
s	District will provide flexible training options, such as staff meetings, SBCP Days, after school, Saturdays, summer, modeling, small group, one-on-one, online, and sub release. Direct instruction, self-paced, coaching, and informal mentoring models will be used.	Ongoing (standard procedures)
t	Training will be provided by the most appropriate of the following: district and site administrators and staff, curriculum coaches, site technology “teacher-experts,” textbook publishers, software/database vendors, CTAP, Riverside County Office of Education, online providers, and other outside consultants.	Ongoing (standard procedures)

Action Plan		Timeline
u	District may provide release time or incentives to staff who attend training, such as hourly pay, certificate of completion, attendance at conferences, and/or professional growth hours.	Ongoing (standard procedures)

4c. Monitoring Process for Professional Development Component

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	<ul style="list-style-type: none"> • Take the Technology Assessment Profile (used to determine technology skills and needs for training) • Monitor email, fliers, announcements, and District website for relevant professional development offerings • Complete evaluation forms during training sessions
Site technology “teacher-experts,” Technology Integration Specialist at EETT-C sites	<ul style="list-style-type: none"> • Collaborate and support each other; maintain informal records of work with teachers; report specific site issues with technology to the Director, Information Technology, as needed
Site administrators	<ul style="list-style-type: none"> • Fill out the Technology Assessment Profile • Observe classroom instructional techniques; decide on need for additional training • At end of year, analyze success/appropriateness of training offered and consider improvements for the following year
Trainers	<ul style="list-style-type: none"> • Develop/collect/maintain agendas, sign-ins, and participant evaluations after training sessions • Analyze evaluations; decide on training modifications as needed
Asst. Supt. of Curriculum, Instruction, and Assessment Dir., Educational Services	<ul style="list-style-type: none"> • Analyze results of Technology Assessment Profile, staff needs assessments, State Technology Survey, student assessment data; develop district training schedule for the year • Observe classroom instructional techniques; decide on need for additional training • Analyze training evaluations; decide on training modifications as needed • At end of year, analyze success/appropriateness of training offered and consider improvements for the following year

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Director, Information Technology	<ul style="list-style-type: none"> • Analyze results of Technology Assessment Profile, staff needs assessments, develop district training schedule for the year • Monitor sign-ups for centralized trainings; maintain professional development records • Analyze training evaluations; decide on training modifications as needed • At end of year, analyze success/appropriateness of training offered and consider improvements for the following year • Take part in collaborative activities of site technology teacher-experts; at end of each year, evaluate success of the “teacher-expert” program and suggest changes for the next year
District Technology Committee	<ul style="list-style-type: none"> • At meetings two times a year, review relevant data from tools and processes described above, make recommendations for program modifications, and communicate recommendations to stakeholders

5a. Existing hardware, Internet access, electronic learning resources, and technical support that will be used to support the Curriculum and Professional Development Components.

AND

5b. Hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed to support the Curriculum and Professional Development Components.

Hardware:

Computers:

Existing: The following chart shows per-school ratios of students to instructional computers and students to “up-to-date” computers (those 48 months old or less) in November 2010, as per district technology survey. In addition, the chart shows the number of labs in each school and the number of computers in libraries and labs. Schools are beginning to purchase laptops for teachers so that they can be more mobile. Not all classrooms currently have two student computers.

School	Student Enrollment	Total Computers	Student: Comp. Ratio	Up-to-date Comp. <4 yrs old	Student: up-to-date Comp. Ratio	# of Comp. in Libraries	# of Comp. labs	# of Comp. in Labs
Cabazon Elem.	232	100	2.3	45	5.2	3	1	32
Central Elem.	625	223	2.8	45	13.9	0	1	33
Hemmerling El.	470	129	3.6	30	15.7	0	1	33
Hoffer Elem.	587	198	3.0	84	7.0	0	1	31
Elem. Totals	1914	650	3.0	204	9.4	3	4	129
Coombs Int.	710	145	4.9	33	21.5	4	2	96
Nicolet Middle	724	79	9.2	70	10.3	4	1	70
MS Totals	1434	224	6.4	103	13.9	8	3	166
Banning High	1170	201	5.8	16	73.1	34	3	101
New Horizons	88	49	1.8	44	2.0	0	1	25
HS Totals	1258	250	5.0	60	21.0	34	4	126
Independent St.	87	57	1.5	55	1.4:1	0	2	40
District Totals	4693	1181	3.4	418	11.2	45	13	421

The following chart shows the age of computers at each school as shown on the 2010 District Technology Survey, along with subsequent acquisitions and retirements and plans for the remainder of the 2010-2011 school year.

School	# of comp	<1 yr old	>1 and <2	>2 and <3	>3 and <4	>4 years
Cabazon Elem.	100	45	0	0	0	55
Central Elem.	223	40	0	0	5	178
Hemmerling Elem.	129	30	0	0	0	99
Hoffer Elem.	198	40	0	0	44	114

School	# of comp	<1 yr old	>1 and <2	>2 and <3	>3 and <4	>4 years
Elem. Totals	650	155	0	0	49	446
Coombs Int.	145	33	0	0	0	112
Nicolet Middle	79	0	70	0	0	9
MS Totals	224	33	70	0	0	121
Banning High	201	0	16	0	0	185
New Horizons	49	35	9	0	0	5
HS Totals	250	35	25	0	0	190
Independent St.	57	40	0	15	0	2
District Totals	1181	263	95	15	49	759

Need: A district-wide student to computer (less than four years old) ratio of 2.6:1 or better by June 2014. At least two student computers in each classroom.

