

California Department of Education
04-05 Enhancing Education Through Technology (EETT) Competitive Grant, EETTCSA-301 (1/17/06)
Semi-Annual Performance Report, February 28, 2006
Corning Union Elementary School District, Maywood Middle School, LEA: 5271498

**Enhancing Education Through Technology Competitive Grant
Semi-Annual Performance Report – Round 3, Year 1
Reporting period: July 1, 2005 – December 31, 2005
February 27, 2006**

Directions: Complete and submit all sections of this report, including the accompanying listing of documentation to the California Department of Education (CDE). The report can be submitted by e-mail to the Education Technology Office at edtech@cde.ca.gov, by fax to (916) 323-5110, or mailed to the address listed below. For more information about completing the report, please contact Julie Baltazar, Consultant, at (916) 323-5112 or by e-mail at jbaltazar@cde.ca.gov.

Education Technology Office
California Department of Education
1430 N Street, Suite 6308
Sacramento, CA 95814-5901

Local Educational Agency (LEA) CDS code: 5271498

LEA name and address: Corning Union Elementary School District (CUESD), 1590 South Street., Corning, CA 96021

Schools participating in the EETT Program: Maywood Middle School, 1666 Marguerite Ave., Corning, CA 96021

Name of person completing report: Michael P. Garofalo, Technology and Media Services Supervisor, CUESD

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Section I: Program Performance Goal Progress

1. *Program for Students*

Performance Goal 1.0: All students in the target group will increase their use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education.

Required Performance Benchmark 1.0 : The percentage of students in the target group that demonstrate an increase in their use of technology as a tool to support meeting or exceeding academic content standards will increase from a baseline of 30 percent in the 2004-05 school year to 60 percent by May 30, 2006.

Progress on Benchmark 1.0 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: 30%

Percent as of December 31, 2005: 45%

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: 60%

Is the grant on track to reach the June 30, 2006, benchmark percent reported on Form 4?

Yes!

The EdTech Profile Survey was taken by 366 students in the 7th and 8th grade science classes at Maywood Middle School in October, 2005. The survey will be administered in 5/06. Results: 37% can do word processing by themselves, 40% have an Internet connected computer at home, 47% can use email on their own, 37% can search effectively on their own on the Internet, 41% use a word processor for homework once a month and 12% weekly. Classes started in the EETT3-EAST computer lab on 1/4/2006 so usage will increase. 181 students go to the lab 1 period for two weeks in a row. Project assignments began on 1/4/2006.

Additional Performance Goals (Optional): Performance Goal 1.1

If additional performance goals were included in the application, **use the template below** to report progress on each. Copy this template and insert throughout the form, as necessary, to report progress on additional goals.

Performance Goal: 1.1

Performance Benchmark: 1.1

Progress on Benchmark 1.1 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: CST, CAP A Scale Scores English Language Arts in May 2005 for 150 randomly selected students who will be in the 7th grade in 2005-2006. 75 from Mrs. Farmer's science classes, and 75 from Mr. Dillon's science classes. Average of 150 scores = 318.

Percent as of December 31, 2005: Unknown. CST test will be given in the Spring of 2006.

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: 2.5 % increase from 318 to a 326 average.

Is the grant on track to reach the June 30, 2006, benchmark percent reported on Form 4?

Yes!

All EETT3-EAST project objectives are on schedule. We have added numerous ELA tutorial classes for students who need to improve in this area. We have changed the curriculum based on our being made a Performance Improvement Needed School.

2. Professional Development

Performance Goal 2.0: All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.

Required Performance Benchmark 2.0 : Teachers in the target group who participated in professional development on education technology will demonstrate an increase in their proficiency in the use of technology as a tool for teaching and learning from a baseline of 35 percent in the 2004-05 school year to 65 percent by June 30, 2006.

Progress on Benchmark 2.0 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: 35%

Percent as of December 31, 2005: 50%

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4; 65%

Is the grant on track to reach the June 30, 2006, benchmark percent reported on Form 4?

