LASSEN COUNTY OFFICE OF EDUCATION

EDUCATION TECHNOLOGY PLAN

JULY 1, 2008 – JUNE 30, 2013

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ACKNOWLEDGMENTS

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Community Group & Businesses

Business Partner(s)	Gene Perkins Buzz Burt
Community Member(s)	Senior Citizens Susanville Library Diversified Management
Institute of Higher Education	Lassen Community College Simpson College

DISTRICT PROFILE

The Lassen County Office of Education is located about 220 miles north of Sacramento in the Northeastern portion of the state. The district covers approximately 4,557 square miles. The following data offers a snapshot of our district during the 2007-08 school year from the Ed Data (http://www.ed-data.k12.ca.us/welcome.asp) and Dataquest (http://data1.cde.ca.gov/dataquest/) web sites.

Lassen County Office of Education 2007-08School Data				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Special Education	1	69	21.0	3.3
Opportunity	1	10	10.0	1.0
Juvenile Court	1	13	1.0	13.0
County Community	1	24	2.0	12.0
Total	**4**	**116**	**34.0**	**3.4**

Lassen County Office of Education, Students by Ethnicity 2006-07		
	District	
	Enrollment	Percent of Total
American Indian	7	6%
Asian	0	0%
Pacific Islander	0	0%
Filipino	0	0%
Hispanic	10	8.5%
African American	8	6.8%
White	88	75.2%
Multiple/No Response	4	3.4%
Total	**117**	**100%**

Lassen County Office of Education, Student & Teacher Data 2006-07	
English Learners	0
Fluent-English-Proficient Students	0
Students Redesignated FEP	0
Graduates (prior year)	6
UC/CSU Elig Grads (prior year)	6
Dropouts (prior year, grade 9-12)	0
1 Yr Drop Rate (prior year, grade 9-12)	0
4 Yr Drop Rate (prior year, grade 9-12)	0
% Fully Credentialed Teachers	88.2%
Pupil Teacher Ratio	18.8%
Avg. Class Size	n/a
Free or Reduced Price Meals	65%

EDUCATION TECHNOLOGY PLAN OVERVIEW

The Lassen County Office of Education (LCOE) is composed of approximately 145 students K-12 with an enrollment growth of 3% per year. Students are housed at various school sites. The LCOE encompasses a Child and Family Resources (CFR) center, a Community School serving twenty-three students in grades 9-12, Juvenile Court School serving twelve students in grades 9-12, Probation Alternatives for a Community Environment (PACE), nine Opportunity programs serving nine students, and a special education population of approximately ninety-one students in grades K-12. Governed by a seven member Board of Education, the County employs approximately sixty certificated and eighty classified employees and oversees an annual budget in excess of $7,000,000.

Community School Classrooms and Juvenile Court Schools are alternative schools that provide programs for those students who have not succeeded in the regular classroom setting due to truancy or falling behind in credits. Probation Alternatives in a Community Environment (PACE) is a special program for those students who have mental, alcohol, and/or drug problems and who have been placed by Lassen County Probation Department because their presence is a disruption to the regular school program. Special education classes provide programs for students with learning challenges and physical disabilities. The Child and Family Resources program serves families with children from birth to five years preparing children for formal schooling.

All classes follow a course of study that has been developed using standards for each content area. The technological skills of our students are varied. Eighty percent of LCOE alternative education students previously attended one of five different feeder elementary schools (Janesville School, Diamond View School, Richmond School, Johnstonville School, and Shaffer School). Standardization of technology skills will be encouraged between all schools that send students to the LCOE programs to establish a base of skills from which growth can occur.

The LCOE envisions students, teachers, administrators, and staff who are life-long learners, effective communicators, responsible and productive citizens, who can compete, cooperate technologically and interact in both the local and the global community. This environment will foster and support integrated learning, critical thinking, fundamental knowledge, and creative expressions with the latest tools of learning.

The LCOE will incorporate technology as a natural part of the educational program through an integrated comprehensive framework to govern the acquisition, application, and evaluation of technological resources to ensure that all students will have the opportunity to develop life-long learning skills necessary to be productive citizens in information--driven, global society. Curriculum will be the driving force of technology. Thus, technology is equitably integrated seamlessly and transparently into the educational environment.

By using technology as a tool, ***students will****:*

- Expand their knowledge base.
- Improve decision-making, problem-solving, and critical-thinking skills.
- Access, analyze, evaluate, and communicate information in efficient, creative, and expedient formats.
- Work independently and collaboratively within *a diverse and changing population.*
- Take advantage of the diverse society we live in by using the capability of technology to span the boundaries of the world.
- Expand and discover their potential and talent.

By providing and facilitating the student use of technology as a tool, ***teachers will:***

- Improve teaching and learning through better instructional strategies regardless of ethnicity, leaning abilities, or socio-economics.
- Monitor, assess, report, and document teaching/learning progress to communicate to parents.
- Increase professional skills through staff development in technology and the sharing of skills and resources with colleagues.

By using and facilitating technology as a tool, ***administrators will:***

- Provide, solicit, and seek adequate funding, maintenance, support, training, and equipment.
- Demonstrate leadership and a vision for the use of the technology to increase student achievement and staff productivity.
- Provide immediate and easy access to and manipulation of equipment and data sources for instructional and administrative decision-making.
- Integrate technology into procedures and guides.

Our Education Technology Plan is intended to serve as both a guide for technology related decision making and an instrument to monitor and evaluate progress toward identified goals and objectives. An updated assessment of district technology status, needs, and resources has been completed for each section of our technology plan and has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

1A. PLAN DURATION

The Lassen County Office of Education educational technology plan covers five years, from July 1, 2008 through June 30, 2013. It will serve as the primary tool to guide the County Office's acquisition, sustainability, and integration of technology to support the district's curricular goals. This plan will be monitored by district curriculum, data, and technology administrators, school administrators and school media specialists during monthly education support meetings and reviewed and revised annually by technology stakeholders after the state releases achievement data for district school sites. Any modifications required through such review will be communicated to both the district Superintendent and school board. The district director of Information Technology will then work with the Superintendent to implement any required revisions directly with site-based administrators.

2A. STAKEHOLDERS

The Technology Planning Committee consists of representatives with varying levels of technology expertise who will continue to help oversee the implementation of the plan. The team includes county curriculum and information technology staff, site administrators, teachers, students, parents, community non-profit representatives and local business people.

Stakeholder Groups

Type of Partner	Name of Partner and Contact Information	Role in Development of the Technology Plan	Role in Supporting the Project
Parents	Mr. John Crosby Mr. Buzz Burt	Input of student needs	Resource
Businesses	Laura Roberts – Diversified Management Terry Enger – Susanville Indian Rancheria Todd Eid – Susanville Supermarket	Assessment of needs	Technology support
Postsecondary Institutions	Lassen Community College CSU-Chico Simpson College Feather River College UC-Davis	Resource	Staff Development
Government Agencies, including County Offices of Education & CTAP	CTAP Region 2 Alliance for Workforce Development Lassen WORKS Northern Rural Training & Employment Consortium	Provide background information and support.	Technical information support
Community Groups	Kiwanis of Susanville Rotary International Senior Citizens Susanville Library	Liaisons	Community Support

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

Our Educational Technology planning team is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrators, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses.

