

Technology Plan

Calaveras County Office of Education

July 1, 2011 - June 30, 2014

Approved Jan. 20, 2011

This plan is for EETT and E-Rate.

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Background and Demographic Profile

The Calaveras County Office of Education consists of four instructional programs. Calaveras River Academy has two programs. It serves as an alternative school for students in grades six through twelve who reside in the Bret Harte Union, Mark Twain Unified, Vallecito Union and Calaveras Unified School Districts. The focus of the Community School is to remediate identifiable weaknesses with the students known strengths while building self-image and personal worth. Of these two programs Calaveras River Academy Independent Study program is the alternative to the Calaveras River Academy traditional classroom based model and serves grades six through twelve. Calaveras River Academy is currently serving 80 students between the classroom based model and the independent study program.

Mountain Oaks School is a K-12 charter school for home schooling families sponsored by the Calaveras County Board of Education. The main resource center is located in San Andreas in Calaveras County. There are two satellite centers, one in Ione in Amador County and the other in Sonora in Tuolumne County. The present year enrollment is approximately 400 students. Our students have an approximate distribution of 1/4 elementary students, 1/4 middle school aged students, and 1/2 high school students. Oakendell Community School serves as a resident school for 18 male students grades seven through twelve who are wards of the court and/or the State Social Welfare Department. The students come from various parts of the state and live on-site at the Oakendell Community Home. The curriculum is individualized with a weekly contract being the means of monitoring and assessing student progress.

1. Plan Duration

July 1, 2011 - June 30, 2014

Our Technology plan will be reviewed annually and used as an overall vision of our district technology goals and needs. The overall plan will also be used as a tool for Erate Technology Planning Purposes and other grant applications that may arise.

2. Stakeholders

Stakeholders involved in the Calaveras County Office of Education technology planning consists of these persons; Scott Nanik Director of Curriculum and Calaveras River Academy/Oakendell Principal/teacher, Jacqueline Dennis Mountain Oaks administrator/teacher, Liz Jordan Calaveras County Office of Education Director of Technology, Lynn Reinecke, Mtn Oaks Technology Coordinator, classroom teachers, independent study teachers and parents. Other stakeholders for technology planning include Calaveras County Government and Calaveras County Water District.

The team meets at least once a year to review technology within the district and to write this plan, which will guide technology planning and implementation through 2014. Information used includes site achievement data, CBEDS, EdTech Profile, online parent and teacher surveys and the District LEA plan have been used in this process. Additionally, the team has utilized adopted state standards, curriculum frameworks and state task force reports. Information gathered from monthly management meetings and site meetings are all used as we move forward with our technology planning. Quarterly multijurisdictional technology meetings (that include county government, the county water district and individual district technology directors and superintendents) are held that explore and share common technology concerns in an attempt to share resources to implement more efficient technology to all.

3. Curriculum

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

Calaveras County Office of Education consists of four instructional programs, all currently connected to the Internet. One computer per classroom is for teacher use.

Calaveras County Office of Education has a computer lab of twenty one computers, available for use by all county run programs, and all twenty one computers are connected to the Internet. The computer lab also serves as a professional development center for the counties district staff. The computer lab is open and available from 8:00 a.m. until 8:00 p.m. Monday through Thursday and Friday 8:00 a.m.-5:00 p.m.

Oakendell has 9 computers in one classroom and all have Internet Access. One computer is for teacher use. All computers have Microsoft Office Suite and connectivity to the ED1 Stop Internet Portal for curriculum resources. The teacher computer also has a connection to the Infinite Campus Student Information System, which includes Infinite Campus Grade Book. Due to the nature of the school, none of the nine computers are available before or after school. Of these computers, two are new, six are less than a year old and one is over a year old.

Calaveras River Academy has 49 computers. This is a daily classroom program with an alternative independent study component. There are six classrooms with three student computers and one teacher computer in each room. There are 16 computers in the shared technology lab for use by students or professional development. All computers are connected to the Internet. Each classroom has a Interactive white board and projector for students interaction and teachers instructional needs. The teacher computers have Microsoft Office Suite, and Infinite Campus. Student computers have Microsoft Office Suite, Photo Story, and KCA. Computers are accessible before school with teacher supervision. Of these computers seven are less than 4 years old; the other forty one are less than two years old.

Mountain Oaks School's main resource center is located in San Andreas in Calaveras County. There are 57 computers used for student instruction at the San Andreas resource center, 25 at the Amador resource center and 4 at the Tuolumne resource center, all with Internet access. Teachers have office space available to meet with students. Each mentor teacher's office is equipped with a computer with Internet access. All workstations have Microsoft Office Suite, and a variety of other software tools, including Google Earth and Picassa. Four workshop rooms at San Andreas are equipped with Media Carts or ActivBoards, including document cameras, and a fifth room equipped with an ActivBoard is the science room shared with Calaveras River Academy. Amador has three rooms equipped with projection devices, including document cameras. Tuolumne has a large screen TV connected to a computer, and plans to install a projector. Mountain Oaks has recently acquired equipment to use for video conferencing and on line instruction. Robotics workshops incorporate technology tools, equipment and devices. All sites have laptop computers available for students to use in any workshop area. All resource centers have teaching areas meeting ADA requirements where technology tools are available for use.

According to a survey conducted in April 2010, 91% of the respondents (Mountain Oaks staff, parents and high school students) have Internet access at home, 75% of this internet access is high speed (DSL or satellite). All Mountain Oaks students have access to computers at local county libraries.

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

Mountain Oaks School is an Independent Study, home based charter school that works with families and students on a one-to-one basis. Each student develops an individual plan for supporting the work throughout the year. Technology is an integral part of learning and is used to support the individual plan of each student.

Mountain Oaks participates in the use of the Ed1Stop Internet Portal which provides students and staff thousands of videos in history social science, science and math. Students, families and staff also have access to a number of Internet based educational resources through the portal.

Mountain Oaks has an online library catalog system which includes paths to websites for specific subject content. Teachers use technology for lesson planning, record keeping, research, and communication with families. Mountain Oaks uses an auto-dialing program to expedite sending phone messages to the school community and students. The Mountain Oaks website and newsletter are also available electronically. Student assessments are available via Scantron Ed Performance and Achievement Series, which are online. Class.com is also used to provide courses not offered through the traditional environment. For the past 3 years our Technology Integration Specialist has supported teachers with the integration of technology into lesson planning and instruction. For the 2010-2011 school year this position has been eliminated due to budget constraints. In the 2009-2010 school year Mountain Oaks changed to the Infinite Campus Student Information System.

