SOUTHERN HUMBOLDT JOINT UNIFIED SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

JULY 1, 2008 – JUNE 30, 2013

County Name:	Humboldt
District Name:	Southern Humboldt Joint Unified School District
CDS Code:	12 63040 0000000
District Phone Number:	707-923-2187
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Acknowledgements

District Educational Technology Plan Team

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Appendix I – Education Technology Plan Benchmark Review

California Department of Education **EETT-F02BR**
Enhancing Education Through Technology (EETT)
Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2007

IDENTIFYING INFORMATION:
CDS # 12 63040 0000000
Applicant Name: Southern Humboldt Joint Unified School District

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

The district has had a challenging time meeting the teaching and learning goals outlined in our district's previous technology plan. Declining enrollment and staffing, leadership turnover, aging hardware and software, lack of funding sources, and limited formal training for staff are some of the factors that have contributed. Using the goals outlined in this plan, we intend to refocus our efforts in the coming years. Our aim is to build an effective technology program that provides our students with the skills necessary to confidently meet the challenges of a changing world.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

The district has had even more difficulty meeting the goals and specific implementation plan for providing professional development opportunities to the staff for many of the same reasons stated above. Surveys were conducted to determine teachers' and administrators' technology skills and needs for professional development. However, there were few opportunities provided for professional development. Through the Humboldt County Office of Education and PAR mentoring, some staff members were able to access technology support and training. With our newly adopted professional growth goals, we are committed to helping teachers and administrators increase their technology proficiency.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

For CDE Use Only

Date Added: _____

Selected For Random Review: _____

Comments:

Susie Jennings
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Associate Superintendent
TITLE OF AUTHORIZED REPRESENTATIVE

_____
SIGNATURE DATE

DISTRICT PROFILE

The Southern Humboldt Unified School District is a geographically mountainous area about half the size of Rhode Island. It covers approximately 773 square miles of steep terrain, deep river valleys, large Redwood State Parks, coastal mountain ranges and a small ocean fishing community. Employment in the southern part of Humboldt County is supplied mostly by timber, commercial fishing, tourism, the school district, and state agencies.

The district is currently comprised of five elementary schools, one high school and the Osprey Learning Center, which is an umbrella for alternative programs including Independent Study, Continuation classes and adult education. Our current enrollment is 882 students. In our rural community, many of our students travel long distances, up to four hours each day, just to attend school.

Southern Humboldt Joint Unified School District 2006-07 School Data				
	Number of Schools	**Enrollment**	**Full-Time Equivalent Teachers**	**Pupil-Teacher Ratio**
Elementary	5	481	27.5	17.5
High School	1	320	18.7	17.1
Alternative	1	31	2	15.5
Continuation	1	10	1	10
Total	**8**	**842**	**49.2**	**17.1**

Southern Humboldt Joint Unified School District, Students by Ethnicity 2006-07		
	District	
	Enrollment	**Percent of Total**
American Indian	58	6.9%
Asian	6	.7%
Pacific Islander	15	1.8%
Filipino	5	.6%
Hispanic	58	6.9%
African American	6	.7%
White	669	78.5%
Multiple/No Response	25	3%
Total	**842**	**100%**

Southern Humboldt Joint Unified District, Student & Teacher Data 2006-07	
English Learners	23
Fluent-English-Proficient Students	2
Students Redesignated FEP	4
Graduates (prior year)	68
UC/CSU Elig Grads (prior year)	19
Dropouts (prior year, grade 9-12)	8
1 Yr Drop Rate (prior year, grade 9-12)	2.5
4 Yr Drop Rate (prior year, grade 9-12)	10.6
% Fully Credentialed Teachers	100
Pupil Teacher Ratio	17.1
Avg. Class Size	21.1
Free or Reduced Price Meals	352
Compensatory Education	231

EDUCATION TECHNOLOGY PLAN OVERVIEW

The Southern Humboldt Joint Unified School District has created this *Educational Technology Plan* to articulate a common vision for acquiring, using and supporting instructional technology.

We realize that successful, effective use of technology and the integration of technology tools into the learning environment depend upon sound planning and decision-making. Through this plan, we hope to provide the framework necessary to guide teachers and administrators in establishing challenging and relevant learning experiences for all students that integrate the tools of technology.

Our goal is to provide equitable access to technology throughout our District. Our definition of technology extends beyond computers to include: scientific tools, graphing calculators, telecommunications and distance learning systems, digital projector, telephone, video, electronic devices and peripherals. We realize that technology is constantly changing and that we must be prepared to adopt new technology and tools as they appear.

MISSION FOR STUDENT ACHIEVEMENT

The Southern Humboldt Unified School District is committed to excellence, high expectations, and a comprehensive program that promotes the success of all students by empowering them with the skills and attitudes necessary to confidently meet the challenges of a changing world. Students are inspired by a rich, diverse curriculum, by teachers and other staff who share their love of learning, and by community members who demonstrate their support for education through active involvement. Students value their remarkable gains in achievement as they master increasingly complex concepts and skills. Students develop personal integrity by being immersed in a learning community that encourages respect, acceptance, and responsibility. They explore, understand and appreciate the importance and uniqueness of the natural and cultural environment in which we live. Students assume responsibility for protecting and enhancing their communities.

All Stakeholders promote an environment that supports student achievement. Technology, as a tool, offers resources to enrich and support learning experiences. Our District is committed to appropriately integrating technology into all areas of the curriculum.

We believe:

- all students must have equal access to information and the tools of technology.
- students and teachers should have connections to larger learning communities.
- students must be given opportunities for individualized learning.
- skillful use of technology supports the development of process skills that are vital to success in today's world.
- individualized learning styles and multiple intelligences of our students can be enhanced through technology.
- students with disabilities can benefit from assistive technologies.
- technology maximizes the efficiency of administrative, record keeping and classroom management functions.
- staff development and training is a key to the successful integration of technology.
- funding is essential in order to keep the infrastructure, hardware and software up to date.

SUMMARY

Our Education Technology Plan is intended to support the California State Curriculum Standards and the mission and goals of the Southern Humboldt Joint Unified School District. Our goals and objectives were established to improve student learning by providing equitable access to technology and the skills needed to be successful in the world beyond school. These goals were created to support high quality professional development in technology for instructional and support staff.

1. PLAN DURATION

This plan will guide the Southern Humboldt Joint Unified School District's educational technology from July 1, 2008 through June 30, 2013.

IDENTIFIED CONCERNS

The Southern Humboldt Joint Unified School District faces unique challenges, which include:

- The majority of schools are *necessary small schools*, including the high school.
- School sites are at least 12 and as much as 75 miles apart from each other.
- The entire district is experiencing declining enrollment.
- The geography of our district prevents equal access to the Internet.
- All staff has not been adequately trained in the use of technology.
- There is inadequate technological equipment currently available in our schools.
- There is no technical support to maintain administrative and educational technology at school sites or at the district.

2. STAKEHOLDERS

Our district Educational Technology planning team is comprised of representatives from elementary, secondary, and alternative programs. This team represents the core of the planned district-wide technology committee. The stakeholders in this technology plan include district and site administrators, teachers, students, parents, community members, nonprofit agencies, as well as partners in local businesses.

The technology team will:

- Evaluate the final draft of the educational technology plan and make adjustments if needed.
- Gather and evaluate district educational technology data with regard to hardware, wiring, resources, professional development and projects.
- Collect and analyze survey, educational technology, and student achievement data.
- Identify and update common technology needs and issues.

As the team developed the technology plan, the following key questions were addressed:

- Are students entering secondary programs adequately prepared to meet the technological demands of the curriculum?
- Is student academic achievement improving where technology is being used effectively?
- Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?
- Do students and school staff have access to technology to support effective designs for teaching and learning?
- Is the infrastructure and technology currently available in our district relevant and consistent with the technology used in post-secondary programs and industry?
- Is the digital divide being addressed through resources and strategies that ensure equal access to technology for all students?

Stakeholder Groups

District Administrators – Superintendent and Associate Superintendent
Design & Implementation Roles: Curriculum personnel help the team correlate state curriculum standards with the technology plan and ensure their implementation.

District Technology Committee – Members to be designated
Design & Implementation Roles: Representatives on our Technology Committee provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

District Business Manager –
Design & Implementation Roles: The District Business Manager will coordinate budget issues related to the technology plan.

Site Administrators –
Design & Implementation Roles: Site administrators will provide site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; ensure the use of adopted materials; and provide input on how technology can better support the teaching of standards-aligned academic objectives.

Site Teachers – Teachers from our Elementary, High School, Alternative and Continuation Schools
Design & Implementation Roles: Teachers will implement the district technology plan, and will provide feedback to the Technology Committee regarding the effectiveness of the plan.

Students – Students from our Elementary, High School, Alternative and Continuation Schools
Design & Implementation Roles: Students will receive instruction consistent with the California State Curriculum Standards. Students will have the opportunity to participate on a Student Technology Support Team. One role of this team will be to provide feedback to the Technology Committee as well as suggestions for revisions to the plan.

Parents – Parents of children enrolled in our Elementary, High School, Alternative and Continuation Schools
Design & Implementation Roles: Parents will be encouraged to support and provide feedback relating to the use of technology in the implementation of California State Curriculum Standards. Parent volunteers assist in the elementary school computer labs.

Local Businesses – Participants from community businesses

Design & Implementation Roles: Local businesses will provide technical assistance, professional development, and hardware, software, and infrastructure support. They will provide opportunities for job shadowing and work experience for secondary students.

Community Members – Perkins Advisory Committee, Parent Volunteers
Design & Implementation Roles: The Perkins Advisory Committee assists and advises educators with career technical education and approves technology grants. Parent volunteers assist teachers with computer and technology education.

Nonprofit Agencies – Southern Humboldt Schools' Foundation, Mattole Restoration Council, Eel River Salmon Restoration Project, Friends of the Eel River, United States Geological Survey
Design & Implementation Roles: These agencies offer input on research-based best practices in the adoption and integration of technology by teachers and students. They provide opportunities for real-life learning. Student participants assist the nonprofit agencies in accomplishing their missions.

Stakeholders involved in Technology:

Aletta Sauer
Susan Ivey
Melanie Chausse
Natalie Haller
Robert Standish
Scott Harrison
Steve Jones
Mary Moore
Dena Rovai
Sue Eldridge
Paul Schmollinger
Paula Wyant-Kelso
Patrick Mayer
Mike Leonard
Cynthia Grover
Susie Jennings
Clifton Anderson
Michelle Hutchins
Christina Huff
Erik Mendes
Robin West
Lisa Henninger
Harry Vaughan
Greg Pfau
Dennis O'Sullivan
Deborah Louria
Kathy Eldridge
Janice Coffelt
Steve Jones
Jonathan Dorr
Liz Ziganti
Leslie Lasbury
Dan Brown
Bambi Henderson

Summary of Stakeholders:

The Southern Humboldt Joint Unified School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

3. CURRICULUM COMPONENT

3a. Teachers' and Students' Current Access to Technology Tools both During the School Day and Outside of School Hours

Southern Humboldt Joint Unified School District (SHJUSD) has had and will continue to have a strong commitment to integrating technology within the educational strategy. SHJUSD has begun the process by providing technology tools and services to students, parents, instructional and support staff and management.

The existing educational technology infrastructure includes T1 digital connections at three of eight school sites. South Fork High School has a fiber optic backbone Local Area Network (LAN) with a minimum of 3 drops in each learning environment using Unshielded Twisted Pair Category 5. The continuation high school and independent study school site is connected to the high school LAN via 54 megabit wireless directional antenna connection. These LANs run 10/100 enhanced managed-switched Ethernet. There are two established computer labs at the high school networked for up to 30 drops each, and established computer labs networked at Redway and Agnes J. Johnson, the two largest elementary schools. A smaller lab of eight computers is in place at Casterlin School. A variety of servers provide file, print and communications services. Two outlying school sites have dial-up connections with Internet connection speeds of 26.4 kbps. There are no LANS at those sites with dial-up connections. SHJUSD maintains a dual-platform network servicing approximately 196 Internet accessible computers, with another 29 machines accessing the Internet at very low speeds.

There is a computer in at least one classroom at every school site. These computers have productivity software with Internet access, file, email and printing capability. At the school sites with computer labs (the high school and three of five elementary schools), the labs are the primary venue in integrating technology in all of the curricular areas. Computer labs are used for whole class instruction as well as delivery of staff development. Computers are also situated in some library media centers. Students, teachers, administrators, clerical and custodial staff all have access to the Internet. Students and staff sign an Acceptable Use Policy. Internet access is filtered through 8e6 Technologies. All classrooms are equipped with a telephone and intercom, a television, and a VCR or DVD player.

Students involved in after school programs at Redway Elementary have access to five computers at the Family Resource Center. The after school program at Casterlin provides access to six computers at that school site.
Approximately 30% of secondary students surveyed at the high school have access to computers at home. Students and community members have free access to technology using the two computers at the County Library in Garberville Wednesday through Saturday. The Garberville Teen Center has two computers available to students Friday through Saturday 3:00-7:00 p.m., and Sunday 12:00-4:00 p.m.

3b. District's Current Use of Hardware and Software to Support Teaching and Learning

Learning opportunities, where students are using technology, are offered at every school site. To some extent, the frequency and sophistication of technology use is limited by the quality and availability of computer labs, as well as the quality of Internet access. Students and staff collaborate district-wide, and in addition, with remote students (home and hospital), teachers and professionals over the Internet.

The EdTech Profile Assessment survey data on page 14 shows that many teachers are developing students' communication and information literacy skills by having students use word-processing and presentation software, complete research using the Internet, and complete projects using technology. Teachers are modeling the use of technology by using multimedia presentation equipment, including video and still-image cameras, video-editing software and data projectors; students also have the opportunity to make use of the technology as well. Research assignments involve telecommunication skills such as efficient search strategies and accessing a variety of information sources, so that critical thinking and creative problem solving skills are enhanced. Keyboarding and computer literacy skills are introduced at the elementary level at all sites, and then are required coursework for grades 8-9 at the district high school. Of note, a key limitation that exists for teachers at the larger school sites is that the computer labs are tightly scheduled for classes that are completely dependent on technology. Other classes must then apportion the remaining lab schedule time among themselves, a situation that is not conducive to frequent coursework that involves using technology.

In preparation for careers, secondary students access online vocational testing and assessment via *Choices Planner* software. Development of information management skills includes access to job search and job placement resources, job-related networking through local and online contacts and development of electronic career portfolios through Choices Planner. Courses using information technology are integrated within every career pathway program offered at the high school. A five-unit course in computer literacy is a high school graduation requirement.

In what ways and to what degree do teachers use technology tools (computers, video, Internet, and hand-held devices) to (number of responses, and relative percentage):

	Daily		2-4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Create instructional materials	14	36%	13	33%	9	23%	2	5%	1	3%	39
Deliver classroom instruction	6	15%	12	30%	8	20%	9	23%	5	13%	40
Manage student grades and attendance	22	55%	3	8%	0	0%	4	10%	11	28%	40
Communicate with colleagues	9	23%	15	38%	10	25%	4	10%	2	5%	40
Communicate with parents or students	3	8%	2	5%	16	40%	12	30%	7	18%	40
Gather information for planning lessons	9	23%	11	28%	9	23%	9	23%	2	5%	40
Access model lesson plans and best practices	5	13%	4	10%	12	30%	12	30%	7	18%	40

Teachers assign students work that involves using technology (computers, video, Internet, and hand-held devices) with the following frequency (number of responses, and relative percentage):

	Daily		2-4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Word processing	6	15%	3	8%	16	40%	8	20%	7	18%	40
Reinforcement and practice	2	5%	8	20%	15	38%	4	10%	11	28%	40
Research, using the Internet and/or CD-ROMs	4	10%	2	5%	16	40%	10	25%	8	20%	40
Creating reports or projects	4	10%	4	10%	14	35%	12	30%	6	15%	40
Demonstrations or simulations	2	5%	1	3%	6	15%	10	25%	21	53%	40
Correspondence with experts, authors, students from other schools, etc., via email or Internet	2	5%	0	0%	5	13%	8	20%	25	63%	40
Solving problems or analyzing data	2	5%	2	5%	11	28%	8	20%	17	43%	40
Graphically presenting information	1	3%	1	3%	6	15%	16	40%	16	40%	40

Within the core academic classes grades 8-12, students are using technology for research, for collection and analysis of data, for the presentation of their work, and for the storage and retention of their work. Within the fine arts, technology integration is evident in student work, from stop-motion animation of clay figures to music sampling for hip-hop compositions and digital art. An example of technology use was demonstrated when advanced biology students at the high school created elementary curriculum on the ecology of the redwood forest biome. These high school students then took their curriculum to elementary schools for educational demonstrations and hands-on learning. The culmination, presentation and documentation of these projects aligned with the ELA and Science Content Standards, with students using technology in nearly every aspect of their projects.