The team originally convened in the 2004-05 school year to serve as a strategic planning committee for technology in the development of our technology plan. Since then, the team has met monthly. A district Ed. Tech. list-serv provides stakeholders with a mechanism for ongoing input and updates regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan. In addition, progress was reviewed at monthly district education support meetings with site administration to:

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

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

- Are the district and schools' visions for student success aligned to today's knowledge-based, Digital Age? Are administrators committed to the vision?
- Is student academic achievement improving where technology is being used effectively?
- Are students demonstrating proficiency in technological literacy?
- Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?
- Do students and school staff have robust access to technology - anytime, anywhere - to support effective designs for teaching and learning?
- Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the district's vision of technology integration?

Stakeholder Groups

District Curriculum Personnel – Superintendent, Assistant Superintendents, and Director of Categorical Programs.
Design & Implementation Roles: Representatives on our Tech Plan team promote, direct, and facilitate the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21st century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems and monitor school performance and make adjustments based on school performance.

District Technology Personnel – the Director of Information Technology and the IT Supervisor and staff.
Design & Implementation Roles - Representatives on our Tech Plan team provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

District Financial Personnel – the Director Fiscal Services and staff
Design & Implementation Roles: Representatives on our Tech Plan team provide coordination of technology funds and budget issues.

Site Administration – County Office Administrators
Design & Implementation Roles: Representatives on our Tech Plan team provide site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

Site Teachers – Teachers representation from our Alternative and Continuation Schools**.**
Design & Implementation Roles: Representatives on our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

Parents / Students – Parents of children enrolled in our Alternative and Continuation Schools and students**.**
Design & Implementation Roles: Representatives on our Tech Plan team provide input on the district and schools' efforts to integrate technology and 21st century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21st century skills.

Government Agencies - representatives from the California Technology Assistance Project (CTAP) Region 2.
Design & Implementation Roles: Representatives on our Tech Plan team offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; compliance issues; hardware, software, and infrastructure.

Community Groups & Businesses – Computers For Classrooms, Diversified Management, Susanville Indian Rancheria (SIR), and the local media.
Design & Implementation Roles: Representatives on our Tech Plan team offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications.

Higher Education –California State University Chico, Director of Academic Technologies and Instructional Media Center, Lassen Community College, and Simpson University.
Design & Implementation Roles: Representatives on our Tech Plan team reviewed a draft of our tech plan and offered input on research-based best practices in the adoption and integration of technology by teachers and students.

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

3. CURRICULUM DRIVEN TECHNOLOGY GOALS

This section is the heart of our County Office of Education technology plan. It addresses each of our six strategic curriculum driven technology goals and the development of each of our remaining technology plan components. State, district and site research-based curriculum planning documents and survey data, and state and local student achievement results have served to guide our technology team in determining which research-based best practices to include in our 2008-2013 curriculum driven technology goals.

The following goals will strategically meet our students' need to acquire and refine their technology and information literacy skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the core content standards.

Goal 1:	District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.
Goal 2:	District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.
Goal 3:	All Students will acquire the Information Literacy and Technology Standards to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.
Goal 4:	All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.
Goal 5:	The district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Goal 6: The district and schools will use technology to improve two-way communication between home and school.

3a. Current Technology Access

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district inventory records, annual California School Tech Survey data. The 2007-08 data has been summarized below:

Location	Classroom	Lab	Library	Other
California State	65.33	25.55	5.65	3.48
Region 2	63.83	25.53	7.39	3.25
Lassen	47.63	41.18	7.96	3.22
Lassen County Office of Education	90	10	0	0

According to our current California Technology Survey and district records, our student to computer ratio for computers four years old or newer is 1.16:1. All teachers of the Lassen County Office of Education programs have access to a minimum of one multi-media computer with internet access in their classrooms as well as in their Library/Media Centers, and/ or Computer Labs, before, during, and after school hours. All teachers will schedule before and/ or after school access to computer programs and the Internet as needed for students to complete classroom activities. In addition, all students participating in the After School Education Program at Meadow View Elementary, Sierra Primary, Big Valley Primary, and Fletcher Walker Elementary have computer and internet access for three hours after school.

Alternative School – grades 7-12

LCOE Alternative Education (including Community, Court, and Opportunity Schools):	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer *(*instructional use)*	**11**
Total # of computers* 4 years old or newer with Internet access	**11**
# of computers* in Classrooms	**31**
# of computers* in Library/media centers	**0**
# of computers* in Computer Labs	**11**

K-12 Special Education

Lassen County Special Education:	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer *(*instructional use)*	**53**
Total # of computers* 4 years old or newer with Internet access	**53**
# of computers* in Classrooms	**53**
# of computers* in Library/media centers	**0**
# of computers* in Computer Labs	**0**

Other Programs

Child & Family Resources	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer *(*instructional use)*	**5**
Total # of computers* 4 years old or newer with Internet access	**5**
# of computers* in Classrooms	**2**
# of computers* in Library/media centers	**3**
# of computers* in Computer Labs	**0**

3b. Current Technology Integration in Curriculum

The following data offers a snapshot of hardware /software use and typical frequency and technology / information literacy skills integrated in the curriculum of our district.

Lassen County Office of Education District Technology Integration

Technology is being integrated primarily in the classroom in core curriculum for word processing, reinforcement and practice, Online and CD-ROM research, and creating reports or projects. (See details in charts below)

Lassen County Office of Education School Software Used:

Acrobat Reader, Adobe Reader, CConnect, Microsoft Office Suite, Quicktime, Thin Print Client, VLC Media Player, Java, Real Player, Shock Wave, Ultra VNC, Visio, Internet resources, *Accelerated Reader, Schoolwise,* and CLRN approved curriculum based software.

Lassen County Office of Education Hardware & Software Use	
Type of Use	**Frequency of Use**
Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of their classroom instruction beginning in kindergarten. Teachers work to incorporate skills at each grade level in a way that leads students towards proficiency of the district technology benchmarks. Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations, and web browsers. These software applications are integrated into various classroom based assignments and projects as deemed appropriate and instructionally valid by the teacher.	**Scheduled Daily Instructional Component:** Individually, students rotate using computers in the classroom on a daily basis. **Scheduled Weekly Instructional Component:** As a class, students use the school lab with at least 2:1 ratio for one hour on a bi-weekly basis. All 2nd through 12th grade students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured computer lab activities.
Information Literacy: In grades 4 through 12 all students receive direct instruction on researching, analyzing, and documenting traditional and digital resources to support the development of a research report that uses traditional and digital resources, including the Internet. Students and teachers are introduced to the functionality of the updated workstation based browsers that allow authentication of website authorship during their information literacy workshops.	**Scheduled Annual Instructional Component:** All 4th through 12th graders participate in an hour long institute on information literacy strategies and processes utilizing lab facilities with at least 2:1 ratio. **Non-scheduled Project Related Component:** Students in 4th –12th grades identify the process used to validate all digital resources included in formal research projects and presentations.
Curricular Integration: All teachers provide students access to classroom workstations and the Internet to research current event topics such as weather, local issues, community events, and national news. All teachers in grades 2 through 12 use diagnostic reading proficiency software as an ongoing assessment of standards-based reading comprehension skills in order to guide their students' skill development and independent reading choices.	**Scheduled Weekly Instructional Component:** Students access information to be used as discussion starters, writing prompts, and extended problem solving opportunities. **Scheduled Bi-Weekly Instructional Component:** Students are generally assessed on a bi-weekly to monthly basis.
Student Management: Schoolwise is used as our student management system with access provided minimally to the office level of each site within the LEA.	**Scheduled Daily Student Management Component:** Student attendance information is submitted daily and cross-referenced with student performance data monthly.