Calaveras River Academy and Independent Study - The classroom based program at the community school as well as independent study students currently use Digital Curriculum via the Ed1Stop Internet Portal through CCOE's website, successfully downloading and utilizing videos in history social science, science and math. In addition to those videos our current subscriptions accessed through the portal include Encyclopedia Britannica, Pokemon content standard software for Math, Science and English and World Book Encyclopedia . KCA and Typer shark are available at the school site and the CCOE computer lab and are used to teach keyboarding skills. Microsoft Office Suite is used to teach word processing skills for students to use in writing research papers. Internet is used to do research for multiple subjects. PowerPoint and Photo Story are used for student presentations tying in research done via the Internet for history social science, language arts and math. STAR and curriculum text based assessments are used to assess student's abilities in reading, language and mathematics. Once assessed, staff has the ability to address student's individual needs. Infinite Campus is an integrated web based Student Information System that is used to track student test results for state assessments. Teachers use Infinite Campus for lesson planning and record keeping. Calaveras River Academy uses Infinite Campus's auto-dialing program "ShoutPoint" to expedite sending phone messages to the school

community and students. Infinite Campus is also used for attendance, discipline, recording credits and transcripts. A Parent Portal is a component of Infinite Campus that allows parents and students to view their students grades, behavior, school notices, and calendars. SARB non-attendance letters are automatically sent through the E-Truancy program. Class.com is also used for credit recover courses and to provide courses not offered through traditional environment.

Oakendell – Teachers and students use Digital Curriculum via the Ed1Stop Internet Portal through CCOE’s website via the Internet, successfully downloading and utilizing videos in history social science, science and math. Subscriptions accessed through the Internet portal include Encyclopedia Britannica, Pokemon content standard software for Math, Science and English and World Book Encyclopedia.

KCA is used for keyboarding and Microsoft Office Suite is used for word processing skills for daily classroom work as well as to write research papers. Internet is used to do research for multiple subjects. Photo story is used for student presentations tying in research done via the Internet for History Social Science and Language Arts. STAR and text based assessments are used for assessing student’s abilities in reading, language and mathematics. Once assessed, staff have the ability to address student’s individual needs. SASI’s extended test history module is used to track student test results for high stake state assessments. Teachers use Gradebook for lesson planning and record keeping. Infinite Campus is used for attendance, recording credits and transcripts.

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

Calaveras County Office of Educations programs; **Calaveras River Academy** and **Oakendell Community School** are focusing on two core academic areas, reading and math. Textbooks have been purchased to align the curriculum to state content standards and all staff development is aligned to improving student achievement against the state standards. The goals and objectives of the Calaveras County Office of Education have been aligned with the California State Content standards and the State Frameworks. **Calaveras River Academy** has been involved with the WASC accreditation process and the school was fully accredited in 2007, and renewed in 2010. Their ESLRs focus upon Academic Proficiency, Social Awareness and Life-Long Productive individuals.

Mountain Oaks School is focusing on on schoolwide academic excellence in the core subject areas. The first priorities are math and science. Both online curricula and texts are used to align with the California State Content standards. Scantron Edperformance, an online diagnostic assessment, and Scantron Achievement Series, standards based, end-of-course assessments, are used to raise student achievement through evaluation of the assessments that drive data driven instruction. ESLRS were adopted as part of the WASC accreditation process. Mountain Oaks continues its accreditation through WASC. The school's WASC approved ESLR's focus on: Academic Excellence, Communication and Personal Mission and Goals. Mountain Oaks

accreditation is up for renewal June 2011. Mountain Oaks has also adopted the Single Plan for School Achievement to guide and support academic excellence.

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

Goal 3d.1: Mountain Oaks technology will be used to support the school's academic content standards to improve student achievement in core curricular areas.

Objective 3d.1.1: Mountain Oaks: 95% of students will take an online diagnostic assessment annually for 2nd-8th students, and upon enrollment for 9th-12th students, to identify areas of need in the core curricular areas.

Benchmarks:

- Year 1: 80% of students will take an online diagnostic assessment annually for 2nd-8th students, and upon enrollment for 9th-12th students, to identify areas of need in the core curricular areas.
- Year 2: 90% of students will take an online diagnostic assessment annually for 2nd-8th students, and upon enrollment for 9th-12th students, to identify areas of need in the core curricular areas.
- Year 3: 95% of students will take an online diagnostic assessment annually for 2nd-8th students, and upon enrollment for 9th-12th students, to identify areas of need in the core curricular areas.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Classified staff will import student names into the online testing system.	At the beginning of the school year, or at the time of enrollment.	Technology department, registrar.	Administration will monitor the registrar.	Printed list of students.
Students will take the proctored online assessment in an environment free from distractions or interruptions.	Within one month of enrollment.	Certificated teacher, student and parent(s).	Administration and registrar will review student lists.	Printed lists of students.

Teachers will review the assessments to determine correct curricular/instructional placement	Within one month of completed testing	Teachers, students, parents	Administration will monitor the teachers and review student tests.	CA State Standards: learning objectives mastered/learning objectives not mastered.
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Objective 3d.1.2: 80% of certificated staff will have 7th -12th grade students create a curricular project that integrates technology resources into the core curriculum.

Benchmarks:

- Year 1: 60% of certificated staff will have 7th -12th grade students create a curricular project that integrates technology resources into the core curriculum.
- Year 2: 70% of certificated staff have 7th -12th grade students create a curricular project that integrates technology resources into the core curriculum.
- Year 3: 80% of certificated staff have 7th -12th grade students create a curricular project that integrates technology resources into the core curriculum.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will be trained in Best Practices and online curricular programs such as Class.com, Ed1Stop, and CLRN.	Quarterly during the year.	Administration and technology department.	Administration, through individual meetings with teachers and through online technology surveys.	Online technology surveys.
Teachers will assign/guide students in creating a standards based multi-media project using a variety of technology resources.	Monthly, 2011-2014	Certificated teachers, students, parent(s)	Teachers and administration.	Grading rubrics and examples of projects.
Teachers will assign/guide students in using proper online citations and demonstrate adherence to copyright laws when using internet resources.	Monthly, 2011-2014	Teachers, students, parent(s)	Teachers and administration	Review citations in student projects for correct format. Use internet sites/programs to insure that student material isn't copied.

Goal 3d.2: CCOE Alternative students will create standards based projects around the core curricular areas (English Language Arts, Mathematics, Science, and Social Studies) to improve their reading, writing and math skills and to enhance achievement towards meeting academic content standards as demonstrated by their course grades and credit completion.

Objective 3d.2.1: 80% of the students will create curricular projects using technology.

Benchmarks:

- Year 1: 50% of the students will create curricular projects using technology.
- Year 2: 70% of the students will create curricular projects using technology.
- Year 3: 80% of the students will create curricular projects using technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Maintain existing software and install updates	During quarter breaks 2011-2014	Technology team	Technology Team via remote connections	Work orders and requests.
Continued staff development	Throughout the year 2011-14 based upon classes offered through CCOE and CTAP.	Administration & Teachers	Administration & discussion during staff meetings.	Course registration and evaluations
Teachers select project for the year	Beginning of each quarter 2011-14	Teachers	Administration via lesson plans and teacher self reflection	Lesson plans, student grades.
Students scheduled into appropriate technology courses to support their projects.	Student schedules reviewed each quarter 2011-14	Administration and teachers	Administration will monitor each students schedule. Teachers will monitor projects	Grades, completed projects

Objective 3d.2.2: 80% of the staff will integrate digital resources, such as active boards and portal resources, into the classroom core curriculum daily throughout the school year.