At elementary school sites, Grades 3-7 GATE students create and publish their yearbook using desktop publishing software and digital cameras. Through this project, they develop skills in organization, communication, word processing, digital image creation, manipulation, and layout. Students at several elementary and secondary school sites collaborate with local salmon restoration and other watershed restoration projects, ranging from raising salmonids for release to site restoration. Students use both hand-held electronics as well as computers and Internet research to access curriculum and complete learning activities. These learning activities align with ELA, math and science content standards.

All curricular areas are moving from teacher-centered classrooms to interactive student-centered learning environments. Computer labs provide Internet access for students and staff to access local/remote library resources and tutorial sites, allowing collaboration with others in order to strengthen the curriculum. Students can broaden their educational experiences to include research and publishing, complex problem solving, simulations and animations. For example, the secondary earth science program's knowledge of content is assessed through the use of presentation software and/or presentation documents which requires students to have proficiency in both content and technology skills. In the secondary English programs, students create and present research writing projects beginning in their freshman year and culminating with their required senior project, where they create, investigate, write, demonstrate, and present a research project on a topic of their choosing. Technology is integrated throughout every step of the projects. Students utilize technology to record journal entries, conduct on-line research, record interviews, and in some cases use technology to create or demonstrate their topic of interest. Many final presentations are multi-media, using digital projection equipment.

To ensure technology is content driven**,** all curricular areas use technology-based materials that are consistent with state curriculum standards. The Technology Based Education Program & Standards chart for elementary schools (K-7) and junior/senior high schools (8-12) describe how technology is integrated in every curricular area. In addition, it outlines the technology skills students are expected to learn.

Elementary (K-7) Technology Based Education Program & Standards:

Sample Activities	Technology Skills
2nd-7th Grade	
Students use Internet-based educational activities that support class lessons. Students view teacher-selected web sites on any and all subjects including science, geography history, art and music. Teachers discuss appropriate use of the Internet. Students (through their teachers) correspond over the Internet with other students, teachers and experts on various subjects. **Curriculum Standards:** All subject areas	Mouse handling Clicking and dragging Recognition of the Internet as a resource for learning Ethics and cautions of Internet use Typing correct URLs
Kindergarten - 5th Grade Science	
Students, with teacher guidance, use special peripherals such as magnifiers, microscopes and temperature input devices. Students use science related software to explore concepts. **Curriculum Standards:** Science Procedure	Peripheral devices
Kindergarten - 7th Grade Special Needs	
Students use word processing software to help with literacy, emerging reading skills, auditory processing, speech/oral processing problems. **Curriculum Standards:** Listening/ Phonemic Awareness, Language Arts/Reading	Mouse handling Starting and ending programs Using menus
Kindergarten - 7th Grade English Learners	
Students use bilingual and English software with interactive pictures. **Curriculum Standards:** Word Recognition, Vocabulary Development, Sounds of English	Mouse handling Starting and ending programs Using menus
Kindergarten - 3rd Grade Math	
Students use a variety of math and logic programs reinforcing concepts and skills taught in class. Many programs provide activities that require the student to manipulate objects on the screen in a way that mimics hands-on lessons. **Curriculum Standards:** All Math Strands, Listening	Mouse handling Starting and ending programs Using menus
Kindergarten - 3rd Grade Language Arts	
Students use programs providing practice in phonics, word recognition, spelling and reading. Some programs read a story aloud while children follow. Students use word processors and art programs to type words, spelling lists, short stories and reports and then illustrate them. **Curriculum Standards:** Phonics, Reading, Spelling, Listening, Letter Recognition, Writing, Creative Expression	Mouse handling Starting and ending programs Using menus Desktop publishing Word processing Graphics
2nd & 3rd Grade Language Arts	
Students use the Internet with teacher guidance to do research for reports and presentations. Students use keyboarding and word processing programs. **Curriculum Standards:** Letter Recognition, Spelling, Writing, Comprehension, Test Taking Strategies	Mouse handling Starting and ending programs Using menus Use of Internet Word processing
4th - 6th Grade Math	
Students use a variety of math and logic games to reinforce math concepts and skills learned in class. **Curriculum Standards:** All Math Strands	Mouse handling Starting and ending programs Using menus
7th Grade Social Studies	
Students will use word processing and graphics software to create and edit all types of written work, projects, presentations and other assignments. **Curriculum Standards:** Historical, Cultural, Ethical, Economic, Geographic and Sociopolitical Literacy; Critical Thinking, Participation Skills	Word processing Productivity software Telecommunication

Sample Activities	Technology Skills
6th & 7th Grade Science	
Students use word processing and spreadsheets to create lab reports/group projects, incorporating multimedia presentations when appropriate. Students use the Internet for research and collaboration and an electronic microscope to view and record experiments and computer sensors to record experiments and do direct data entry. **Curriculum Standards**: Physical, Earth and Life Sciences	Word processing, Spreadsheets Telecommunication Electronic microscope Productivity software Peripheral devices
6th & 7th Grade Print Media Production	
Students create and publish the school yearbook using Publisher Pro. **Curriculum Standards:** Critical Thinking, Creative Expression, Art, Participation Skills	Desktop publishing Graphics Telecommunication

High School Technology Based Education Program & Standards:

Sample Activities	Technology Skills
Mathematics	
Students become proficient at graphing, perform geometric constructions and use proof methods, do data research and statistical analysis, and integrate projects with science and business. Students use spreadsheets for budgeting and for comparisons for financial decision-making. Students use the Internet and other media for research on personal financial management. **Curriculum Standards:** Number sense; algebra and functions; measurement and geometry; statistics, data, analysis and probability; mathematical reasoning	Word processing Graphing calculator Calculator programming Telecommunication Peripheral devices Internet research
English	
Students use word processing and publishing software to create, edit and revise all types of writing, incorporating visual media and advanced publishing techniques. Students investigate and analyze content-related issues or topics using technological and real-world sources, presenting findings in reports and multimedia presentations. Teachers integrate projects with Social Science, Science and Art. **Curriculum Standards:** All areas of the language arts	Word Processing Desktop publishing Telecommunication Presentation Peripheral devices Fair use and copyright issues Internet research
Science	
Students use word processing, desktop publishing, presentation and spreadsheets software to create lab reports/group projects, incorporating multimedia presentations when appropriate. Students use the Internet for research and collaboration with other schools. Students use Probeware to gather data and interactive software to introduce and reinforce curriculum concepts. Teachers integrate projects with English, Social Science and Math. **Curriculum Standards:** Physical, Earth and Life Sciences; present use of technology will expand to Evolution and Systems and Interactions Themes.	Word processing Spreadsheets Telecommunication Presentation Probeware Peripheral devices Fair use and copyright issues Internet research
Social Science	
Students use word processing, presentation and graphics software to create and edit all types of written work, projects, multimedia presentations and other assignments. Students explore sociological changes due to advancements in technology. Teachers integrate projects with English, Science and Business. **Curriculum Standards:** Historical, Cultural, Ethical, Economic, Geographic and Sociopolitical Literacy; Critical Thinking, Participation Skills.	Word processing Presentation Graphic Art Peripheral devices Telecommunication Fair use and copyright issues Internet research
Performing Arts	
Students write original compositions, arrange music for small ensembles, create multi-track sequences, record midi and live performances using a mixer and hard disk, learn music theory and sight singing, study music history using CD ROMs and Internet and perform with accompaniment. **Curriculum Standards:** Perceptual and Conceptual Development, Music Skill Development, Auditory, Creative Performance Skills, Music Heritage, Aesthetic Valuing.	Music Software Sequencing, Hard Disk Recording, Audio Digitization Process Midi Skills Telecommunication Electronic Instruments
Art	
Students use desktop publishing and digital image manipulation software to create literary magazine, yearbook, and other publications. Students use instructional web sites to explore art online. Students create "claymation" videos, integrating ceramics and video technology skills. Students document and present work with digital cameras and large screen viewing monitor. **Curriculum Standards:** Aesthetic Perception, Creative Expression, Art Heritage, Aesthetic Valuing.	Desktop Publishing Graphic Art Digital video process Digital image manipulation Telecommunication Peripheral devices

Sample Activities	Technology Skills
World Languages	
Students use software to study additional languages not otherwise offered on the master schedule. Students use word processing, and presentation software to create reports/group projects, using the Internet both for research and for translation tools. Students use digital video to simulate immersion and to practice listening skills. **Curriculum Standards:** Communication, Cultural Awareness, Community Awareness	Mouse handling Starting and ending programs Using menus Word processing Spreadsheets Internet use Adaptive software Peripheral devices
Special Education and Resource	
Students use software to enhance performance, create resumes, utilize databases and Internet for research, track assignments, medical information and services available to them, investigate vocational opportunities and collaborate on projects. Students use online career exploration software to manage elements of their transition plans. Students use the character development software for role-play and practice in decision-making. **Curriculum Standards:** English, language arts/reading, and other specific standards according to each student's Individual Education Plan (IEP).	Mouse Handling Starting and Ending Programs File Management Using Menus Word Processing Spreadsheets Presentation Keyboarding Software Desktop Publishing Internet use Adaptive Software Peripheral Devices
Arts, Media and Entertainment Pathway	
Students use word processing, communication, presentation, recording, digital image, video editing and desktop publishing software. Students develop teambuilding and communication skills necessary for employability by presenting their projects as teams. Students collaborate with KMUD Redwood Community Radio to produce biweekly radio show. Students communicate via the Internet to complete projects. Students create Electronic Portfolios with samples of completed projects. Students use online career exploration software to explore careers in the Arts, Media, and Entertainment industry, and to complete various learning styles, skills, and interest assessments. **Curriculum Standards:** Academics (elements of History/Social Science, World History, Culture, and Geography, U.S. History and Geography, Visual and Performing Arts), Communication, Career Planning and Management, Technology, Problem Solving and Critical Thinking, Ethics and Legal Responsibilities, Leadership and Teamwork, Technical Knowledge and Skills	Word processing Presentation Productivity software Desktop Publishing Graphic Art Telecommunication Peripheral devices Digital video production Digital image production Broadcasting/Radio production Copyright and Fair Use issues
Finance and Business Industry Pathway	
Students use word processing, spreadsheet, communication, presentation, and desktop publishing software. Students develop teambuilding and communication skills necessary for employability by presenting their projects as teams. Students communicate via the Internet to complete projects, and complete on-line simulations to learn business financial and marketing concepts. Students use spreadsheet and accounting software to apply accounting and math concepts. Students use online career exploration software to research careers in finance and business. **Curriculum Standards:** Academics (elements of Math, Science, and Economics), Communications, Career Planning and Management, Problem-solving and Critical Thinking, Ethics and Legal Responsibilities, Leadership and Teamwork, Technical Knowledge and Skills, Financial Concepts, Business Environment.	Word Processing Spreadsheets Telecommunication Presentations Simulations Productivity Software Peripheral Devices Telecommunication Desktop Publishing Copyright and Fair Use issues

Sample Activities	Technology Skills
Residential and Commercial Construction Pathway	
Students use Computer Aided Drafting software and plotters for construction planning and design. Students use Internet to research design problems and investigate ideas. Students use word processing and spreadsheet software for preparation of cost estimates. Students develop teambuilding and communication skills necessary for employability when they present their projects as teams. **Curriculum Standards:** Academics (elements of Math, Economics, and Visual and Performing Arts), Communications, Career Planning and Management, Problem-solving and Critical Thinking, Ethics and Legal Responsibilities, Technical Knowledge and Skills	Word processing Spreadsheets CAD Peripheral devices Copyright and Fair Use issues Telecommunication
Cabinetmaking and Wood Products Pathway	
Students use Computer Aided Drafting software and plotters for wood products design. Students use Internet to research design problems and investigate ideas. **Curriculum Standards:** Academics (elements of Math and Visual and Performing Arts), Communications, Problem-solving and Critical Thinking, Ethics and Legal Responsibilities, Technical knowledge and skills	CAD Peripheral devices Copyright and Fair Use issues Telecommunication
Welding Technology	
Students use Computer Aided Drafting software and plotters for fabrication design. Students use Internet to research design problems and investigate ideas. **Curriculum Standards:** Academics (elements of Math and Visual and Performing Arts), Communications, Problem-solving and Critical Thinking, Ethics and Legal Responsibilities, Technical knowledge and skills	CAD Peripheral devices Internet use Telecommunication
Library Media Center	
All students and staff continue to have access to the LMC's media equipment and Internet.	Telecommunication Word processing Peripheral devices
Student Discipline (In-School Suspension)	
Students use character development software for role-play and practice in decision-making.	Mouse handling Starting and ending programs Using menus
Physical Education and Health	
Students use the Internet for research and completion of writing assignments. Students use spreadsheets for maintaining records for personal fitness program. Students use pedometers for personal fitness program. **Curriculum Standards:** Appreciation of Lifelong Fitness, Movement Skills and Knowledge, Personalized Fitness Program, Bio-mechanical Principle Applications.	Word Processing Spreadsheets Fitness / Medical assessments using electronic devices Peripheral devices
Publications/Special Projects	
Students use desktop publishing and digital image manipulation software to create literary magazine, yearbook, and other publications. Students use image manipulation software, scanners, and other tools to prepare illustrations, posters and other special projects. Students document and present work with digital cameras and CD-ROM production as well as prepare electronic files for outside printing. **Curriculum Standards:** Aesthetic Perception, Creative Expression, Art Heritage, Aesthetic Valuing, Leadership and Teamwork, Problem-solving and Critical Thinking, Communications, Creative Writing	Word processing Desktop Publishing Graphic Art Digital video process Digital image manipulation Telecommunication Peripheral devices

3c. Summary of the District's Curricular Goals supported by this Technology Plan

As stated in the District's strategic plan mission statement, "The mission of the Southern Humboldt Unified School District is a commitment to excellence, high expectations, and a comprehensive program that promotes the success of all students by empowering them with the skills and attitudes necessary to confidently meet the challenges of a changing world." The ongoing plans for assisting students to pass the High School Exit Exam include required classes, electives, academics, honors programs, hands-on participatory classes, special needs programs, career pathways, service learning, intervention courses, counseling, after school remediation, work experience and tutoring.

The District strategic plan, all site plans (SPSAs), and accreditations (e.g., from the Western Association of Schools and Colleges) contain technology components tied to educational results. All sites participated in the writing of this document. Overall, student achievement, measured both at the teacher/classroom level and at the group testing level is being studied to see the degree to which technology is playing in the learning process.

Beginning in 2004, and validated each year since, SHJUSD has identified these ongoing long-term curriculum goals. Within each site plan/SPSA, there are technology components integrated with the strategies intended to accomplish these curriculum goals:

a. Provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs.
b. Provide for the specialized needs of identified groups of students.
c. Create a culture of shared accountability for student achievement.
d. Attract, retain and support highly qualified and motivated staff members.
e. Provide time and resources for collaboration, planning and professional development for all staff.
f. Collaborate with other public agencies and private organizations to ensure children's physical, social and emotional needs are met.
g. Provide and maintain facilities to meet the needs of present and future students.
h. Improve the organization, management and decision-making structure and capabilities of the district to better support the education of students.
i. Employ technology in ways that enhance learning, teaching and non-instructional operations.

3d. Goals, Benchmarks and Monitoring Processes for Using Technology to Improve Teaching and Learning

The goals for using technology to improve teaching and learning are based on the central idea that computerized technology is a necessary skill to perform current and future work on academic subject matter and vocational skills for all lifelong learners (students and adults).

See the tables beginning on page 15 for the details regarding how and when these objectives are addressed. This plan will broaden the existing program outlined in the Elementary (K-7) and High School Technology Based Education Program & Standards.

Goal for 3d: SHJUSD will integrate technology so it enhances teaching, training and student achievement, supporting the implementation of standards-based curriculum. Appropriate software and technology uses that enhance delivery of the curriculum will be selected and implemented**.**

Objective 1 of 2: Sites will incrementally replace older, less efficient learning methods with technology-enhanced methods, which both the instructor and learner value as improvements.		
End of year 1: In 60% of learning environments, technology-enhanced methods of instruction will be employed.		
End of year 2: In 70% of learning environments, technology-enhanced methods of instruction will be employed.		
End of year 3: In 80% of learning environments, technology-enhanced methods of instruction will be employed.		
End of year 4: In 90% of learning environments, technology-enhanced methods of instruction will be employed.		
End of year 5: Continued employment of technology-enhanced methods of instruction in 90% of learning environments.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Ed Tech Profile CA School Technology Survey Student achievement data Peer and administrative observation	Annually	Technology Committee reports annually to Curriculum Committee and Governing Board. Site Principals collect Ed Tech Profiles and forward them to the Technology Committee.

Objective 2 of 2: Students will improve information literacy skills and demonstrate their ability to retrieve, evaluate and organize information while applying good research techniques that integrate various technologies to support their learning in a manner consistent with their grade level.		
End of year 1: 60% of all students will demonstrate techniques of researching, collecting and formatting electronic information as appropriate to their grade level.		
End of year 2: 70% of all students will demonstrate techniques of researching, collecting and formatting electronic information as appropriate to their grade level.		
End of year 3: 80% of all students will demonstrate techniques of researching, collecting and formatting electronic information as appropriate to their grade level.		
End of year 4: 90% of all students will demonstrate techniques of researching, collecting and formatting electronic information as appropriate to their grade level.		
End of year 5: 95% of all students will demonstrate techniques of researching, collecting and formatting electronic information as appropriate to their grade level.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Ed Tech Profile for students CA School Technology Survey Student achievement data Peer and administrative observation	Annually	Site Principals collect Ed Tech Profiles and forward them to the District Technology Committee. Tech Committee reports annually to Curriculum Committees and Governing Board.

