

**Pacific View Charter School  
Education Technology Plan  
July 1, 2009 -June 30, 2012**



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### Appendix C: Criteria for EETT Funded Education Technology Plans

E~Rate Supplemental Addendum: This does not have to be attached for CDE State Level review however you must update your E-Rate BUDGET~ Supplemental Addendum annually and keep it with your Tech Plan on file at the district office ...so you might as well attach if it's complete at the time of your submission. (This budget is being revised by the Chief Business Officer, based on new CDE budget projections.)

# **Pacific View Charter School Technology Plan**

**July 1, 2009 -June 30, 2012**

## **District Overview**

Pacific View Charter School is committed to promoting a sense of community as well as an individual sense of self-worth. Technology in Education has leveled the playing field for our remote mountain schools.

Our school is a community of caring and fairness, and of life-long learners for whom knowledge is both a cherished inheritance and a critical achievement. The school community governs itself democratically, while continuing an ongoing search for a common sense of purpose and value, which acknowledges our inherent diversity and unique talents. Every member of the school is vital to and responsible for the quality of life of the school and the community.

## **Vision**

Our vision as it relates specifically to Technology is that our students will become 'producers' of culture not just consumers. Technology is an integral part of the curricula.

It is perhaps easiest to understand our goals by describing how we envision our graduates: they are responsible and compassionate; they care about the well-being of our planet and its inhabitants and environment; they have the intellectual and interpersonal skills they need as lifelong learners and members of a diverse democratic society; they can support themselves economically and know how to make the most of a job; they choose wisely in keeping physically fit and healthy; they are curious about themselves, others and the world, they strive to be fair in their everyday interactions; they are adventuresome; and they discover the humor in everyday life.

In summary PVCS will provide and rigorously nurture the skills necessary for our students to become producers of knowledge and culture rather than just consumers. This vision is accomplished with step –by step actions and activities that embrace technology in education. From the young student illustrating their poem, to the middle grade students gathering digital video clips to promote adventure education, to the advanced High school student publishing the yearbook, and creating a music video; our vision is one of creating and producing.

PVCS students will show improvement in academic achievement through the use of technology in their math classes. They will (along with the staff) learn "how they learn", addressing one of 3 fundamental tenets proposed by the Nat. Academy of Sciences. That is that teaching metaskills has the largest impact on low performing students of Math. Using in-house, county and state resources each PVCS teacher will become adept at comfortably infusing technology into the status quo of standards based curriculum; thus generating a paradigm shift in pedagogy.

## 1. PLAN DURATION

The benchmarks and timelines in this technology plan will guide our school's use of technology from July 1, 2009 -June 30, 2012

## 2. STAKEHOLDERS

The school will provide ongoing information to the School Site Council (SSC) regarding decisions that can be made under the new laws for state and federal programs that are included in the School Wide Program and this Technology Plan. The SSC will assist and support the school community in exercising their expanded decision making and planning of their individual programs in the following ways: the SSC and the Technology Planning Team (TPT) will collect student achievement and performance data from staff and parent/community members regarding program services, parental involvement, and eligibility criteria. The SSC and TPT will review the School Wide Plan and discuss possible future expansions or revisions. The SSC yearly approves using categorical funds (SIP, EIA, Title I) to assist with the high level of individual attention given to our students. They will be asked to review the revisions of the TPT and brainstorm modifications to the plan when necessary.

This has traditionally been the method we believe to be most effective in meeting the needs of our students. The school will provide copies of the Tech Plan revision and provide an orientation so that parents, teachers, and community members understand the relevance of the Tech Plan to the instructional program of the school.

Provisions are made to include those who are most involved with students (e.g., teachers, parents, students, etc.,) in decision-making with respect to program implementation.

We already have regular meetings once a month of the staff, TPT and the SSC to review instructional programs and curriculum. More parent, student, and community input will be sought through a variety of activities such as: school and district meetings, questionnaires, focus groups, community forums and parent group meetings. Becoming more adept at communicating with parents and community will also be a focus of the Technology Plan. We have forged many partnerships with CTAP, HCOE Technology Division, WestEd. and the HROP Program.

## 3. CURRICULUM COMPONENT

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

Currently there are multi-media computers in each classroom. Every computer in every classroom is currently wired for Internet use. The Computer Labs and Business office are also wired. All high school classrooms have at least four Internet and multimedia computers. All elementary classrooms have at least two Internet and multimedia capable computers.

During the school day all 4<sup>th</sup> thru 12<sup>th</sup> grade classes are scheduled to use technology in core curriculum.

STUDENT COMPUTER ACCESS

Site	Classrooms	Library Technologies		Lab Technologies	
		Before	During	Before	During
K-12 PVCS Eureka Campus and Independent Study Students	x	x	x	x	x

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

Current Use of Technology to Support Teaching and Learning. We believe that a serious investment in Internet accessibility will allow our students to overcome obstacles created by their geographic isolation. When confronted with challenges that are of unique interest to them, many young people come alive. We would like to provide them with the best in resources, contacts and long-distance learning opportunities. To this end, we have a T-I line providing Internet Access to all of the approximately 40 computers available for student/staff use at our school. We would like to provide the students with the opportunity to study in areas in which we cannot supply teachers especially advanced math, physics and foreign language, via Global Student Network Courses

This year our school is using Accelerated Reader (K-8) and math (K-8), a nationally acclaimed program for students 1<sup>st</sup> through 12th grade. After obtaining an individual reading and math level using computerized assessment plus other teachers/specialist assessments, students read their choice of novels and take an individualized math assignment with teacher help, worksheets and computerized formative assessment to move students forward incrementally. These are highly effective instruments to further reading and math interest and performance.

In the middle and high schools students have access to Global Student Network Courses. This increases access to specific courses that our small schools could not otherwise provide.

We use HCOE for internet access, using 8e6 for filtering inappropriate Internet content in accordance with law.