Benchmarks:

- Year 1: 50% of the staff will integrate digital resources, such as active boards and portal resources, into the core curriculum daily throughout the school year.
- Year 2: 70% of the staff will integrate digital resources, such as active boards and portal resources, into the core curriculum daily throughout the school year.
- Year 3: 80% of the staff will integrate digital resources, such as active boards and portal resources, into the core curriculum daily throughout the school year.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teaching Staff will be trained in CCOE Portal resources.	Beginning of school each year 2011-14 or as new staff are employed.	Technology team and administration	Administration will schedule training during the first in-service day each year.	Sign in sheet
Staff will be trained in progressively more advanced uses with the Active Board	Throughout the 2011-14 school years based upon technology classes offered by CCOE and CTAP.	Administration and teachers	Administration will track for enrollment in courses	Class registration and evaluations
Staff will be trained in online copyright law, and use of resources for educational purposes.	Annually at the beginning of each school year 2011-14	Administration	Administration will ensure to schedule time during staff development early each school year	Sign in sheets

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

Goal 3e.1: CCOE Alternative students will learn technological and information literacy skills in computer lab and classroom settings.

Objective 3e.1.1: 80% of students will learn keyboarding, Microsoft office applications, desktop publishing, Internet research, information literacy, internet safety and copyright policies through teacher instructed computer lab time. These skills will enable the students the ability to complete the necessary aligned classroom projects referred to in section 3-D above.

Benchmarks:

- Year 1: 50% of students will learn keyboarding, Microsoft office applications, desktop publishing, Internet research, information literacy, internet safety and copyright policies.
- Year 2: 70% of students will learn keyboarding, Microsoft office applications, desktop publishing, Internet research, information literacy, internet safety and copyright policies.
- Year 3: 80% of students will learn keyboarding, Microsoft office applications, desktop publishing, Internet research, information literacy, internet safety and copyright policies.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Computer lab and classroom schedules are developed to allow time for all students training in technology software and skills.	Ongoing duration of school year 2011-14	Site Administrators	Classroom schedules and course outlines submitted to program administrators quarterly.	Copy of master schedule
Students to complete instruction in basic Microsoft Office applications	Student credits are posted the end of each quarter.	Classroom Teacher Site Administrator	Teachers will monitor progress and completion using gradebook and KCA software	Course grade
Students will develop projects in their core curricular classes to demonstrate their knowledge and mastery.	Quarterly each year 2011-14	Teachers and students	Teachers will monitor progress toward completed project	Project completion, course grade
Students learn information literacy skills and internet safety	Beginning in 2011 and ongoing through 2014	Classroom teacher, technology team, site administrator	Teachers will include various questions throughout the projects to determine students knowledge	Quizzes and completed projects

Goal 3e.2: Mountain Oaks students will become proficient at searching for, using and evaluating information on the Internet, including website evaluation and safety and ethics issues.

Objective 3e.2.1: 80% of Mountain Oaks students in 7th-12th grade will create one grade level appropriate standards-based, research document per year, assigned and reviewed by their teacher. They will learn desktop publishing and/or Microsoft applications and keyboarding through teacher instruction and computer lab time. The completion of the document will demonstrate their ability to search for, use and evaluate information on the Internet.

Benchmarks:

- Year 1: 60% of students in 7th-12th grade will create at least one grade level appropriate standards-based, research document per year. They will learn desktop publishing and/or Microsoft applications and keyboarding. The completion of the document will demonstrate their ability to search for, use and evaluate information on the Internet.
- Year 2: 70% of students in 7th-12th grade will create at least one grade level appropriate standards-based, research document per year. They will learn desktop publishing and/or Microsoft applications and keyboarding. The completion of the document will demonstrate their ability to search for, use and evaluate information on the Internet.
- Year 3: 80% of students in 7th-12th grade will create at least one grade level appropriate standards-based, research document per year. They will learn desktop publishing and/or Microsoft applications and keyboarding. The completion of the document will demonstrate their ability to search for, use and evaluate information on the Internet.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Design appropriate rubrics for the research project which incorporate technology literacy objectives	Created by the end of September 2011, to be reviewed and modified as needed each semester.	Teachers, administrators, students	The rubrics will be evaluated for effectiveness by teachers, technology staff, and administrators	Quality of the research papers
Technology equipped instructional areas will be available at all three sites where students can seek assistance with and practice technology literacy skills.	Monthly, 2011-2014	Teachers, administrators, instructional technology staff, students	Review monthly: amount of time spent on projects/papers, and the grades given to the projects/papers.	sign-in sheets and research papers
Acceptable Use Agreements for Internet use will be completed and turned in by all teachers and students.	Upon enrollment (students), or hire (staff)	County Office of Education, Teachers, Administrators, Students, and Parents	Student records, personnel files	Admissions checklist, CCOE hiring checklist

- 3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

Goal 3f.1: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Make sure that all internet use agreements include warnings against plagiarism, copyright infringement, and other illegal activities.	Annually or as new staff or students are enrolled in our CCOE programs.	Administration	Agreements will be reviewed and recommendations for modification will be made.	Signed acceptable use policies.
Incorporate into student handbooks, student lessons, and professional development classes training on the use of proper citations and adherence to copyright /plagiarism laws.	Annually	Administration and Teaching Staff	Administration and Teaching staff will analyze the results and make program modifications as needed	Bibliographies created from works students cite with classroom assignments.
Student instruction on copyright and source citation	throughout the school years 2011-14	Teachers and students	Teachers will evaluate work, as well develop lessons.	Classroom quizzes and project evaluations

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal 3g.1: Students and Staff will learn about Internet Safety.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Make sure all Student and Staff Internet Use Agreements include warnings about Internet safety and online predators.	Beginning of each year 2011-14	Administration and Teachers	Reviewing/updating information on the Agreements. Collecting completed Agreements.	Internet Use Agreement
Students will complete an online Internet safety tutorial.	Beginning of each year 2011-14	Administrators, teachers and students	Training will be monitored by administration and teachers.	Completion of the Internet safety tutorial using CTAP online activities with a passing score.
Incorporate into student lessons and professional development classes training on the dangers of online predators and sharing of identifiable information about oneself or others.	Quarterly 2011-2014	Administration and teachers	Evaluations will be collected to analyze the results and program modifications will be made for the professional development portion. Student projects will be graded.	A summary of professional development evaluations and rubrics for student projects.

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

Mountain Oaks School will ensure that all students have access to technology.

- All students have access to computers in a Learning Lab at the Calaveras site and at student study areas at the Amador and Tuolumne sites.
- Mountain Oaks has access to the CCOE Ed1stop Internet portal to access standards based videos, lesson plans, other educational resources and tests.
- Wireless Internet access will become available at all Mountain Oaks School sites as funding becomes available.
- Appropriate assistive technologies are and will be provided as indicated by student needs.
- Video and voice conferencing equipment will be added at all Mountain Oaks School sites as funding becomes available.