3e. Goals, Benchmarks and Monitoring Processes Outlining How and When Students will acquire Technological and Information Literacy Skills

Students begin using computers in Kindergarten, and are introduced to keyboarding in the second grade. Prior to enrollment at the high school, many are proficient at keyboarding. By the third grade, students at all school sites are doing basic research using the Internet. Other basic computer usage skills are also introduced at the elementary schools.

A five-unit class in computer literacy is currently a graduation requirement for all South Fork High School students. In addition, roughly 90% of the district's eighth grade students complete a 10-unit class in keyboarding and computers, to insure that all secondary students have a strong preparation in computer and Internet literacy. Students who are enrolled after their sophomore year may elect to complete a competency exam in the same subject matter. The following goal will result in the alignment of the existing curriculum with national standards, and extend the graduation requirement for computer literacy for all secondary students within SHJUSD.

Goal 1 for 3e: SHJUSD will adopt Technology Content Standards defining what students should know and be able to do in order to be technologically literate.

Objective 1 of 1: **SHJUSD will enter a process to adopt a version of National Education Technology Standards published by the International Society for Technology Education.**
End of year 1: National Education Technology Standards (NETS) published by the International Society for Technology Education (ISTE) will be brought to the District Curriculum Committee in Fall, 2008. The Board of Trustees will be presented with a version by Spring, 2009 to consider for adoption.
End of year 2: Through the existing curriculum process, all technology courses will be reviewed for alignment to the adopted standards. School sites will update Single Plan for Student Achievement to incorporate these technology standards.
End of year 3: Every student in the graduating class of 2014 will complete the 5-unit computer literacy class now aligned with NETS. Students will be excused from this requirement only if the Individual Education Plan (IEP) or the 504 Plan exempts the student. Every teacher will be inserviced in the adopted technology standards, with the goal of incorporating these standards across the academic curriculum. For students in the class of 2014 enrolled after this year, the associated competency exam remains an option. School sites will implement new technology standards.
End of year 4: Continued implementation of technology standards across the curriculum, with adjustments as necessary to maintain compliance with ISTE technology standards.
End of year 5: Continued implementation of technology standards across the curriculum as necessary to maintain compliance with ISTE technology standards.

Continued on following page

Implementation Action Steps		
1. Identification of NETS standards, teacher inservice in NETS, and the associated curriculum review can be achieved by instructors using on-line resources, existing collaborative relationships within the North Coast Business Teachers Network, and the CTAP Region 1 staff.		
2. Once NETS are adopted for SHJUSD, the SPSA process and the curriculum review process supports the integration of the standards into both written course curriculum documents and actual course curriculum delivered to students.		
3. Inservice for the staff and time for curriculum alignment can be achieved through the existing weekly collaboration/inservice sessions that are scheduled to support completion of departmental action plans.		
Monitoring		
1. The Elementary Curriculum Committee will track the alignment of the elementary technology curriculum to content standards.		
2. Existing Department Action Plans, managed through the high school WASC review process, track the alignment of the secondary curriculum to content standards. The Collaborative Alignment Template is used to align curriculum to core academic standards, career technical education standards, and other standards such as CAHSEE and NETS. With this process, NETS requirements will be integrated into the overall curriculum and standards alignment that is already in place at the high school.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Adopted Board Policy CA School Technology Survey Ed Tech Survey Collaborative Alignment Template	Yearly	Curriculum Committees will interview a committee of representatives (Grades K-7, 8-12) and recommend to the Technology Committee necessary modifications. Site Councils update SPSA.

Fifteen hours of community service is already a graduation requirement for all South Fork High School students. The following goal will extend that requirement for all secondary students within the district, and provide technology tools for students' use in preparing their community service documentation. Use of the Choices planner on-line portfolio allows the secondary schools to make use of the Web 2.0 tool supporting two separate ESLRs, as well as providing an opportunity for better information sharing between home and school.

Goal 2 for 3e: SHJUSD will utilize service-learning teaching methods to ensure students use technology as a tool to support meeting or exceeding state academic content standards and community service requirements.

Objective 1 of 1: All secondary schools will offer at least one elective class in which students can document a service-learning project, recording outcomes using their Choices Planner portfolio. Elementary schools will integrate service-learning projects with technology tools into the regular curriculum.		
End of year 1: Secondary schools will identify the elective classes that facilitate service-learning opportunities. Teachers of those electives will add Choices Planner documentation to their curriculum. Elementary schools will identify a teaching team who will receive training on service-learning teaching methods and the use of technology for documentation consistent with the district's plans to improve home-school communication.		
End of year 2: 20% of SHJUSD high school graduates will have completed a service-learning project with Choices Planner documentation. Elementary schools' teaching team will develop a service-learning opportunity for students in grades 5-7.		
End of year 3: 40% of SHJUSD high school graduates will have completed a service-learning project with Choices Planner documentation. 20% of elementary school students in grades 5-7 will participate in and document one service-learning project.		
End of year 4: 60% of SHJUSD high school graduates will have completed a service-learning project with Choices Planner documentation. 40% of elementary school students in grades 5-7 will participate in and document one service-learning project.		
End of year 5: 60% of SHJUSD high school graduates will have completed a service-learning project with Choices Planner documentation. 60% of elementary school students in grades 5-7 will participate in and document one service-learning project.		
Implementation Action Steps		
1. At the secondary level, teachers and administrators will be inserviced on Choices Planner through weekly collaborative sessions, as the use of Choices Planner is already integrated into the WASC review process. There are several secondary elective classes that already facilitate service-learning opportunities. 2. Community resources such as Americorps staff and the Redwood Community Action Alliance will be used for inservice opportunities for teachers to learn about service-learning teaching methods.		
Monitoring		
1. At the secondary level, the service-learning program is monitored as part of the Social Studies Department Action Plan under the WASC review process. 2. monitoring at elementary level?		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Community Service reports from Choices Planner Ed Tech Profile surveys for both staff and students	Annually	Site Principals will provide a review of community service forms to the Technology Committee.

3f. Goals, objectives, annual benchmarks and implementation plan addressing the appropriate and ethical use of technology in the classroom.

Goal for 3f: The district will provide educational material to each school site that addresses the appropriate and ethical use of technology in the classroom, including distinguishing lawful from unlawful uses of copyrighted works.

Objective 1 of 2: Students will understand the ethical, cultural, and societal issues that relate to the use of technology.		
End of year 1: After evaluating available curricula consistent with the IST standards, the District Technology Committee will submit appropriate and ethical use of technology educational material for use in the classroom to the Board of Trustees for adoption.		
End of year 2: Teachers at all sites will be trained to use the adopted curriculum.		
End of year 3: Teachers will begin implementing the adopted curriculum.		
End of year 4: 60% of classrooms will be using the adopted curriculum.		
End of year 5: 75% of classrooms will be using the adopted curriculum.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
EdTech Student Survey	Annually	Use surveys to validate whether teachers are working with these standards in the classroom

Objective 2 of 2: Students will practice ethical and responsible use of technology systems, information, and software.		
End of year 1: The District Technology Committee will develop a questionnaire for both students and teachers in order to collect data about the current use of technology pertaining to ethical and responsible practices.		
End of year 2: The questionnaire will be piloted in selected classrooms, and revised as necessary.		
End of year 3: 60% of the district's student body, and 60% of the staff will submit a completed questionnaire.		
End of year 4: Questionnaire will be evaluated for revision. 70% of the district's student body, and 70% of the staff will submit a completed questionnaire.		
End of year 5: 75% of the district's student body, and 75% of the staff will submit a completed questionnaire.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Questionnaire developed by District Tech Committee	Annually	District Tech Committee reports survey results to the District Superintendent

3g. Goals, objectives, annual benchmarks and implementation plan addressing Internet safety.

A unit on Internet safety is already included within the curriculum for the existing computer literacy course that meets graduation requirements at the secondary level. In addition, the Acceptable Use Policy and Internet Use contract, signed by parents and students at the time of enrollment in SHJUSD, explains the perils that exist with the irresponsible and/or unsupervised use of the Internet. SHJUSD recognizes that Internet safety extends to the safe and responsible use of Internet resources both inside and outside the classroom.

Goal for 3g: SHJUSD will extend its parent partnerships to include the education of parents about the issues of Internet safety, with the goal of increasing parent awareness of, and supervision of students' access and use of Internet resources.

Objective 1 of 1: SHJUSD will offer parent workshops that focus on supervising their children in the safe and responsible use of the Internet .		
End of year 1: Research on parent workshops on Internet safety in other districts will be completed. Workshop curriculum will be developed and presented to SHJUSD Site Councils for feedback and review, with final approval by the District Board of Trustees.		
End of year 2: Volunteer presenters will be recruited from among the staff, parents, or the community. Parent workshop will be presented at South Fork High School within the first four weeks of each semester and at the Redway Elementary School within the first four weeks of the school year. Workshops will be announced and promoted through school newsletters and/or the PTA.		
End of year 3: Volunteer presenters will be recruited from among the staff, parents, or the community. Parent workshop will be presented at South Fork High School within the first four weeks of each semester and at the Redway Elementary School within the first four weeks of the school year. Parent workshops will be presented at other school sites if requested. Workshops will be announced and promoted through school newsletters and/or the PTA.		
End of year 4: Volunteer presenters will be recruited from among the staff, parents, or the community. Parent workshops will be presented within the first four weeks of the school year at all school sites. Workshops will be announced and promoted through school newsletters and/or the PTA.		
End of year 5: Continued implementation of year 4 benchmarks.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Site Council minutes Workshop feedback forms	Annually	Site Principals will provide a review of feedback to the Technology Committee.

3h. Goals, objectives, annual benchmarks and implementation plan to ensure equitable technology access for all students

The Southern Humboldt Unified School District is a geographically mountainous area about half the size of Rhode Island. It covers approximately 773 square miles. This geography acts as a deterrent to providing equal access to technology for all district students. Our small outlying elementary schools do not have the access to high speed internet connections that do our schools located in more populated areas. Technology is available to overcome these inequities, but our current budget constraints make access to this technology prohibitive.

Our School District uses a site-based decision model to ensure sites align with District plans without compromising the site's uniqueness and individual decision-making process. In our Technology Plan, the site-based decision model will give schools the authority to prioritize technology, among other needs, as is deemed necessary by the site council. This model, combined with the geography of our district, has created some inequities of hardware and infrastructure among the sites.

Students access technology after school hours at Redway Elementary through existing after-school programs. At the high school, students have occasional supervised access to one computer lab after school hours.

Goal for 3h: To ensure equity, SHJUSD will use technology to support and enhance the progress of all students.

Objective 1: All school sites will meet a competency standard in hardware and network infrastructure for all classrooms.		
End of year 1: The SHJUSD Technology Committee will develop, and make available, competency standards for all classrooms in hardware and infrastructure. Standards will be approved by SHJUSD Board of Trustees.		
End of year 2: School sites will create a deficiency list to identify where they do not meet the districts competency standards for technology in the classroom.		
End of year 3: The SHJUSD Technology Committee will assist sites in formulating a plan to address areas of deficiency.		
End of year 4: As funds become available, all school sites will move towards meeting a competency standard in hardware and network infrastructure for all classrooms.		
End of year 5: As funds become available, all sites will continue to move toward meeting a competency standard in hardware and network infrastructure for all classrooms. Sites will update deficiency lists.		
Evaluation instrument(s): Data to be collected	**Schedule for Evaluation:**	**Program Analysis and Modification Process:**
District Competency Standards Site Technology Deficiency Lists	Annually	Site administrators and staff prepare deficiency list. SHJUSD Technology Committee reviews Site Technology Deficiency Lists

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

The district already uses SASIxp as its primary student information system. This goal focuses on making better use of the district's existing investment in SASIxp as a vehicle for improvement. SHJUSD's EdTech Profile Assessment survey data shown in section 3b show that this area already has significant buy-in from staff, although there is substantial room for improvement. In addition, the junior/senior high school already uses Choices Planner to support multiple Expected Schoolwide Learning Results (ESLRs), including:

- Create a personal life plan to address social, educational, economic, and health goals
- Demonstrate ability to use technology across the curriculum.

Educating parents in the on-line use of Choices Planner as well as expanding it to all secondary school sites extends a powerful tool to even more students in the district.

Goal for 3i: SHJUSD will provide training to site technology mentor/coaches, who will, in turn, provide training to teachers and administrators. The Technology Committee will explore the expanded use of SASI through the potential purchase of *Access* and *Gradebook*.

Objective 1 of 2: The SHJUSD Technology Committee will evaluate and implement the expanded use of SASIxp.		
End of year 1: 50% of teachers, administrators, and support staff as necessary will be trained in use of various modules and functions of SASI, including: attendance, grades, mailing lists, and student information.		
End of year 2: 60% of teachers, administrators, and support staff as necessary will be trained in use of various modules and functions of SASI, including: attendance, grades, mailing lists, and student information.		
End of year 3: 80% of teachers, administrators, and support staff as necessary will be trained in use of various modules and functions of SASI, including: attendance, grades, mailing lists, and student information.		
End of year 4: The SHJUSD Technology Committee will explore the expanded use of SASI through the potential purchase of *Parent Access* and *Gradebook.*		
End of year 5: SHJUSD will provide training to SASI Expert Users, and Site Technology Mentors, and teachers in the use of added SASI modules**.**		
Evaluation instrument(s): Data to be collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
EdTech Profile Choices usage reports SIS user reports	Annually	SASI Expert Users and Site Technology Mentors will report effectiveness to SHJUSD Technology Committee.

Objective 2 of 2: The SHJUSD Technology Committee will promote the use of *Choices Planner.*		
End of year 1: The SHJUSD Technology Committee and School Site Councils will consider funding for, expand the use of, and provide appropriate training in, *Choices Planner* to include all secondary school sites.		
End of year 2: The SHJUSD Site Technology mentors will in-service interested teachers in the use of *Choices Planner***.**		
End of year 3: Secondary school sites will offer, through means appropriate to each site, a workshop for parents in the use of *Choices Planner***.**		
Evaluation instrument(s): Data to be collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
EdTech Profile Choices usage reports SIS user reports	Annually	SASI Expert Users and Site Technology Mentors will report effectiveness to SHJUSD Technology Committee.

3j: Goals, benchmarks, and monitoring processes to utilize technology so that teachers and administrators can be more accessible to parents.

While technology access issues at students' homes remain, telephone and regular mail are still a necessary element of parent and administrator communications with parents. District schools already use the student information system **SASIxp,** to generate reports for attendance, grades and other forms of parent communications. SHJUSD's EdTech Profile Assessment surveys show that email already has significant buy-in from staff, although there is substantial room for improvement. In addition, six district schools have websites. While none are used as a vehicle for two-way communication between parents and teachers/administrators, the high school's daily school announcement bulletin and quarterly newsletter is posted regularly on the high school website. Given the constraints on technical support staffing, further web site development will be undertaken methodically and carefully, with an eye towards making use of student and community volunteer web site developers.

Goal for 3j: SHJUSD will utilize technology to make teachers and administrators more accessible to parents.

Objective 1 of 3: **Site Technology Mentors will ensure that all teachers and administrators are proficient in use of email to enhance communication with parents and students.**		
End of year 1: SHJUSD Site Technology Mentors will train 60% of district teachers and administrators in the use of email as a means of communicating with parents and students.		
End of year 2: SHJUSD Site Technology Mentors will train 70% of district teachers and administrators in the use of email as a means of communicating with students and parents.		
End of year 3: SHJUSD Site Technology Mentors will train 80% of district teachers and administrators in the use of email as a means of communicating with students and parents.		
End of year 4: SHJUSD Site Technology Mentors will train 90% of district teachers and administrators in the use of email as a means of communicating with students and parents.		
End of year 5: SHJUSD Site Technology Mentors will continue to train district teachers and administrators in the use of email as a means of communicating with students and parents.		
Evaluation Instrument(s): Data to be collected	**Schedule of Evaluation**	**Program Analysis and Modification Policy**
SHJUSD Technology Committee will develop a teacher/parent survey for the express purpose of evaluating communication strategies between parents and staff.	Yearly	SHJUSD Site Technology Mentors will evaluate yearly survey results and recommend modifications and new strategies to the SHJUSD Technology Committee.