3c. Summary of District's Curricular Planning Documents

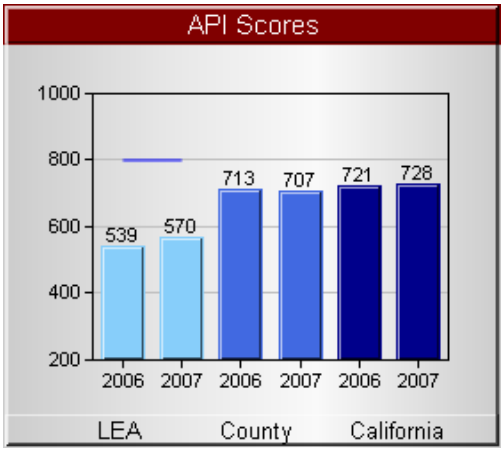
Summary of the district's curricular goals and academic content standards as spelled out in various district and site comprehensive planning documents.

The Lassen County Office of Education has established clear curricular goals tied to the academic content standards monitored by various district and site-based assessment systems, and referenced in comprehensive planning documents and efforts. The common underlying purpose of all our district improvement plans is to improve student achievement of the state content standards.

Our 2007-08 student achievement data indicates that our rigorous academic goals and objectives, aligned to both the content and cognition levels identified in the California Adopted Academic Content Standards and Frameworks, are having a positive impact at our schools.

Progress on the Academic Performance Index (API) 2007-08 Reporting Cycle

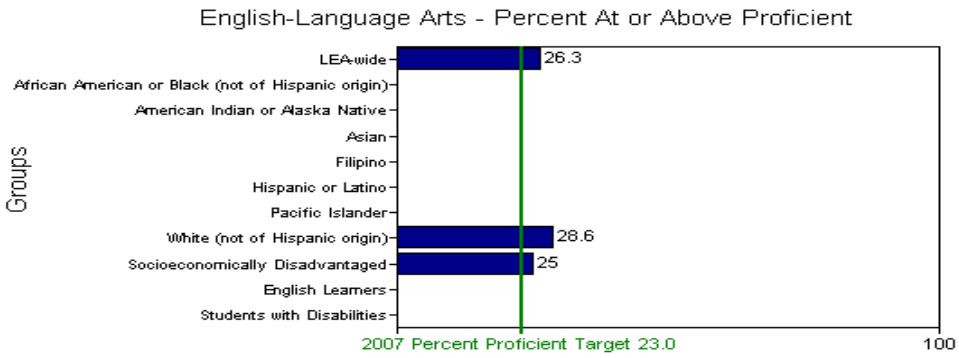
LEA: Lassen County Office of Education
County: Lassen
Data Resource: http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit

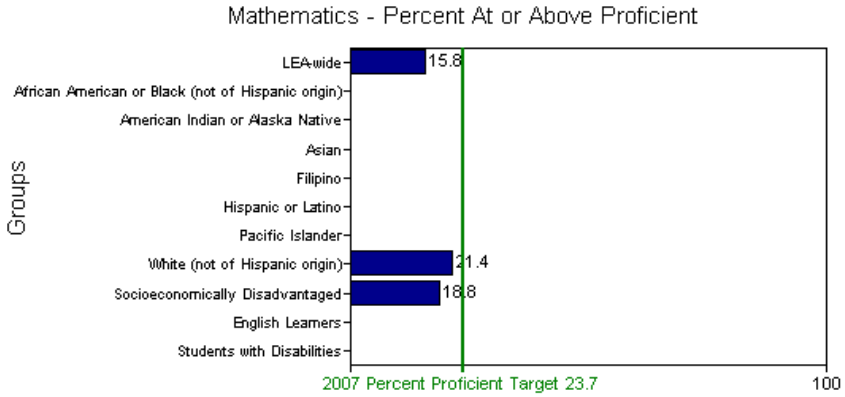


2007 AYP Criteria Summary

LEA: Lassen County Office of Education
County: Lassen
Our LEA met all of its 2007 Adequate Yearly Progress (AYP) Criteria: 6 of 6 AYP Criteria.
Data Resource: **http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit**

AYP components	***Met 2007 AYP criteria***
Participation rate	Yes
Percent proficient (AMOs)	Yes
API as additional indicator	Yes
Graduation rate	Yes





Lassen County Office of Education Curricular Goals

Our school board adopts key goals annually, which are tied to and support the adopted, state approved, content standards in all academic areas. These key goals support the LEA plan on the district level. Each of our schools ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based comprehensive school plans and School Accountability Report Cards (SARC).

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

1. All schools in the district will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By 2013-2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.

2. All schools in the district will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.

3. By 2012-13, all students will be taught by highly qualified teachers.

4. The district will work with site administration to collect and analyze school and student data and develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ and community partnerships.

5. All students will be educated in learning environments that are safe, drug-free, conducive to learning and conducive to building student's internal and external resources.

These district goals and corresponding specific measurable objectives that support them can be found in the Lassen County Office of Education LEA Plan and the Single Plan for Student Achievement (SPSA) for each site.

Our state adopted academic standards, curriculum, pacing guides, assessments, interventions and professional development plans are articulated in our LEA Plan that is updated and modified each year. A copy of this guide is provided to each principal and teacher at the specified grade levels annually.

The Lassen County Office of Education's LEA Plan represents a working document to guide the improvement of student achievement and the quality of instruction for all students. The LEA Plan includes measurable district strategies that call for: integrating state standards and assessment; improving teaching and learning; providing high quality professional development; providing equitable access to digital age skills and technology; nurturing linkages among district schools, parents, families, and communities; providing governance, funding, evaluation, and accountability.

To meet the Lassen County Office of Education Plan goals and objectives, each school site develops a *School Accountability Report Card* (SARC) that targets specific achievement goals for their school, with an action plan and evaluation component to measure success. Beginning with the 2005-2006 planning cycle, each school site included a technology component in their SARC that identifies the site's focus in relation to technology integration, implementation, and professional development.

Lassen County Office of Education comprehensive planning documents and data that establish and/ or guide our standards-based curriculum include:

- The Lassen County Office of Education adopted State Content Standards for K-12.
- The Lassen County Office of Education LEA plan.
- No Child Left Behind compliance / implementation documentation.
- CDE and Federal district-wide school achievement data from annual AYP, API, and STAR results.
- The District's Master Plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.
- The CDE's Academic Performance Survey (APS) and District Assessment Survey (DAS)
- The Lassen County Office of Education's Policy and Procedures handbook which details the LEA's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site–based Single Plans for Student Achievement, SARC, WASC and CPM self study reviews and actions plans. School Improvement Program (SIP), categorical programs, and other program goals, which vary from site to site.
- The Lassen County Office of Education Educational Technology Plan.

3d- 3h. Curricular Driven Technology Goals and Implementation Plans
3i -3j. Benchmarks, Timelines, Monitoring, and Evaluation

All of the Curriculum Component Criteria 3d-3j elements are included in the curricular driven action plan charts in the Component 3 pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state approved content standards.