- As funding becomes available, Mountain Oaks will increase bandwidth and upgrade the network at all sites as needed.

CCOE Alternative Programs will ensure all students have access to technology.

- All CCOE alternative programs have access to the CCOE Computer Lab for special classes and training.
- All students have access have access to at least 2 student computers in each classroom.
- Calaveras River Academy students will have access to the Calaveras River Academy computer lab.
- All CCOE schools will have access to the CCOE Ed1stop Internet portal for access of standards based videos and tests.
- Wireless Internet access will become available at CCOE school sites as funding becomes available
- Appropriate assistive technologies are and will be provided as indicated by student needs.

CCOE Alternative Programs will develop the use of Video/voice conferencing will be used to enhance productivity and enable broader participation in educational activities and communication for student access.

The CCOE technology department will gather and recommend proposals for implementation to increase bandwidth and upgrade the network at all sites to include the availability of a secure, wireless network as necessary to accommodate distance learning.

Video Conferencing is available at the Calaveras County Office of Education. We plan to add video conferencing equipment to other CCOE alternative school sites as funding becomes available.

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

Goal 3i.1: All CCOE Programs will use student record keeping and assessments to support teachers' efforts to meet individual student academic needs.

Objective 3i.1.1: 100% of Mountain Oaks teachers will use software to make record keeping, assignments and assessment more efficient.

Benchmarks:

- Year 1: 100% of Mountain Oaks teachers will use Scantron Edperformance to assess 80% of their 2nd-12th grade students with goals to review and increase utilization. Mountain Oaks will improve network access speed for student data files from the Calaveras site to the satellite sites, as funding becomes available. Mountain Oaks teachers will use software to make record keeping, assignments and assessment more efficient.

- Year 2: 100% of Mountain Oaks teachers will use Scantron Edperformance to assess 90% of their 2nd-12th grade students with goals to review and increase utilization. Mountain Oaks will improve network access speed for student data files from the Calaveras site to the satellite sites, as funding becomes available. Mountain Oaks teachers will use software to make record keeping, assignments and assessment more efficient.
- Year 3: 100% of Mountain Oaks teachers will use Scantron Edperformance to assess 100% of their 2nd-12th grade students with goals to review and increase utilization. Mountain Oaks will improve network access speed for student data files from the Calaveras site to the satellite sites, as funding becomes available. Mountain Oaks teachers will use software to make record keeping, assignments and assessment more efficient.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide training as needed for new or existing teachers in the use of the Scantron Edperformance Assessments.	Annually 2011-2014	Administrators, teachers and the technology staff.	Number of students that completed the online assessments. Analyze data and make modifications where needed.	Teacher Surveys, Completed Scantron Edperformance assessments.
Increase network access speed for student data files, to the satellite sites.	To be reviewed for possible funding, annually 2011-2014.	Administration, Finance Committee, technology staff.	Technology staff and teacher surveys. Review data files accessibility.	Accessibility of student data files.
Teachers will learn how to modify their instruction based on the assessment results.	Twice per year, 2011-2014	Teachers, administration	Administration and teachers will analyze test data and recommend modifications	Student progress reports, STAR tests, CAHSEE tests, grades, student work

Objective 3i.1.2: 100% of Mountain Oaks teachers will use Infinite Campus to record attendance for efficient record keeping.

Benchmarks:

- Year 1: 80% of teachers will use Infinite Campus to record and access attendance.
- Year 2: 90% of teachers will use Infinite Campus to record and access attendance.
- Year 3: 100% of teachers will use Infinite Campus to record and access attendance.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Training as needed for teachers to use Infinite Campus for student record keeping.	Quarterly Evaluation, 2011-2014	Administration and Administrative Technician	Data analysis from admin to monitor correct usage by teachers.	Infinite Campus attendance reporting
Teachers to have online access to Infinite Campus	Review quarterly, or as new staff are hired, 2011-2014	Admin, admin technician, technology staff	Admin and Admin Technician will monitor usage	Teacher survey, online participation
Group training in staff meetings, to review the best practices when using Infinite Campus	Quarterly 2011-2014	Admin, teachers, technology staff	Admin, Admin Technician, tech staff will review staff meeting minutes to recommend modifications.	Teacher surveys

Objective 3i.1.3: 100% of CCOE alternative program teachers will use Infinite Campus for attendance, scheduling courses, discipline and all student record keeping.

Benchmarks:

- Year 1: 100% of CCOE alternative program teachers will use Infinite Campus for attendance, scheduling courses, discipline and all student record keeping.
- Year 2: 100% of any new staff will be trained and use Infinite Campus for attendance, scheduling courses, discipline and all student record keeping. Existing staff will be trained on new features and procedures.
- Year 3: 100% of any new staff will be trained and use Infinite Campus for attendance, scheduling courses, discipline and all student record keeping. Existing staff will be trained on new features and procedures.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Training as needed for implementation for new staff or existing staff	Quarterly	Administration and technology depts.	Administration and Technology depts. will collect and analyze data and recommend modifications.	Training schedules, attendance rosters, Infinite Campus, Star and Class.com assessment reports.
Staff to have online access through ICU (Infinite Campus University)	Throughout the 2011-14 year	Technology Team & staff	Technology team and administration will monitor usage by staff	Usage log

County wide users meetings	Meet bimonthly throughout the 2011-14 school years	Technology Team	Technology will monitor attendance and participation	Sign in logs, list serve participation
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Objective 3i.1.4: 100% CCOE alternative program teachers will use Star, CAHSEE and Curriculum Based assessment software for student assessments and class.com for student recovery where applicable.

Benchmarks:

- Year 1: 80% CCOE alternative program teachers will use Star, CAHSEE and Curriculum Based assessment software for student assessments and class.com for student recovery where applicable.
- Year 2: 90% CCOE alternative program teachers will use Star, CAHSEE and Curriculum Based assessment software for student assessments and class.com for student recovery where applicable.
- Year 3: 100% CCOE alternative program teachers will use Star, CAHSEE and Curriculum Based assessment software for student assessments and class.com for student recovery where applicable.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Training as needed for implementation for new staff or existing staff.	Quarterly	Administration and Curriculum Depts.	Administration, Technology and Curriculum depts. will collect and analyze data and recommend modifications.	Training Schedules, attendance rosters, Infinite Campus, Star and Class.com assessment reports.
Train staff on how to view assessment data by student in Infinite Campus	Beginning of each school year 2011-14	Technology team, administration, teachers	Administration to coordinate staff development time.	Sign in sheets
Teachers will learn how to modify their instruction based upon assessment results	Quarterly beginning in 2011 and through 2014	Classroom teachers, Technology Team, Administration	Staff development	Sign-in sheets at staff development meetings

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

Goal 3j.1: CCOE Alternative Programs will use the Infinite Campus Parent Portal and an emergency automatic phone dialing system for communication with staff and families. The school will continue to provide information via parent portal, email, and monthly newsletter on the school website.