Students, Teachers & Administrators now have and are using (daily):

- Microsoft Office 2003 & 2007 (Word, Excel, PowerPoint)
- Open Office 2.2 and 3.0
- Adobe Photoshop 6.0
- Adobe Imageready 3.0
- Flash 5.0
- FireFox
- Safari
- Internet Explorer
- Final Cut Pro 2.0, 3.0
- IMovie Studio Artist 2.0
- Cleaner 4.0
- QuickTime Pro
- iDVD
- Bryce
- Accelerated reader and math
- Global Student Network

## Current Use of Technology

Site	Technology Skills	Information Literacy Skills	Curriculum – Integrated Technology
PVCS Eureka K-4 Campus	<p><b>See Curriculum Component</b></p> <p>Students create developmentally appropriate multimedia products with support from teachers and family members or student partners. Students use reading drills in every area.</p>	<p><b>See Curriculum Component</b></p> <p>Student use input devices (mouse, keyboard, joystick) and output devices (monitor, printer) to successfully operate computer and other technologies. Student use a variety of media and technology resources for directed and independent learning activities.</p>	<p><b>See Curriculum Components</b></p> <p>Students create their own stories on word processors about what they have learned. The use digital cameras to illustrate. Accelerated Reader / Math are used to bring students up to grade level reading.</p>
PVCS Eureka 5-8 Campus	<p>Proficiency in Technology productivity tools and technology research. All children are scheduled into classroom computers ad have regular time in the Lab.</p>	<p>Use general-purpose productivity tools and peripherals to support personal productivity, remediation skill deficits and facilitate learning use of several throughout the curriculum.</p>	<p>Students will create a 3-part autobiographical, historical and current media events multimedia using PowerPoint. Each slide will have text. Eighth graders must include a video clip.</p>
PVCS Eureka 9-12 Campus	<p>Use technology tools and resource managing and communicating personal / professional information. Evaluate technology-based options including distance education for lifelong learning.</p>	<p>Basic operations, social ethical issues, technology productivity, communications and research tools and tech problem solving and decision –making tools.</p>	<p>All students have access to classes on GSN. We partner with local Community Colleges to provide classes not available on campus.</p> <p>As cited above many film and audio editing software programs are available for student use.</p>

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

The following Goals are found in our School Wide Plan, our School Accountability Report, and in our Digital High School Plan. Bringing students up to grade level is an ongoing goal for PVCS. Infusing technology into teaching, learning, communication, assessments and record keeping will give our district a certain edge in the years ahead. Our Technology Plan will insure that all staff, parents, and stakeholders will be able to measure the progress and identify adjustments necessary towards the achievement of these goals.

- Language Arts: Students will improve their reading and comprehension skills with the aid of reading skills software. Writing assignments can be done on word processors. Language Arts students will develop their presentation and publication skills by doing yearbook and

Shakespeare productions. We will have frequent opportunities for students to present their work to other students, their parents and the community.

- **Social Studies:** Students will develop knowledge and cultural understanding in history and humanities. Students will develop understanding of our national identity, and civic responsibility. Students will develop a positive sense of the self and their personal capabilities.
- **Math and Science:** Students will use various weather monitoring instruments, microscopes, electricity meters, GPS receiver, graphing calculators, and computers. We will use this equipment and more to analyze data, gather information and present information.

**Definition and Examples of Goals, Objectives, and Benchmarks needed for 3d, 3e, 3i, and 3j.**

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

The integration of technology into the curriculum is paramount for the staff at PVCS. Due to our small staff and geographical isolation we have felt limited at times in the past to provide a wide range of learning opportunities for our students. The world of technology has changed all that. A teacher, on any given day, can take his / her class to the Monterey Bay Aquarium, the Smithsonian Institution or to a weather station on the other side of the earth. Technology access and use has truly "leveled the playing field" for our students K-12. Our School wide Plan and School Accountability Report encourage the use of multimedia that enables students to become producers of knowledge as well as active learners. We encourage project-based learning activities that support our learning goals while giving students critical technology skills and information literacy.

***Increase Student Achievement Goals***

<b>Grade Level</b>	<b>Activity</b>	<b>Person</b>	<b>Date</b>	<b>Benchmark</b>
PVCS 4-6 grade	Students will use digital cameras to take pictures of their world. They will use drawing software to illustrate books they have written and published on computers.	Classroom Teachers	June 2009 thru June 2012	Children's books on display at Open House  Sat 9 scores increase 4% each f the next three years
PVCS 6-12 grade	Students will use Accelerated Math and Global Student Network Courses	Classroom teacher to oversee program	2009-2012	A 3% increase in students scoring above 40 percentile on CST test in each of the next 3 years

## **Mathematics**

The goals for Mathematics in our County are to ensure that all students reach grade level and to increase by 3% annually the percentage of students who score at Proficient or Advanced levels on the California Standards Test. Mathematics teachers at elementary sites are utilizing Lesson Study to enrich content and utilize instructional strategies that make lessons more effective and motivate students through the use of hands-on activities that integrate technology. Our comprehensive high school is using Accelerated Math & GSN to assist students in meeting their grade level proficiencies.

### **Goals and Implementation Plan for Using Technology to Improve Teaching and Learning**

<b>Goals for Using Technology to Improve Teaching and Learning</b>
District schools will use technology to support the Districts goal of raising math achievement levels
Support equitable, grade level appropriate access to technology resources (such as computers, software, and services) throughout the County to support teaching and learning
Implement technology literacy graduation requirements for all students in the County
Produce benchmark indicators at each site that will establish student proficiency for grade-level standards
Plan and coordinate comprehensive, ongoing staff development in technology integration based on local site and on information derived from Profile skills assessment
Support data-driven decision making through ongoing training in the use of the LARS testing analyses system.

### **Implementation Plan**

Given the constraint~ of the current General Fund budget, provision of access to technology resources must depend on existing funds and continuing success in securing Categorical funds and grants, as well as partnerships with local businesses. The Federal E-Rate program continues to make a crucial contribution to the District's ability to deploy and maintain an up-to-date technology infrastructure by significantly reducing the cost of our telecommunications services; however, since our overall discount rate does not reach 90%, the level that is necessary for discounts on hardware resources, E-Rate does not assist us with equipment replacement.

As budgets decrease, support for the purchase of new systems and the repair and maintenance of existing systems becomes more critical. We will continue to explore technology repair and integration support through coordination with local technology based businesses and possibly utilizing work study students to assist us. While some of these initiatives can be implemented without increasing the General Fund budget allocations to Technology support, it is our intention to explore possibilities for increasing allocations to these efforts through additional grant funding.

Appropriate grade-level technology is being integrated into instruction at each grade level in elementary and middle schools. All high schools in our county have in place exit requirements that ensure a broad range of instructional and project-based software applications are integrated across the curriculum.

Site-specific technology trainings have been offered as needed to improve teacher technology and data analysis skills. These trainings are conducted by HCOE Staff and Consultants.