Here is a summary of our curricular driven Ed Tech goals. The details can be found in the charts that follow:

3d. To Improve Teaching and Learning

Goal 1: The Lassen County Office of Education schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

Goal 2: The Lassen County Office of Education schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

3e. For Student Acquisition of Technology and Information Literacy Skills.

Goal 3: All the Lassen County Office of Education students will acquire the Information Literacy and Technology Standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

3f. For Appropriate Access to Technology for All Students

Goal 4: All the Lassen County Office of Education students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

3g. To Make Student Record Keeping & Assessment More Efficient and Useful

Goal 5: The Lassen County Office of Education schools will support district and site use of technology to improve student achievement data collection, analysis, reporting, and research/ data driven decision-making.

3h. To Make Teachers and Administrators More Accessible to Parents.

Goal 6: The Lassen County Office of Education schools will use technology to improve two-way communication between home and school.

LCOE Technology Action Plan July 1, 2008 – June 30, 2013 (sections 3d, 3i-j)

Goal 1 - District Curriculum Goal Supported by Technology - E/LA & Technology

Goal 1: Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.
Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2013

Objective: 1a: By the 2012-13 school year, a minimum of 70% of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

Annual Benchmarks -

Year 1: minimum of 30% in 2008-09 school year
Year 2: minimum of 40% in 2009-10 school year
Year 3: minimum of 50% in 2010-11 school year
Year 4: minimum of 60% in 2011 -2012 school year
Year 5: minimum of 70% in 2012-2013 school year.

Evaluation Instrument(s) & Data

Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in English/Language Arts; CAHSEE
Data: Percentage scoring proficient or above

Instrument: Grade/subject level district professional development and collaboration meeting times / agendas / participation records and outcomes.
Data: % of teachers participating: Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.

Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule
Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

Instrument: Annual Site Academic Software Survey:
Data: Curriculum-based state and district approved software and productivity software being used at each site.

Instrument: Annual CTAP-squared I-assessment:
Data: teacher's self assessed technology and integration skills

Data reviewers
County Office curriculum, data, and technology administrators and school administrators will analyze annually in late August / September after state releases data.

Goal 1: Objective: 1a - E/LA & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (K-8), standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites. CLRN and district approved curriculum software such as Renaissance Learning and *PLATO* products, *Accelerated Reader, Jostens Learning, Reading Counts, Kerswell, iMovie, iMacromedia, FrontPage, Dreamweaver, Freedom* web publishing software, a variety of grading programs such as *GradeQuick* and *Grade Machine*, Web-based student assessment platform such as *Edusoft*. Microsoft Office and other productivity software. Internet & Online Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. Smartboards CTAP Online Professional Development.
2. Annually, provide professional development on adopted curriculum and technology resources (such as SB 472 E/LA for teachers, AB 430 training for site administrators)	
3. Beginning in fall 2008 and every year thereafter, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	
4. By fall 2008, design and distribute an annual site academic software usage survey.	
5. By fall 2008, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.	
6. Beginning in the fall 2008 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (K-8) and standards-aligned text (9-12).	
10. Continue to monitor targeted intervention time aligned with adopted program (K-8) and standards-aligned text (9-12). Targeting the lowest performing students.	
11. By June 2005, fully credentialed *Highly Qualified Teachers* in all classrooms.	
12. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	

Monitoring

County Office curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our regularly scheduled district/ site administrative meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: Most of the aforementioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October 1.

Person(s) responsible: County Office administration and school site administration, the County Office Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

LCOE Technology Action Plan July 1, 2008 – June 30, 2013 (sections 3e, 3i-j)

Goal 2- District Curriculum Goal Supported by Technology – Math & Technology

Goal 2: Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.
Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2013

Objective: 2a: By the 2012-13 school year, a minimum of 70% of all students will score proficient or above on the Math portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

Annual Benchmarks -

Year 1: minimum of 30% in 2008-09 school year

Year 2: minimum of 40% in 2009-10 school year

Year 3: minimum of 50% in 2010-11 school year

Year 4: minimum of 60% in 2011 -2012 school year

Year 5: minimum of 70% in 2012-2013 school year.

Evaluation Instrument(s) & Data

Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in Math; CAHSEE
Data: Percentage scoring proficient or above with the content standards.

Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule
Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

Instrument: Annual Site Academic Software Survey:
Data: Curriculum-based state and County Office approved software and productivity software being used.

Instrument: Annual CTAP-squared I-assessment:
Data: teachers' self assessed technology and integration skills

Data reviewers
District curriculum, data, and technology administrators and school administrators will analyze annually in late August / September after state releases data.

(Objective 2a- Continued on next page)

LCOE Technology Action Plan July 1, 2008 – June 30, 2013 (sections 3e, 3i-j)

Goal 2: Objective: 2a - Math & Technology Implementation Action Steps	**Use of Technology**
1. Annually, purchase and ensure state adopted instructional materials (K-8), standards-aligned *textbooks (9-12)* and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites. CLRN and County Office approved curriculum software such as Renaissance Learning and *PLATO* products, *Accelerated Math*, *Jostens Learning*, *iMacromedia*, *FrontPage*, *Dreamweaver*, *Freedom* web publishing software, a variety of grading programs such as *GradeQuick* and *Grade Machine*. Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development. Web-based student assessment platform such as *Edusoft*. Smartboards.
2. Annually, provide professional development on adopted curriculum and technology resources *(such as SB 472 Math for teachers, AB 430 training for site administrators.)*	
3. Annually, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the LEA, review data, learn and share best practices including the use of technology.	
4. By fall 2008, design and distribute an annual site academic software usage survey.	
5. By fall 2008, create and distribute a matrix of CLRN approved Math curriculum and intervention software and online resources that is supported by the County Office. Track usage with annual survey.	
6. Annually provide professional development on County Office/ CLRN approved curriculum software and online resources as needed.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (K-8) and standards-aligned text (9-12).	
10. Continue to monitor targeted intervention time aligned with adopted program (K-8) and standards-aligned text (9-12), targeting the lowest performing students.	
11. By June 2005, fully credentialed *Highly Qualified Teachers* in all classrooms.	

Monitoring
County Office curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly County Office/ site admin meetings. Modifications to our County Office activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The aforementioned actions are already underway annually in the County Office and will continue to be planned for and implemented after annual data driven needs assessments take place for each school annually no later than October 1.

Person(s) responsible: County Office and site administrators, the County Office Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

LCOE Technology Action Plan July 1, 2008 – June 30, 2013 (sections 3e, 3i-j)

Goal 3 – Lassen Co. Office of Education Technology Skills and Information Literacy Goal

Goal 3: All students in our LEA will acquire the Information Literacy and Technology Standards by grade level to support achievement of the academic standards in the classroom, County Office curricular goals, and ultimately for lifelong learning and success in our digital society.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2013

Objective: 3a - All students will pass the Information Literacy and Technology Standards - based grade technology assessments by the 2012-2013 school year. Teachers will learn to integrate the student Information Literacy and Technology Standards skills in their academic curriculum assignments. Students will learn the Information Literacy and Technology Standards skills (including technology productivity tools and information literacy) as appropriate, during their curricular assignments. Student proficiency will be tracked through end of year Information Literacy and Technology Standards exit assessments/ portfolios (K-2, 3-5, 6-8,) and the high school graduation computer competency assessment (for 9-12).