Objective 3j.1.1: CCOE Alternative Programs staff and families will have knowledge to access to use the Infinite Campus Parent Portal and emergency phone dialing system.

Benchmarks:

- Year 1: CCOE Alternative Programs will renew the Infinite Campus Portal and emergency dialing system annually. 100 % of Staff and 30 % of families will have the knowledge to access these systems.
- Year 2: CCOE Alternative Programs will renew the Infinite Campus Portal and emergency dialing system annually. 100% of Staff and 40% of families will have the knowledge to access these systems.
- Year 3: CCOE Alternative Programs will renew the Infinite Campus Portal and emergency dialing system annually. 100% of Staff and 50% of families will have the knowledge to access these systems.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase annual renewals for Infinite Campus and emergency phone dialing system.	Annual	Administration-Technology	Technology help desk trouble shooting calls Ongoing modification as needed.	Annual Renewal, Technology Work Orders
Provide parents web links to the school website, IC Parent Portal login information and information on emergency phone dialer.	Ongoing-at student registration.	Administration-Staff	Parent-Staff communication	Student-Parent-Teacher conferences
For parents without internet access at home-provide school computer access so they may access the IC student portal.	Ongoing-as needed	Administration	Evaluation of parent surveys and parent-teacher conferences.	Parent surveys

Objective 3j.1.2: 100% Implementation- continue to provide information to parents and staff through email, monthly newsletters, and school website.

Benchmarks:

- Year 1: Ongoing-Create and Maintain staff email accounts as needed. Continue to update current website and online newsletter monthly. Make training available for staff in the necessary email applications.
- Year 2: Ongoing-Create and Maintain staff email accounts as needed. Continue to update current website and online newsletter monthly. Make training available for staff in the necessary email applications.
- Year 3: Ongoing-Create and Maintain staff email accounts as needed. Continue to update current website and online newsletter monthly. Make training available for staff in the necessary email applications.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create and maintain staff email accounts as needed.	Ongoing	Technology-Administration	Email Communication	Email accounts
CCOE Skills Classes on current email applications	Ongoing	Technology-Administration	Class Rosters	Tech Survey
Continue to update current website and online newsletter monthly.	Ongoing	Technology - Administration	Periodic review of the website	Website use and comments

Goal 3j.2: Mountain Oaks will use Infinite Campus and an emergency auto phone dialing system for communication with staff and families. The school will continue to provide information through email and the school website for communication with staff and families.

Objective 3j.2.1: 90% of Mountain Oaks employees and 90% of Mountain Oaks families will be able to communicate and share information using a variety of technology mediums: email, auto phone dialing, the school website, and accessing website information and software at school.

Benchmarks:

- Year 1: 70% of Mountain Oaks employees and 70 % of Mountain Oaks families will be able to communicate and share information using a variety of technology mediums: email, auto phone dialing, the school website, and accessing website information and software at school.
- Year 2: 80% of Mountain Oaks employees and 80% of Mountain Oaks families will be able to communicate and share information using a variety of technology mediums: email, auto phone dialing, the school website, and accessing website information and software at school.

- Year 3: 90% of Mountain Oaks employees and 90% of Mountain Oaks families will be able to communicate and share information using a variety of technology mediums: email, auto phone dialing, the school website, and accessing website information and software at school.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase annual renewals for Infinite Campus and emergency phone dialing system.	Annually	Administration, technology	Technology meetings to trouble shoot problems. Ongoing modification as needed.	Annual Renewal, Technology Work Orders
Provide parents with login information to the academic portal on the school website.	At student registration and as requested by the family.	Administration, mentor teachers, technology staff.	Parent, student and staff communication.	Student, parent and teacher conferences.
For parents without internet access at home, provide school computer availability and support so they may access the Mountain Oaks website and other software programs at school.	Ongoing, as needed.	Administration, teachers, technology staff.	Evaluation of parent surveys, teacher surveys, and student conferences.	Student, parent and teacher surveys.

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

Mountain Oaks School will review goals 3d-3j at a teacher staff meeting at the beginning of the school year. The review will include progress on objectives from prior years. At the same meeting, activities will be scheduled per the stated objectives.

Indicators of success will be the numbers of students passing the CAHSEE, STAR test results, online assessment results, and WASC accreditation.

CCOE alternative schools will review student progress through curricular projects and adjust goals 3d-3j as needed through this evaluation process.

4. Professional Development

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

Calaveras County teachers and administrators take part in the EdTech Profile technology assessment profile/survey. Those results are indicated on the chart below. Our goal is to get everyone proficient in all areas. Our first step would be to provide training and workshop opportunities that affords teachers more skills development in each of the areas below listed as "beginning". We are currently offering computer tech skills classes in spreadsheet applications, presentation software (both Power Point and Active Expression) and database applications such as Access. Our curriculum technology integration classes are developed to create proficiency in the use of technology to support student learning by increase staff's knowledge in that area of technology. In order to accommodate all staff schedules we are offering software skills classes in the mornings and late afternoons. Teachers may earn units through Fresno University.

CCOE Alternative Programs and Mountain Oaks School encourage all staff including teachers and aides to attend these type of self improvement technology classes.

CCOE will continue to offer training for the use of the Interactive Active Boards, Internet safety, and video streaming of digital standards based curriculum. In addition we will offer on an as needed basis, training and support of video conferencing equipment for use in the classroom.

General Computer Skills

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Applicable	0	0%	0	0%	0	0%	0	0%	4	12%	3	9%	6	18%
Beginning	2	6%	6	18%	4	12%	0	0%	9	26%	16	48%	16	47%
Intermediate	20	59%	20	59%	13	39%	16	47%	14	41%	10	30%	9	26%
Proficient	12	35%	8	24%	16	48%	18	53%	7	21%	4	12%	3	9%
Total Responses	34	100%	34	100%	33	100%	34	100%	34	100%	33	100%	34	100%

Standard 9

CCTC Program Standard 9: Using Technology in the Classroom	Standard 9a		Standard 9b		Standard 9d		Standard 9e		Standard 9f		Standard 9g		Standard 9h		Standard 9i	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Applicable	3	11%	1	4%	0	0%	0	0%	0	0%	1	4%	1	4%	0	0%
Beginning	10	37%	12	44%	14	52%	7	26%	15	56%	16	59%	13	48%	11	41%
Intermediate	10	37%	12	44%	9	33%	9	33%	9	33%	9	33%	9	33%	13	48%
Proficient	4	15%	2	7%	4	15%	11	41%	3	11%	1	4%	4	15%	3	11%
Total Responses	27	100%	27	100%	27	100%	27	100%	27	100%	27	100%	27	100%	27	100%

Standard
16

CCTC Program Standard 16: Using Technology to Support Student Learning	Standard 16a		Standard 16b		Standard 16c		Standard 16d		Standard 16e		Standard 16f		Standard 16g	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Applicable	0	0%	2	7%	0	0%	4	15%	0	0%	9	35%	5	19%
Beginning	11	41%	18	67%	4	15%	8	30%	14	54%	12	46%	11	42%
Intermediate	14	52%	5	19%	20	74%	10	37%	11	42%	3	12%	10	38%
Proficient	2	7%	2	7%	3	11%	5	19%	1	4%	2	8%	0	0%
Total Responses	27	100%	27	100%	27	100%	27	100%	26	100%	26	100%	26	100%

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

Goal 4b.1: All staff will have the opportunity to participate in ongoing professional development in support of this technology plan including information literacy, internet safety, data assessment, record keeping, parent communication, and technology integration.