Yes!

Two science teachers are leading this project. Mrs. Farmer is a 7th and 8th grade science teacher, and the EAST Facilitator for this EETT Round 3 project. Mr. Dillon is a 7th and 8th grade science teacher, and EAST Facilitator for this EETT3 project. Mrs. Farmer has attended 13 days of training provided by the EAST Institute, and Mr. Dillon has attended 10 days of training. Both have taken the CTAP2 Technology Assessment Surveys. Both have a personal computer in their classrooms and the EAST lab; and Mrs. Farmer is using a portable computer purchased with EETT3 grant funds. Both started using the new EAST computer lab with students on 1/4/06. Both have learned about server software and many types of computer software and computer tutorials on new software used in the new EAST lab in Room 9 at Maywood School.

Performance Goal 2.1 : All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

Required Performance Benchmark 2.1 : Teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement from a baseline of 25 percent in the 2004-05 school year to 50percent by June 30, 2006.

Progress on Benchmark 2.1 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: 25%

Percent as of December 31, 2005: 35%

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: 50%

Is the grant on track to reach the June 30, 2006, benchmark percent reported on Form 4?

Yes!

Two science teachers are leading this project. Mrs. Farmer is a 7th and 8th grade science teacher, and the EAST Facilitator for this EETT Round 3 project. Mr. Dillon is a 7th and 8th grade science teacher, and EAST Facilitator for this EETT3 project. Mrs. Farmer has attended 13 days of training provided by the EAST Institute, and Mr. Dillon has attended 10 days of training. Both have taken the CTAP2 Technology Assessment Surveys. Both have a

personal computer in their classrooms and the EAST lab; and Mrs. Farmer is using a portable computer purchased with EETT3 grant funds. Both started using the new EAST computer lab with all their students on 1/4/06. Both have learned about server software and many types of computer software and computer tutorials on new software used in the new EAST lab in Room 9 at Maywood School. We expanded the hours of service at the computer lab in room 13 for student use before school, during the second lunch, and after school. Both use the Microsoft Office suite with students. We added digital projectors to both of the teacher's regular classrooms so that they could present material created with new software as well as with UnitedStreaming. We added digital video cameras and digital still cameras for student projects. These teachers have taken Maywood students on trips to computer software training sessions at other schools in California. The EAST computer lab in room 13 is often available for student use after school. We ordered all equipment for the EAST computer lab in room 13 and we had 15 students help install all the hardware and software over a three day period in November of 2005.

3. Expanded Access to Electronic Learning Resources, Including Infrastructure, Equipment, and Technical Support

Performance Goal 3.0 : All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

Required Performance Benchmark 3.0: The average student-to-multimedia computer ratio for computers less than 1 year old at Maywood School will decrease from a baseline of 52:1 in the 2004-05 school year to 11.1 by June 30, 2006.

Progress on Benchmark 3.0 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: 52:1

Percent as of December 31, 2005: 8:1

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: 8:1

Is the grant on track to reach the June 30, 2006, benchmark percent reported on Form 4?

Yes! The Maywood Middle School has already exceeded the stated goal!

We added 17 new computers to the EETT3-EAST Room 9 computer lab which is used all day every day. This lab has its own EAST setup including its own server hardware and software, all purchased with EETT3 funds. This lab was operational in November, 2005. We added 35 new computers to the Maywood

Computer Lab Room 13 adjacent to Room 9. This new lab was operational in September 2005, and all the new computers were purchased with Maywood Site-Council funds. This computer lab is open all day every day. We added a new computer to every classroom in the school for teacher and student use. These were added in September 2005, and purchased with CUESD District funds. We completely upgraded the Maywood Library computer lab in September 2005, exchanging 15 old non-Internet computers that were over 12 years old with 30 “newer” computers with Internet connectivity, and running Microsoft Office. In 2005, Maywood School added, using more in-kind funds, server based software such as Ainsworth Keyboarding software, Rosetta Stone, Accelerated Math, and Read Naturally; and added web based software such as EduSoft and UnitedStreaming. Obtaining two EETT grants, Round 1 and Round 3, has created an enthusiasm and interest in improving our hardware and software. We now have all teachers using new computers in one or more phases of their instructional programs.