<b><i>Evaluation Instrument(s): Data To Be Collected</i></b>
Student transcripts; submission logs; classroom observations by administrators and reports by teachers; Ed Tech Profile results, annual survey of tech by teachers and administrators
<b><i>Schedule for Evaluation</i></b>
Annually – to be collected April thru June – PVCS is such an s small unit we are able to meet one on one with every student and their parents once a year.
<b><i>Program Analysis and Modification Process</i></b>
School administrators and HCOE staff will analyze end of school year results as well as ongoing information and repot them to the District Technology Committee on a Bi-annual basis

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

Our school believes that students graduating from PVCS must do so with technology and information literacy skills that will serve them throughout their lives. We currently utilize a single computer platform and Microsoft Windows throughout the school. However, we recognize that it is important to understand that the hardware and operating systems are only tools; the critical factor is that each student understands and meets the academic standards being taught.

<b>Goal I – District Technology Skills and Information Literacy Goals</b>
Goal 1: NETS performance standards will support achievement of the academic standards I by incorporating the following areas (see below):
Target Group: All students including special education, English Learner, and GATE students.
<b>Specific Measurable Objective by June 30, 2010</b>
<b>Objective:</b> Teachers will continue to learn/integrate the student NETS skills into their academic learning activities. Students will learn the NETS skills (including technology productivity tools and information literacy) as appropriate, during their learning experiences.
The Six NETS Strands each has scaffold grade level (K12) specific standards and performance indicators. <ol style="list-style-type: none"><li>1. Basic operations and concepts</li><li>2. Social, ethical, and human issues</li><li>3. Technology productivity tools</li><li>4. Technology communications tools</li><li>5. Technology research tools (Information Literacy)</li><li>6. Technology problem-solving and decision-making tools</li></ol>
Annual Benchmarks
Year 1: minimum of 30% or more of teachers in 2009-10 will integrate NETS into academic learning activities.
Year 2: minimum of 50% or more of teachers in 2010-2011
Year 3: minimum of 75% or more of teachers in 2011-2012
<b>Evaluation Instrument(s) and Data</b>
Instrument: Lesson planner, student artifacts & performance records. Data: Percentage of students using technology to meet grade span NETS
Instrument: Annual EDTECH Profile for students Data: Teachers' & student (4-12) self assessed technology and integration skills
Data reviewers: School administrators and HCOE Staff will analyze end of school year results and report them to the District Technology Committee.

<b>Goal 2 – District Technology Skills and Information Literacy Goals</b>
Goal 2: Improve typing skills through the use of software training
Target Group: Grades 5-8th
<b>Specific Measurable Objective by June 30, 2011</b>
<b>Objective 2:</b> 40% of students in target group will score better than 25 wpm
<b>Evaluation Instrument(s) and Data</b>
Instrument: Typing master software, printed reports and student surveys Data: Percentage of students increasing their typing skills and speed
Instrument: Annual EDTECH Profile for students Data: Teachers' & student (4-12) self assessed technology and integration skills
Data reviewers: Teachers, school administrators and HCOE Staff will analyze end of school year results and report them to the District Technology Committee.

**3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism**

<b>Goal 3f: All students will be able to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.</b>			
<b>Implementation Plan</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluating</b>
Update present Internet Acceptable Use Policy to include copyright, plagiarism and unlawful downloading. Parents, students and teachers sign each year.	Sept 2009  Annual thereafter	Principal / Tech Planning Team	Review of AUP
Teacher who is member of Tech Planning Team attend RIMS CTAP train the trainer Information / Internet Safety workshop	Fall 2009	Teacher who is a member of the Tech Planning Team	Attendance Verified
Teacher member of the TPT deliver teacher training and student lessons on Information Literacy/Internet	Jan 2010 Jan 2011 Jan 2012	Principals TPT Teacher Member	Lesson plans and training logs.
Students receive lessons on copyright, fair use, plagiarism, and unlawful downloading from classes	Fall 2010 Fall 2011	Grades 4-12 teachers	Principal review of lesson plans
Students incorporate appropriate copyright and fair use into their projects.	Winter 2011 Winter 2012	Grades 4-12 teachers	Teacher and administrators review projects.
Staff collects examples of student projects and review for use of appropriate and ethical use and copyright.	Annually, each Spring	Staff & Admin.	Student technology work is reviewed and assessed by staff and admin

Teachers will be trained to implement an Information Literacy/iSafe curriculum, which includes copyright and fair use and ethical uses of technology.	Fall 2009	Staff & Administrators	Principal will review teacher participation in online iSafe training
Student will take the iSafe pre-and post-assessment	Pre-assessment every fall Post-assessment every Spring	Teachers and Administrators	Student work is reviewed and monitored by staff
Annually, district will evaluate the student post-assessment data to determine modifications to the instructional program to better ensure understanding of copyright and fair use, legal and illegal downloading and P2P file sharing, and avoiding plagiarism.	Annual, every spring	Principal	Principal will review student data and lead staff in program modification.

**3g List of clear goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators**

<b>Goal 3g: All students will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when they are using the Internet.</b>			
<b>Implementation Plan</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitor &amp; Evaluation</b>
Update present Internet Acceptable Use Policy to include online safety. Parents, teachers, and students sign each year.	Sept 2009 Sept 2010 Sept 2011	Principal TPT	Review of AUP
Teacher who is a member of the Tech Planning Team attend RIMS CTAP train the trainer Information Literacy / Internet Safety workshop.	Fall 2009	Teacher who is a member of the Tech Planning Team	Attendance Verified
Teacher who is a member of the Tech Planning Team deliver teacher training and student lessons on Information Literacy / Internet Safety.	Jan 2010 Jan 2011 Jan 2012	Principal Teacher who is a member of the Tech Planning Team	Lesson plans and training logs
Students will receive lessons which integrate principals in internet	Annually	Teachers	Lesson Plans

safety throughout the curriculum.			
Students use CTAPIV Cyber safety resources available online	Annually	Teachers	Lesson Plans
Teachers will be trained to implement and Information Literacy / iSafe curriculum, which includes internet safety, online privacy, and how to avoid online predators	Fall 2009	Staff and Administrators	Principal will review teacher participation in online iSafe training
Students will take the iSafe pre- and post-assessment.	Pre-assessment every fall Post-assessment every spring	Teachers and Administrators	Students work is reviewed and monitored by staff
Annually, district will collect and evaluate data to determine modifications to the instructional program to better ensure understanding of internet safety, online privacy, and avoiding online predators.	Annually	Principal	Observations, student data, lesson plan

**3h. Describe district policy, practices or goals that ensure equitable technology access for all students.**

During the school day all 4th thru 12<sup>th</sup> grade classes are scheduled to use technology in the core curriculum. The computer labs are open before and after school on Tuesday – Thursday. Special needs students have universal access and can schedule to work one on one with our district special ed coordinator/teacher. Students may also ask for and receive technology related help from other staff. PVCS also has a wireless network that students can access using their own laptop both during and after school.