Objective 4b.1.1: CCOE Teachers, staff and administrators will be encouraged to participate in ongoing professional development including information literacy, internet safety, data assessment, record keeping, parent communication, and technology integration. 75% of teachers and administrators will participate in ongoing professional development including information literacy, internet safety, data assessment, record keeping, parent communication, and technology integration.

Benchmarks:

- Year 1: 30% of teachers and administrators will participate in ongoing professional development including information literacy, internet safety, data assessment, record keeping, parent communication, and technology integration.
- Year 2: 60% of teachers and administrators will participate in ongoing professional development including information literacy, internet safety, data assessment, record keeping, parent communication, and technology integration.
- Year 3: 75% of teachers and administrators will participate in ongoing professional development including information literacy, internet safety, data assessment, record keeping, parent communication, and technology integration.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Basic Skills Classes offered at CCOE for staff.	Each year these classes will be offered 2011-14	CCOE Technology Team.	Administrator/technology committee where appropriate will collect and analyze data recommending modifications if needed.	Survey of Teachers, EdTech Profile results, CTAP 6 evaluations and rosters of teacher attendance at all technology classes.
Curriculum Technology Integration Class offered at CCOE for staff.	Each year these courses will be offered 2011-14	CCOE Technology Team	Administrator/technology committee where appropriate will collect and analyze data recommending modifications if needed.	Survey of Teachers, EdTech Profile results, CTAP 6 evaluations and rosters of teacher attendance at all technology classes
Mentor teachers to coordinate and support other teachers throughout the district in technology integration.	Beginning year-2 and continuing through 2012-14	CCOE Technology Team, administrators & teachers	Technology team and administrators will work with teachers to develop mentoring relationships	Mentor team paring, sample projects

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Professional Development goals are monitored through skill based technology projects associated with the individual classes offered. Projects are examined by the staff assigned to teach the professional development training.

Currently Calaveras County Office of Education requires all staff that take our professional development classes to take a survey at the end of each class to gather class results data. If staff has had trouble grasping the skills that have been taught we will address the individual staff's need. In addition, we use the EDTECH profile survey for assessing staff's technology skills.

5. Infrastructure, Hardware, Technical Support, and Software

- 5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware:

Hardware per site	Computers	MultiMedia	Internet	<1Year	1-4 Years	4+ Years
Oakendell	9	9	9	7	1	1
Calaveras River Academy	49	49	49	0	49	0
CCOE Training Lab	21	21	21	0	21	0
Mountain Oaks	152	152	152	0	109	43

Existing Internet Access: *Oakendell- internet access to the county office via T-1 line.*

CCOE Alternative Programs -internet access to the county office via CSME digital Services.

CCOE training lab- internet access via K-12 HSN.

Mountain Oaks San Andreas Site-internet access to the county office via CSME digital services.

Mountain Oaks Amador and Tuolumne sites-internet access via T-1 line to Mountain Oaks San Andreas.

Existing Electronic Learning Resources: All of the CCOE Alternative programs are currently using-

- Infinite Campus for attendance and grades
- STAR and curriculum based texts for assessments.
- Microsoft Office Suite
- Internet Portal including World Book Encyclopedia, Math Quiz, Digital Math, Learn 360 and Discovery for videos to cover content standards for Math, Science and English.
- CLASS.com- a credit recovery and alternative delivery curriculum software. Students that are behind in credits can make up curricular credits through the use of technology

curriculum software through distance learning from their home or anywhere they have an Internet connection.

Mountain Oaks School sites are also using-

- Follett Destiny library system including Webpath Express
- Scantron Achievement Series and Edperformance
- Multiple Measures Online Assessment Reporting System (MMARS)

Existing Technical Support: Calaveras River Academy and Oakendell have existing support contracts that include Smartnet Basic Maintenance for Internal Connections Equipment and Network Basic Maintenance.

Calaveras River Academy has a support contract for Etruancy attendance and SARB letters.

Calaveras River Academy and Mountain Oaks School have support contracts for: Shoretel Phone System, Shoutpoint Auto Dialler, ED1 Stop Internet portal, Class.com, and Infinite Campus software upgrades.

Calaveras River Academy and Oakendell and all special ed programs have technical support provided by CCOE technical support staff. We have 1.5 technology personnel available to assist on site as needed. Remote Access and phone support is continuous.

Mountain Oaks School also has support for Follett Destiny, their online library system and Scantron Edperformance and Achievement Series, online assessment tools.

Mountain Oaks School has 1.2 technology personnel available to assist on site as needed.

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

Hardware Needed: Calaveras River Academy will move forward with upgrades to their existing network including replacing DHCP and Web servers as well as uninterruptable power supplies for their existing network and phone system. To maintain the stability of their network and access to available resources these upgrades are necessary. Calaveras River Academy will be looking forward to implementing wireless technologies as funding becomes available. New computers for the classroom will be sought to bring up the student to computer ratio in each classroom.

Mountain Oaks School will be moving toward more technology hours for site support, increasing network bandwidth between the San Andreas and Amador sites, wireless networking implementation, online instruction including web conferencing, upgrades to existing operating systems and office applications and new equipment including computers and printer/copiers.

Electronic Learning Resources Needed: All CCOE Programs will continue to use online learning resources such as CLASS.com and the Ed1Stop Internet portal on a renewable subscription based fee.

All CCOE Programs will be researching the possibilities of more online instruction, which will include web and video conferencing.

Mountain Oaks School seeks to implement secure online network storage space for student work in "the Internet cloud".

Networking and Telecommunications Infrastructure Needed: Calaveras River Academy- will continue to look into wireless technology as funding becomes available. The CSME circuit will be upgraded as additional capacity becomes available through continuing or new contracts with vendor.

Oakendell school will continue to upgrade and replace existing network connectivity equipment as equipment becomes obsolete or non functioning.

Mountain Oaks School sites will be researching a wireless network access at all three sites. The circuits will be upgraded as funding becomes available.

Upgrading connections at all of our sites would increase telecommunications capacity, distance learning abilities and overall school administration.

Physical Plant Modifications Needed: All CCOE School sites-Electrical upgrades and dedicated circuits will continue to be necessary as we purchase more equipment and computers for technology use in the classroom.

Technical Support Needed: All CCOE school sites and programs- including Calaveras River Academy, Oakendell, Mountain Oaks and special ed classrooms will implement additional technical support as needed to support the increasingly growing needs for county, state and federal government mandated electronic reporting.