We used EETT Formula Grant funds to upgrade our Maywood school server. Our revised CUESD District Technology Plan for 2005-2010 was approved in June, 2005.

All classrooms, all computer labs, and all desktop and portable computers on the Maywood School campus are connected to the Internet.

The Maywood School and all teachers have webpages: <http://www.cuesd.tehama.k12.ca.us/maywood/index.htm>

4. Communication and Collaboration Among Home, School, and Community

Performance Goal 4.0 Communication and collaboration among home, school, and community utilizing technology will be established or improved to support students’ learning needs.

Required Performance Benchmark 4.0:

In May 2005, Maywood Middle School had:

- No electronically published student science projects online.
- No computer presentations of student science projects at open houses, community or board meetings.
- No students attending science conferences.
- No webpages produced or websites managed by students.
- No science lesson plans or class calendars online.

No science classroom handouts for students or parents online.
No content management systems or interactive science blogs online.
No student produced newsletters, newspaper, or blogs online.
No student produced digital videos, digital photography, or other graphical productions.
No afternoon or evening computer lab access for science students and/or parents.
No student webmaster club.
No science teachers using technology (other than telephone) at school for communication and collaboration among home, school and community.
No science teachers using advanced technology at school to collaborate with others in the science and technology fields.
No community representative on science curriculum development projects.
No information on school website/webpage usage.

Performance Benchmark 4.0 to be achieved by May 2005:

By May 2006, Maywood Middle School will have:

Science curriculum calendars, assignments, rubrics, and lesson plans online for one science teacher.
Student science/technology presentations in the EAST-EETT3 lab at the Spring Open House in 2006.
Two students attend the EAST conference in Arkansas.
A Maywood Middle School EAST-EETT3 content management system, and technology interest group blogs online at: www.cuesdeett3.org.
All science classroom handouts for parents and teachers online.
Two representative technology based projects selected from each classroom online.
An open house in the EAST-EETT3 technology lab once a month on Friday from 2:30-6:30 pm., from March to June 2006.
A student webmaster club with four 7th graders.
An interactive online Parent-Student Science Question of the Week project for one teacher.
Two science teachers using advanced technology (e.g., websites, email, telephone, etc.) for communication and collaboration among home, school and community. [CA4-1; CO = Classroom Observation, PD=Professional Development Plans, LP = Lesson Plans]
Two science teachers using advanced technology at school to collaborate with others in the science and technology fields. [C2-008: PD]
One community representative on science/technology, EAST-EETT3 Project.
Information on website/webpage usage by the community by January 2006.

Progress on Benchmark 4.0 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: See Above.

Percent as of December 31, 2005: 50%

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: See Above.

Is the grant on track to reach the June 30, 2006, benchmark percent reported on Form 4?

Yes!

The EAST-EETT3 website is online at <http://www.cuesdeett3.org>. Over 20 students participated in training in San Jose (9(2 days) , Orland (3 days) and Corning (3 days). Four students are scheduled to attend the EAST Conference in Arkansas in February (3 days). Six students will attend two days of webpage development training in February. Both teachers have attended over ten days of computer hardware and software training and are using the resources on a daily basis. Parents were consulted with and informed about all field trips.

We had a successful open house in January, 2006 with front-page article and color photograph in the Red Bluff Daily News and Corning Observer, and television coverage. Photographs, handouts, and press releases are all online. Meetings with parents were held in January and February.

Section II: Program Effectiveness and Evaluation

Directions: Provide answers to the program questions using the table format below. Note that answers must align with information contained in Section III: Program Documentation and apply only to students and teachers in the application “target group.”