To be Acquired: The District and school sites will acquire (lease) 457 computers every year for three years. That will be a refresh rate of 1371 computers within three years.

	10/11	11/12	12/13	13/14
Carryover number of all computers	1181	422	830	1272
Less computers becoming >48 mos.	759	49	15	95
Add computers to be acquired	----	457	457	457
Total of up-to-date computers	422	830	1272	1634
Projected enrollment	4563	4433	4303	4173
Student: computer ratio	10.8: 1	5.3: 1	3.4:1	2.6: 1

Printers:

Existing: All classrooms have at least laser printers. All schools also have at least one high-speed copier for large print jobs.

Need: Maintain existing classroom laser printers and at least one networked high-speed copier per school to which teachers can send large print jobs.

To be acquired: It is estimated that approximately 50 laser printers may need to be purchased for replacement/upgrade for classrooms by June 2014.

LCD Projectors:

Existing: 217 LCD projectors/audiovisual systems have been purchased and installed in classrooms.

Need: Ceiling-mounted LCD projector systems in each of the District's classrooms and libraries, utilizing wireless connectivity.

To be Acquired: To cover all classrooms and libraries, the district will need to acquire approximately 30 additional LCD projectors/audiovisual systems over the three years of the Technology Plan.

Mark Sense Scanners:

Existing: District has purchased two mark sense scanners (for the English and math departments at Banning High School) to use with EADMS standards-based benchmark assessments. Nicolet has sufficient scanners for use with Edusoft assessments.

Need: Sufficient scanners for all schools which desire to use EADMS for developing and administering benchmark/embedded assessments.

To be Acquired: Two for Banning High School (science and social studies departments) in 2011-2012. As other schools choose to use EADMS to develop assessments, sufficient scanners will be purchased for them as well.

Video Conferencing Equipment

Existing: No video conferencing capability at the present time.

Need: Video conferencing equipment at each school site for virtual fieldtrips, professional development and distance learning opportunities.

To be Acquired: 8 sets of video conferencing equipment, one for each school.

Other peripherals:

Existing: Quizdom student response system is used at Coombs, PE Teachers use iPods to keep track of health records.

Need: Piloting and implementing of tablets, interactive whiteboards and interactive classroom response systems at additional sites.

To be Acquired: Purchase of tablets/InterWrite Pads, document cameras, interactive whiteboards, interactive classroom response systems, and digital cameras as per site need and decision. Acquisition of assistive/adaptive technologies as required by IEPs .

Policies and procedures: The first priority is to update the computer labs with new equipment so that whole classes have access to the latest versions of software. Whenever possible, replaced lab computers will be upgraded and placed in classrooms. The goal is to have at least two student computers in each classroom; some subjects and new adoptions (such as math) may require several additional computers. Priority for classroom computers will be given to teachers who present a plan for using computers in the curriculum.

Electronic Learning Resources/Administrative Software:

Existing: The district already owns or uses most of the resources needed to support the activities of the Curriculum and Professional Development Components. These resources are shown in regular typeface in the list, below. See Section 3b for additional detail.

Need: The activities of the Curriculum and Professional Development Components of this Technology Plan require the following electronic learning resources and administrative software if they are to be completely implemented.

- Productivity software: Microsoft Office for all student and teacher computers; website

development and digital imaging software

- Software for diagnosis, assessment, individualized instruction, differentiation, reinforcement, and/or intervention in English language arts and mathematics (such as Renaissance Learning programs, Criterion Online, Achieve3000, Study Island, Inspiration/Kidspiration, **and other programs identified during the course of this Plan**).
- Odysseyware or other software/online courseware for CAHSEE preparation, credit recovery, and Independent Study
- I-SAFE online resources for online behavior/safety instruction
- **Streaming video services; additional video-based distance-learning services and opportunities as desired**
- Web locker services
- Gaggle.net (or similar service for monitored student email and collaboration)
- Subject-specific software and online resources, such as **Gale, EBSCO databases**, Google Docs and Adobe
- Technology resources accompanying adopted text series (such as e-textbooks, audio, tutorials, exam-builders, lesson planners, and web resources)(**new adoptions**)
- Administrative software (Zangle including ParentConnection, EADMS, Edusoft, Follett Destiny, network management programs, anti-virus, and Marshal 8e6 for Internet filtering and monitoring.
- TeleParent parent notification service
- Email for staff
- Website hosting and templates for school and teacher webpages

To be Acquired: The items in boldface(not yet owned or used by the district) in the above list will be piloted and/or acquired during the course of this Plan. Additional licenses, upgrades, and new versions of current software will be acquired as needed.

Internet Access / Telecommunications and Networking Infrastructure:

Data Network:

Existing: Details are included in the chart labeled Description of Data Network, under To Be Acquired, on the next page.

Locations on the District Network	
Cabazon Elementary	Nicolet Middle
Central Elementary	Banning High School
Hemmerling Elementary	New Horizons Cont. High School
Hoffer Elementary	Alternative Education (Ind. Study, Adult School)
Coombs Intermediate	District Office

Need: Reliable, fast wide area and local area networks, with safe Internet service and sufficient servers (for network management, file storage, and applications).