As an example our CALPADS-CALTIDES state reporting and assessment requirements for student and staff longitudinal data continue to expand annually for all of our CCOE programs. In order to meet these requirements we will need to increase the time necessary for technologists to aid those involved with the ongoing required reporting.

As all of our CCOE programs continue to expand, implement new technologies and maintain our existing technology infrastructure our technology support personnel needs will continue to grow. Our CCOE technology support has evolved from a more simplistic software and hardware maintenance support system to a very diverse environment that includes telecommunications-networking equipment, web based curriculum, student information system, financial system, state reporting, off site program re-locations, additional security measures, content-spam-virus filtering, email archiving, staff development and still maintaining the more basic simple hardware and software support needs.

- 5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

<p>Year 1 Benchmark: Calaveras River Academy will research the purchase of new ups backup equipment to keep equipment safe during power peaks and outages. Calaveras River Academy will research the purchase of a new DHCP and web server. CCOE will continue with existing CSME digital contract and all smartnet and basic maintenance contracts. Continue with existing basic maintenance contracts. Mountain Oaks School- will increase technology support staff hours and internet access bandwidth if funding allows. Research of online instruction tools, upgrade existing operating and office applications. Purchase a copier/printer. All depending on funding.</p>		
Recommended Actions/Activities	Timeline	Person(s) Responsible
CCOE-Mountain Oaks Amador site upgrade T-1 connection to a higher bandwidth, such as additional T1s or CSME, if funding available.	2011-2012	Technology-Administration
CCOE-will continue to maintain upper level basic maintenance support contracts for all qualifying alternative programs.	Annual	Technology-Administration
CCOE Programs-Upgrade computer equipment and software annually as funding permits.	Annual	Technology and Administration
Mountain Oaks-Upgrade computer equipment and software annually as funding permits.	Annual	Technology - Administration
Mountain Oaks School- will increase technology support staff hours and internet access bandwidth if funding allows.	2011-2012	Technology - Administration
Mountain Oaks School - purchase and implement wireless technology and video conferencing.	2011-2012	Technology - Administration
Calaveras River Academy: Purchase 2 rack mounted ups for protection of existing servers and to accommodate new server.	2011-12	Technology-Administration
Calaveras River Academy-purchase and implement a new DHCP server, wireless technology, video conferencing.	2011-12	Technology-Administration

Year 2 Benchmark: All CCOE Programs-Continue subscription based Internet Portal, Class.com, Infinite Campus, Auto dialer. Continue to upgrade internet access capacity for sites with limited bandwidth and speed as funding becomes available. Calaveras River Academy-will purchase new ups backup equipment to keep equipment safe during power peaks and outages and pursue the implementation of wireless access on site. Calaveras River Academy will purchase video conferencing equipment. Calaveras River Academy will also purchase a new DHCP server. All depending on available budget. Mountain Oaks will increase technology support staff hours and internet access bandwidth. Mountain Oaks will purchase and implement wireless technology and video conferencing, and research wireless at the satellite sites. Mountain Oaks will upgrade computer equipment and software annually. All depending on available budget.

Recommended Actions/Activities	Timeline	Person(s) Responsible
CCOE Programs-Renew annual subscriptions for the above programs as well as any other online instructional tools that have been purchased at this time.	Annual	Technology and Administration
CCOE Programs-Upgrade computer equipment and software annually as funding permits.	Annual	Technology and Administration
CCOE- Continue to maintain upper level basic maintenance support contracts for all qualifying programs.	Annual	Technology-Administration
Mountain Oaks School- will increase technology support staff hours and internet access bandwidth if funding allows.	2012-2013	Administration
Mountain Oaks School - purchase and implement wireless technology and video conferencing.	2012-2013	Technology - Administration
Mountain Oaks-Upgrade computer equipment and software annually as funding permits.	Annual	Technology - Administration

Year 3 Benchmark: CCOE Programs-continue with renewal of online subscription based programs and research purchasing other software and online tools as funding becomes available. Upgrade computer equipment and software annually as funding permits. Mountain Oaks School- will increase technology support staff hours and internet access bandwidth if funding allows. Upgrade computer equipment and software annually as funding permits.

Recommended Actions/Activities	Timeline	Person(s) Responsible
All CCOE Programs-continue with renewal of online subscription based programs and research purchasing other software and online tools as funding becomes available.	2013-2014	Technology and Administration
CCOE Programs-Upgrade computer equipment and software annually as funding permits.	Annual	Technology-Administration
Mountain Oaks School- will increase technology support staff hours and internet access bandwidth if funding allows	2013-2014	Administration
Mountain Oaks School-Upgrade computer equipment and software annually as funding permits.	Annual	Technology - Administration

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

All CCOE Programs continue to implement new technologies requiring us to not only maintain our existing technology equipment but also to expand our existing infrastructure. The monitoring for these needs is completed through daily monitoring tools within the CCOE technology department. Recommendations for updating these necessary resources as indicated from the daily monitoring is done at the administration level at the monthly management meetings as well as ongoing email and telephone communication from administration and technology departments.

Inventory of technology resources are recorded upon receipt of equipment and disposal of unusable equipment through our financial system. Currently CCOE is using a free software program to maintain an inventory of condition of onsite equipment. Work orders are used to track trouble tickets used to determine equipment velocity.

Quarterly county wide technology meetings are held and the status of current implementation is reported to the stakeholders in addition to the monthly management meetings.

As always budget is a factor in the implementation of new and existing technologies, but there is good support from all stakeholders to make instructional technology a priority.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: Funding for technology comes from a variety of sources, including Microsoft K-12 voucher plan, CTAP, e-rate, grants, general fund, Title II part D, and donations. With the new flexibility in the use of categorical funding there is no longer a distinction of the funds used from the general fund.

Potential Funding Sources: Funding for technology comes from a variety of sources. We will continue to explore new funding sources including new grants, private foundation support and donations.

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Technology Integration Staff to increase standards based curriculum with technology staff development.	\$1,200	\$1,200	\$1,200	General Fund
2000-2999 Classified Salaries				
IT Staff to support all staff with the use of technology and applications to insure success.	\$127,004	\$128,928	\$130,475	General Fund
3000-3999 Employee Benefits				
STRS,PERS,UI,WC,FICAMED, Health and Welfare	\$38,744	\$38,744	\$38,744	General Fund
4000-4999 Materials and Supplies				
CCOE Programs Software upgrades-Windows-Office	\$10,000	\$3,000	\$2,000	General Fund, Microsoft Voucher
5000-5999 Other Services and Operating Expenses				
Alt Programs - Basic Maintenance Contracts	\$20,000	\$20,000	\$20,000	General Fund, E-rate
Alt Programs -Telecommunications CSME-Digital Services, T1 Contracts	\$34,000	\$34,000	\$34,000	General Fund, E-rate
Alt Programs - Subscriptions: Infinite Campus, Class.com, Auto Dialer, Ed1 Stop Portal	\$24,000	\$26,000	\$28,000	General fund, E-rate
CCOE Programs - Wireless connection on-site	\$5,000	\$5,000	\$5,000	General fund, E-rate
Mtn Oaks - CSME, T1 contracts	\$35,000	\$35,000	\$35,000	General Fund, E-rate
Mtn Oaks - Subscriptions: Infinite Campus, Follett, Auto Dialer, Scantron	\$13,681	\$13,681	\$13,681	General Fund, E-rate
CCOE Programs-Telecommunications-POTS-LD	\$43,000	\$45,000	\$48,000	General Fund, E-Rate
CCOE Programs-Shoretel Phone Support	\$6,500	\$7,500	\$8,000	General Fund