Objective 2 of 3: **The SHJUSD will expand its web presence, to include all school sites, by increasing student expertise in website development and maintenance.**		
End of year 1: SHJUSD webmaster and SFHS business/technology teacher, will train SFHS students in basic html, and Photoshop skills, so that they will be able to create and maintain a website for each school site. Each website will include contact information for all teaching and administrative staff. Each site will designate a staff member to be the contact person, at that school, who will be responsible for providing up to date information to the student school site webmaster.		
End of year 2: SHJUSD Technology Mentors will provide the SHJUSD webmaster, and individual student site webmasters, with current contact, and demographic, information to be posted on each school website.		
End of year 3: SHJUSD webmaster, and individual student site webmasters, will train Site Technology Mentors in maintenance of each school website.		
End of year 4: SHJUSD webmaster, and individual student site webmasters, will train four, or more, new high school students in the skills necessary to maintain and enhance the individual school websites.		
End of year 5: SHJUSD webmaster, and individual student site webmasters, will continue to train four, or more, high school students in the skills necessary to maintain and enhance the individual school websites.		
Evaluation Instrument(s): Data to be collected	**Schedule of Evaluation**	**Program Analysis and Modification Policy**
SHJUSD Technology Committee will develop a teacher/parent/student survey for the express purpose of evaluating communication strategies between students, parents and staff.	Yearly	SHJUSD Site Technology Mentors will evaluate yearly survey results and recommend modifications and new strategies to the SHJUSD Technology Committee.

Objective 3 of 3: Use Parent Access component of adopted student information system (SASIxp)		
End of year 1: SHJUSD will purchase the Parent Access component of SASIxp**,** and provide training in its use to Site Technology Mentors from each district school.		
End of year 2: Site Technology Mentors will provide training to teachers in the use of Parent Access component of SASIxp.		
End of year 3: Site Technology Mentors, and/or teachers, will offer workshop(s) for parents in the use of Parent Access component of SASIxp.		
End of year 4: Site Technology Mentors, and/or teachers, will continue to implement Parent Access component of SASIxp. Site based training for staff and parents will continue to be made available based upon need**.**		
End of year 5: Site Technology Mentors, and/or teachers, will continue to implement Parent Access component of SASIxp. Site based training for staff and parents will continue to be made available based upon need**.**		
Evaluation Instrument(s): Data to be collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
SIS parent access statistics	Yearly	District Technology Mentors and District Expert Users will evaluate Parent Access statistics and recommend modifications as necessary to the District Technology Committee.

4. PROFESSIONAL DEVELOPMENT COMPONENT

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

Our District recognizes that the effective use of technology depends upon a staff that receives sustained professional development. Further, we believe that the skill level of the staff directly affects student achievement. Our District is 60 miles south of the Humboldt County Office of Education in Eureka, where most technology training is offered. The distance makes it prohibitive for staff to attend on a regular basis; however, on occasion, a single staff member or small group has traveled to Eureka for training. It would be most beneficial for our staff to receive technology training locally, or through distance learning courses.

Teachers and administrators were asked to complete the Technology Assessment Profile through the EdTechprofile.org website. A total of 40 of 57 teachers (70%), completed the Profile Assessment at the time the data below was compiled, and 7 administrators. Two of the seven administrators are teachers with administrative assignments. The responses indicate that there is a wide variety in skill level, as well as a need for professional development.

Our coordinated professional development plan is based on our district's curricular goals and the needs of teaching and administrative staff identified through surveys. As proficiency levels of our teachers and administrators are analyzed via the EdTech Profile Assessment, professional development can be offered that meets the specific needs of individuals. The district will offer a variety of training options; for example, online classes, face-to-face training & collaboration time, and one-on-one and small group coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment.

Responses for Category: **Staff Development Needs**		
Staff Development Needs		
Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	**# of Respondents**	**%**
0 hours	21	46%
1 - 8 hours	21	46%
9 - 20 hours	2	4%
21 - 40 hours	1	2%
More than 40 hours	1	2%

Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply. **I need opportunities to participate in educational technology staff development focused on:**	**# of Respondents**	**%**
Basic computer/technology skills.	23	38%
Integrating technology into the curriculum.	38	62%
Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply. **The training format I prefer is:**	**# of Respondents**	**%**
One-on-one informal technology training.	15	22%
Small group technology training.	43	63%
Online web-based technology training.	10	15%
Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply. **I prefer technology training to be offered:**	**# of Respondents**	**%**
During the school day.	25	34%
After school.	29	39%
In the evening.	3	4%
On the weekend.	5	7%
During the summer/off track.	12	16%

The data in the Ed-tech Profile tables indicates that a significant number of our district's teaching staff is not fully utilizing the technology that is currently available, because they lack the necessary technical skills. Accessible training is essential so that teachers can provide appropriate instruction and take advantage of what technology has to offer.

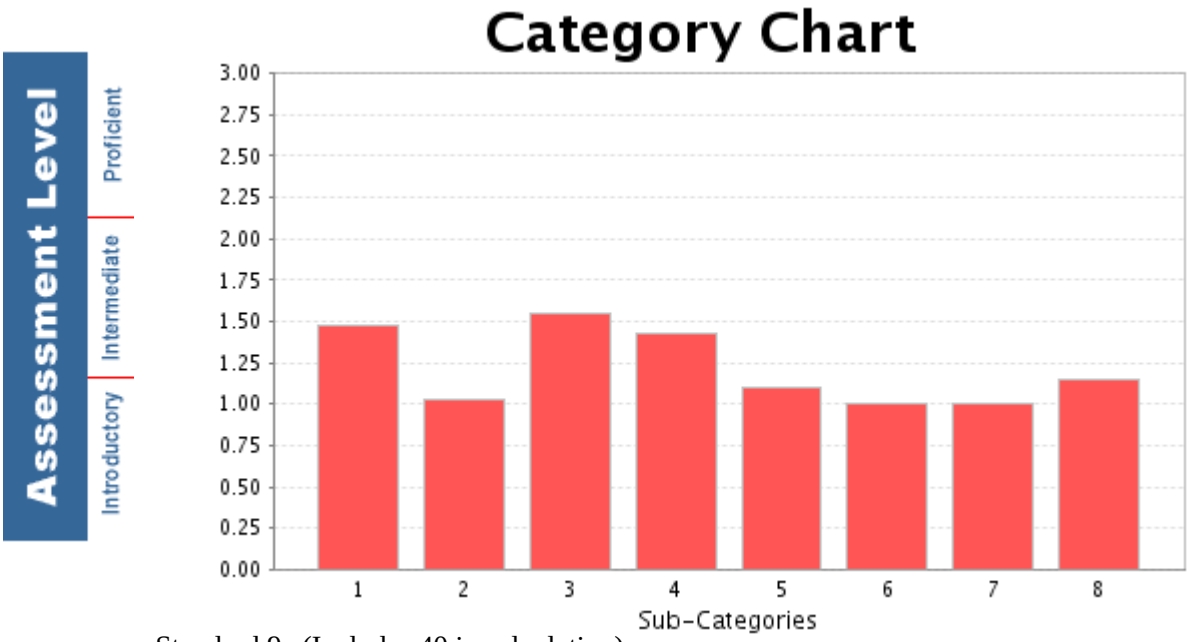
Administrators & Teachers:		
Responses for Category: **Computer Knowledge and Skills**		
General computer knowledge and skills		
Question 1: General computer knowledge and skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have any of the skills listed below.	0	0 %
Beginning user: I have the majority of the skills listed below in column 1.	14	30%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	17	36%
Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3.	16	34%
Internet skills		
Question 2: Internet skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have any of the skills listed below.	1	2%
Beginning user: I have the majority of the skills listed below in column 1.	20	43%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	13	28%
Proficient user: I have the majority of the skills listed below in column 1, 2 and 3.	13	28%

Email skills		
Question 3: Email skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have any of the skills listed below.	3	6%
Beginning user: I have the majority of the skills listed below in column 1	17	36%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	16	34%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	11	23%
Word Processing skills		
Question 4: Word Processing skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have any of the skills listed below.	1	2%
Beginning user: I have the majority of the skills listed below in column 1.	10	21%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	15	32%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	.21	45%
Presentation software skills		
Question 5: Presentation software skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have any of the skills listed below.	19	40%
Beginning user: I have the majority of the skills listed below in column 1.	13	28%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	4	9%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	11	23%
Spreadsheet software skills		
Question 5: Spreadsheet software skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have any of the skills listed below.	12	26%
Beginning user: I have the majority of the skills listed below in column 1.	17	36%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	14	30%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	4	9%
Database software skills		
Question 5: Database software skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have any of the skills listed below.	19	40%
Beginning user: I have the majority of the skills listed below in column 1.	15	32%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	8	17%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	5	11%

The following charts suggest that given teachers' proficiency levels in CCTC Program Standard 9 and Program Standard 16, teachers are making use of the technology that is available at district schools, up to an intermediate level of expertise. Strengths include selecting and integrating appropriate technological resources, using computer applications to manage records and generating printed media, and using email and communicating through other electronic media. Teachers are seeking to develop students' information literacy, and they are integrating technology into curriculum on problem-solving, on critical thinking. These efforts are consistent with school site plans, and with the district curricular goals. There are challenges to solve. For example, the data indicates teachers are familiar with collaborative technologies, but what the data does not reflect is that the technology itself is not available to district teachers due to the age of the existing computer infrastructure and the resulting limitations on software that could operate on the aging computer infrastructure. In Section 5, the age and limitations of available technology in district classrooms and computer labs is apparent both in the CA School Technology Survey data as well as in the narrative. When considered together, the data suggests that if the constraints of aged and limited capability technology were removed, SHJUSD would likely see a corresponding increase in teachers' proficiency levels in CCTC Program Standards 9 and 16.

Teachers' proficiency levels in CCTC Program Standard 9 sub-categories:

Using Technology in the Classroom:



1 Standard 9a (Includes 40 in calculation)
Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

2 Standard 9b (Includes 40 in calculation)
Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.

3 Standard 9d (Includes 40 in calculation)
Each candidate uses computer applications to manage records and to communicate through printed media.

4 Standard 9e (Includes 40 in calculation)
Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.

5 Standard 9f (Includes 40 in calculation)
Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)

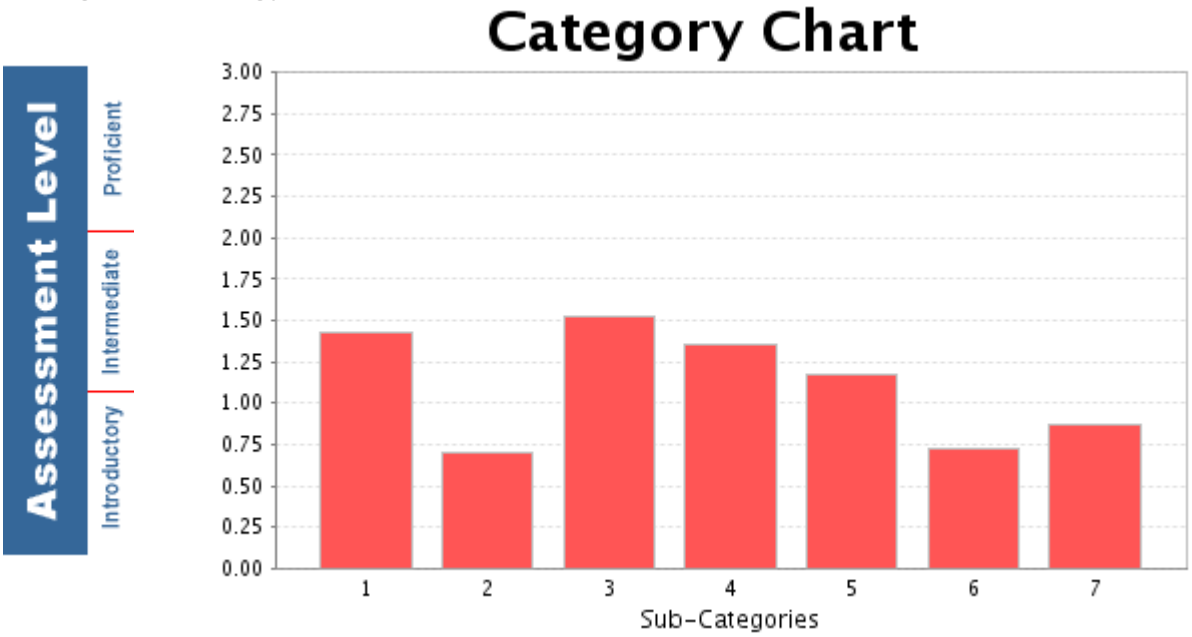
6 Standard 9g (Includes 40 in calculation)
Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

7 Standard 9h (Includes 40 in calculation)
Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.

8 Standard 9i (Includes 40 in calculation)
Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Teachers' proficiency levels in CCTC Program Standard 16 sub-categories:

Using Technology in the Classroom:



1 Standard 16a (Includes 40 in calculation)
Each participating teacher communicates through a variety of electronic media.

2 Standard 16b (Includes 40 in calculation)
Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.

3 Standard 16c (Includes 40 in calculation)
Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.

4 Standard 16d (Includes 40 in calculation)
Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.

5 Standard 16e (Includes 40 in calculation)
Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.

6 Standard 16f (Includes 40 in calculation)
Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.

7 Standard 16g (Includes 40 in calculation)
Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

4b. Goals, Objectives, Benchmarks, and Monitoring Processes for Providing Professional Development in Technology

Analysis of the Ed-Tech Profile assessments indicate that teachers want to develop their proficiency in specific technology skills. SHJUSD will focus on these skills first, so that teachers have a foundation to employ technology-enhanced methods of instruction.

Goal 1 for 4b: All teachers will increase their technology proficiency through the use of technological learning resources, for the purpose of teaching, planning, assessment, and record keeping, staying current with equipment acquisition.

Objective 1 of 3: By June 2012, 80% of teachers' technology skill levels will be established and monitored through a standard method of measurement.		
End of year 1: 60% of teaching and administrative staff completes Ed Tech Profile Assessment.		
End of year 2: 65% of teaching and administrative staff completes Ed Tech Profile Assessment.		
End of year 3: 70% of teaching and administrative staff completes Ed Tech Profile Assessment.		
End of year 4: 75% of teaching and administrative staff completes Ed Tech Profile Assessment.		
End of year 5: 80% of teaching and administrative staff completes Ed Tech Profile Assessment.		
Implementation Action Steps		
1. Teachers and administrators will be inserviced and guided through the process of completing the Ed Tech Profile Assessment.		
2. District-sponsored inservice in the completion of the Ed Tech Profile Assessment will be provided to teaching and administrative staff annually.		
Evaluation Instrument(s): Data to be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Ed Tech Profile Assessment	Yearly	District Technology Committee will provide sites with compiled assessment data, including a list of staff that participated.

Objective 2 of 3: By June 2012, SHJUSD will have a technology mentor/coach in place at each school site, combining two small sites as one (six mentor/coaches). Tech mentor/coaches will be proficient in the following: technology-enhanced instruction, use of the Internet and email, website development, service learning methods, ISTE standards, and SASIxp. Mentors at secondary school sites will also be trained in Choices Planner.
End of year 1: 1 mentor/coach will be assigned and trained in at least 4 of the areas listed above
End of year 2: 2 mentor/coaches will be assigned and trained in at least 4 of the areas listed above
End of year 3: 3 mentor/coaches will be assigned and trained in at least 4 of the areas listed above
End of year 4: 4 mentor/coaches will be assigned and trained in at least 4 of the areas listed above
End of year 5: 6 mentor/coaches will be assigned and trained in all of the areas listed above
Implementation Action Steps
1. Using the Ed Tech survey data, the site administrators and the Technology Committee will identify potential mentor candidates from each site.
2. The District will provide release time and training for technology mentors.
3. The District will provide compensation to the technology mentors.
Monitoring
The District Technology Mentors will complete logs/written documentation of their mentoring activities. Logs will be submitted to the Technology Committee prior to committee meetings.
The District Technology Committee and school site administrators will track the development and implementation of all activities and accomplishments and report progress at our technology committee meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Person(s) responsible: District administrators, the District Technology Committee, Mentors, and school site administrators - Mentors are responsible for completing all documentation.

Evaluation Instrument(s): Data to be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Logs and written documentation will be completed by mentors	Yearly	District Technology Committee and Site Administrators will evaluate written documentation, and will reassign mentors, if necessary

Objective 3 of 3: By June 2012, 80% of teachers and administrative staff will become proficient with word processing, spreadsheet, and presentation software; ethical use of information technology; and Internet/email skills.		
End of year 1: 60% of teaching and administrative staff is proficient.		
End of year 2: 65% of teaching and administrative staff is proficient.		
End of year 3: 70% of teaching and administrative staff is proficient.		
End of year 4: 75% of teaching and administrative staff is proficient.		
End of year 5: 80% of teaching and administrative staff is proficient.		
Implementation Action Steps		
4. District-sponsored professional development in the use of technology training will be provided to staff through the Humboldt Office of Education courses, Training Webinars, and Web-based training through CTAP and other on-line providers. Other opportunities will be sought for professional development, such as through Computer-Using Educators (CUE) and other professional educator associations.		
5. Mentors/coaches will assist administrative and teaching staff one-on-one and small group assistance as needed.		
Monitoring		
The District Technology Committee and school site administrators will track the development and implementation of all activities and accomplishments and report progress at our technology committee meetings.		
Evaluation Instrument(s): Data to be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Ed Tech Profile Assessment Enrollment in technology-based courses All other training activities will be tracked and monitored	Annually	Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Goal 2 for 4b: In order to ensure that instructors and students value the technology-enhanced methods, SHJUSD will have all sites incorporate individual goals for using technology. These goals will support academic content standards and improve learning within the scope of the District's Strategic and Technology Plans, the Site Strategic Plan, and each site's Single Plan for Student Achievement.