Each strand of the Information Literacy and Technology Standards are scaffolded by grade level (PreK – 2, 3 – 5, 6 – 8, 9 – 12) specific standards and performance indicators.

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools (Information Literacy)
6. Technology problem-solving and decision-making tools

Annual Benchmarks -

Year 1: minimum of 30% in 2008-09 school year
Year 2: minimum of 40% in 2009-10 school year
Year 3: minimum of 50% in 2010-11 school year
Year 4: minimum of 60% in 2011 -2012 school year
Year 5: minimum of 70% in 2012-2013 school year

Evaluation Instrument(s) & Data

Instrument Annual Standardized County Office based Grade level Exit assessment/ survey based on student profile Information Literacy and Technology Standards which include technology skills and information literacy. Annual High school graduation computer competency assessment:
Data: Percentage passing assessment

Instrument: Annual CTAP-squared I-assessment
Data: teachers' self assessed technology and integration skills

Data reviewers
County Office Technology Director, school site administrators, and school site tech coordinators will analyze end of school year results annually in June.

LCOE Technology Action Plan July 1, 2008 – June 30, 2013

Goal 3: Objective: 3a - Technology Skills & Information Literacy Implementation Action Steps	**Use of Technology**
1. During the 2008-09 school year, a focus group of teachers, librarians and media assistants, in the County Office help design the grade level student Information Literacy and Technology Standards curriculum integration and assessments for K-12 technology and information literacy skills.	Adopted Text Supplemental Tech resources including publisher software and websites. CLRN and County Office approved curriculum software such as Renaissance Learning and *PLATO* products. *Plato, Accelerated Reader, Accelerated Math, Jostens Learning, Reading Counts, iMacromedia, FrontPage, Dreamweaver, Freedom* web publishing software, a variety of grading programs such as *GradeQuick* and *Grade Machine*, Web-based student assessment platform such as *Edusoft*. Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development
2. By spring 2009, adopt grade level Information Literacy and Technology Standards for K-12 student technology skills and information literacy.	
3. Beginning in the summer/fall 2008 and annually thereafter, provide Professional Development opportunities (from the County Office, CTAP Online, and CTAP Region 2) to K-12 teachers on integrating the student Information Literacy and Technology Standards grade level skills in their curriculum. Provide incentives for PD completion.	

4. By fall 2008, Students will begin systematically learning the Information Literacy and Technology Standards skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	
5. By spring 2009, begin administering annually the standards-aligned Information Literacy and Technology Standards based exit assessments / portfolios.	
6. By spring 2009, begin administering annually the standards-aligned grade span Information Literacy and Technology Standards based exit assessments / portfolios for grades 8-12**.**	
7. By spring 2009, align, and revise High School Computer Competency exit exam with Information Literacy and Technology Standards for grades 9-12 and begin administering annually.	

Monitoring

The County Office Technology Director, school site administrators and site technology coordinators will track the development and implementation of all Information Literacy and Technology Standards activities and accomplishments monthly and report progress at our monthly County Office/ site administrator meetings. Modifications to our County Office activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Person(s) responsible: County Office and site administrators, the County Office Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the Information Literacy and Technology Standards skills and assessing the students.

LCOE Technology Action Plan July 1, 2008 – June 30, 2013 (sections 3f, 3i-j)

Goal 4 – Lassen Co. Office of Education Goal for Appropriate Access to Technology

Goal 4: All students in our LEA will have equal access to technology to support achievement of the academic standards in the classroom, County Office curricular goals, and ultimately for lifelong learning and success in our digital society.
Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2011

Objective: 4a – By June 30, 2013 our LEA average student to computer ratio will be 1 to 1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and County Office records).

Annual Benchmarks -

Year 1: minimum of 30% in 2008-09 school year
Year 2: minimum of 40% in the 2009-10 school year
Year 3: minimum of 50% in 2010-11 school year
Year 4: minimum of 60% in 2011 -2012 school year
Year 5: minimum of 70% in 2012-2013 school year.

All students will have equal access to technology to support achievement of the academic standards in the classroom, County Office curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goal 3) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. English Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.

Evaluation Instrument(s) & Data

Instrument: Annual California School technology Survey
Data: average student to computer ratio by school and LEA wide – Four years old or newer

Instrument: Annual County Office Supplemental Tech needs and service survey including IEP, EL, and GATE program directors and educators in the LEA:
Data: Technology Accessibility to all students including special technology needs (IEP, EL, and GATE) and feedback on new County Office communication and collaboration strategies.

Data reviewers
County Office Technology Director, school site administrators, and school site tech coordinators will analyze end of school year results annually in June.

(Objective 4a- Continued on next page)

LCOE Technology Action Plan July 1, 2008 – June 30, 2013 (sections 3f, 3i-j)

Goal 4: Objective: 4a - Appropriate Access to Technology Implementation Action Steps	**Use of Technology**
1. Annually leverage technology funding and grants to provide new computers and Computers for Classrooms to provide like new refurbished computers to schools and teachers participating in LEA Ed Tech professional development and to County Office schools with the highest student to computer ratio (as space permits).	Adopted Text Supplemental Tech resources including publisher software and websites for IEP, EL, and GATE students. CLRN and County Office approved curriculum software for IEP, EL, and GATE students. *Microsoft Office* and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. Smartboards.
2. Annually in the spring, systematic supplemental survey and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules.	
3. Annually install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year.	
4. Beginning in the 2008-09 school year, conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings.	
5. Beginning in the 2008-09 school year, cultivate ongoing two-way communication between County Office Special Education program directors and educators, site administrators, and the County Office Tech Director (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students.	
6. Beginning in the 2008-09 school year, cultivate ongoing two-way communication between County Office English Learner program directors and educators, site administrators, and the County Office Tech Director (via e-mail/phone)and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards.	
7. Beginning in the 2008-09 school year, cultivate ongoing two-way communication between County Office Gifted and Talented (GATE) program directors and educators, site administrators, and the County Office Tech Director (via e-mail/phone)and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum.	
8. By fall 2009, all students enrolled in County Office after school programs will have access to internet connected computers and curricular technology integration / homework support.	
Monitoring	

The County Office Technology Director, school site administrators, site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly County Office/ site admin meetings. Modifications to our County Office activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions begins during the first year of our five year tech plan July 2008 –June 2013 and will continue annually.

Person(s) responsible: County Office and site administrators, the County Office Technology Director, LEA Special Ed, EL, and Gifted and Talented (GATE) program directors are responsible for the planning, development, implementation, and evaluation of all the aforementioned Teachers are responsible for attending professional development.

LCOE Technology Action Plan July 1, 2008 – June 30, 2013 (sections 3g, 3i-j)

Goal 5 – Lassen Co. Office of Education Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making

Goal 5: The County Office will support use of technology to improve student achievement data collection, analysis, reporting, and decision making.
Target Group: All County Office schools.

Specific Measurable Objectives by June 30, 2013

Objective 5a: By June 2013, 100% of teachers will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

Objective: 5b: By June 2013, 100% of County office schools will have access to the LEA's student information / attendance software / online suite tools and necessary training to use.
Annual Benchmarks
Year 1: 60% of County Office schools by June 2009.
Year 2: 70% of County Office schools by June 2010.
Year 3: 80% of County Office schools by June 2011.
Year 4: 90% of County Office schools by June 2012
Year 5: 100% of County Office schools by June 2013.