6000-6999 Equipment				
Alt Programs - Power back-up UPS	\$12,000	\$2,000	\$2,000	General fund, E-rate
Alt Ed - DHCP Server	\$12,000	\$0	\$0	General Fund, E-Rate
CCOE Programs Computer Replacement	\$5,000	\$10,000	\$10,000	General Fund, Microsoft Voucher
Totals:	\$387,129	\$370,053	\$376,100	

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

Computer hardware is used until it is determined no longer functional or is no longer cost effective to keep functional. Each year equipment that is older than four years will be assessed and upgraded or replaced as needed and depending on the funding available.

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

The district technology committee will meet regularly with technology site administrators to evaluate and monitor progress. They will use feedback from staff to monitor student progress and the replacement of obsolete equipment. The committee will also investigate future funding sources to help sustain and maintain the technology goals and objectives

7. Monitoring and Evaluation

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

The technology committee will determine the effectiveness of curricular and professional development goals and the need for modifications. The committee will analyze the data from the different programs, will make recommendations for program modification, and will share plan progress with stakeholders as specified in all sections.

We hope to see an improvement in student achievement in all areas: math, science, English and social science. We expect to provide professional development for all staff, classified and certificated, especially focusing in the areas of curriculum and technology.

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

The technology committee will meet annually to review the computer labs calendar to document student use, review of test score data as appropriate from the various programs, review of technology infused student projects, review the use of online technology curriculum and course offerings, and review of staff participation in technology class offerings.

The evaluation process described above will take place by April 1st of each school year and the final program and budget report will be submitted to the Board of Trustees by June 1st for approval.

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

Evaluation information will be utilized by the Technology Committee to determine the degree of progress towards established academic goals. The Technology Committee will work with the site administrators to develop ongoing adjustments and modifications to the technology plan as circumstances require. This information will be shared, and input solicited annually with staff, school board and the school community.

8. Collaborative Strategies with Adult Literacy Providers

The Calaveras County Office of Education meets regularly with adult literacy providers to share information on current adult literacy programs, to learn how they are currently incorporating technology into their classes, and to discover how we may collaborate to better provide services to our students, our parents and the general community. Currently we are collaborating with Columbia Community College on a new building facility in Calaveras County that will offer basic computer classes, GED preparation classes, as well as many other areas of instruction for adults locally in our county. The Calaveras County Library also offers a variety of adult literacy services.

The Calaveras County Office of Education provides adult education courses to the general community. CCOE's adult education program offers concurrent enrollment classes, parenting, adult ESL classes and a wide variety of technology skills classes in the evenings. Assistance has and will continue to include providing facilities so that classes may be offered locally, providing ideas and assistance, collaboratively pursuing adult literacy funding sources, offering technology professional development courses to adult literacy staff, and assisting them in locating online adult literacy providers.

9. Effective, Researched-Based Methods and Strategies

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

Curriculum

The teaching and learning objectives specify that students will improve their math, science and language arts scores through regular use of software as well as web based curricula and tutorials. It is also stated in the learning objectives that grades 4-12 students will write essays using Internet writing tools and Internet research; grade 9-12 students will create culminating projects that may include Power Point presentations, video presentations and Internet research. These curricular goals were based on the following relevant research.

"It has become clear during the past decade that computers can be valuable tools in improving writing skills. Evaluation studies from the 1980s usually found that students who were required to compose on word processors improved in writing skills more than control students did, and evaluation studies from the last decade found similar results.

It is also clear that instructional technology often improves teaching programs in mathematics and in the natural and social sciences. ILS programs, which usually rely heavily on tutorial instruction, have been producing positive results in mathematics programs for decades. Computer tutorials in natural and social science classes also have had an almost uniformly positive record of effectiveness in the 1970s, 1980s, and 1990s."

This literature review was prepared by James A. Kulik of the University of Michigan, as a consultant to the Science and Technology Policy Program of SRI International, Arlington, Virginia. Copyright © 2003 SRI International

Professional Development

To ensure the success of our program for students, staff will continue to develop their computer skill, including but not limited to: EdPerformance software, Skills Connection software, Infinite Campus, email, spreadsheets, word processing, Power Point, photo story, student interactive boards, information literacy, Internet research and safety. Information will be shared with staff on Internet safety, identity theft and copyright issues. We will continue to train teachers to use technology with independent study students. These objectives were based on the following relevant research:

"…results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve students achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours."

Sivin-Kachala, J., & Bialo, E. (2000). 2000 Research Report on the Effectiveness of Technology in Schools (7 th ed.) Washington, DC: Software and Information Industry Association.

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

Calaveras County Office of Education operates two alternative schools sites, one independent study/home school program, a separate independent study program for alternative students, and seven special education classrooms. Our programs have a high percentage of socially economically disadvantaged students. In addition we are located in a rural and remote area of the Sierra Nevada Mountains. These factors demonstrate the importance of utilizing technology as an effective curriculum tool.

Students benefit from distance learning activities and internet activities such as web quests, electronic field trips and standards based video streaming and online curriculum. We have video streaming and subscription based learning resources available to all of our sites. These are offered through the Ed1Stop Portal. We are currently providing video conferencing access at the Calaveras County Office for teachers and students. We have had several presentations on video conferencing and have encouraged the use in the classroom. As we continue to upgrade our network infrastructure to accommodate the high bandwidth demands at our individual school sites we will be able to achieve more ongoing distance learning. By fusing video conferencing with the California State Parks "PORTS" project and other curriculum based conferencing we are able to deliver live presentations to the county office from the different California state parks. PORTS provides full units of study that furnish support, structure, preparation and follow up live presentations to incorporate with the California state curriculum standards. Through our connection with the K12 HSN there are many curricular projects available through video conferencing where students from different schools throughout the U.S. and other countries can collaborate on classroom projects. Our district students can benefit from this type of instruction and exposure to technology regardless of their geographic location or economic status.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3	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.	4	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.	5	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	6	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.	7	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>11</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>13</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>14</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>14</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>15</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>19</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>21</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>22</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>23</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>24</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>25</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>26</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>28</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>30</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	31	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	32	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.	33	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.	33	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.	34	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.	34	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.	34	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
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.)	35	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	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	36	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.	37	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 05 - 10058

School Code (Direct-funded charters only): _____

LEA Name: Calaveras County Office of Education

*Salutation: Ms.

*First Name: Liz

*Last Name: Jordan

*Job Title: Technology Director

*Address: P.O. Box 760

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2nd Backup Name: Jacqueline Dennis

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* Required information in the ETPRS