Objective 1 of 1: School sites will incorporate technology goals that are aligned with District Strategic and Technology Plans, into their Site Strategic Plan and Single Plan for Student Achievement.		
End of year 1: All school sites are presented with the goals of the District Strategic and Technology Plans. Sites are provided an inservice session on incorporating technology goals into Site Strategic Plans and Single Plan for Student Achievement. Inservicing will include two sessions, one for secondary schools and one for elementary schools. The Technology Committee and District Curriculum Staff will orchestrate the trainings and provide individual support to sites needing additional guidance. All school sites will submit technology goals to the Technology Committee for review to determine adherence with District Strategic and Technology Plans.		
End of year 2: All school site technology goals will be revised as necessary to align with District Strategic and Technology Plans and implemented.		
End of year 3: All school site technology goals will continue to be implemented.		
End of year 4: The Technology Committee will review all school site technology goals again for adherence to District Strategic and Technology Plans.		
End of year 5: All school site technology goals will be revised as necessary to align with District Strategic and Technology Plans and implemented.		
Implementation Action Steps		
1. Site Councils will use the SPSA development process.		
2. Technology Committee and SHJUSD representatives will review SPSA for coherence with District Strategic and Technology Plans.		
Monitoring		
The District Technology Committee and school site administrators will track the development and implementation of all activities and accomplishments and report progress at our technology committee meetings.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Site Strategic Plans SPSA District Strategic Plan District Technology Plan	Annually	Review and recommendations by Technology Committee based upon EETT Guidelines, District Strategic and Technology Plans.

4c. Monitoring Processes: included with each of the Professional Development objectives (see above)

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

5a. Existing Technology Supporting the Curricular and Professional Development Goals

Five school sites use the Humboldt County Office of Education (HCOE) for its Internet Service Provider. Current technology infrastructure includes T1 digital connections at three of seven school sites. The high school site has a fiber optic backbone Local Area Network (LAN) with a minimum of 3 drops in each learning environment using Unshielded Twisted Pair Category 5. The continuation high school and independent study school site is connected to the high school LAN via 54 Mbps wireless directional antenna connection. These LANs run 10/100 enhanced managed-switched Ethernet. There are two established computer labs at the high school networked for up to 30 drops each, and one established computer lab networked at each of the two largest elementary schools, Redway and Agnes J. Johnson. A smaller lab of 8 computers is in place at Casterlin Elementary. A variety of servers provide file, print and communications services. Two outlying school sites have dial-up connections with Internet connection speeds of 26.4 kbps. There are no LANS at those sites with dial-up connections. SHJUSD maintains a dual-platform network servicing approximately 196 Internet accessible computers, with another 29 machines accessing the Internet at very low speeds. The CA School Technology Survey inventory data is included for each site in Appendix A. *Note: While the CA School Technology Surveys correctly show computer equipment location for each site, the Ed-Tech generated reports compiled for this plan show that there are no computers installed in labs or in library media centers.*

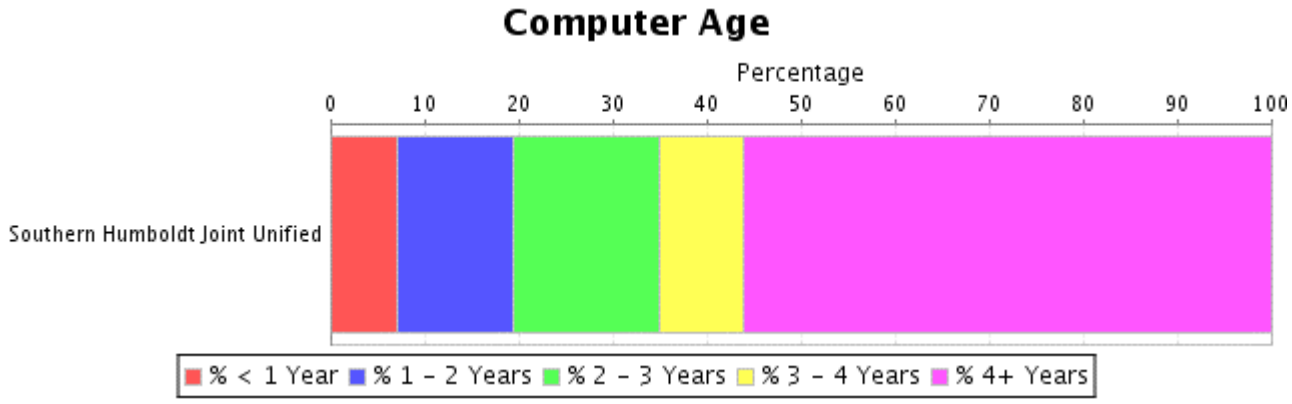
Existing SHJUSD Technical Support is accomplished via a standing contract with Network Management Services (NMS), with NMS employees providing support for maintenance of the network and desktop machines. The District Office coordinates requests from all school sites for technical support and allocates 16 hours per month among 7 school sites. Technology support requests are submitted by email and prioritized by the District Office. A separate contract is maintained with HCOE for Internet access, Internet filtering technology, and technical support for the District financial management system. Another contract is maintained with Pearson Education for the district-wide student information system, SASI.

5b. Technology Needs to Support the Curricular and Professional Development Goals

Based on the 2007 CA School Technology Surveys, the implementation of the Curriculum and Professional Development components of this plan is difficult with the technology hardware, electronic learning resources, telecommunication infrastructure and technical support currently existing at each site. As part of this technology plan, SHJUSD will examine its de facto competency standards in technology infrastructure and hardware for all sites. Those standards will be examined and compared with each school site's desired technology infrastructure. If a site falls below the competency standards established, the site will work in conjunction with SHJUSD staff to develop a timeline to meet the standard in the School Site Plan for Student Achievement. The competency standards define a basic level of technology hardware, electronic learning resources, telecommunication infrastructure and technical support necessary at each site to accommodate each school site's plans for technology integration and use.

Equipment Status

- # Computers STS Equipment 3.a TP 5b - 237.0
- # Laptops STS Equipment 3.b TP 5b - 3.0
- # Computers by age STS Equipment 3.c TP 5b



• Location	% < 1 Year	% 1 - 2 Years	% 2 - 3 Years	% 3 - 4 Years	% 4+ Years
Southern Humboldt Joint Unified	7.17 (17)	12.24 (29)	15.61 (37)	8.86 (21)	56.12 (133)

- # Thin Client w/multimedia STS Equipment 3.c.2 TP 5b - 0.0
- # Thin Client w/o Multimedia STS Equipment 3.c.3 TP 5b - 0.0
- Computer Location STS Equipment 3.d TP 5b

In the aggregate, as shown in these equipment status charts from the SHJUSD School Technology Survey, 56% of all district computers used for instruction are over four years old, and the district-wide student to computer ratio is 4:1. With on-going declining enrollment and the subsequent budget restrictions, hardware refreshment can be managed by a two-pronged approach. In many situations, most older computers already in place are adequate for Internet research and word processing tasks. The change in our strategy is that these computers will not be repaired or upgraded, but simply replaced when inoperable. In those situations, replacement technology needs

can be met by cycling in computers from other locations that have been replaced by newer hardware. In situations where educators need current software and hardware to support their curriculum, technology upgrades are needed – SHJUSD school sites are already engaged in a process of refreshing hardware and software.

CONNECTIVITY

- Internet connection? STS Connectivity 4.a TP 5b - Not in current STS Data. To be added 2007.
- Computer to Internet STS Connectivity 4.b TP 5b
- # Classrooms to Internet STS Connectivity 4.c TP 5b

Location	Total Computers	Connected Computers	Total Classrooms	Connected Classrooms
Southern Humboldt Joint Unified	237	198	67	67

- Wireless Connection STS Connectivity 4.d TP 5b - Not in current STS Data. To be added 2007

- Fix Hardware STS Technical Support 5.a TP 5b

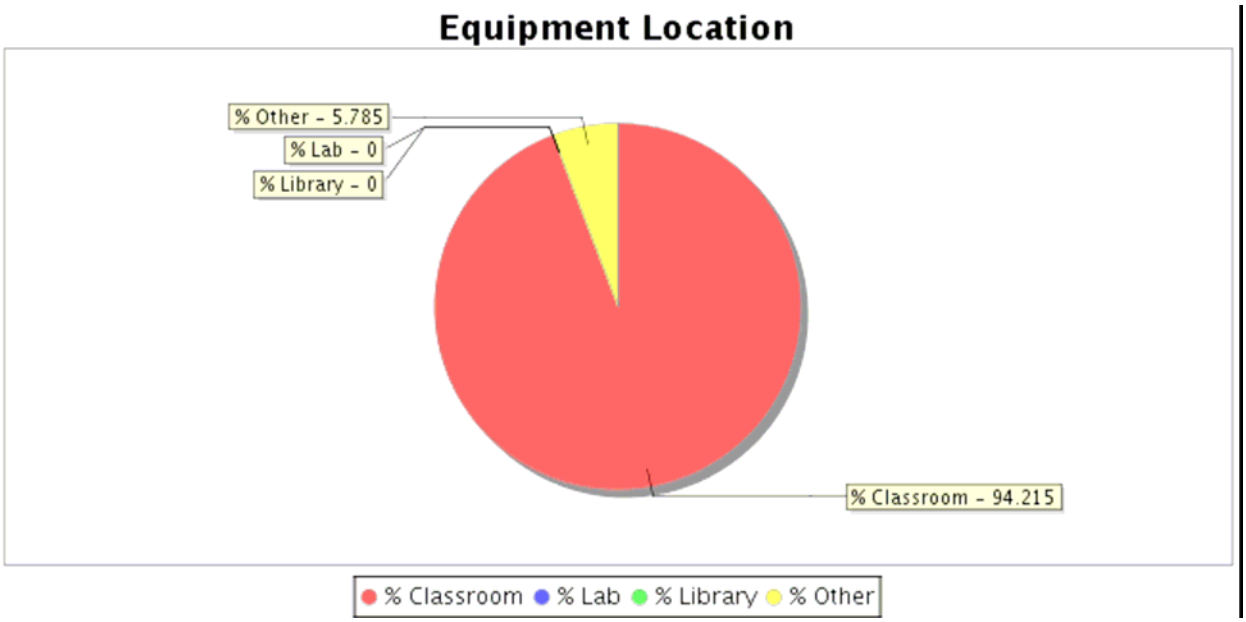
The average response for the time required to fix hardware was 3.33 days.

- 1 - 2 hours or less.
- 2 - More than 2 hours, but by the end of the day.
- 3 - Within 2 to 5 work days.
- 4 - More than a week but less than a month.
- 5 - A month or more.

While the above data shows that every district classroom is an Internet-connected classroom, physical modifications are needed at least three sites to achieve sufficient electrical capacity to provide improvements in access to computer technology. The district lacks technical support personnel with sufficient expertise to determine whether existing plans for physical plant modifications will meet electrical needs, needs for upgraded and encased LAN and WAN wiring or needs for critical elements for locations housing servers. It may be that wireless networking may prove a better investment, but the lack of in-house technical expertise and technical support are clear obstacles for which there are no immediate mitigations. Both wired and wireless networking are sufficiently complex that technologically-savvy educators are not appropriate assessors of network readiness. SHJUSD will need to prioritize and fund a networking assessment as part of the process to establish competency standards in technology infrastructure and hardware for all sites.

To mitigate the lack of technical support for each school site, this technology plan seeks to make use of off-the-shelf solutions wherever possible, such as using the TechSets' MyTechDesk order management system. School site councils will be asked to add a specific technology update component to each SPSA document, so that whenever funds are available, site councils and principals will have current data to help with resource allocation decisions. Professional development necessary to create a cadre of technology-savvy staff at each site will also help in mitigating the lack of dedicated staff. Site knowledge binders that document passwords, networking solutions, software solutions, etc will also help in providing some sense of continuity of technical support and knowledge.

Location



Location	% Classroom	% Lab	% Library	% Other
Southern Humboldt Joint Unified	94.21	0	0	5.79

- #Computers acquired AUTHOR Fill in TP 5b - 27.0
- # PDAs STS Equipment 3.g TP 5b - 30.0
- Electrical Capacity STS Equipment 3.I TP 5b - Not in current STS Data. To be added 2007.

Note: While the CA School Technology Surveys correctly show computer equipment location for each site, a known bug causes the Ed-Tech generated reports compiled for this plan to show that there are no computers installed in labs or in library media centers. The correct location breakdown is shown below:

Location	% Classroom	% Lab	% Library	% Other
Southern Humboldt Joint Unified	48	44	5	3

A de facto, district-wide competency standard for technology infrastructure already exists, but there is no consensus whether it is sufficient. In every school, in at least the main classroom, there are computers with productivity software with Internet access, file, email and printing capability. At the school sites with computer labs (the high school and three elementary schools), the labs are the primary venue in providing all curricular areas the ability to integrate technology. These computer labs are used for whole class instruction as well as delivery of staff development. Pods of computers exist in some library media centers and are also distributed throughout some student classrooms. Students, teachers, administrators, clerical and custodial staff all have access to the Internet. Students and staff sign an Acceptable Use Policy and Internet access is filtered through 8e6 Technologies. All classrooms are equipped with a telephone and intercom, a television and a VCR or DVD player.

5c. Benchmarks and Monitoring Processes for Obtaining the Needed Hardware, Infrastructure, Learning Resources and Technical Support

Goal 1 for 5c: SHJUSD will expand the technology support options to better serve the schools, teachers, students and support staff. This will also provide a means of measuring actual technical support needs at each high school site that are not visible today.

<table>
<tr><td colspan="3">Objective 1 of 3: SHJUSD and school sites will create open service contract or similar contractual instrument to allow school sites to directly purchase additional network support services when necessary. SHJUSD will allocate 2 hours per month under the existing contract to each school site, and each school sites will provide funding resources before encumbering the purchase order/contract beyond two hours per month.</td></tr>
<tr><td colspan="3">End of year 1: SHJUSD and school sites will create open service contract or similar contractual instrument, managed by each site under the SHJUSD umbrella contract. SHJUSD will fund two hours per month for each open service contract. SHJUSD and the school sites may choose to use the existing contractor, Network Management Services, for this support, or other similarly familiar and competent technology support contractor.</td></tr>
<tr><td colspan="3">End of year 2 & 3: Maintain site-specific records using Techsets' My Techdesk that track technical support requested and accomplished. Each site reviews any gap between technical support requests made and actual support provided making necessary changes to contracts based on previous year's performance.
Each site requiring additional support services beyond two hours per month to collect and evaluate potential long term resources for technical support needs.</td></tr>
<tr><td colspan="3">End of year 4: Review site-specific records, service contracts and providers to see if existing contractors are providing desired services. Review technology updates planned for each school site to make sure existing technical support contracts are still appropriate. Each site to allocate long-term resources as appropriate for technical support needs.</td></tr>
<tr><td colspan="3">End of year 5: Review outsourcing decision for technical support.</td></tr>
<tr><td>Evaluation Instrument(s): Data To Be Collected</td><td>Schedule for Evaluation</td><td>Program Analysis and Modification Process</td></tr>
<tr><td>Count # of additional technical support hours purchased by all sites. My TechDesk management reports.</td><td>Yearly during years 2-5</td><td>Site principals review with staff members as part of annual SPSA calendar. District Superintendent review district technical support outsourcing decision with Site principals at Year 5.</td></tr>
</table>

Objective 2 of 3: Each school site and the District Office will designate a specific staff member who will act as the site's single point of contact (SPOC) for technical support. This staff member may track requests for technical support using email or My TechDesk as appropriate.
End of year 1: Each school site designates a specific staff member who will act as the site's single point of contact (SPOC) for technical support. This site staff member will meet with the site principals on a weekly or as needed basis to prioritize requests for technical support before they are forwarded to staff authorized to encumber contracts. Each SPOC for technical support will maintain a record of email requests for support and associated, actual technical support visits completed. SHJUSD will provide release time for each SPOC to receive training on how to use My TechDesk (free on-line technical support work order management system provided by www.techsets.org) necessary to function as staff for the site. SHJUSD's SPOC will be designated as group manager, and permitted to delegate self-assigning of tickets to staff.
End of year 2-4: Single point of contact for technical support works with technical support provider to record frequently requested troubleshooting notes such as how to install a printer, etc. Notes would be made available to staff on an as needed basis. SHJUSD reviews My TechDesk reports for technical support provider compliance to contract.
End of year 5: Single point of contact for technical support reviews notes on frequently requested troubleshooting notes such as how to install a printer, etc, and suggests possible in-service or professional development opportunities that might benefit staff at each school site.

Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Gap analysis of My TechDesk management reports and email requests for technology support and associated, actual technology support visits completed.	Yearly	Site principals review with site's single point of contact for technical support.