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

**Current School Record-Keeping using Technology** Using SchoolWise software, our school secretary creates, a Cumulative Folder for each incoming freshman. In the lower grades teachers keep individual records for their students.

We use SchoolWise for recording attendance. Because we are so small, traditional comprehensive software like SASI is too cumbersome, cost prohibitive and inappropriate for our use. We use SchoolWise so that each grade level will have an electronic cumulative record.

**Benchmarks:**

- By June 2010, 80% of teachers will generate student report cards electronically. By 2011, teachers will continue to access historical data to make instructional decisions.
- By June 2011, 90% of teachers will generate student report cards electronically. By 2011, teachers will continue to access historical data to make instructional decisions.
- By June 2012, 95% of teachers will generate student report cards electronically. By 2011, teachers will continue to access historical data to make instructional decisions.

<b>Evaluation Instrument(s) &amp; Data</b>
<b>Instruments</b> Teachers will continue to use SchoolWise to create, edit and research report cards
<b>Data reviewers</b> The principal and technology Clerk will monitor teacher's technology needs in regard to report cards and will make and receive status reports monthly at staff meetings.

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

As stated earlier in the Stakeholders discussion, "Becoming more adept at communicating with parents will also be a focus of the revised technology plan. Many of these 3j activities and goals remain, carried over from the last plan. We will continue to periodically monitor home school and community school interactions and adjust our efforts to be most effective.

Increasing parent involvement is often a matter of increasing the ease of communication between school and home. High levels of parent involvement are extremely important to the achievement of parental access to their student's grades and easily contact teachers and administrators critical.

Technology is currently being used to improve home-to-school communications. The District updates its web pages regularly making a wide range of information available to parents. The information posted includes important dates, contact information, School calendars, curriculum standards, School Accountability Report Card (SARC), and Board Agenda and Minutes. Certificated staff members have his/her own District email accounts. Certificated and administrative staff members have his/her own District voicemail accounts at their sites accessible from their classroom, office and/or home.

<b>Grade Level</b>	<b>Activity</b>	<b>Person</b>	<b>Date</b>	<b>Benchmark</b>
PVCS K-12	Survey Parents for in-home e-mail access	Principal	Sept 2009	Sign-in records
		Tech Team	Sept 2010 and after annually	Survey results given to TPT
	Obtain e-mail addresses and place in database	Classroom Teachers		Classroom web page online
	There is a web	Parents		75% of teachers

	<p>page for each classroom at the school's website. These pages contain menus, calendar or events, class goals, assignments and samples of student work.</p> <p>Each week teachers communicate with parents to review current week and preview week ahead.</p> <p>Parents e-mail comments to teachers.</p>			use technology to communicate with parents who have email
PVCS K-12	Send out Monthly newsletter developed by staff and teachers via E-mail and post on the PVCS website.	Technology Team Teachers	Sept 2009 – then monthly	Monthly News Letter E-mailed to 99% of parents in Data base.

***Schedule for Evaluation***

Bi-Annually – to be collected April thru June

***Program Analysis and Modification Process***

Site Administrators and teachers are responsible for planning, implementing, and evaluating all of the activities. Teachers are responsible for compiling student records to inform adjustments for the next year.

The District Technology Committee will meet bi-annually to review program process, collect and analyze evaluation data and recommend modifications to this plan.

**3k. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.**

Over the three years our plan we will be monitored by formal assessments, including standardized tests and proficiency evaluations. We will also use informal assessments including surveys of teacher, students, parents and administrators. We will document activities and student outcomes (PowerPoint presentations, student web pages, poster sessions, and incorporating technology use

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skills in oral and written reports.) The Technology Planning Team will be responsible for monitoring and evaluating the progress of the Technology Plan. In order to do so, the Team will meet face to face at least twice per school year. Yearly results will be analyzed to determine areas where additional emphasis needs to be placed in educator training. The TPT will respond to the yearly survey results by matching training classes and activities with areas of need shown by the survey. These results and corresponding changes will be reported to the stakeholders.

**Teachers will:**

- Evaluate success of resources and make modifications in lesson delivery and assignments.
- Evaluate student technology-based work processes and products
- Annually take the Edtech Profile Technology Assessment to monitor use of Technology

**Administrators will:**

- Ensure the teachers have proper material and technology tools.
- Monitor classrooms and observe classroom instruction using technology
- Support teachers' use of technology to drive instructional improvement.
- Assist in planning and facilitation of professional development

**Tech Planning Team will:**

- Participate in the updating of the District Technology Plan annually in response to feedback, which is built into each goal.
- Ensure the appropriate instructional application of hardware and software.
- Supervise the development of the grade level collection of technology-assisted projects -Assist in planning and facilitation of professional development

## **4. PROFESSIONAL DEVELOPMENT COMPONENT**

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

**Current assessment of technology use and proficiencies.** According to our Staff Survey teachers are using technology in all manner of instruction and are anxious to increase their teaching tools through the use of technology. The staff believes technology is an important tool. (Helping kids learn how they learn, thus giving them the knowledge and experiences to choose their own native tool set) We are making it a priority to provide these tools to the learners.

Classroom teachers will be supported and encouraged in their efforts to have students use technology in their classroom learning experiences. As equipment continues to flow into the classroom, students will be expected to use this technology in research, writing, portfolio development, presentations and other assignments across the curriculum. This will not be accomplished through "technology classes". Student use of technology will become an everyday classroom experience regardless of which class or topic they are studying. Training and evaluation instruments will ensure that the use and implementation of technology in education instruction and student learning continues to grow and improve. These trainings will include but not be limited to: Workshops, In-services, conferences, distance learning opportunities (CTAP On-Line and Atomic Learning). Staff meetings will have a "What's New in Technology" component.

Teachers are still feeling overwhelmed and undertrained, even though the PVCS is an early technology adopter. To support teachers and to overcome the 'we don't know what we don't know' syndrome, the TPT, will offer a service researching for teachers, resources directly addressing their

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content area. The service will provide web cast, web quest, collaborative environments; including hardware software and pedagogical framing of the projects.

We are overcoming limited access to resources because of our urban / rural location. Our Administration plans on providing ongoing technical support.

Increasing math skills will be the focus at the K-12 grade levels. We are creating professional development training that focuses on increasing measurable student achievement.