1. This grant requires LEAs to evaluate grant activities that increase the ability of teachers to teach (a minimum of 25 percent of the funds must be for professional development).
 - a. Describe the type and number of professional development activities implemented as of December 31, 2005. Include the total number of teachers trained by type of professional development activity.
 - b. Provide the total number of teachers who have participated in training supported by the grant as of December 31, 2005.

- c. Describe the impact the grant is having on the ability of teachers to teach related to professional development. For example, what are teachers doing differently as a result of this grant? Include specific activities and common data elements collected in the description. If the grant activities do not appear to be positively impacting the ability of teachers to teach, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Type of Professional Development Activities (e.g. workshop, mentor/coaching, online course)	Number Implemented	Teachers Trained	c. Impact the grant is having on the ability of teachers to teach related to professional development (single narrative for all activities)
EETT3 Workshop 8/05 2 days	1	2	Two teachers (Mrs. Farmer and Mr. Dillon) have attended numerous formal training sessions by EAST trainers. These sessions involved learning about hardware and software, teaching strategies and methods, how to integrate technology into teaching, EAST philosophy, etc. In addition, they had to read a considerable amount of technical literature on EAST lab hardware and software. They also needed to learn about our EETT3 grant goals and objectives. They spend considerable time learning and using the EAST Internet resources, as research as well as Our in-house support staff (Messmer, Garofalo, and Stout) provided training and technical assistant to these two teachers.
EAST Training 8/05 5 days in Sacramento	1	2	
EAST Lab Install Training 2 days San Jose 10/05	1	1	
EAST Lab Install Training 3 days in Corning 11/05	1	2	
In-house Training and Development to support EETT3-EAST grant	6	2	
Internet Research	5	2	
Grant Coordination	5	2	
b Total	20	2	

2. This grant requires LEAs to evaluate grant activities that integrate technology in the curriculum.
 - a. Describe the type and number of instructional activities focused on technology integration in the curriculum as of December 31, 2005.
 - b. Total number of teachers who have implemented instructional activities focused on technology integration in the curriculum as of December 31, 2005.
 - c. Total number of students who participated in instructional activities focused on technology integration in the curriculum as of December 31, 2005.
 - d. Describe the impact the grant is having on integrating technology in the curriculum. For example, how has increased instructional use and availability of technology influenced the curricular program in the target group? Include specific activities and common data elements collected in the description. If the grant activities do not appear to be positively impacting technology integration, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Type of Technology Integration Activities	Number Implemented	Number of Teachers	Number of Students	d. Impact the grant is having on integrating technology in the curriculum (single narrative for all activities)
EAST Teacher Training 8/05 in Sacramento	4	2		Two teachers have received many formal training sessions provided by EAST Initiative on how to integrate technology in the curriculum. They have visited three other EAST labs to learn from colleagues about this project. They have designed a plan for implementation, starting on 1/4/06, to have 188 students work on science projects in the technology lab on period every day of the week for two weeks. Then another group of 188 students will do the same with the other teacher.
EAST Lab Training 10/05 San Jose 2 days	1	1	4	
EAST Lab Installation Project 11/05	2	2	15	
Classroom Instructional Program for EAST Technology Lab starting 1/06	4	2	366	

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b & c Total		2	385	
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3. This grant requires LEAs to evaluate grant activities that enable students to meet state content standards.
 - a. Total number of students who participated in the grant activities as of December 31, 2005.
 - b. Curricular focus areas of the program as of December 31, 2005.
 - c. Focus grade levels of the program as of December 31, 2005.
 - d. List the subject and grade level content standards (at the level of content standard strand(s)) addressed by the grant activities as of December 31, 2005. Also, include a list of adopted instructional resources, including any supplemental resources, which were used in the grant activities as of December 31, 2005.
 - e. Describe the impact the grant is having on student achievement. For example, is there evidence of improved student achievement? How has the effective use of technology by students led to enhanced learning? Include the role of technology and specific activities; refer to common data elements collected. If the grant activities do not appear to be positively impacting student achievement, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Total Number of Students	366 Students
b. Curricular Focus Areas	Science
c. Focus Grade Levels	All 7 th grade science classes All 8 th grade science classes