Objective 3 of 3: The high school site will develop a student tech support leadership program for the high school site as a pilot program for SHJUSD. Each school site will have the opportunity to evaluate the pilot program as a means of developing student technical skills as required by NCLB as well as developing a leadership opportunity for students at the school site.

End of year 1: The high school site administrator will identify a staff volunteer to direct a student tech support leadership program. The staff volunteer will coordinate with SHJUSD and other parent and community volunteers to identify and implement an appropriate student tech support leadership program such as MOUSE Squad of CA (MSCA).

End of year 2: Student tech support leaders and advisors will meet with the high school site administrator to provide an end of year report for review and approval to continue. To provide consistent reporting, student tech support leaders and advisors will use the My TechDesk work order management system to log and track their activities.

End of year 3: Student tech support leaders and advisors will integrate lessons learned from first year to improve the structure of the program. Student tech support leaders and advisors will meet with other school site principals and each site's technical support SPOCs as requested to report on the program's status and its progress to date. Student tech support leaders and advisors will meet with the high school site administrator to provide an end of year report for review and continued approval. To provide consistent reporting, student tech support leaders and advisors will use the My TechDesk workorder management system to log and track their activities.

End of year 4: Student tech support leaders and advisors will integrate lessons learned from second year to improve the structure of the program. Student tech support leaders and advisors will provide student-to-student mentoring for new student tech support leadership program if developed at other school sites. Student tech support leaders and advisors will meet with the high school site administrator to provide an end of year report for review and continued approval.

End of year 5: At the high school, investigate student and community interest in follow-on student tech support leadership program development, such as developing Career Technical Education (CTE) career pathways leading to the Information Technology industry sector. Student tech support leaders and advisors will integrate lessons learned from third year to improve the structure/content of the program. Student tech support leaders and advisors will meet with the high school site administrator to provide an end of year report for review and continued approval.

Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Student tech support leader presentations, site customer feedback reports, My TechDesk management reports.	Yearly during years 2-5	Student tech support leaders and advisors will meet with the high school site admin to provide an end of year report for review and continued approval. Student tech support leaders and advisors will integrate lessons learned from previous year to improve structure/content of the program.

5c. Needed Hardware, Learning Resources and Technical Support

School Site	# of computers >4yrs	computers for instruction	2008	2009	2010	2011	2012	2013
Redway	46	72	12	26	15	10	10	10
AJJ	0	28		0	8	8	8	6
Whitethorn	3	5		2	3	0	1	1
Casterlin	3	21		2	2	0	2	2
Ettersburg	0	3		2	1	0		
Osprey	8	12	4	2	2	0		
Osprey-A	0	0						
South Fork	65	84	25	25	17	12	10	10
totals	125	225	41	59	48	30	31	29
total number of computers >4 years			105	83	60	47	41	29

Funding Resources for Hardware, Learning Resources, and Professional Development		Redway-CA ASES/GATE Osprey - SFHS-AB 1802	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT
Priority for resources	3						
School Site	# of teachers and instructional staff						
Redway	16		3000	2200	1000	1000	0
AJJ	3		450	450	450	0	0
Whitethorn	3		450	450	450	0	0
Casterlin	3		450	450	450	0	0
Ettersburg	1		300	0	0	0	0
Osprey	1		450	0	0	0	0
Osprey-A	2		0	450	450	0	0
South Fork	25		3000	2500	2500	2500	0
totals	54		8100	6500	5300	3500	0

Note: Funding resources are dependent on planned and potential grant awards.

As part of this technology plan, SHJUSD will determine the process to establish competency standards in technology infrastructure and hardware for all sites, consistent with the data sets collected by the CDE California School Technology Surveys. If a site falls below the competency standards established, the site will work in conjunction with SHJUSD staff to develop a timeline to meet the standard in the School Site Plan for Student Achievement. The competency standards define a basic level of technology hardware, electronic learning resources, telecommunication infrastructure and technical support necessary at each site to accommodate each school site's plans for technology integration and use.

Goal 2 for 5c: SHJUSD will establish competency standards in technology infrastructure and hardware for each school site.

Objective 1 of 2: Determine the necessary networking infrastructure and perform gap analysis to determine steps necessary to put appropriate network in place.		
End of year 1: Using HCOE and existing technical support services, SHJUSD will complete a networking readiness assessment for each school site. The assessment will specify any gaps between the school site's needs and readiness for networking into both the SASI student information systems and the district's financial management system, as well as school site Internet access. School sites with computer labs will consider lab networking as well.		
End of year 2: Using results of the networking gap analysis, members of the district technology committee will meet with school site representatives to close the gap between networking needs and actual infrastructure. This group will review resource allocation opportunities, including available district allocations, grants, and community-based resources. School site representatives to submit applications for funding, with subsequent purchase and install network infrastructure as appropriate.		
End of year 3& 4: District technology team members and school site representatives use California School Technology Surveys to perform gap analysis between hardware needs and actual infrastructure. School sites to evaluate use of installed labs versus portable labs versus classroom installations.		
End of year 5: Using the district technical support services contract, SHJUSD will update the networking readiness assessment for each school site. The assessment will specify any gaps between the school site's needs and readiness for networking into the district student information systems and the district's financial management system, as well as school site Internet access.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
School Site Network Assessment, prepared by end of year 1. School site SPSA updates. CA School Technology surveys.	Annual gap analysis	Annual meetings with Site principals and Site councils when reviewing technology elements of SPSA plan. Site principals responsible for completion of School Technology Surveys; District staff responsible for completion of networking assessments.

Objective 2 of 2: Drawing on the data sets of the California School Technology Surveys, SHJUSD will work with school sites to help each site reach a basic level of technology hardware, electronic learning resources, telecommunication infrastructure and technical support necessary at each site to accommodate each school site's plans for technology integration and use.		
End of year 1: Members of the SHJUSD technology committee will prepare and distribute school site surveys that will assess the gap between what technology the school sites actually have and what they need to meet curriculum requirements. Students, staff and parents will be given opportunity to provide input via the surveys. SHJUSD to provide release time for participants. Each school site's SPSA compares its student to computer ratio to the CDE standard ratio of 4 students to one computer, and indicates whether that comparison is adequate and appropriate. Technology elements of each school site's SPSA must address whether existing technology is adequate or requires replacement consistent with the CDE standard for aged technology (older than 4 years).		
End of year 2: Each school site will use existing groups (such as the Site Council technology subcommittee) to analyze their survey results and determine next steps to close the gap. Members of the SHJUSD technology committee will provide lessons learned/shared knowledge from other school sites as appropriate. SHJUSD to provide release time for participants. Each school site has no more than 60% of its technology older than 4 years.		
End of year 3: Each school site has no more than 50% of its technology older than 4 years. Each school site reports improvement in technology uses and systems in at least 4 elements of Section 8 of the CA School Technology Survey.		
End of year 4: Each school site has no more than 40% of its technology older than 4 years. Each school site reports improvement in technology uses and systems in at least 6 elements of Section 8 of the CA School Technology Survey.		
End of year 5: Each school site has no more than 30% of its technology older than 4 years. Each school site reports improvement in technology uses and systems in at least 8 elements of Section 8 of the CA School Technology Survey.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
CA School Technology Survey School site SPSA	Annual review and completion	Site principals School site councils

Goal 3 for 5c: SHJUSD will invest in "Green" technology as resources permit and as appropriate, with the goal of improving energy efficiency and reducing the carbon footprint of the district's technology investments.

Objective 1 of 2: Using district allocations, grants and other community-based resources, SHJUSD and school sites will invest in "green" or energy efficient technology where possible.		
End of year 1: SHJUSD will revise purchase order forms to remind staff to order energy efficient technology for purchase wherever possible.		
End of year 2 & 3: With the assistance of the South Fork High School Earth Club, each school site with a computer lab will complete an energy audit to analyze opportunities for energy savings and report findings to the administrator**.**		
End of year 4: Each school site will complete an energy audit to analyze wherever computer technology is installed for opportunities for energy savings and report findings to the administrator.		
End of year 5: Each school site will review the four years of energy audits to identify and report to the District actual energy savings accrued.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Energy Audits	Yearly during years 2-5	Site Administrators, District Superintendent.

Objective 2 of 2: Each school site will identify and implement recycling opportunities and other energy efficient uses of technology such as printing on used paper, maintaining only electronic files, etc.		
End of year 1: The South Fork High School Earth Club in concert with the District technology committee will meet with school site representative to brainstorm and identify recycling opportunities and other energy efficient uses of technology. Each school site identifies and uses at least one recycling opportunities and other energy efficient uses of technology.		
End of year 2: Each school site identifies and uses at least two recycling opportunities and other energy efficient uses of technology. Using Survey Monkey or similar tools, the South Fork High School Earth Club will research and compile a "Green School Survey", for each school site to complete and analyze for improvement opportunities.		
End of year 3: Each school site identifies and uses at least three recycling opportunities and other energy efficient uses of technology.		
End of year 4: Each school site identifies and uses at least four recycling opportunities and other energy efficient uses of technology.		
End of year 5: Each school site identifies and uses at least five recycling opportunities and other energy efficient uses of technology.		
Evaluation Instrument(s): Data To Be Collected	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Green School Survey	Bi-annual	Site principals to review annually

6. FUNDING AND BUDGET COMPONENT

Economic conditions in California and within our own district may continue to impact K-12 education budgets and grants thorough the duration of our five (5) year technology plan. Therefore, our established and potential funding sources to implement our technology plan may be impacted as well.
In developing the budget for our technology plan, we took into consideration the Southern Humboldt Unified School District's goal and objectives and the five-year curricular goals for ALL students by grade level range.

The District's General Fund pays for:

- SASI implementation and training
- Technical support from an outside vendor
- Internet connectivity
- Hardware and software purchases
- Salaries for computer lab staff
- Stipends and substitute costs for staff development

Additional funding sources for implementation of the above-mentioned areas comes from site and program allocations, categorical funds, lottery revenue, community donations, and grants. Educational technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.
Given the uncertainty of our education technology sources of funding, we have established the following priorities list to guide the allocation of resources:

- Internet Connectivity
- School site technical support
- Staff development
- Replacing obsolete student and teacher computers
- Curricular software and associated service contracts
- Infrastructure upgrades

6a. Established and Potential Funding Sources

Source	Pays for	Ongoing	1-time	Potential	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Dist. Gen. Fund	Salaries, technical support, internet connectivity	X			37,080	37,080	37,080	37,080	37,080
Site Budgets	Salaries, technical support, hardware, software	X			15,000	15,000	15,000	15,000	15,000
E-Rate	Teleconnect services for T1 lines and 56K lines	X			35,748	35,748	35,748	35,748	35,748
Title 1 District	Education Software	X			2,500	2,500	2,500	2,500	2,500
Title 1 Site	Education Software	X			1,500	1,500	1,500	1,500	1,500
Title II, Part A	Professional Development	X			8,500	7,500	6,500	5,500	4,500
EETT	Professional Development, hardware, software			X	18,000	18,000	18,000	18,000	18,000
SHJUSD Foundation	Hardware			X	10,000	3,500	3,500	3,500	3,500
K-12 Voucher Program	Hardware, software, Professional Development			X	60,000	0	0	0	0
Total Known Education Technology Funding for year one					188,328	120,828	119,828	118,828	117,828

6b. Estimate of Educational Technology Plan Implementation Costs for District's Five Year Plan

With funding limited and unpredictable, the budget plan is designed to project the total costs of the five-year plan.

Category	Description Item	E-Rate Eligible Amt. in Yr. 1	Estimated cost Yr. 1	Estimated cost Yr. 2	Estimated cost Yr. 3	Estimated cost Yr. 4	Estimated cost Yr. 5	Total cost estimate including E-rate discounts Years 1-5
1000-1999 Certificated Salaries	Staff Development Substitutes, stipends	n/a	32,223	13,638	12,752	11,867	10,982	81,462
2000-2999 Classified Salaries	Tech Support, Computer Assistants	n/a	19,359	19,359	19,359	19,359	19,359	96,795
3000-3999 Employee Benefits	Benefits for certificated and classified	n/a	7,318	4,903	4,789	4,674	4,559	26,243
4000-4999 Books & Supplies	Computers, printers, LCD Projectors, software	n/a	53,000	16,500	16,500	16,500	16,500	119,000
5000-5999 Services, operating expenses, travel	Professional Development Training, travel, network support, connectivity	35,748	76,428	66,428	66,428	66,428	66,428	342,140
6000-6999 Capital Outlay	Hardware or other equipment exceeding $5,000 per item	n/a	0	0	0	0	0	0
TOTALS			188,328	120,828	119,828	118,828	117,828	665,640

6c. District's Replacement Policy for Obsolete Equipment

Although the CDE School Technology Survey suggests computer technology older than four years should be replaced, funding constrains SHJUSD to a policy of replacing obsolete equipment every five years. School sites are responsible for their own equipment replacement budgets, relying primarily on grant funding secured by site staff and by the SHJUSD Foundation. Principals work with the School Site Councils to review technology inventories at the school and to replace equipment as necessary using categorical funding and site discretionary funds.

6d. District's Budget and Funding Monitoring Process

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district sites.

Educational technology budgeting is integrated into the District general budget process in a manner consistent with the Funding and Budget component. The District Superintendent and the site Principals are responsible for monitoring of the physical plant, acquisition of equipment and updating of the budget. Annual reports are given to the District Governing Board to update them on progress in obtaining funds to support implementation of the District's Educational Technology Plan, to explain difficulties and/or obstacles, and to offer revisions to the plan to resolve problems. The formation of the District Technology Committee will enhance the District's ability to communicate to each individual site the importance of educational technology funding and to assist in the implementation of the funding component of the plan.

For example, contingent upon an approved educational technology plan, SHJUSD and its school sites will be able to access K-12 voucher monies for funding the professional development expenses and software expenses associated with the goals for 3i and 3j. Subsequent funding is necessarily dependent upon finding new resources, such as the Enhancing Education Through Technology (EETT) competitive grants. New technology purchases, both hardware and software, will similarly follow the same funding path, contingent upon an approved educational technology plan. School sites make funding decisions based upon their allocated funds. For after school programs such as the MOUSE squad technical support pilot program, Title 49 funds, other competitive state grants, and even local agency or private funding sources will be sought.

7. Monitoring and Evaluation

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

Our District recognizes the importance of maintaining the accuracy and relevancy of our Technology Plan, and it will be continually monitored. The Southern Humboldt District Technology Committee will be responsible for evaluating each of the plan's identified objectives outlined in the curriculum, professional development, and infrastructure components. This team will include the mentor teachers from each site, administrative staff, parents, and community members. Individual site evaluations will occur using the evaluation instruments identified for each benchmark specified in the goal statements, with results submitted to the Technology Committee for creation of a district wide summary.

Students will be evaluated as part of the technology plan. Data collected will be used to drive a continuous cycle of improvement and program modification. This includes, but is not limited to, California School Technology Survey, Ed Tech Profile, a district developed Student Technology Use Survey, CBEDS, district assessment data, teacher interviews, staff development records, district and site technology plans, student information system, attendance records of targeted students, and Technology Committee reports.

7b. Schedule for Plan Evaluation

Embedded in the text of each component of this plan are timelines and criteria for achieving the objectives. The methods for evaluation are stated as an element of each objective. As progress is evaluated and new needs are identified, adjustments will be made to better achieve the objectives. The impact of technology on student learning is monitored and measured through multiple criteria on a yearly basis. Results from site surveys of students and staff are reported to the District Technology Committee yearly. The summary of surveys and other data collected are reported to the superintendent and governing board on a yearly basis by the Technology Committee.

7c. Process of Communicating and Using the Evaluation Results

The District Technology Committee will create a formal Technology report for all stakeholders to view and give their input. District curriculum and staff development coordinators will use results from Ed Tech Profile to identify district-wide technology inservice needs and plan staff development activities integrating technology with curriculum staff development. Revisions to the plan that are indicated by collected data and funding will be an ongoing consideration. This approach of including all stakeholders in the ongoing process of evaluation and modifications will provide the collaboration necessary to continue and improve the use of technology beyond the life of the grant.

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

8a. Collaboration with Adult Literacy Providers

The Southern Humboldt Unified School District collaborates with several adult literacy providers in order to give parents the opportunity to acquire or improve skills in a variety of ways. Adult literacy needs are served through Fortuna Adult Education at the Family Resource Center (FRC), located at Redway School. Classes are offered in a variety of life skills, including GED preparation, basic reading, ESL courses, workforce preparation, and a variety of specific vocational courses. There must be a minimum of ten adults participating in a class in order to offer it, so availability of class selection is dependent upon enrollment. Potentially, through Fortuna Adult Education, skill-building online courses for the GED could be made available to adults in the community, as well as other distance-learning classes. Currently, the FRC does not have the necessary computer equipment to offer these classes. Arrangements are being made to offer adult literacy courses at the high school in Miranda in the near future, where there are adequate technological resources for online learning.

The FRC offers parenting classes, using *The Incredible Years c*urriculum, which is a model evidence-based practice program. PAVE (Partner Alternatives to Violence Endeavor) classes meet weekly at the FRC facility. The FRC refers clients to the Humboldt Literacy Project's tutors and local volunteers.