To do / to be acquired:

Description of Data Network		
	Existing (Current Situation)	To be Acquired: (Upgrades Planned)
Type and speed of connection of District Office to Internet provider	1 Gpbs (including one dedicated pipe for Fiscal Services)	Upgrades if needed
Internet Service Provider	Riverside County Office of Education	---
List physical and virtual locations on the district network (including hubs)	District Office is the main hub	---
Type and speed of connection(s) of schools to each other and/or to District Office	All sites are connected to the district office with fiber connectivity at 1Gbps.	----
Firewall	Cisco ASA firewall	---
Type and speed of backbone within sites; description of LAN; speed of connection at the desktop	All school sites have 100Mbps switched backbone	
Number of network drops per room; Internet connections.	Temporary portable classrooms have 2 drops; permanent classrooms have 6 to 8 or more drops.	Upgrades are possible, conditional on locating additional funds, if temporary portables become permanent
Description of wireless equipment, access, coverage if available	Limited wireless access in 2 schools and District Office via Alcatel Lucient.	Multiple robust access points at all schools to provide wide coverage by June 2014
Video appliances	-----	Central video databank; each school will have encoder/decoder network appliance (2012-2013)
Servers (central and at sites) & services they perform, both eligible for E-Rate and not eligible	3 Virtual Server Hosts – Dual Six Core AMD Opteron Processor (2.4 GHz) servers hosting 22 virtual servers 1 Virtual Server Host – Dual Six Core Intel Xeon Processor (2.00 GHz) server hosting 14 virtual servers	New District email server (2012-2013) Other servers as need becomes apparent

Description of Data Network		
	Existing (Current Situation)	To be Acquired: (Upgrades Planned)
	2 Dual Intel Xeon Processor Servers for Active Directory, DHCP, and DNS 1 Pentium 4 Xeon dual CPU server for District Email services 1 Dual Intel Xeon Processor server for new district Email Services.	

Phone Systems:

Existing: The District Nortel PBX phone system is entirely fiber-based. The centralized PBX (Nortel Option 11) is located at the District Office; voicemail is centralized. Each school has its own PBX (Nortel BCMs). District Leadership Team members and school deans are provided with cell phones. Administrators at the Director level and above have Internet-access cell phones.

Need: Up-to-date phone systems, including voicemail via VoIP

To be Acquired: The District is looking to upgrade the PBX to do IP-trunking, which will enable 5 digit dialing within the District. (In E-Rate Year 13 Banning applied for VoIP system and they were approved by SLD. Due to equipment End of Life issues, they have submitted service substitution and are awaiting their approval. Upon approval, implementation will be district wide by Fall 2011).

Physical Plant:

School sites and district offices have sufficient electrical capacity for the current and expected technology.

Technical Support:

Existing: The Information Technology (IT) Department consists of the Director, four technicians, and a clerk (6 FTE). Technicians are trained internally on software and hardware issues. The Department carries out in-house warranty repairs (obtaining parts from the manufacturer). If it is impossible to repair a computer, parts are salvaged to use in repairing other computers. The district has contracts with several providers for maintenance of the firewall and network hardware and connections.

When District staff experience technical problems, they have a number of options: they can contact the identified site staff member who can make work orders, call the IT Department, or send email to the Help Desk. In the latter two cases, the IT clerk will ask questions and attempt to help, then will make out a work order. The clerk assigns work orders to the technicians. During the 2009-2010 school year, 1211 work orders were completed. On average, 19 work orders are received each day and 18 are completed each day.

On the Technology Assessment Profile, teachers were asked to indicate the typical response time when they report a technical problem (hardware, software, network connection); as reported in October/November 2010, their answers were as follows: two hours or less, 14%; more than two hours but by the end of the day, 15%; within two to five weekdays, 43%; more than a week but less than a month, 16%; a month or more, 12%.

To do: Staffing levels will be maintained.

5c. Benchmarks and timeline for obtaining the needed resources.

Hardware:

The following equipment-purchase objectives or recommendations are dependent on the acquisition of additional funding, including grants and state one-time monies.

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
5.1	By June 2014, the district-wide student to up-to-date computer ratio will be 2.6: 1 or better.	5.3: 1 Acquire 457 computers	3.4: 1 Acquire 457 computers	2.6: 1 Acquire 457computers
5.2	By June 2014, all classrooms will have at least two student computers.	All elem.; most gr. 5-12 rooms have at least 1	All elem.; many gr. 5-12 rooms have at least 2	100%
		By acquisition or upgrade; included in numbers above		
5.3	By June 2014, maintain all classrooms and libraries networked laser printers.	Replace 20	Replace 20	Replace 10
5.4	By June 2014, all classrooms and libraries will have ceiling-mounted LCD projector/speaker systems.	94% Buy 15	100% Buy 15	100%
5.5	In each year, there will be sufficient mark sense scanners to support standards-based benchmark and classroom testing (EADMS and Edusoft).	Buy 2 scanners	TBD (depends on school interest)	TBD (depends on school interest)
5.6	Schools will have video cameras to use in originating/broadcasting video.	Replace as needed	Replace 10	Replace 10
5.7	Videoconferencing equipment	Buy 2 Systems	Buy 2 Systems	Buy 4 Systems
5.8	Schools will purchase cameras, presentation devices, and other peripherals as determined by site needs.	TBD	TBD	TBD
5.9	All students will have access to assistive devices as per their IEPs or 504 Plans.	Acquisitions TBD	Acquisitions TBD	Acquisitions TBD

Action Plan:

Implementation Plan, Data to be Collected, and/or Evaluation Instruments		Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process
a	Sites will determine priorities for deployment of new computers and other equipment.	March – April annually	Decided by site administration, in consultation with Site Councils, in collaboration with teachers and departments at the high school.
b	The District Technology Survey will be filled out for/by each school accurately reflecting the number, age, and locations of computers, within the required window.	November annually	Site administrators and Director, Information Technology, work together.