<p>d. List of Subject and Grade Level Content Standards</p>	<p>California State Standards for Science curriculum in the 7th grade: http://www.cde.ca.gov/be/st/ss/scgrade7.asp Life Science: Biology, Geology</p> <p>California State Standards for Science curriculum in the 8th grade: http://www.cde.ca.gov/be/st/ss/scgrade8.asp Physical Science: Physics, Astronomy, Chemistry</p>
<p>d. Impact the Grant is Having on Student Achievement (single narrative for all activities)</p>	<p>Although significant progress was made during this period (7/05-12/05) in upgrading technology at Maywood School, and our teachers received many hours of training, it is somewhat early to speak about the impact this grant is having on student achievement. We do know that a core group of 30 students who were able to attend training sessions, and participated in the EAST lab setup, have been engaged in technology applications far beyond what they could have done without this grant.</p>

4. This grant requires LEAs to evaluate communication/collaboration activities that support the grant.
 - a. Describe the type and number of grant communication/collaboration activities (including partnerships) that have been implemented as of December 31, 2005.
 - b. Describe any new partnerships or collaborations that were not previously mentioned in the application, if any.

- c. Describe the impact communication/collaboration activities (including partnerships) are having on the grant activities. Include specific activities and refer to common data elements collected. If communication/collaboration activities do not appear to be positively impacting the grant activities, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Type of Communication/ Collaboration Activities	Number Implemented	b. Mentioned in Application	c. Impact the communication/collaboration activities (including partnerships) are having on the grant activities (single narrative for all activities)
EAST Initiative	20	Yes	We met with EAST Initiative management, staff, and trainers in 8/05 and have developed close relations during the first six months of the project. They guided us in all aspects of this project.
Maywood EETT3 Website	3	Yes	
Maywood EETT3-EAST Grant Management Team	4	Yes	
EETT3 Surveys and Data Collected on Schedule	3		The Maywood EETT3-EAST website is online: http://www.cuesdeett3.org
Newspaper and television publicity	3		This provides a central access point for documents, reports, and plans.
Parents Groups for Student Field Trips	4		Our Maywood EETT3-EAST Grant Management Team was formed in 8/05. We have met five times since 8/05. We have ordered all equipment as required by EAST Initiative. We have kept good budget
GATE program coordinator	1		

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Total	18		
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5. The grant requires LEAs to evaluate expanded access activities that support the grant.
 - a. Describe the type and number of expanded access activities or events that have been implemented as of December 31, 2005.
 - b. Describe the impact grant activities are having on expanded access to technology for students and teachers. Include specific activities or events and refer to common data elements collected. If the grant activities do not appear to be positively impacting the expanded access to technology for students and teachers, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Type of Expanded Access Activities	Number Implemented	b. Impact grant activities are having on expanded access to technology for students and teachers (single narrative for all activities)
Room 13 Computer Lab opened in 9/05 (In-kind contribution)	1	We prepared purchase orders, ordered, processed, and inventoried over \$76,277 in computer equipment, supplies, and software for the new EETT3-EAST lab. This complex computer lab was set up by 15 Maywood students, 2 teachers, 2 CUESD classified support staff, and our EAST Trainer in 11/05.
EAST-EETT3 Lab created and opened in 11/05 (EETT3 funds)	1	
Room 13 computer lab opened on Wednesdays before and after school in 12/05 (In-kind contribution)	1	
EAST Facilitator given a portable computer for home use in 10/05 (EETT3 funds)	1	