**EdTechProfile -Survey Results for 2009 (12 out of 12 teachers completed the survey)**

**Teachers**

Responses for Category: **Computer Knowledge and Skills**

Question / Options		# of Respondents	%
<b>General computer knowledge and Skills</b>			
Question I: General computer knowledge and skills. Rate your skill level in this are	Not Applicable: I do not have any of the skills listed below.	0	0
	Beginning user: I have the majority of the skills listed below in column 1.	0	0
	Intermediate user: I have the majority of the skills listed below in column 1 and 2.	7	58
	Proficient user: I have the majority of the skills listed here below in column 1,2 and 3.	5	42
<b>Internet Skills</b>			
Question I: Internet Skills: Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	0	0
	Beginning user: I have the majority of the skills listed below in column 1.	3	25
	Intermediate user: I have the majority of the skills listed below in column 1 and 2.	4	33
	Proficient user: I have the majority of the skills listed	5	42

	here below in column 1,2 and 3.		
<b>Email Skills</b>			
Question I: Email skills: Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	0	0
	Beginning user: I have the majority of the skills listed below in column 1.	2	17
	Intermediate user: I have the majority of the skills listed below in column 1 and 2.	6	50
	Proficient user: I have the majority of the skills listed here below in column 1,2 and 3.	4	33
<b>Word Processing Skills</b>			
Question I: Word Processing Skills: Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	0	0
	Beginning user: I have the majority of the skills listed below in column 1.	1	8
	Intermediate user: I have the majority of the skills listed below in column 1 and 2.	7	58
	Proficient user: I have the majority of the skills listed here below in column 1,2 and 3.	4	33
<b>Presentation Software Skills</b>			
Question I: Presentation Software Skills. Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	1	8
	Beginning user: I have the majority of the skills listed below in column 1.	3	25
	Intermediate user: I have	4	33

	the majority of the skills listed below in column 1 and 2.		
	Proficient user: I have the majority of the skills listed here below in column 1,2 and 3.	4	33
<b>Spreadsheet Software Skills</b>			
Question I: Spreadsheet Software Skills: Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	3	25
	Beginning user: I have the majority of the skills listed below in column 1.	4	33
	Intermediate user: I have the majority of the skills listed below in column 1 and 2.	3	25
	Proficient user: I have the majority of the skills listed here below in column 1,2 and 3.	2	17
<b>Database Software Skills</b>			
Question I: Database Software Skills: Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	3	25
	Beginning user: I have the majority of the skills listed below in column 1.	3	25
	Intermediate user: I have the majority of the skills listed below in column 1 and 2.	4	33
	Proficient user: I have the majority of the skills listed here below in column 1,2 and 3.	2	17

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

<b>Goal 4b: Accelerated Math</b> Training in the use of the Accelerated Math Software package grades 2-12
<b>Objective 4b.1:</b> Ongoing Training for teachers in the use of the Accelerated Math software
<b>Year 1 Benchmark:</b> 50% Teachers in the 2-12th Grade who use Accelerated Math take online training course offered by Renaissance Learning.
<b>Year 2 Benchmark:</b> 65% Teachers in the 2-12th Grade who use Accelerated Math take online training course offered by Renaissance Learning.
<b>Year 3 Benchmark:</b> 75% Teachers in the 2-12th Grade who use Accelerated Math take online training course offered by Renaissance Learning.

<b>Objective 4b.2: Teacher(s) Receive training from CTAP about Internet Safety.</b>
<b>Year 1 Benchmark: FALL 2009:</b> One teacher from the Tech Planning Team attends RIMS CTAP train the trainer information Literacy/Internet Safety workshop.  <b>FALL 2009:</b> Teachers Trained to implement an information Literacy/iSafe curriculum, which includes copyright and fair use and ethical uses of technology.  <b>Jan: 2010</b> Teacher(s) who attended the CTAP workshop -delivers teacher training and student lessons on information Literacy/Internet Safety.
<b>Year 2 Benchmark:</b> Teacher(s) who attended the CTAP workshop -delivers teacher training and student lessons on information Literacy/Internet Safety to other teachers and staff. Leggett Valley Unified School District Technology Plan 2009-2012 23
<b>Year 3 Benchmark:</b> Teacher(s) who attended the CTAP workshop -delivers teacher training and student lessons on information Literacy/Internet Safety to other teachers and staff.

<b>Implementation Plan</b>		
<b>Obj #</b>	<b>Activities</b>	<b>Schedule / Time</b>
1	Teachers are provided with access and passwords to Renaissance Learning 'Webinars' and "On Line Seminars'. TPT and Principal will provide such access and time for training	Fall 2010 repeated annually
2	One Teacher and a member of the TPT attends CTAP train the trainer aid professional development in regards to iSafe Curriculum and Internet Safety	Fall 2009 repeated annually if more staff report the need for training

<b>Monitoring and Evaluating</b>			
<b>Obj # (Optional)</b>	<b>Tool / Data Source</b>	<b>Schedule / Timeline</b>	<b>Title of Person(s) Responsible</b>
1	Renaissance Professional Development Reports, Notes from Teacher and Staff Meeting Reports	September 2010 then annually	Principal and Tech Planning Team
2	CTAP Attendance Reports for Information Literacy / Internet Safety workshop	Fall 2009 then annually	Principal and Tech Planning Team

**4c. Description of the process that will be used to evaluate / update the Professional Development Plan (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.**

Each year, a random sample of teachers will complete a survey, created with input from the Technology Planning Team, during the months of April and May. This survey will include questions in the areas of curriculum projects, productivity software, classroom and lab use of grade-level appropriate software, implementation of computer literacy standards for students, information literacy, the effectiveness of online filtering, virus protection, Internet Safety, Accelerated Math and GSN. The survey will be e-mailed to selected teachers. After review of the surveys, modifications and adjustments will be made to the activities and timelines by the Technology Planning Team. Evaluations of professional development sessions are conducted after each training. It is clear to us that if technology is to make a difference in the learning of our students, we must place a corresponding emphasis on the development of faculty expertise in the use of these tools.

**5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT**

Using the core goals of our Technology Plan, we will need to maintain the current computer ratio in the K-12<sup>th</sup> grade classrooms. Additionally, the use of hand-held computers, GPS units, wireless probes, and math content professional development, will allow the children to take measurements of the real world and bring them back into their math class for investigation.

- I. **5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 &4) of the plan.**

The PVCS Eureka Site is connected to the internet via a T-1 line operated by the HCOE. This provides internet access for the entire school.