Electronic Learning Resources / Administrative Software:

Please note that the following software/service purchase objectives or recommendations may be dependent on the acquisition of additional funding, including grants and state one-time monies.

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
5.10	By June of each year, district/sites will purchase upgrades and additional licenses for existing software and services as needed.	100%	100%	100%
5.11	Teachers and students will have access to technology resources accompanying adopted text series.	TBD	TBD	TBD
5.12	District/schools will acquire additional electronic learning resources as identified during the Plan period, including leased online reference databases and i-SAFE resources.	TBD	TBD	TBD
5.13	Students will have access to web locker services.	Gr. K-12 if desired	Gr. K-12 if desired	Gr. K-12 if desired
5.14	District or schools will obtain additional video-based distance-learning services and opportunities as equipment becomes available.	Plan	Implement	Implement
5.15	District will maintain the use of Marshal 8e6 for Internet content filtering.	Maintain	Maintain	Maintain
5.16	All students will have access to assistive software as per their IEPs or 504 Plans.	Acquisitions TBD	Acquisitions TBD	Acquisitions TBD

Action Plan:

Implementation Plan, Data to be Collected, and/or Evaluation Instruments		Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process
a	At the end of each school year, examine current software and online services for needed upgrades or additional licenses. Make purchases as needed.	May/June of each year	Continuous evaluation process; site administrators perform for school sites. Director, IT supervises licensing.

Telecommunications and Networking Infrastructure:

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
5.17	For the duration of this plan, bandwidth/speed to the Internet service provider will be maintained at 1 Gpbs or higher as needed.	Maintain	Add bandwidth if needed	Add bandwidth if needed
5.18	If possible, District will upgrade number of drops per classroom, if temporary portables become permanent.	TBD	TBD	TBD
5.19	Wireless Internet access will be provided at all sites, with widespread coverage. (Wireless was part of Year 13 E-Rate, all sites will have wireless once SLD approves equipment substitution application)	Acquire & implement (timing is ERate dependent)	Acquire & implement (timing is ERate dependent)	100%
5.20	District and sites will have the capacity for distributing video, broadcasting, and videoconferencing over the network.	Plan	Acquire central server, encoder/decoder for each site	100%
5.21	District will purchase new servers to replace student application servers.	----	As needed	As needed
5.22	District will purchase a new District email server.	----	Acquire and implement	-----
5.23	District will assess need and purchase other servers as needed.	TBD	TBD	TBD
5.24	District will upgrade the PBX as needed.	Implement	-----	----
5.25	District will implement Voice over IP technology.	Fall 2011	Maintain	Maintain

Technical Support:

	OBJECTIVES & BENCHMARKS:	2012	2013	2014
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5.26	Maintain June 2011 staffing levels (4 technicians).	Maintain	Maintain	Maintain
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5d. Monitoring Process

Monitoring Activity	Person Responsible	Schedule
Purchase of classroom, lab, and library equipment carried out; inventory kept up to date; numbers and placement of computers reported on District Technology Survey	Site administrators IT Dept. (central computer inventory) Teachers (annual classroom inventory)	Purchase and inventory throughout the year; District Technology Survey in November
Site administrators kept informed of site equipment inventories in relationship to what is still needed to meet Technology Plan goals.	Director, Information Technology	At District Leadership meetings
Software/online services investigated, piloted, decided upon, purchased, implemented	Site administrators Asst. Supt., CIA Director, Information Technology	Purchase throughout the year; ordering by July of each year
Network and telecommunications upgrades planned and carried out	Director, Information Technology	Ongoing
Technical support performance monitored for consistent and timely response; additional support staff hired as necessary	Director, Information Technology	Ongoing
All data generated by above monitoring activities reviewed; recommendations for program modifications made and communicated to stakeholders	District Technology Committee	Meet two times a year

6. FUNDING AND BUDGET COMPONENT

6a. Established and potential funding sources.

All technology objectives will be obtained through current and potential funding resources at Banning Unified School District and sites. These include, but are not limited to:

District Level	Site Level
<ul style="list-style-type: none"> • General Fund • Lottery (Prop 20) • Instructional Materials Realignment • Categorical: <ul style="list-style-type: none"> Title I Title II A Title III ASES GATE Professional Development Block Grant Adult Education ELAP (English Language Acquisition Program) • Facilities Budget: <ul style="list-style-type: none"> State construction funds Local G.O. bond Developer fees Redevelopment Revenue • E-Rate discounts and rebates • EETT Competitive and Formula • K-12 Ed Tech Voucher • Donations • Grants • Community Based English Tutoring • IDEA 	<ul style="list-style-type: none"> • Site budgets • Lottery • Local fund-raising efforts • Donations • Grants • CAHSEE Intensive Instruction • Instructional Materials/Library Block Grant • One-time block grants • Economic Impact Aid (EIA) • QEIA • California Partnership Academies • Perkins • Other categorical funds as received