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EAST Facilitators given new computers in their classrooms in 9/05 (In-kind contribution)	2	
Total	6	

6. This grant requires LEAs to implement, monitor, collect data, and evaluate grant activities.
- a. List the type and numbers of grant monitoring, data collection, and evaluation activities completed as of December 31, 2005. The following types of monitoring and evaluation activities must be included, in addition to any other activities:
- i. Number of classroom observations completed
 - ii. Teacher pre-assessment data collection
 - iii. Teacher post-assessment data collection
 - iv. Student pre-assessment data collection
 - v. Student post-assessment data collection
 - vi. Governance meetings to review and analyze data

a. Type of Activity	Number Implemented
Number of classroom observations completed	6
Teacher pre-assessment data collection	2
Teacher post-assessment data collection	0
Student pre-assessment data collection	366
Student post-assessment data collection	0
Governance meetings to review and analyze data	4
(Add others as needed)	3
Total	381

Section III: Program Documentation

Directions: Provide a bibliographic listing of all the documents used to complete this report, such as data collected (classroom observation records, lesson plans, EdTechProfile reports, etc.), meeting minutes, professional development records (sign-in sheets, handouts, follow-up records), and student assessment data. Do not include the actual documents; documents should remain with the LEA and be available for review during on-site visitations. Include the date(s) of data collection. Identify the number(s) from 1-6 that corresponds to the categories in **Section II: Program Effectiveness and Evaluation** where the data are used as evidence of impact.

Document Description	Collection Date(s)	<u>Section II Reference(s)</u> (1-6)
Note: The EETT3-EAST Project Manager is Michael Garofalo. In his office in Room 10 at Maywood School are kept all documents, reports, surveys, minutes, etc.. Many of these documents are also available online at: http://www.cuesdeett3.org		
Student Technology Use EdTechProfile Surveys	10/05	1 C1-001
Summary of Results of Student Surveys	11/05	1 C1-001
Meeting Minutes	Monthly	6
Professional Development Claim Forms	Ongoing	6
Budget Reports	Monthly	6
Teacher Technology Use EdTechProfile Surveys	10/05	2 S1-001
EAST Initiative Training Logs	Ongoing	2 EAST Initiative
Lesson Plans – 2 Teachers	Monthly	2 Principal
Classroom Visits – 2 Teachers	Quarterly	2 Principal
Purchase Orders for EETT3 Grant	Ongoing	6
STAR Data	4/05	1 S1-008
Student Internet Usage Policy Signoff Forms	10/05	1

EAST-EETT3 Grant
Corning Union Elementary School District
Budget Year 2005-2006
Balance as of January 26, 2006

Class	Description	Budget	Orders Placed	Balance
1000	Certificated Personnel	\$10,000.00	\$4,157.00	\$5,843.00
2000	Classified Personnel Costs	\$3,500.00	\$300.00	\$3,200.00
3000	Employee Benefits	\$0.00	\$0.00	\$0.00
4000	Books and Supplies	\$6,000.00	\$1,634.00	\$4,366.00
6400	Computers, Equipment	\$83,848.00	\$76,277.00	\$7,571.00
5800	Consultant/Training Services	\$60,000.00	\$60,247.00	-\$247.00
5200	Travel and Conferences	\$13,000.00	\$7,781.00	\$5,219.00
6000	Capital Outlay	\$0.00	\$0.00	\$0.00
7300	Indirect	\$6,172.00	\$6,172.00	\$0.00
Totals		\$182,520.00	\$156,568.00	\$25,952.00

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Prepared by Michael Garofalo, 1/26/06, ...Sheet1 (1)
Budget Allocations are based on the Revised EAST-EETT3 Budget, 8/24/05

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First Draft prepared on 2/17/06.
First Draft sent to Bobbi Abold, Janice Farmer, Steve Dillon, and Dave Messmer for review on 2/17/06.
Final Version of Report prepared on 2/27/06 by Michael P. Garofalo