Site	Total Multimedia Computers	Internet	Age of Computers		
			%<1 year	% 1-4 yrs	% >4yrs
Computer Labs	24	24	25	50	25
Spanish Class	2		0	0	100
History Class	4		25	50	25
English Class	4		0	25	75
Science Class	14		0	0	100
District Office	8		0	50	50
Library	3		0	25	75
Math Class	5		0	75	25

## **Site: PVCS Eureka Site**

### **Computer Lab**

K-8	10 multimedia computers, internet access, 3 years old
9-12	15 multimedia computers, internet access, 3 years old

### **Classroom Computers K-8**

2-3	4 computers, internet access, 2-3 years old
4-6	3 computers, internet access, 2-3 years old
7-8	4 computers, internet access, 3 years old

The 2-8 grade classrooms utilize a computer lab with 10 multimedia computers connected to the internet. The computers are networked, with two laser printers to provide student work samples.

### **Classroom Computers 9-12**

The high school teachers utilize a computer lab with 15 multimedia computers with internet access. The high school staff has access to the K-8 lab when it is not being used.

The English / Social Science classroom has 5 multimedia computers with internet access. These computers were purchased a year ago.

The Science classes are conducted in the high school computer lab. Students have access to the lab for research and project development when the science students are doing textbook based lessons.

The Math classes utilize the K-8 or high school labs for specific projects and research. A bi-weekly schedule is developed by the teachers to ensure that scheduling conflicts are avoided.

### **Independent Study Classrooms**

The Independent study students have easy access to 6 multimedia computers with internet access, purchased 2 years ago. The Independent Study students use the computer lab as scheduling allows.

### **School Office**

The PVCS office has 6 multimedia computers and two laptops with internet access for staff and student use. The computers were purchased in 2008 with categorical funds.

**Total number of computers with internet access: 45**

**Age of computers:** purchased 1-3 years ago

## **Concurrent Connectivity**

All computers throughout the school are networked to a Dell 2007 file server through (3) 24 port-managed switches. The files server provides private folders for staff and students to store their files.

Internet access is provided through a full 1.53mbps TI line operated by HCOE.

Wireless 802.11G network access is available in the high school lab. Printing is done through 6 networked laser printers enabling easy access to both staff and students.

Who provides support:

Site	Networks	Hardware	Administrative Software	Telephone Service	Cable	Classroom Software
PVCS Eureka	Mendes Consulting	Mendes Consulting	Mendes Consulting	SBC / AT&T	Suddenlink	Teachers Admin
	Humboldt County Office	Dell Services	Humboldt County Office	Stewart Communications	Humboldt County Offices	Humboldt County Office
						Mendes Consulting

**Available Electronic Learning Resources:** Learning resources are available on all computers.

Global Student Network is an online comprehensive courseware system that delivers thousands of hours of standards based, interactive curriculum, integrated assessment and student management and record keeping.

Accelerated Reader / Math helps you focus attention on careful reading of books, which improves students' critical-thinking skills and builds the intrinsic love of reading.

Touch Typing Practice Programs are installed on 90% of the lab computers enabling students from all grade levels easy access

Microsoft office 2007 and system X as well as Open Office are installed throughout the school. Many students use Word and Power Point for day-to-day class projects.

Imovie - Students use Imovie and digital video cameras to edit and create their own movies.

Audio, Video and Photo editing software is provided on the computers in the Computer Lab, HROP staff are training PVCS staff and high students as trainers of other students.

Students and Staff use photo editing software and Adobe Page Maker to design a variety of digital projects (school newspaper).

Other software programs are available for student and staff use including, Bryce 3D, Photo Shop 6, Final Cut Pro 3, Imovie, Garage Band, Sound Forge 5, Dream Weaver MX, Flash 5 and Open Office 3.0.

## Classroom Internet Connection by School Site

All of the K-12 classrooms and Independent Study rooms are connected to the internet.

**Current Technical Support:** PVCS has a contract with a local tech company, Mendes Consulting, to maintain the computer infrastructure and provide support for staff and students. PVCS receives tech support from HCOE through phone and email inquiries. On-site tech support is also available from the HCOE as the schedule allows.

"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." Strudler, N. (1994). *The role of school-based technology coordinators as change agents in elementary school programs: Follow-up study. Presented at AERA, New Orleans, LA. April 2, 1994.*

### **5b. Describe the technology hardware. electronic learning resources. networking and telecommunications infrastructure. physical plan modifications. and technical support needed by the district's teachers. students, and administrators to support the Curriculum and Professional Development Components of the plan.**

PVCS Site	
<b>By End of Year 1</b>	
Hardware	Budget for replacement or upgrade 10% of desktops and laptops (9 computers). This will result in a ratio of students to current technology computers higher than the recommended level for this technology plan.
Software Updates	Microsoft Office Professional, appropriate network and client access licenses to support legal network access for staff and student use. Open Office 3.0
Network	Current network is adequate for the term of this technology plan.
Physical plant	The physical plant is adequate for the terms of the plan
Technical support	Technical support provided by Site & HCOE personnel – Contracted support from Medes Consulting.
Lab Staffing	Provided by trained PVCS staff and HROP teachers.
<b>By the End of Year 2</b>	
Hardware	Budget for replacement or upgrade 20% of desktops and laptops (19 computers). This will result in a ratio of students to current-technology computers recommended level for this technology plan.  Budget for video conferencing hardware to enable students / staff remote meetings.
Software Updates	Microsoft Office Professional, appropriate network and client access licenses to support legal network access for staff and student use. Open Office 3.0 Continue to implement software purchased in Year 1
Network	Current network is adequate for the term of this technology plan.
Physical plant	The physical plant is adequate for the terms of the plan
Technical support	Technical support provided by Site & HCOE personnel – Contracted support from Medes Consulting.
Lab Staffing	Provided by trained PVCS staff and HROP teachers.
<b>By the End of Year 3</b>	
Hardware	Budget for the replacement or upgrade of 25% OF DESKTOPS AND LAPTOPS (23 COMPUTERS). The student to computer ratio is lower for the terms of this technology plan.
Software Updates	Appropriate network and client license to support legal access for staff and students. Continue to

	implement software purchased in Year 1.
Network	Current network is adequate for the term of this technology plan.
Physical plant	The physical plant is adequate for the terms of the plan
Technical support	Technical support provided by Site & HCOE personnel – Contracted support from Medes Consulting.
Lab Staffing	Provided by trained PVCS staff and HROP teachers.