Evaluation Instrument(s) & Data

Instrument: School / Classroom grade book software, Excel spreadsheets
Data: % of school sites and teachers using student assessment / spreadsheet software to inform instruction.

Instruments: County Office SCHOOLWISE suite training participation records and SCHOOLWISE / Parent Connect usage records
Data: 100% of teachers completing *SCHOOLWISE, ClassroomXP* and *InteGrade Pro Electronic Gradebook training; % of teachers using SCHOOLWISExp,, ClassroomXP* and *InteGrade Pro Electronic Gradebook.*

Data reviewers
County Office Technology Director, school site administrators, and school site tech coordinators will analyze end of school year results annually in June.

(Objective 5a,b,c- Continued on next page)

LCOE Technology Action Plan July 1, 2008– June 30, 2013 (sections 3g, 3i-j)

Goal 5: Objective: 5a,b Student Data Collection, Analysis, Reporting, and Decision Making Implementation Action Steps	**Use of Technology**
1. During the 2008-09 school year and every year thereafter until we meet our 2010-13 school year objective, the County Office will continue its rollout of an integrated student assessment platform at selected school sites. Participating teachers will get necessary training.	SCHOOLWISE, *ClassroomXP*, *InteGrade Pro Electronic Gradebook*, and *Parent Connect.* A variety of grading programs such as *GradeQuick* and *Grade Machine*.Web-based student assessment platform such as *Edusoft*.
2. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the LEA.	
3. SCHOOLWISE student suite integration is underway. All schools currently are using the student information system to report attendance. The other two components *InteGrade Pro Electronic Gradebook* and *Parent Connect* will continue to be rolled out at County Office sites, with priority given to schools with the hardware, infrastructure, and site administration support necessary to fully implement.	

Monitoring
The County Office Technology Director, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly and report progress at monthly County Office/ site admin meetings. Modifications to our County Office activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.
Person(s) responsible: County Office and site administrators and the County Office Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.

LCOE Technology Action Plan July 1, 2008– June 30, 2013 (sections 3g, 3i-j)

Goal 6 – Lassen Co. Office of Education Goal for Improving Parent Access to Teachers and Administrators

Goal 6: County Office schools will use technology to improve two-way communication between home and school.
Target Group: Parents of all students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2013

Objective: 6a By June 2013, all schools will offer parents password protected, online access to their student's attendance, assignments and grades through a web-based system such as SCHOOLWISE's *Parent Connect*.
Annual Benchmarks -

Annual Benchmarks -

Year 1: minimum of 60% in 2008-09 school year
Year 2: minimum of 70% in 2009-10 school year
Year 3: minimum of 80% in 2010-11 school year
Year 4: minimum of 90% in 2011 -2012 school year
Year 5: minimum of 100% in 2012-2013 school year

Objective: 6b By June 2013, all County Office site administrators and teachers will have access to a classroom phone, voice-mail, and a County Office e-mail account and will provide this information to all parents at back to school night and via the school website.

Annual Benchmarks -

Year 1: minimum of 60% in 2008-09 school year
Year 2: minimum of 70% in 2009-10 school year
Year 3: minimum of 80% in 2010-11 school year
Year 4: minimum of 90% in 2011 -2012 school year
Year 5: minimum of 100% in 2012-2013 school year

Objective: 6c By June 2013, all County Office site administrators and teachers will provide parents with timely school / class information via newsletters and flyers (translated in native home language as needed.)

Annual Benchmarks -

Year 1: minimum of 60% in 2008-09 school year
Year 3: minimum of 80% in 2010-11 school year
Year 2: minimum of 70% in 2009-10 school year
Year 4: minimum of 90% in 2011 -2012 school year
Year 5: minimum of 100% in 2012-2013 school year

Monitoring

Instruments: Ongoing County Office SCHOOLWISE / *Parent Connect* "how to access' communications and/ or trainings, parent password requests, and usage records.
Data: 70% of parents trained; 60% of parents requesting passwords; 50% of parents using *Parent Connect*.

Instrument: Monthly Site Admin reports to County Office on implementation status of standards-based progress report mailings.
Data: 70% of County Office schools that have implemented standards-based progress report mailings.

Instrument: County Office and site based equipment and e-mail account records
Data: 100% of teachers with access

Instrument: School website and communication artifacts.
Data: evidence of efforts to improve two-way communication

Data reviewers
County Office Technology Director, school site administrators, and school site tech coordinators will analyze end of school year results annually in June.

Goal 6: Objectives: 6a,b - Improving Parent Access to Teachers and Administrators Implementation Action Steps 5	**Use of Technology**
1. By fall 2008, develop an installation / replacement schedule for teachers and administrators without phone, voice-mail, and/ or e-mail. Provide training as needed.	SCHOOLWISE , *ClassroomXP*, *InteGrade Pro Electronic Gradebook*, and *Parent Connect.* Web-based student reporting system developed by *Diverse Network Associates.* Word, desktop publishing, and Outlook e-mail. IT work order management system and equipment inventory database.
2. By fall 2008, develop Outlook Exchange County Office wide rollout plan	
3. By spring 2008 begin transition from Groupwise e-mail to Outlook Exchange and provide training as needed.	
4. By June 2008, design and distribute a standardized County Office *Student at Risk* notification template letter to schools.	
5. By June 2008, ensure all County Office schools have the hardware, infrastructure, and training needed to implement the Parent Connect component of SCHOOLWISE.	
6. By June 2013, all County Office schools will be providing access to Parent Connect and all County Office parents will have received information and/ or training about how to access Parent Connect student data.	
7. Continue to fund and maintain, County Office and school websites where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.	
8. Annually, provide web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.	
9. Annually provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community.	
Monitoring	

The County Office Technology Director, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly County Office/ site admin meetings. Modifications to our County Office activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.
Person(s) responsible: County Office and site administrators and the County Office Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data

4. PROFESSIONAL DEVELOPMENT

4a. Summary of Lassen County Office of Education Teachers' & Administrators' Technology Skills

The Lassen County Office of Education (LCOE) has identified technology as one of the top five concerns for improvement of instruction. Goals, benchmarks and timelines for implementing staff development in technology are based on needs identified by the Technology Committee. The LCOE teachers and administrators are at the intermediate level on most of the technology software application.

The most current survey data shows that teachers and administrators most often use technology for communicating with colleagues through the county email and phone system. Access to email is available within the county as well as remotely via the Internet. Teachers report moderate levels (less than weekly) use of technology in planning and creating standards-based instructional materials. Technology is least used (less than two times per year) for communicating with parents, multimedia presentations, or modeling lesson plans and best practices.

The LCOE realizes that, without sufficient professional knowledge, the curricular goals and objectives will not be met. To this end, the major focus is training and support for administrators, teachers and staff in the practical use of technological tools that will improve standards-based instruction and school operations. The LCOE recognized the need to increase the proficiency of the administrative personnel to insure successful implementation among teachers and support staff. The administration will be asked to carry out the vision by committing resources to technology-based staff development at the site level.