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

The following chart breaks down estimated costs. **PLEASE NOTE: ALL OF THE FIGURES ARE ESTIMATES AND WILL ONLY BE SPENT ONCE FUNDING BECOMES AVAILABLE.**

	2011-2012	2012-2013	2013-2014	Potential Funding Sources
Physical Plant				
Installation of mounted projector/sound systems	\$45,000	\$45,000	\$0	GO Bond; General Fund
Hardware (Computers, Peripherals, Video Equipment)				
New computers	\$365,600	\$365,600	\$365,600	General Fund, Lottery, K-12 EdTech Voucher, Categoricals
Servers	\$35,000	\$35,945	\$36,987	General Fund, EdTech Voucher, Erate
Printers	\$8,000	\$8,000	\$4,000	Title I
LCD Projectors/sound systems	\$12,000	\$12,000	---	General, Categoricals
InterWrite Pads (site choice)	\$1,600	\$1,600	\$1,600	Categoricals, Lottery
Interactive response systems (site choice)	\$4,000	\$4,000	\$4,000	" "
Scanners (for testing) @\$1700	\$3,400	TBD	TBD	Lottery
Other peripherals (to be determined by sites)	TBD	TBD	TBD	General Fund, Categoricals, Lottery
Video Conferencing Equipment	\$1,600	\$1,600	\$3,200	General, Categoricals
Supplies (toner, bulbs)	\$15,000	\$20,000	\$20,000	General, Categoricals
Digital video equipment	\$0	\$3,800	\$3,800	Categoricals
Adaptive technologies	TBD	TBD	TBD	IDEA
Electronic Learning Resources & Administrative Software				
Zangle	\$25,000	\$25,000	\$26,000	General Fund
EADMS	\$18,000	\$18,486	\$19,022	General Fund
Edusoft	\$6,500	\$6,676	\$6,869	HPSG
TeleParent	\$17,500	\$17,973	\$18,494	Redevelopment
ETS Criterion	\$17,500	---	---	EETT-C

	2011-2012	2012-2013	2013-2014	Potential Funding Sources
Follett Destiny	\$17,000	\$17,459	\$17,965	Lottery
Renaissance Learning	\$9,000	\$9,243	\$9,511	Title I
READ 180 (Special Ed)	TBD	TBD	TBD	General Fund, Categoricals
Achieve3000	\$5,800	\$5,957	\$6,129	EIA, Title I
Study Island	\$2,472	\$2,539	\$2,612	Title I
Streaming video services	\$3,000	\$3,000	\$3,000	Site funds
Microsoft licenses	\$50,500	\$51,864	\$53,368	Ed Tech Voucher
Gaggle.net	\$6,600	\$6,738	\$6,880	ERate, Categoricals
Web locker service	\$3,000	\$3,081	\$3,170	Lottery
Technology resources of adopted text series	TBD	TBD	TBD	IMR, Restricted Lottery
Other electronic learning resources as needed	TBD	TBD	TBD	Categoricals
Software to accommodate students with disabilities	TBD as needed	TBD as needed	TBD as needed	IDEA
Virtual Enterprise	\$5,573	\$5,573	\$5,573	CA Partnership Academies
Financial & other District Office administrative software	\$30,000	\$30,810	\$31,703	General Fund
Infrastructure Upgrades (Internal Connections for Voice, Data, Video Networks)				
Network hardware (routers, switches, etc.)	----	\$22,000	----	ERate; General Fund
Wireless networking	\$160,000	\$12,000	\$12,000	ERate; General Fund
Video appliances (VBrick)	\$283,000	\$28,000	\$28,812	ERate, Categoricals
Professional Development				
Staff (subs, extra duty, incentives)	\$50,000	\$51,350	\$52,839	Title II; General Fund; EIA, GATE; grants
Training Costs (such as programs, outside vendors, conferences)	\$25,000	\$25,000	\$25,000	EETT; grants
Technical Support & Maintenance				
Technology support salaries and benefits	\$317,000	\$326,510	\$336,305	General Fund
DameWare (remote support)	\$166	\$170	\$175	General Fund

	2011-2012	2012-2013	2013-2014	Potential Funding Sources
Maintenance Connect (work order system)	\$1,123	\$1,153	\$1,187	General Fund
Red Gate	\$78	\$80	\$82	General Fund
CDWG Open PO (misc. repair/replacement parts)	\$5,000	\$5,135	\$5,284	General Fund
Foundry (PIX/Cisco), Spectrum (internal network hardware), Multimedia Integrated Technology	\$78,800	\$86,680	\$95,348	ERate, General Fund
Consultants	\$13,000	\$13,351	\$13,738	General Fund
CSM	\$12,000	\$12,324	\$12,681	General Fund
Network Management				
Solarwinds	\$395	\$406	\$417	General Fund
LeftHand Networks (SAN)	\$7,690	\$7,898	\$8,127	General Fund
Spam filter (Barracuda)	\$1,999	\$2,053	\$2,113	General Fund
Filtering	\$19,000	\$8,268	\$8,508	General Fund
Anti-Virus (Trend Micro)	\$6,838	\$7,023	\$7,226	General Fund
Web-hosting (Camberday)	\$960	\$986	\$1,015	ERate, General
People Cube	\$800	\$822	\$845	General Fund
OnSSi (video recording software)	\$4,700	\$4,827	\$4,967	General Fund
Telecommunications (Voice/Data/Network)				
Telecommunications/WAN Services	\$350,000	\$367,500	\$385,875	ERate, General Fund
Internet Access	\$96,000	\$100,800	\$105,840	ERate, General Fund

The following chart summarizes estimated yearly costs of plan implementation, taken from the charts shown above:

Year	Cost	Still TBD
11-12	\$2,134,218	Other peripherals (school decisions), adaptive technologies including software, technology resources of adopted text series, new electronic resources identified during the Plan period.
12-13	\$1,786,280	Same as above.
13-14	\$1,757,867	Same as above.