The District contracts with the County of Humboldt Workforce Investment Board to operate the A STEP Program, which provides employment readiness and academic support to eligible young adults up to age 21. This program provides scholarships for online GED programs and technical training programs as well as school supplies and supportive services. A new digital/media lab, soon to be added at the Redway School site, may also be used by the A STEP Program.

Eventually, the district would like to offer adult courses at more of the school sites, tying in distance learning with adult literacy. Our goal is to provide the opportunity for adults in our community to gain literacy skills, using technological resources as much as possible.

9. EFFECTIVE, RESEARCH-BASED METHODS, STRATEGIES, AND CRITERIA

9a. Relevant research that supports the plan's curricular and professional development goals as listed below.

District technology plan goals for using technology to improve teaching and learning

- Technology will be integrated so that it enhances teaching, training, and student achievement, supporting the implementation of standards-based curriculum. (See goal for 3d in Curriculum Component)

- Each school site will incorporate individual goals for using technology that will support academic content standards. (See goal 2 for 4b in Professional Development Component)

The Southern Humboldt Unified School District's technology education is integrated into the reading, writing, mathematics, history, and science curriculum, and is based on the Content Standards for those subject areas. Research indicates that today's students require technology literacy in order to develop learning skills that enable them to think critically, analyze information, communicate, collaborate, and problem-solve, and the essential role that technology plays in realizing these learning skills in today's knowledge-based society (Kay and Honey, 2005).

The SHJUSD Educational Technology Strategic Plan will focus on developing the technology skills of students in all grades. "American education is being bolstered by the increasing use of educational technology, greater accountability, and growing new partnerships between tech-savvy students and teachers." (U.S. Department of Education, 2005).

Research shows that using computers for skills reinforcement and drill and practice is not enough. A new report urges schools to technology comprehensively to support innovative teaching and learning and to create robust education support systems (SETDA, ISTE and the Partnership for 21st Century Skills, 2007).

Educational researchers and practitioners alike assert that the potential of new technologies for learning is

likely to be found not in the technologies themselves but in the way in which these technologies are used as tools for learning (Means & Olson, 1995; Owston, 1997; Valdez et al., 1999).

"Schools cannot possibly prepare students to participate in a global economy without making intensive use of technology," said Ken Kay, President of the Partnership for 21st Century Skills. "Schools are doing a good job of teaching technology proficiency to students. But technology also must be used routinely for learning core subjects and 21st century skills, such as critical thinking and problem solving, innovation and creativity, and life and career skills. And technology must be a fundamental building block for strengthening teaching and learning and for modernizing education support systems." (Partnership for 21st Century Skills, 2007).

District technology plan goals outlining how and when students will acquire technological and information literacy skills

- The District will adopt Technology Content Standards to define the requirements necessary for students to be technologically literate upon graduation from high school. (See goal 1 for 3e in Curriculum Component)

- Service learning teaching methods will be utilized to ensure that students use technology as a tool to support meeting or exceeding state academic content standards and community service requirements. (See goal 2 for 3e in Curriculum Component)

World technology leadership depends on our sustaining a national talent pool capable of technology invention and innovation. But unless students understand fundamental scientific principles of technology early in their academic careers, it is unlikely that their choices for in-depth study and career selection will include the science of technology. Eighty percent of students are not reared in a home environment that encourages the exploration of science and technology (Fort, 1993). Therefore, this talent pool can only be maximized if technology literacy is included in every student's schooling (ISTE, 1995).

Unless America's students are equipped to enter a changing workplace, the financial future for graduates -- and for the nation as a whole -- will be bleak. The U.S. Department of Labor's Secretary's Commission on

Achieving Necessary Skills: What Work Requires of Schools (SCANS) identified five "competencies" that support skills and personal qualities needed for high performance work. Included in the five "competencies" are skills specifically related to the use of technology (DOLETA, 2004).

District technology plan goals addressing the appropriate and ethical use of technology in the classroom

- The District will provide educational material that addresses the appropriate and ethical use of technology in the classroom, including distinguishing lawful from unlawful uses of copyrighted works. (See goal for 3f in Curriculum Component)

The ethical challenges facing information professionals are indeed daunting, and ethics are certainly being put to new tests through the questionable potential of emerging technologies, fundamental changes in our societies and the equity or inequity among them, and ongoing, yet problematic efforts to teach people about ethics and computing (Caftori, 2000).

Educators in general are responsible for upholding particular ethical principles, including respect for persons, honesty, awareness and respect of cultural sensitivity, fulfilling the missions of the institutions, striving to enhance personal and intellectual development of persons, and avoiding abuses of power and seniority (Smith, 1996). Educators in the distance education environments may be challenged by new ethical dilemmas, in addition to the traditional ones (Buchanan, 2000).

District technology plan goals addressing Internet Safety

- The District will extend its parent partnerships to include the education of parents about the issues of Internet safety, with the goal of increasing parent awareness of, and supervision of students' access and use of Internet resources. (See goal for 3g in Curriculum Component)

Researchers recommend that parents and clinicians "arm [children] with the tools to reduce the risk that some of their behaviors may entail." A study published in the Archives of Pediatrics and Adolescent Medicine finds no evidence that revealing personal information increases chances of being victimized online. Rather, online behavior—what images kids put online, what they

say online, how they say it, and whom they say it to—can lead to unwanted sexual solicitation and harassment. Still, telling young kids not to put identifying information about themselves on the web can't be a bad place to start. Because it is just that—a start, and it means that parents are engaged and talking to their kids about online behavior. We just have to keep the conversation going. Michelle Ybarra, one of the study's authors, says we need to be more specific and on-target with our message. She's right to say it's probably time to reframe the discussion and come up with more useful, pertinent tips for parents on how to explore safe online behavior with our kids(Bower, 2007).

District technology plan goals for using technology to improve two-way communication between home and school

- The District will utilize technology to make teachers and administrators more accessible to parents. (See goal for 3h in Curriculum Component)

Using technology as a tool for increasing parental involvement is a growing phenomenon. Technology not only provides a new way to communicate with parents, but also provides a wealth of free and accessible resources that can easily be used by parents in the home. By engaging technologies in communicating with parents, teachers can overcome barriers to parent involvement. School websites can be used to communicate with parents frequently and effectively. Parents can get information about their children's educational progress (Yuon, 2004).

Parent involvement is considered one of the most powerful means to improve both the schools and student performance. The power of the home was emphasized by Walberg (1984) in his review of 29 studies of school–parent programs. He found that family participation in education was *twice* as predictive of students' academic success as family socioeconomic status. Some of the more intensive programs had effects that were *10 times* greater than other factors. When parents and teachers have rich and frequent communication, they can begin to forge the partnership that produces these benefits. The first step toward active participation for families is a common information base with schools. The free flow of information can be accomplished through current and future connectivity, and the emergence of integrated

strategies can improve the ways that teachers and family members exchange information. (Kantor & Harrington, 1997).

Voice-messaging technology using the telephone can open any school in America to the homes of the students. These models are dependable, easy to use, and cheap. With a few jumps in integrated cable technology and the integration of functions, the home could have a greatly enriched exchange of information with schools. With vision, collaboration, and cooperation, every student's home and school could form new synergies on the way to true learning communities (Bauch, 1997).

District technology plan for meeting needs in the area of hardware, technical support, and software

- SHJUSD will invest in "Green" technology as resources permit and as appropriate, with the goal of improving energy efficiency and reducing the carbon footprint of the district's technology investments. (See goal 3 in Infrastructure Component)

While computers become smaller and more powerful, their environmental impacts are increasing. The materials- and energy-intense production process, greater adoption of PCs worldwide, plus the rapid rate at which they are discarded for newer machines, add up to growing mountains of garbage and increasingly serious contributions to resource depletion, environmental pollution and climate change. Among those involved in the UNU study, there is broad agreement that measures to extend the useful life of existing equipment are the most important pieces of a proposed framework for the environmental management of computers in the future (UNU, 2004).

Most experts believe the full environmental impact of e-waste is just beginning to be fully realized. Thanks to Moore's Law--the 1965 observation of Intel cofounder Gordon Moore that computer processing power was doubling every 18 months and could continue into the foreseeable future--the shiny new computer bought today is virtually obsolete by the time it's plugged into the wall at home. Most of the now-obsolete machines tossed out in the relentless push towards the technologic future are still in storage, according to the Silicon Valley Toxics Coalition (SVTC), an environmental group based in San Jose, California. But as consumers upgrade their computers for the third and fourth time, these

older relics are increasingly finding their way into municipal waste streams. And the problem goes way beyond computers. Other obsolete electronic products are also adding to the growing waste problem (Schmidt, 2002).

District technology plan goals for providing professional development in technology

- All teachers will increase their technology proficiency through the use of technological learning resources, for the purpose of teaching, planning, assessment, and record keeping, staying current with equipment acquisition. (See goal 1 for 4b in Professional Development Component)

"Virtually every major study of successful technology use finds that teacher professional development is key. For technology to become a core component of teachers' instructional repertoire, they not only need familiarity with equipment, but – more important – they need to see and practice the most productive ways of using it to support learning. They need time to explore, reflect, collaborate with peers, and engage in hands-on learning." (WestEd, 2002).

"The primary reason teachers do not use technology in their classrooms is a lack of experience with the technology (Wenglinsky, 1998; Rosen & Weil, 1995). Wenglinsky (cited in Archer, 1998) found that teachers who had received professional development with computers during the last five years were more likely to use computers in effective ways than those who had not participated in such training. Yet teacher induction programs too often focus narrowly on helping new teachers survive the initial year (Fulton, Yoon, & Lee, 2005)." (NCREL, 2005).

In their review of over 300 studies of technology use, Sivin-Kachala & Bialo (2000) concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Wenglinksy (1998) found that students whose teachers received professional development on computers showed gains in math scores of up to 13 weeks above grade level. The integration of technology into curriculum and instruction requires professional development that will result in improving student learning (Cradler, McNabb, Freeman, Burchett, 2002).

Researchers found that the most crucial determining factor in whether teachers who participated in the program successfully integrated technology into their classroom was the level of support they received from school and district administrators (Sandholtz et al., 1997). These findings are consistent with research conducted by the Office of Technology Assessment (1995). (WestEd, 2002)

9b. Plans for using technology to extend or supplement the curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Departments will evaluate current course offerings, and will, as necessary, develop curricula that use technology to deliver specialized and rigorous academic content. The process for development of new courses begins with department chair approval, then moves to the District Curriculum Committee and finally to the School Board. As it is fully implemented, the Technology Plan will offer a variety of innovative technology opportunities to better engage student learning in all curricular areas. With a strong emphasis on student-centered learning environments that foster individual creativity while meeting the requirements of demanding course curricula, the Plan provides the background necessary for students to be successful beyond their high school education.

The Local Area Network infrastructure provides access to the Internet and World Wide Web, and allows distance learning to occur both internally within District classrooms and externally from remote locations. Currently, the Southern Humboldt Unified School District provides distance learning in the form of online Advanced Placement courses. In order to accommodate scheduling conflicts, students are given the option to take other core curricular courses online. The District is also considering providing distance learning to support Independent Study students. The future implementation of these options is dependent upon technology funding, which is an ongoing endeavor of the District Technology Team.

Through the Humboldt County Office of Education and the Humboldt Educational Resource Center (HERC), classrooms with high-speed Internet can access a large variety of curriculum using Streaming Video Technology. HERC services also include library/media and video-on-demand resources; school and teacher support resources including professional development services; and technology support services. Each school site has the opportunity to contract with HERC, and must have high-speed Internet capability in order to access this service (addressed in Component 5).

The high school supports specific career pathways that integrate career technical education (CTE) courses such as computer-aided drafting (CAD), digital art with photography emphasis, and broadcast journalism. Course sequencing with College of the Redwoods for a range of CTE courses is also in place. In addition, five units of computer literacy coursework is required for graduation.

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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).*
- *If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.*
- *Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.*

1. PLAN DURATION CRITERION			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year).	**8**	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**9-11**	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.	**12**	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.	**13-20**	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.	**21**	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.	**22-23**	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.	**24-26**	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.

	Page in Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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, required July 1, 2008).	**27**	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).	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.
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, required July 1, 2008)	**28**	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	**29**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students.
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.	**30-31**	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.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	**32-34**	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.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.	Included with each of the curriculum objectives	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**.	**35-39**	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 district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.	**40-43**	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.	Included with each of the Professional Development objectives	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.**	**44**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.**	**45-47**	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. **List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.**	**48-54**	The annual benchmarks are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. **Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.**	Included with each of the objectives for this component	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **List established and potential funding sources.**	**56**	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.
b. **Estimate annual implementation costs for the term of the plan.**	**57**	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.**	**57**	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.**	**58**	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.	**59**	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.	**59**	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.	**59**	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. 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.)	**60**	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	**61-67**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	**68**	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix A – SHJUSD Tech Plan Report

Report for Southern Humboldt Joint Unified District
Assessment: Technology Assessment Profile
Survey: 2007 California School Technology Survey

District Technology Plan Summary Report

This report provides pertinent information to be used by the District Tech Plan Team. The Criteria for EETT-Funded Education Technology Plan (aka Appendix C) requires the inclusion of data from various sources. In three places, Section 3 b, Section 4 a, and Section 5b, data needs to be obtained from either EdTechProfile (ETP) or the California School Technology Plan (CSTS). This reports brings together the data required by your district to complete those three sections of your District Tech Plan.

Report Contents:

In all sections, you would want to include additional narrative to explain the data provided in the tables.

Section 3: Curriculum Component

Criteria	Example	Notes
3a. Description of the districts current use of hardware and software to support teaching and learning.	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	Use EdTechProfile Proficiency Analysis Report Personal Use response table (Question 4), and Student Use response table (Question 3) to document how teachers and students are using technology in the classroom, and how frequently student assignments require the use of technology. You might break this information down by type of school (elementary, middle high school).

(Tech Plan Writers: Be sure to include additional narrative explaining the data provided below.)

In what ways and to what degree do teachers use technology tools (computers, video, Internet, and hand-held devices) to (number of responses, and relative percentage):

	Daily		2-4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Create instructional materials	14	36%	13	33%	9	23%	2	5%	1	3%	39
Deliver classroom instruction	6	15%	12	30%	8	20%	9	23%	5	13%	40
Manage student grades and attendance	22	55%	3	8%	0	0%	4	10%	11	28%	40
Communicate with colleagues	9	23%	15	38%	10	25%	4	10%	2	5%	40
Communicate with parents or students	3	8%	2	5%	16	40%	12	30%	7	18%	40
Gather information for planning lessons	9	23%	11	28%	9	23%	9	23%	2	5%	40
Access model lesson plans and best practices	5	13%	4	10%	12	30%	12	30%	7	18%	40

Teachers assign students work that involves using technology (computers, video, Internet, and hand-held devices) with the following frequency (number of responses, and relative percentage):

	Daily		2-4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Word processing	6	15%	3	8%	16	40%	8	20%	7	18%	40
Reinforcement and practice	2	5%	8	20%	15	38%	4	10%	11	28%	40
Research, using the Internet and/or CD-ROMs	4	10%	2	5%	16	40%	10	25%	8	20%	40
Creating reports or projects	4	10%	4	10%	14	35%	12	30%	6	15%	40
Demonstrations or simulations	2	5%	1	3%	6	15%	10	25%	21	53%	40
Correspondence with experts, authors, students from other schools, etc., via email or Internet	2	5%	0	0%	5	13%	8	20%	25	63%	40
Solving problems or analyzing data	2	5%	2	5%	11	28%	8	20%	17	43%	40

Graphically presenting information	1	3%	1	3%	6	15%	16	40%	16	40%	40

Section 4: Professional Development Component

Criteria	Example	Notes
a.Summary of the teachers and administrators current technology skills and needs for professional development.	The plan provides a clear summary of the teachers and administrators current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Write an analysis for both teachers AND administrators across the district. Administrators: Use EdTechProfile Proficiency Analysis Report score-based bar chart of Computer Knowledge and Skills. Teachers: Use EdTechProfile Proficiency Analysis Report score-based bar chart of Computer Knowledge and Skills, CCTC Program Standard 9, and/or CCTC Program Standard 16. Use EdTechProfile Proficiency Analysis Report Staff Development response table to identify teacher preferences in terms of type, format, and availability of technology training (questions 2, 3, and 4).

(Tech Plan Writers: Be sure to include additional narrative explaining the data provided below.)