Note: This area of the technology plan contains recommendations regarding equipment upgrades and replacements. Given the present State and local budget difficulties, it should be understood that the recommended timelines might not be followed due to lack of fund availability at individual sites

**5c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.**

PVCS Eureka Site		
Benchmark	Staff responsibilities	Completion Date
<b>Year 1</b>		
Budget for or replace 10% of site computers	Site Administrator	6/15/2009
Purchase or download (open source) support software	Site Administrator	6/15/2009
<b>Year 2</b>		
Budget for or replace 20% of site computers and video conferencing hardware	Site Administrator	6/15/2009
Implement skills software if purchased	Site Administrator	6/15/2009
<b>Year 3</b>		
Budget for or replace 25% of site computers	Site Administrator	6/15/2009

**5d. Description of the process that will be used to monitor whether the annual benchmarks including roles and responsibilities.**

Each spring information will be gathered from staff on the topic of technology and the adequacy of the current equipment and software. One way in which the technology program and its effectiveness will be assessed is through the regular annual staff survey. The regular staff meeting discussions between the Principal and the teachers regarding technology will be a second way in which the topic will be monitored. The Technology Committee's Bi-annual report to the School Site Council and the Board of Trustees will be the final part of the process. Any identified problems with infrastructure, hardware, technical support and software will be addressed, prioritized adjusted and scheduled for solution. The evaluation and monitoring sessions the following year will be used to see that needs were appropriately met.

**6. FUNDING AND BUDGET COMPONENT**

**6a. List of established and potential funding sources and cost savings, present and future.**

The goal of this Technology Plan is to guide our school as it continues to develop instructional strategies that utilize technology in effectively enhancing teaching and learning. Since it has been written as a guide, this Plan will be modified as needed, dependent on receipt of projected funding and other programs, grants, and other funding sources. Based on the funding actually received, the

priorities of this Plan may be modified by the Board of Trustees, with consideration of input from the Principal, staff, the Technology Planning Team, HCOE and consultants.

## **ERATE Program**

ERA TE is a program under the auspices of the Federal Communications Commission (FCC), which provides special discounts to K -12 educational entities for the development of networks and classroom connectivity. When approved, discounted rates are applied to telephone service, Internet access, cabling, wiring and certain communications hardware, software and services required for providing this connectivity. Educational entities seeking funds are required to apply for funding annually. The range of discounts is from 20 to 90 percent, depending on the percentage of eligible students. As a rural school, PVCS is eligible for discounts.

## **Enhancing Education Through Technology (EET Formula Grant)**

This federal formula grant supports the implementation of the District Technology Plan. It is used to fund needed hardware and educational software and professional development (a minimum of 25% of the grant funds must be used for professional development). Microsoft Settlement (K-12 Voucher Initiative Funds not claimed by individuals and businesses from the Microsoft Settlement will be allocated to K12 education. The eligibility requirement for schools is that 40% or more of the students must qualify for the Free and Reduced Meal Program. The Microsoft awards are non-competitive and the application process is simple. The awards will be in the form of vouchers. There will be 2 types of vouchers-general vouchers for hardware, software, IT support and professional development and software vouchers for off-the-shelf software.

School budget-

The district and site budgets support will need to be examined during the span of this technology plan (2009-2012). As additional funding becomes available, these resources will be used to augment funding for acquisition, professional development, maintenance, and technical support.

### **6b. Estimate implementation costs for the term of the plan (3-5 years).**

<i>Category</i>	<i>Description</i>	<i>Item / category cost</i>	<i>Estimated Annual Cost</i>	<i>Amount or % Erate</i>	<i>Total coast Y1, 2&amp;3</i>
1000	<i>Substitutes for staff development</i>	7@\$95 x 3 years	\$665		\$1995
2000					
3000	<i>Benefits</i>	@14.91%	\$99.15		\$297.45
4000	<i>Network Hardware and other equipment</i>		\$1666		\$5000
4000	<i>Computers</i>	20@1500	\$10000		\$30000
4000	<i>Printers</i>	2@\$400	\$800		\$2400
4000	<i>Software</i>		\$1666		\$5000
5000	<i>Staff Development</i>		\$1000		\$3000
	<i>Tech Support</i>	<i>Annual Contract for \$80/day</i>	\$20000		\$60000
	<i>Internet</i>	<i>\$450/month</i>	\$5400	70%	\$16200
	<b>Total</b>		<b>\$35,896.15</b>		<b>\$107,688.45</b>

### **6c. Description of the district's replacement policy for obsolete equipment.**

PVCS is a very small school at the PVCS Eureka site we have 45 computers operational at any given time. Our small size allows us to evaluate computers on a case by case basis. Our contracted Tech Support or teachers with skills in computer hardware evaluate the computers and look at:

1. Cost to repair and or upgrade
2. Likely future cost of owner ship for that age of computer
3. Cost for a full replacement with newer technology and to recycle the old equipment.

They then decide on the best course of action and inform the CBO of the cost. If it is fiscally possible action is then taken to repair, upgrade or buy new equipment.

### **Total Cost of Ownership**

Our experience and research leads us to believe that the actual cost of purchasing computer technology is only approximately 20% of total cost of ownership. The cost of ownership must include other associated costs. We project these annual costs to be:

1. Network Costs
2. Content
3. Training
4. Support
5. Associated Devices (printers, etc)

We project the annual associated costs per system to be around \$200.

The PVCS staff will apply for grants and other funding to cover future associated costs.

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

Each spring, as teachers describe their equipment and supply needs for the following school year, the budget will be reviewed and discussed in an attempt to make the funds extend as far as possible. The budget will be a natural part of the staff monitoring meetings/discussions. The consultant and Principal will meet regularly to discuss the level of success in using the budget to cover all required needs. The annual school budgeting process, which incorporates staff and community input, will be a time to evaluate the adequacy of the funding levels and to discuss adjusting for the following school year. Being a small school, there is great opportunity for change and adjustment if the feedback indicates such modifications are necessary.

## 7. MONITORING AND EVALUATION COMPONENT

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

All goals in our plan have an embedded monitoring component that will be reviewed by the school Technology Committee. The Principal and the Technology consultant will be responsible for gathering and summarizing data. This data will be reviewed by the school Technology Committee and their recommendations will be considered when corrections are required.

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

**Purpose** Each goal includes a plan for evaluation. The evaluations will be conducted by TPT. Two times per year (or more as needed) the TPT will address the overall progress or problems that may occur during the implementation of our plan. With consistency in communication, our plan is destined to be a framework for success.

**Sources of Data:** including but not limited to: standardized tests, teacher made tests, CTAP profile for teachers, survey feedback, peer observations, HCOE assessments, etc..