6c. Obsolete equipment replacement policy.

Banning Unified School District recognizes the need to replace computers which have become

obsolete. Over the course of this Technology Plan, 1,371 up-to-date computers will be acquired, which will replace the computers reported as three years old or older on the 2010 District Technology Survey.

As possible, older computers will be upgraded and re-purposed to less demanding tasks in classrooms (such as basic word processing). Useable parts are salvaged from computers that cannot be repaired.

Once equipment is considered obsolete, the Board declares the equipment surplus. It is then disposed of in accordance with Board policy.

6d. Process for monitoring technology funding, implementation costs, and new funding opportunities and for adjusting budgets as necessary.

Individual(s) Responsible	Responsibilities	Feedback Loop
Site Administrators	<ul style="list-style-type: none"> • Develop and monitor site budgets • Work with site-based planning teams to determine site technology needs and priorities • Budget to meet those needs and priorities as appropriate • Originate purchase requisitions • Seek site funding opportunities (Perkins, Partnership Academies) • Complete required surveys & reports 	<ul style="list-style-type: none"> • Report progress and needs as assessed • Submit recommended plan changes
Director, Information Technology	<ul style="list-style-type: none"> • Approve all Tech requests (hardware and software) • Receive alerts on new funding opportunities from CTAP 10 • Assist with writing grants for new funding 	<ul style="list-style-type: none"> • Make monthly Technology Report to Board • Pass on new funding alerts to relevant staff
Director, Educational Services Asst. Supt./Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> • Review purchase requests for categorical program compliance and alignment to site and district plans • Research and write grants for new funding 	<ul style="list-style-type: none"> • Report to other stakeholders as appropriate
Supervisor of Fiscal Services	<ul style="list-style-type: none"> • Carry out budget & code check • Perform interim reporting • Perform budget and expense review • Receive new funding alerts from CDE, RCOE, School Services 	<ul style="list-style-type: none"> • Send alerts to site principals • Pass on new funding alerts to relevant administrators

7. MONITORING AND EVALUATION COMPONENT

7a. Process for evaluating the plan’s overall progress and impact on teaching and learning.

A Banning Unified School District Technology Committee, led by the Director of Information Technology, will be formed to evaluate the Technology Plan’s progress and impact on teaching and learning. It will include District and site administrators, teachers, and classified staff. All sites will be represented.

The Committee will meet two times a year in order to examine data and stakeholder input and compare progress with the objectives and benchmarks of the Plan. They will determine which goals were met and which were not, will identify barriers to success and possible ways to overcome them, and will consider if new needs have emerged that should be addressed with additional/different goals. In September, they will examine assessment results from the previous year and will make purchase recommendations. In April, they will re-evaluate Plan implementation, including purchases. They will then update the Technology Plan as needed.

Plan updates will be coordinated with ERate cycles and applications. A supplemental budgetary analysis will be completed annually as needed.

Details on the evaluation processes for each set of goals and benchmarks, including persons responsible, are included in the Monitoring, Evaluation, and Program Modification Process charts of each goal in Sections 3d-3j (Curriculum), in Section 4c (Professional Development), in Section 5d (Infrastructure, Hardware, Technical Support, and Software), and in Section 6d (Funding and Budget).

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

This information is described in the Monitoring, Evaluation, and Program Modification Process charts of each goal in Sections 3d-3j; in Section 4d; in Section 5d; and in the Action Plan (including timelines) of Section 5.

The following chart shows the schedule for meetings and assessment measures that will be used in the evaluation of Technology Plan implementation.

Forum	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
BUSD Technology Committee			X							X		
Technology Assessment Profile			X									
Student Survey									X	X	X	
California Standards Tests		report									X	
CAHSEE	X				X			X	X	X		Pass rate
District teacher/staff survey of technology use											X	X

Forum	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Monitoring school and district websites			X	X	X	X	X	X	X	X	X	X
Professional Development reports (to Technology Committee)			X							X		

7c. Process and frequency of communicating evaluation results to technology plan stakeholders.

Following Technology Committee meetings, each site’s representative will take back information to the site; site administrators will assist with any necessary dissemination of information to the staff. The Director of Educational Services and the Director of Information Technology will keep their immediate superiors informed of Technology Plan discussions and evaluation results.

The Director of Multilingual/Categorical Programs will present a report at the next monthly District Parent Advisory Committee meeting following each Technology Committee meeting. The Director of Information Technology will include relevant evaluation results in his monthly reports to the Cabinet and Board of Trustees. District and site administrators will be able to receive evaluation information and discuss recommended changes in the Technology Plan at monthly Leadership and CIA meetings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

The main providers of adult literacy services for district residents are the Banning Adult School.