Contracted consultant(s), and the LCOE will provide technology workshop instruction to administrators, teachers and staff of the LCOE. Staff development sessions will be offered five to six times per year within the LCOE and one to two times per year at LCOE. An incentive for teachers to attend technology training will include the use of Staff Development Buy Back hours.

Site Administrators' Survey Data
The Lassen County Office of Education's assessment survey data of school site administrators as of December 2007, indicates that most administrators are at the intermediate levels with general

computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

Implication: Administrators need professional development opportunities in intermediate Personal Technology proficiencies with an emphasis on presentations, spreadsheets and database skills.

Lassen County Office of Education Teachers' Survey Data

Teachers need professional development opportunities regularly on all levels to increase quality and proficiency of use.

Implication: Teachers need professional development opportunities in intermediate Personal Technology proficiencies with an emphasis on presentations, spreadsheets and database skills.

Teacher Professional Development:

The County Office technology training preferences came from 2007 survey data for the County Office and were factored into our professional development plans.

Implication: Although we will continue to offer both Basic Personal Proficiency and Professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the need.

4b-d. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

Our Education Technology Professional Development goals over the next five years are as follows:

Goal I: Administrators and teachers will become proficient in the use of technology to improve student achievement of the content standards.

Goal 2: Administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

Goal 3: Administrators and teachers will increase technology usage for data collection, analysis, reporting and decision making to improve student achievement of the content standards.

The accomplishment of these goals will be met through the following:

Our education technology professional development will reflect the needs of staff based on teachers' individual technology training needs. The Lassen County Office of Education will continue to work in partnership with CTAP Region 2 to offer professional development workshops to meet teacher training needs.

The coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our curricular goals. The LEA will offer a variety of training options such as the CTAP online (www.ctaponline.org) learning portal, face-to-face training and collaboration time. We will maximize the use of technology and site resources to support the Lassen County Office of Education goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology available to each school site in the LEA.
- County as well as school based face-to-face technology skill professional development opportunities.
- Online County Office of Education technology professional development opportunities.
- Annual completion of the EdTech Profile survey and professional development and data analysis to track improvements and training needs.
- E-mail opportunities and training for all stakeholders as needed to support student achievement and improve home/school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources. National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site *What Works Clearinghouse (http://www.w-w-c.org/).* We will regularly examine and use relevant data from the *What Works Clearinghouse* (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. We will also rely on the County Office of Education, CTAP Region 2, and CTAP Online resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS) - which provides technical professionals in California schools improved access to training, support and other resources.

All of the professional Development Criteria elements are included in the teachers' and administrators' Professional Development Action Plan charts in the Component 4 professional development goals and objectives that follow:

LCOE Professional Development Plan July 1, 2008– June 30, 2013

Goal 1 – Lassen County Office of Education Professional Development Goal

Goal 1: Administrators and teachers will become proficient in the use of technology to improve student achievement of the content standards.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2, , 3 & 4 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2013

Objective: 1a: By June 2013, **100%** site administrators and teachers who participate in County Office sponsored educational technology professional development will become proficient in all seven basic computer skills measure by the CTAP^2 I-assessment.

Annual Benchmarks

Year 1: Minimum of 60% in the 2008-09 school year
Year 2: Minimum of 70% in the 2009-10 school year
Year 3: Minimum of 80% in the 2010-11 school year
Year 4: Minimum of 90% in the 2011-12 school year
Year 5: Minimum of 100% in the 2012-13 school year

Objective: 1b: By June 2013, **90%** of ELA and Math teachers who participate in educational technology professional development will become proficient with technology integration in the curriculum as measured by the CTAP^2 I-assessment.

Annual Benchmarks

Year 1: Minimum of 50% in the 2008-09 school year
Year 2: Minimum of 60% in the 2009-10 school year
Year 3: Minimum of 70% in the 2010-11 school year
Year 4: Minimum of 80% in the 2011-12 school year
Year 5: Minimum of 90% in the 2012-13 school year

LCOE Professional Development Plan July 1, 2008– June 30, 2013

Goal 1: Objective: 1a & b Evaluation Instrument(s) & Data

Instrument: EdTech Profile pre and post completed for all county sponsored education technology professional development programs.
Data: Administrators' and teachers' self assessed technology and integration skills

Instrument: County Office and site-based training agendas and records
Data: Professional development participation correlated with proficiency in EdTech Profile survey.

Data reviewers
County Office Administrators and site coordinators will analyze benchmark data and make any necessary modifications in order to meet our objectives.

Goal 1: Objective: 1a & b - Implementation Action Steps	Use of Technology
1. Annually require administrator and teacher completion of pre and post EdTech Profile survey by all who participate in County Office sponsored technology-training programs.	Microsoft Office Suite, e-mail, Internet. Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CLRN approved curriculum-based software CTAP Online Professional Development. Online resources including SETs CTAP^2 I-assessment
2. Annually analyze EdTech profile administrator and teacher technology and integration skill data to plan for professional development offerings during the year.	
3. Annually, provide EdTech Profile workshops to teachers and administrators.	
4. Annually schedule and promote County Office sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards.	
5. Annually schedule and promote County Office sponsored technology integration training.	
6. Annually, the County Office will train site-based technology integration leaders to support County Office technology participants at the site level.	
7. Annually provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction.	

Monitoring

LEA curriculum, data, and site administrators track the development and implementation of all activities and accomplishments. Modifications to our activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Person(s) responsible: Administrators are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

LCOE Professional Development Plan July 1, 2008– June 30, 2013

Goal 2 – Lassen County Office of Education Professional Development Goal

Goal 2: Administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2013

Objective 2a: By June 2013, 50% of our school sites will have the ability to post individual student information, homework assignments and samples of student work for parent access on appropriate school based web site.

Annual Benchmarks

Year 1: 10% by June 2009
Year 2: 20% by June 2010
Year 3: 30% by June 2011
Year 4: 40% by June 2012
Year 5: 50% by June 2013

Objective: 2b: By June 2013, 100% of County Office administrators and teachers who attend professional development will be proficient with the County Office's web mail service.

Annual Benchmarks

Year 1: 30% by June 2009
Year 2: 50% by June 2010
Year 3: 70% by June 2011
Year 4: 90% by June 2012
Year 5: 100% by June 2013

Evaluation Instrument(s) & Data

Instrument: Lassen County Office of Education and site based equipment and email account records, parent surveys.
Data: % of teachers using County Office email accounts.

Data reviewers
County Office Administrators and teachers will analyze benchmark data and make any necessary modifications in order to meet our objectives.

Goal 2: Objective: 2a,b Implementation Action Steps	Use of Technology
1. Annually promote County Office Outlook workshops for administrators and teachers.	Microsoft Office Microsoft Publisher Internet Integrated student assessment platform CTAP Online Professional Development.
2. Annually require administrator and teacher completion of pre and post I-assessment survey by all who participate in County Office-sponsored technology training programs.	
3. Annually analyze I-assessment administrator and teacher student information/data analyses results to plan for professional development offering during the next year.	

4. Annually provided County Office sponsored training for teachers in other related areas.	CTAP^2 I-assessment

Monitoring

County Office and school site administrators track the development and implementation of all activities and accomplishments. Modifications to our County Office activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Person(s) responsible: County Office and site Administrators are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Goal 3 – Lassen County Office of Education Professional Development Goal

Goal 3: Administrators and teachers will increase technology usage for data collection, analysis, reporting and decision making to improve student achievement.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2013

Objective: 3a By June 2011, 80% site administrators and teachers will use the County Office's chosen SIS to gather, analyze, and make decisions based on gathered data.