Administrators & Teachers:

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

General computer knowledge and skills

Question 1: General computer knowledge and skills. Rate your skill level in this area.	**# of Respondents**	**%**
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.	14	30%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	17	36%
Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3.	16	34%

Internet skills

Question 1: Internet skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	1	2%
Beginning user: I have the majority of the skills listed below in column 1.	20	43%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	13	28%
Proficient user: I have the majority of the skills listed below in column 1, 2 and 3.	13	28%

Email skills

Question 1: E-Mail skills: Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	3	6%
Beginning user: I have the majority of the skills listed below in column 1.	17	36%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	16	34%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	11	23%

Word processing skills

Question 1: Word processing skills. Rate your skill levels in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	1	2%
Beginning user: I have the majority of the skills listed below in column 1.	10	21%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	15	32%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	21	45%

Presentation software skills

Question 1: Presentation software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	19	40%
Beginning user: I have the majority of the skills listed below in column 1.	13	28%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	4	9%

Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	11	23%

Spreadsheet software skills

Question 1: Spreadsheet software skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have the skills in this area.	12	26%
Beginning user: I have the majority of the skills listed below in column 1.	17	36%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	14	30%
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	4	9%

Database software skills

Question 1: Database software skills. Rate your skill level in this area.	**# of Respondents**	**%**
Not Applicable: I do not have the skills in this area.	19	40%
Beginning user: I have the majority of the skills listed below in column 1.	15	32%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	8	17%
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	5	11%

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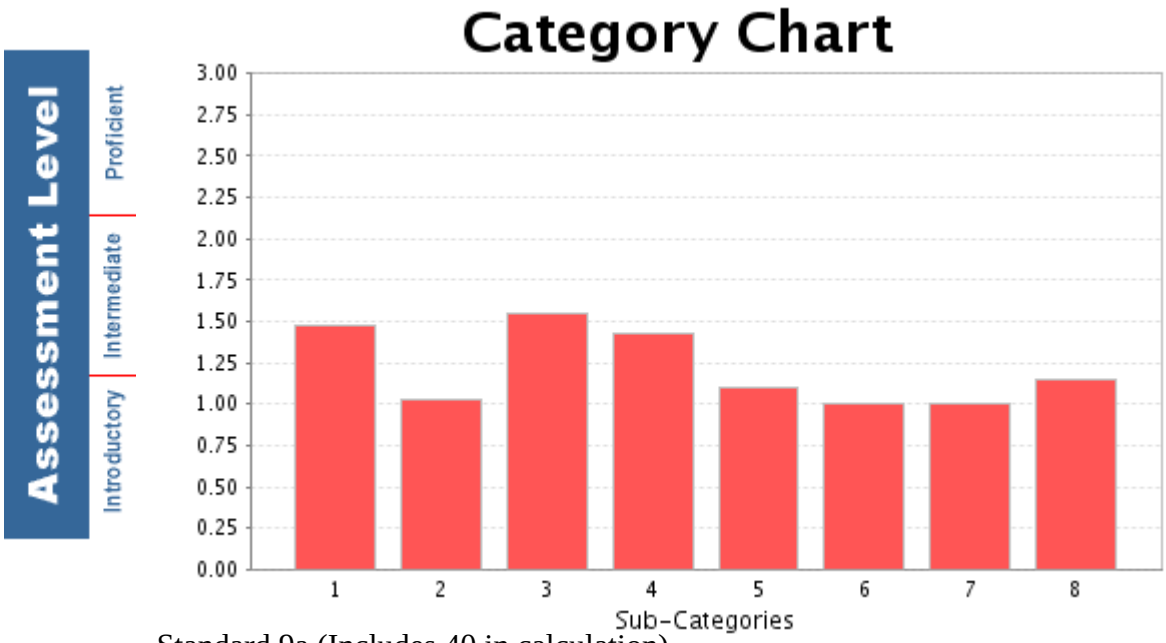
Teachers:

Teachers' proficiency levels in CCTC Program Standard 9 sub-categories:

Using Technology in the Classroom:



1 Standard 9a (Includes 40 in calculation)
Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

2 Standard 9b (Includes 40 in calculation)
Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.

3 Standard 9d (Includes 40 in calculation)
Each candidate uses computer applications to manage records and to communicate through printed media.

4 Standard 9e (Includes 40 in calculation)
Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.

5 Standard 9f (Includes 40 in calculation)
Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)

6 Standard 9g (Includes 40 in calculation)
Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

Standard 9h (Includes 40 in calculation)

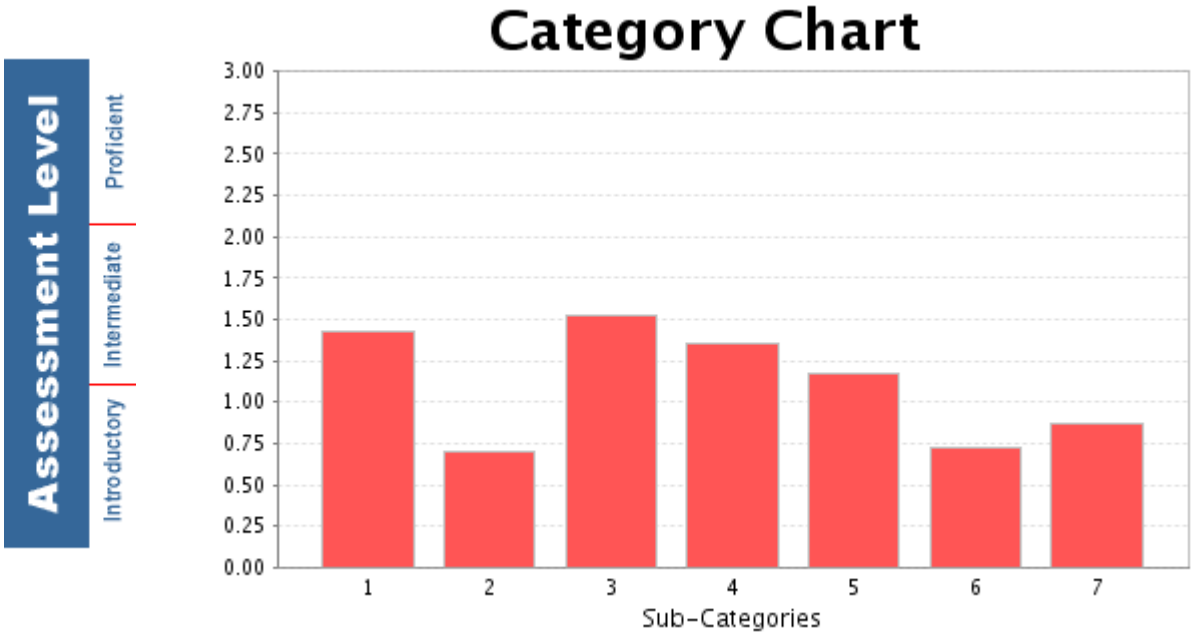
7 Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.

Standard 9i (Includes 40 in calculation)

8 Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Teachers' proficiency levels in CCTC Program Standard 16 sub-categories:

Using Technology in the Classroom:



1 Standard 16a (Includes 40 in calculation)
Each participating teacher communicates through a variety of electronic media.

2 Standard 16b (Includes 40 in calculation)
Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.

3 Standard 16c (Includes 40 in calculation)
Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.

4 Standard 16d (Includes 40 in calculation)
Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.

5 Standard 16e (Includes 40 in calculation)
Each participating teacher uses technology in lessons to increase students' ability to

	plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
6	Standard 16f (Includes 40 in calculation) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7	Standard 16g (Includes 40 in calculation) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

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Responses for Category: **Staff Development Needs**

Staff Development Needs

Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	**# of Respondents**	**%**
0 hours	21	46%
1 - 8 hours	21	46%
9 - 20 hours	2	4%
21 - 40 hours	1	2%
More than 40 hours	1	2%

Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply. **I need opportunities to participate in educational technology staff development focused on:**	**# of Respondents**	**%**
Basic computer/technology skills.	23	38%
Integrating technology into the curriculum.	38	62%

Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply. **The training format I prefer is:**	**# of Respondents**	**%**

One-on-one informal technology training.	15	22%
Small group technology training.	43	63%
Online web-based technology training.	10	15%

Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	**# of Respondents**	**%**
I prefer technology training to be offered:		
During the school day.	25	34%
After school.	29	39%
In the evening.	3	4%
On the weekend.	5	7%
During the summer/off track.	12	16%

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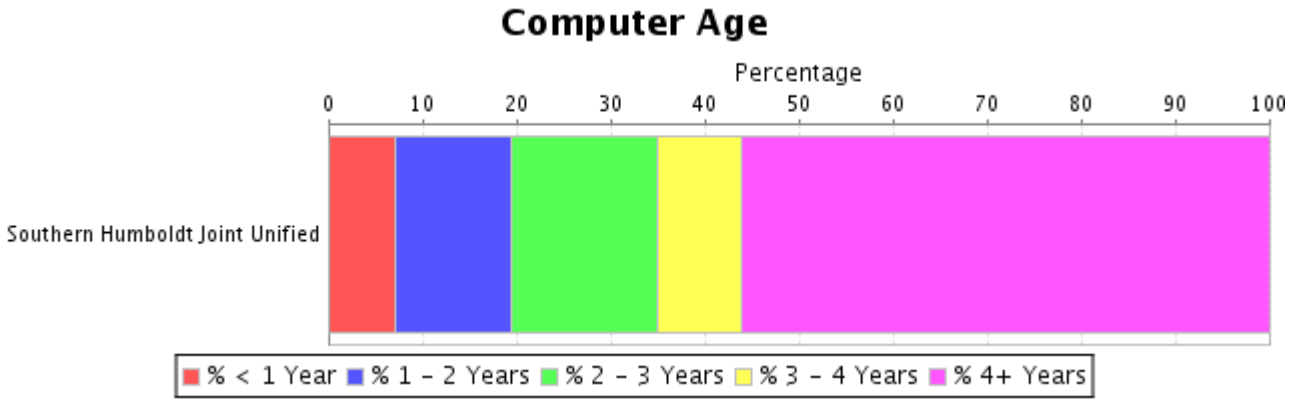
Section 5: Infrastructure, Hardware, Technical Support, and Software Component Criteria

Criteria	Example	Notes
5b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	On the EdTechProfile District Tech Plan Information report, a summary of current computer equipment, connectivity, and technical support response time are listed (data gathered from the State Technology Survey). The plan will need to include additional detail about any technologies purchased since the STS was completed, as well as information about software common in the district.

(Tech Plan Writers: Be sure to include additional narrative explaining the data provided below.)

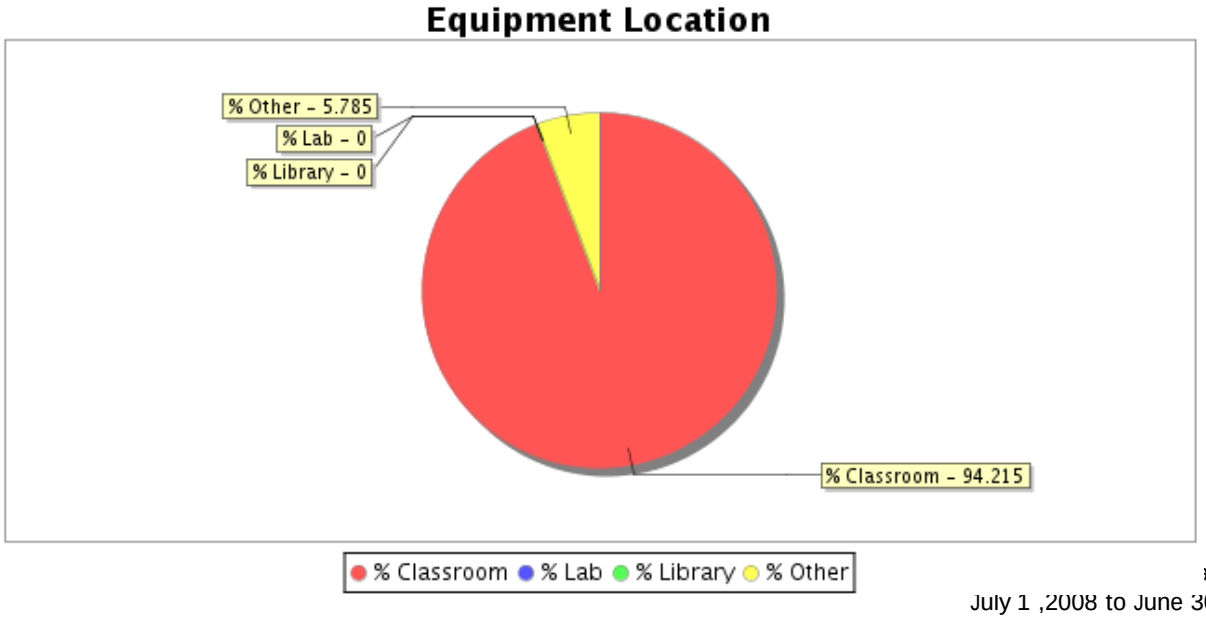
EQUIPMENT STATUS

- # Computers STS Equipment 3.a TP 5b - 237.0
- # Laptops STS Equipment 3.b TP 5b - 3.0
- # Computers by age STS Equipment 3.c TP 5b



Location	% < 1 Year	% 1 - 2 Years	% 2 - 3 Years	% 3 - 4 Years	% 4+ Years
Southern Humboldt Joint Unified	7.17 (17)	12.24 (29)	15.61 (37)	8.86 (21)	56.12 (133)

- # Thin Client w/multimedia STS Equipment 3.c.2 TP 5b - 0.0
- # Thin Client w/o Multimedia STS Equipment 3.c.3 TP 5b - 0.0
- Computer Location STS Equipment 3.d TP 5b



Location	% Classroom	% Lab	% Library	% Other
Southern Humboldt Joint Unified	94.21	0	0	5.79

- #Computers acquired AUTHOR Fill in TP 5b - 27.0
- # PDAs STS Equipment 3.g TP 5b - 30.0
- Electrical Capacity STS Equipment 3.I TP 5b - Not in current STS Data. To be added 2007.

CONNECTIVITY

- Internet connection? STS Connectivity 4.a TP 5b - Not in current STS Data. To be added 2007.
- Computer to Internet STS Connectivity 4.b TP 5b
- # Classrooms to Internet STS Connectivity 4.c TP 5b
- Wireless Connection STS Connectivity 4.d TP 5b - Not in current STS Data. To be added 2007.

Location	Total Computers	Connected Computers	Total Classrooms	Connected Classrooms
Southern Humboldt Joint Unified	237	198	67	67

- Fix Hardware STS Technical Support 5.a TP 5b

The average response for the time required to fix hardware was 3.33.

- 1 - 2 hours or less.
- 2 - More than 2 hours, but by the end of the day.
- 3 - Within 2 to 5 work days.
- 4 - More than a week but less than a month.
- 5 - A month or more.

Appendix H – Certifications

Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in pertinent regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-Wide Debarment and Suspension (non procurement) and Government-Wide Requirements for Drug-Free Workplace (grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. **LOBBYING—**This certification is required by Section 1352, Title 31, of the U.S. Code, and 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110.

    a. The applicant certifies that:

        (1) No federal appropriated funds have been paid or will be paid by, or on behalf of, the undersigned to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

        (2) If any funds other than federal appropriated funds have been, or will be, paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

        (3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code.

2. **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS—** This certification is required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

    a. The applicant certifies that it and its principals:

        (1) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

        (2) Have not within a three-year period preceding this application been convicted of, or had a civil judgment rendered against them, for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

        (3) Are not presently indicted for, or otherwise criminally or civilly charged by, a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (a) (2) of this certification.

        (4) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

    b. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. **DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS) —** This certification is required by the *Drug-Free Workplace Act of 1988*, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

    a. The applicant certifies that he or she will continue to provide a drug-free workplace by:

(1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(2) Establishing an ongoing drug-free awareness program to inform employees about:

(a) The danger of drug abuse in the workplace.
(b) The grantee's policy of maintaining a drug-free work place.
(c) Any available drug counseling, rehabilitation, and employee assistance programs.
(d) The penalties that may be imposed upon employees for drug-abuse violations occurring in the workplace.

(3) Making it a requirement that each employee engaged in performance of the grant be given a copy of the statement required by paragraph (1).

(4) Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the grant, the employee will (a) abide by the terms of the statement; and (b) notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. The grantee must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

(6) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4), with respect to any employee whom is so convicted:

(a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
(b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

(7) Making a good-faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (1), (2), (3), (4), (5), and (6).

b. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of performance
(street address, city, county, state, zip code):

_____
_____
_____

ENVIRONMENTAL TOBACCO SMOKE ACT—This certification is required by the *Pro-Children Act of 1994*, (also known as Environmental Tobacco Smoke), and implemented as Public Law 103-277, Part C which requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to $1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment).

Check [ ] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

_____
NAME OF APPLICANT

_____
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

_____ _____
SIGNATURE DATE

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 12-63040
School Code (Direct funded charters only): _ _ _ _ _ _ _
LEA Name: Southern Humboldt Joint Unified School District

*Salutation: Ms.
*First Name: Susie
*Last Name: Jennings
*Job Title: Associate Superintendent
*Address: P.O. Box 129
*City: Garberville
*Zip Code: 95542
*Telephone: (707) 923-2787 Ext:
Fax: 707-923-2055
*E-Mail: sjenning@humboldt.k12.ca.us

Please provide backup contact information.
1st Backup Name: Ms. Aletta Sauër
1st Backup E-Mail: asauer@humboldt.k12.ca.us
2nd Backup Name: Ms. Sue Ivey
2nd Backup E-Mail: sivey@humboldt.k12.ca.us

*Required information in the ETPRS