The Adult School offers Adult Basic Education (reading and mathematics), high school diploma classes, GED preparation, English Learner Civics, and English Learner Citizenship. It also offers evening Community Based English Tutoring (CBET) classes for learning English in the classroom and computer lab.

The principal of the Adult School was invited to provide input while this Technology Plan was being developed, and will be consulted during annual Plan evaluations. Adult School instructors are invited to participate in District technology-related professional development. The Adult School shares a computer lab with Independent Study; as these lab computers are replaced with newer computers during the course of this Technology Plan, the Adult School will benefit as well. BUSD provides technical support and Internet access to the Adult School.

9. EFFECTIVE, RESEARCH-BASED METHODS AND STRATEGIES

9a. Summary of relevant research which supports curricular and professional development goals.

The following annotated bibliography describes the research that was used in the preparation of this Plan and how the district has used and will use the research findings in the development and implementation of the Plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

Research and Models/Strategies Literature:

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

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

The Banning Unified School District and each school maintain alignment of instruction with state content standards through long-range planning and curriculum pacing guides. Research-based, proven software will be chosen to align with state standards. Student achievement is monitored through standards-based common assessments. Through ongoing data collection and analysis, the District will continuously monitor its attainment of the goals and objectives of the Technology Plan, and will report results annually. Throughout the Plan, attention is paid to providing equitable access to all students in the community, including students in special populations. The District will implement a plan for staff training and instruction of students in technology skills and information literacy.

CEO Forum (2000). The CEO Forum School Technology and Readiness Report. The Power of Digital Learning: Integrating Digital Content. <http://www.eric.ed.gov/PDFS/ED447781.pdf>

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st century skills. The power of digital learning is discussed, including the need for digital learning, reasons why digital content is essential, shifting to digital learning environments, models from the business community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content.

Consistent with this research, in the development of this plan, Banning USD has followed, and will continue to follow, the steps recommended in the report. In alignment with the report, the District has identified educational goals and linked technology resources to those objectives; established student outcomes and performance standards that will be achieved by the inclusion of technological resources; and determined a process for measurement and evaluation of the outcomes and modification of the Plan accordingly.

The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills & Society for Human Resource Management (2006). Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Work. http://www.p21.org/documents/FINAL_REPORT_PDF09-29-06.pdf

While the “three Rs” are still fundamental to any new workforce entrant’s ability to do the job, employers emphasize that applied skills are “very important” to success at work. Applied skills that employers most value include professionalism/work ethic, oral and written communications, teamwork/collaboration, and critical thinking/problem-solving—which they often find lacking in entry-level employees. The results of this study leave little doubt that improvements are needed in the readiness of new workforce entrants, if “excellence” is the standard for global competitiveness.

In accordance with this report, BUSD will develop and implement a framework for teaching students technology and information literacy skills that will assist with their development of the applied skills most valued by employers. Student use of technology, particularly productivity software, will focus on collaboration, communication, and higher order thinking skills.

Heacox, Diane (2001). Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12. Free Spirit Publishing.

One of the greatest challenges for teachers is responding to an increasingly broad spectrum of student needs, backgrounds, and learning styles. This book discusses strategies for meeting the goals of differentiated instruction: developing and engaging tasks for each learner; providing flexible approaches to content, instruction, and products; developing instructional activities based on essential topics and concepts, significant processes and skills, and multiple ways to display learning; responding to students’ readiness, instructional needs, interests, and learning preferences; providing opportunities for students to work in varied instructional formats; meeting curriculum standards and requirements for each learner; and establishing learner-responsive, teacher-facilitated classrooms.

Banning USD will integrate technology in differentiated instruction to best serve the learning needs of all students.

Wenglinsky, Harold (1998). "Does It Compute? The Relationship Between Education Technology and Student Achievement in Mathematics." Educational Testing Service. <http://www.ets.org/Media/Research/pdf/PICTECHNOLOG>.

This article reports the findings from a national study of the relationship between different uses of educational technology and various educational outcomes. Data was drawn from the 1996 NAEP test in mathematics. The study concluded that, when they are properly used, computers

may serve as important tools for improving student proficiency in mathematics, as well as the overall learning environment in the school. For eighth graders, teachers' professional development in technology and the use of computers to teach higher-order thinking skills were both positively related to student achievement in math.

Consistent with this research, Banning USD holds improving student work in mathematics as a major goal of its tech plan. Accelerated Math is used for mathematics reinforcement.

Renaissance Learning (2002). How Scientific Research Supports the School Renaissance School Improvement Process. Renaissance Learning Educational Research Department.
<http://www.wcpsteacher.org/education/page/download.php?fileinfo=QVJfU3R1ZGllcy5wZGY6Ojovd3d3L3NjaG9vbHMvc2MvcmVtb3RIL2ltYWdlcy9kb2NtZ3IvMTA4N2ZpbGU0MTQ4LnBkZg==>

This summary of 110 research reports demonstrates that Reading Renaissance and Math Renaissance are research-based programs according to the NCLB definition: grounded in theory, demonstrating evidence of effectiveness, evaluated by third parties, published in peer-reviewed journals, sustainable, and replicable in schools with diverse settings. Research-based principles include: more time for personalized instruction and practice, practice of skills focused at each student's appropriate ability level, information feedback to enhance the learning process, establishing personalized goals as an effective motivational strategy, and use of technology to provide formative and diagnostic information feedback on learning to inform instruction.