**Goals** The TPT, SSC and the Administration will be responsible for monitoring and evaluating the implementation of the plan. In order to do so, the joint committees will meet three times per year to assess the implementation of the Plan

### **Activities for Monitoring, Evaluating and Assessing the Plan**

Activity	Responsible party	Benchmark	Date
Meet 2x /yr to reassess goals and activities of the plan	Tech Planning Team	Plan reflects current situation  Test scores rise	Feb & June  Each year
Review and update Budgeting for technology needs	Principal and TPT report to CBO	Make necessary changes to the budget and or tech plan	May each year
Assess progress of staff development with regard to faculty and student computer literacy	TPT / Principal	Administers bi-annual survey and CTAP Profile to faculty	Survey: Feb  CTAP Profile: June  2009-2012
Assess to what extent PVCS students create and produce work using technology tools along with school wise goals and state standards	Tech Consultant, classroom teachers and Principal	Students present their work to peers, parents and community at Open House	2009-2012 Sept – Mar
Assess degrees to which technology is integrated into normal classroom teachings	TPT, Principal, Peers	Teachers are observed and /or videotaped Standardized test scores-rise	Jan & May  2010-2012
Assess the degree to which Accelerated Math has enhanced Math scores	Principal reports findings to TPT, SCS and Board	Principal Reports CST test results to target groups	June 2010-2012

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

The Technology Planning Team and Principal will prepare semi.-annual progress reports that reflect growth toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in April/June and the semi-annual report in January. The report will be presented to the District Technology Committee, Principal and School Site Council at regularly scheduled meetings, and to the Board of Trustees if revisions are needed. This information will be made available parents, community, HCOE and other media sources.

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

**8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.**

The PVCS provides online college courses to the clients through concurrent enrollment at College of the Redwoods and Cerro Coso College. Utilizing these online courses PVCS offers high school classes that meet both high school requirements and the A-G, US-CSU entrance requirements.

The college courses from CR and Cerro Coso the clients to experience rigorous content and learn what college expectations are like. The student learn how to navigate online courses with growth in the internet research and writing skills.

The online courses allow the students to experience “college before high school” and to better understand the skills and commitment necessary to be successful college students.

PVCS will continue to expand the course offerings from CR and Cerro Coso, as we strive to provide our students and community with high quality educational options.

**9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES**

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

PVCS utilized the ISTE, NCREL, CDE, CTAP, and HCOE resources as proven strategies and "what works" in educational technology. Our plan adopts the National Education Technology Standards as the skills and information literacy standards we will meet. We developed our staff development component accordingly; we use CT AP Online, Learn2.com, etc and those services provided us by the HCOE. We have found this support invaluable. As we implement our plan we will use CLRN to

review curriculum, the resources listed on the TICAL web site for administrative guidance, and the assessments found at the Ed Tech Profile web site.

We developed a monitoring and evaluation component that will keep us flexible and give us the ability to review and change our plan when needed. We continue to research what others are doing in the area of evaluation. As evidenced in our Technology Plan the research that we cited to guide our planning and to enhance teaching and learning follows:

Software that most successfully fulfills the need to increase student performance uses the Teaching and Learning Cycle (TLC). Within the cycle a student is diagnosed, prescribed a course of action, provided instruction, assessed, and prescribe the next course of action. In comparison studies with conventional instruction, students who received CAI with TLC programs were more likely to retain what they learned. (Kulik & Kulik, 1987; Rupe, 1986).

There are several programs used in the District that are TLC designed. They include Accelerated Reader, Accelerated Math and Global Student Network.

The school has the responsibility to create not only nominal access to computers and electronic networks, but access that is robust enough to support the kinds of use that can make a real difference in the classroom" (Honey, Culp & Spielvogel, 1999).

Our revised Education Technology Plan 2009-2012 includes all the research-based best practices integrated in:

1. The *EETT Technology Plan* research-based requirements for formula and competitive grant applications for Title II, Part D in *No Child Left Behind*.  
<http://www.ed.gov/poHcy/elsec/leg/esea02/pg3S.html#sec2414>
2. *Education Technology Planning: A Guide for School Districts*. California's research-based guidelines for district-level educational technology planning.  
<http://www.cde.ca.gov/ls/etlrd/edtechguide.asp>
3. *COSN, Total Cost of Ownership (TCO)*

TCO Tool offers schools a formalized process for assessing the costs of managing their technology investments. Costs for wireless communications, voice/data integration and e-Learning.

WestEd, The Learning Return On Our Educational Technology Investment, a review of findings from research Ringstaff and Kelley report: "Statistical analyses conducted by Mann and his colleagues (1999)

(Butzin, 2000, p.3) " higher test scores and better discipline than their counterparts in traditional, self contained classrooms."

Sandholtz, J.H., Ringstaff, C., & Dwyer, D.C. (1997). *Teaching with technology: Creating student centered classrooms*. New York: Teachers College Press.

Koedinger, K., L.K. Hadley, W., & Mark, M., (1997). Intelligent Tutoring Goes to School in the Big City. Pittsburg, P A: Human-Computer Interaction Institute, Carnegie Mellon University. With open-ended assignments, all students are encouraged to work to their highest abilities

." 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 2, 1994.

Current research will be incorporated as appropriate to ensure that the education technology program in our school is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be CLRN and/or SBE approved and evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

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

PVCS is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of standards-based report cards, easy to use school and teacher Web Publishing software, free or low cost Internet resources for students, teachers, and administrators and piloting wireless technology at the Eureka campus.

Our school is committed to increasing course offerings through the use of technology. The school is investigating online AP courses for high school students. The school is also investigating video conferencing capabilities at school sites in order to enhance instruction through collaborative learning projects.

We will continue to work with CTAP and County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our middle and high school students. Through our partnership with CT AP we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face school staff development offerings.

**Appendix J**  
**Education Technology Plan Review System (ETRPS)**

**Contact Information**

County Name: Humboldt  
School Name: Pacific View Charter School  
County & District Code: 12-62927-1230150  
School Phone Number: 707-269-9490

Ed Tech Plan Contact Name: James Malloy  
Ed Tech Plan Contact Title: School Director  
Ed Tech Plan Contact E-mail: [jmalloy@humboldt.k12.ca.us](mailto:jmalloy@humboldt.k12.ca.us)  
Ed Tech Plan Contact Phone: 707-269-9490  
Ed Tech Plan Contact Fax: 707-269-9491  
Ed Tech Plan Contact Address: 2937 Moore Avenue  
Eureka, CA 95501

1<sup>st</sup> Backup Contact Name: Virginia Hall  
1<sup>st</sup> Backup Contact Title: Principal  
1<sup>st</sup> Backup Contact E-mail: [vhall@humboldt.k12.ca.us](mailto:vhall@humboldt.k12.ca.us)  
1<sup>st</sup> Backup Contact Phone: 707-269-9490  
1<sup>st</sup> Backup Contact Fax: 707-269-9491  
1<sup>st</sup> Backup Contact Address: 2937 Moore Avenue  
Eureka, CA 95501