Consistent with this research, Banning USD makes Renaissance Learning Accelerated Reader and Math available to all schools that wish to use them.

Williams, T., Kirst, M., Haertel, E., et. al. (2005). Similar Students, Different Results: Why Do Some Schools Do Better? A large-scale survey of California elementary schools serving low-income students. Mountain View, CA: EdSource. <http://www.eric.ed.gov/PDFS/ED491575.pdf>

This study examined 257 California elementary schools with similar student populations (high percentages of low income students and English Learners) to determine which educational practices are most strongly associated with higher levels of student achievement (using 2005 API results). The four practices most highly correlated with higher API scores were implementing a coherent, standards-based instructional program (including use of pacing schedules); ensuring availability of instructional resources (up-to-date materials and supplementary instruction for struggling students); using assessment data to improve student achievement and instruction; and prioritizing student achievement.

Banning USD will integrate technology use with all four of the highest ranked practices, including use of state-approved/adopted software and correlation of software and technology/information literacy skills with state content standards; increasing student access to technology and instructional programs for struggling students; emphasizing the automation of student assessment and data reporting and analysis; and evaluating the entire technology program based on student achievement.

Designs for Learning: An Introduction to High Quality Professional Development for Teachers.
The California Department of Education.

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement.

Banning USD has designed a professional development program consistent with the recommendations made in this document. The professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed. All professional development activities will be monitored, evaluated and modified, as described in the Plan.

Prensky, Marc (2001). "Digital Natives, Digital Immigrants." On the Horizon (NCB University Press, Vol. 9 No. 5, October 2001). <http://www.marcprensky.com/writing/>

The author believes that, as a result of the ubiquitous digital technology with which they have grown up, today's students think and process information fundamentally differently from their pre-digital age teachers and parents, who are at best digital immigrants. It is likely that today's students' brains have physically changed. They are used to receiving information fast, can parallel process, prefer random access rather than sequential presentation, function best when networked, thrive on instant gratification and frequent rewards, and prefer games to "serious work." The implications for education: "Today's teachers have to learn to communicate in the language and style of their students." Both methodology and content must be reconsidered.

Banning USD will provide professional development on instructional practices needed with current students and will seek to motivate teachers to adapt their attitudes and methods. The district will encourage investigation, trial, and adoption of new technologies for education as they become available.

Ringstaff, Cathy; Kelley, Loretta. (2002). The Learning Return on Our Educational Technology Investment. A Review of Findings From Research. West Ed. http://www.wested.org/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.

Consistent with this research, Banning USD's Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The Plan also addresses

sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring are built into the Plan.

Strudler, N. (1994). The Role of School-Based Technology Coordinators As Change Agents in Elementary School Programs: A Follow-up Study. Presented at AERA, New Orleans, LA, April 5, 1994. . <http://www.eric.ed.gov/PDFS/ED381139.pdf>

There is a continuing need for the school site presence of a technology coordinator who can serve as a mentor or "translator" of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan.

Banning USD and schools will identify informal technology "teacher-experts" at each school who can assist teachers with integrating technology into the curriculum. These "teacher-experts" will network with each other to share ideas and strategies. EETT coaches will continue to serve as "identified technology experts" at each of the EETT funded schools.

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

Banning Unified School District will offer students opportunities to use technology to access rigorous academic courses and content.

Online Odysseyware courseware will be available for self-paced use by Banning High School students for credit recovery and remediation and for Independent Study at a later date. The Computer Academy at Banning High School is centered around the online Virtual Enterprise/Business program. Some students have access to Study Island from home.

Teachers and students in Banning USD will use streaming video for presentations. As equipment for distributing video and videoconferencing becomes available, classes will be able to take part in videocasts from such providers as NASA, Discovery Channel, and the California K-12 High Speed Network.

Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:

- ***For corresponding EETT Requirements, see the EETT Technology Plan Requirement (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
<i>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)</i>	p. 6	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.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>	p. 6-7	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.	p. 8-9	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.	p. 9-13	The plan describes the typical frequency and type of use (technology skills/information 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.	p. 13-14	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.	p. 14-18	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	p. 18-22	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<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 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 (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>p. 22-23</p>	<p>The plan describes or delineates clear goals outlining how students 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 (as stated in AB 307).</p>	<p>The plan suggests that students 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 to protect online privacy and avoid online predators.(AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>p. 23-25</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>p. 25</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>p. 25-27</p>	<p>The plan delineates clear goal(s), measurable objective(s), 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>p. 27-29</p>	<p>The plan delineates clear goal(s), measurable objective(s), 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>p. 14-18; 22-23; 23-25; 26; 27</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>

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	p. 30-34	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 CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	p. 34-37	The plan delineates clear goal(s), measurable objective(s), 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 through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	p. 37-38	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.

<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>p. 39-45</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>p. 39-45</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 as identified in Section 5b.</p>	<p>p. 45-48</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>p. 48</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.	p. 49	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.	p. 50-52	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.	p. 52	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.	p. 53	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	p. 54	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	p. 54-55	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	p. 55	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<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>p. 56</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	<p>p. 57-61</p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p>b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>p. 61</p>	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 3366985

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

LEA Name: Banning Unified School District

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*Required information in the ETPRS