Annual Benchmarks

Year 1: 30% by June 2009
Year 2: 50% by June 2010
Year 3: 60% by June 2011
Year 4: 70% by June 2012
Year 5: 80% by June 2013

Objective: 3b By June 2010, 80% teachers and administrators, who attend County Office sponsored training, will be proficient with the County Office of Education's e-mail service.

Annual Benchmarks

Year 1: 30% by June 2009
Year 2: 50% by June 2010
Year 3: 60% by June 2011
Year 4: 70% by June 2012
Year 5: 80% by June 2013

Goal 3: Objective: 3a & b Evaluation Instrument(s) & Data

Instruments: Account records of the number of teachers using Schoolwise.
Data: % of teachers trained in and logging into SIS regularly.

Instrument: County Office of Education Outlook Exchange e-mail account records.
Data: Frequency of use by teachers and administrators.
Data reviewers
County Office and site Administrators will analyze benchmark data and make any necessary modifications in order to meet our objectives.

Goal 3: Objective: 3a & b Implementation Action Steps	Use of Technology
1. Annually review use of SIS by teachers and administrators for the purpose of gathering and analyzing data.	*Schoolwise* *Web* publishing software *Microsoft Outlook* e-mail online access and client software CTAP Online Professional Development. Online resources including SETs CTAP^2 I-assessment
2. Annually schedule and promote County Office sponsored Outlook workshops for administrators and teachers during the school year.	
3. Annually require County Office administrators and teachers to complete pre and post I-assessment survey.	
4. Annually analyze I-assessment administrator and teacher results to determine in which areas further training is needed.	

Monitoring

County Office and site administrators will track the development and implementation of all activities and accomplishments. Modifications to our County Office activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Implementation Action Steps listed above.

Person(s) responsible: County Office and site administrators are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

5. INFRASTRUCTURE, HARDWARE, SOFTWARE, & TECHNICAL SUPPORT

5a & 5b. Summary of current County Office technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support and anticipated needs to support our tech plan objectives.

Current Lassen County Office of Education Hardware

Existing hardware and electronic resources at each of our sites is included in *Component 3a: Current Technology Access* in our tech plan. This data comes from both our CBEDS data and our annual California School Technology Surveys.

The total number of internet connected multi-media computers in the County Office is summarized in the chart below.

Alternative Education (Opportunity, Juvenile Court School, Community & PACE)	Special Education	Child and Family Resources		County Office Total
42	53	5		100

Lassen County Office of Education Equipment Replacement Chart				
Alternative Education (Opportunity, Juvenile Court, Community & PACE)	**2006-07 Enrollment (Unofficial CBEDs)**	**# of current Instructional Multimedia computers / thin clients 4 years or newer in 2006 -07 CA. Tech Survey**	**# of new computers needed to reach 2:1 or better by June 2008**	**# of new computers needed to reach/ maintain goal of 2:1 in four years as per LEA objective.**
Opportunity	**12**	**12**	**0**	**0**
Juvenile Court	**12**	**8**	**0**	**0**
Community & PACE	**33**	**22**	**0**	**0**
total= 1.16:1 student to computer ratio	**57**	**42**	**0**	**0**

Lassen County Office of Education Equipment Replacement Chart				
Special Education	**2006-07 Enrollment (Unofficial CBEDs)**	**# of current Instructional Multimedia computers / thin clients 4 years or newer in 2006 -07 CA. Tech Survey**	**# of new computers needed to reach 2:1 or better by June 2008**	**# of new computers needed to reach/ maintain goal of 2:1 in four years as per LEA objective.**
K-12	**91**	**53**	**0**	**0**
total=1.16:1 student to computer ratio	**91**	**53**	**0**	**0**

Lassen County Office of Education Hardware Needs during the Next Five Years

Improving student to up-to-date multi-media computer ratios is a moving target. As the County Office annually purchases new computers for its school sites, others are retired, making it difficult to obtain a student to computer homeostasis. To complicate the issue further, our student population fluctuates annually.

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops, laptops, and thin client servers.

Technical support has improved over the last five years and should continue to improve over the next five years, offering continued support and decreasing downtime on computers supported by the County Office. New tools in hardware management will be put into place in the next five years, further reducing downtime for computers and servers. The LCOE Technology Plan is to replace twenty computers every year for the next five years for a total of 100 computers.

Current Lassen County Office of Education Software

County Office Software Used:
Acrobat Reader, *Adobe Reader, CConnect, Microsoft Office Suite, Quicktime, Thin Print Client, VLC Media Player, Java, Real Player, Shock Wave, Ultra VNC, Visio,* Internet resources, *Schoolwise*, and CLRN approved curriculum based software.

Lassen County Office of Education Software Needs during the Next Five Years

The following represent the Lassen County Office of Education's software needs for the next five years:

- Additional County Office standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all K-12 grade levels.
- Additional K-8 SBE adopted text book publisher companion technology resources, particularly for English/Language Arts and Math.
- Ongoing subscriptions to online research resources such as EBSCO and SIRS

- CLRN approved assistive software as identified by Special Education teachers by the County Office
- Upgrades to existing software versions as needed.

Current County Office Infrastructure, Site Networks, and Connectivity

Total Number of County Office supported sites = **13**
Total Number of County Office supported sites connected to the Internet by a permanent (non-dial-up) connection = **13**

Total Number of Co. Office schools connected to the Internet by:
X Full T-1: 11
❑ ISDN
❑ DSL
❑ Microwave
❑ Wireless (not microwave)
X Other, please specify: Fiber, 2
Total number of County Office sites that are NOT connected to the County Office's LAN: 0

Average # of drops per classroom: 1

What percentage of sites is served by the following Internet service provider?
❑ District Office:
X County Office of Education 100 %
❑ California State University/University of California
❑ Commercial provider (e.g., Earthlink, MCI, Sprint, etc)

The percentage of classrooms in the Lassen County Office supported sites do not have a phone service in classrooms - 10%
The percentage of classrooms in County Office supported sites do not have voicemail -10%

Lassen Co. Office of Education Infrastructure Needs during the Next Five Years

- Increase # of drops per classroom from one to three in four years
- Increase wireless capabilities/performance
- Add classroom phone lines and voice-mail to improve home to school communications for classrooms not yet connected

Current Lassen County Office of Education Tech Support

Lassen County Office of Education Support includes a Technology Coordinator, two Assistant Technology Coordinators, for a combination of three full-time Computer Technicians / Network Analysts. The technicians are available to sites five days a week and for emergencies.
The three full-time County Office Computer Technicians' duties are:
- Administrative Computers, Software, Infrastructure, & LAN
- Elementary School Computers, Software, Infrastructure, & LAN
- Secondary School Computers, Software, Infrastructure, & LAN
- Student Administrative Software specialists (Schoolwise)

We also have a full-time Data Specialist who answers questions about Schoolwise software.

Type Of County Office Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	Co. Office Computer Technicians (3 FTE)
Technical Support provided during school hours	Co. Office Computer Technicians (3 FTE)
Technical support after school hours	Co. Office Computer Technicians (3 FTE)

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	None at site level – County Office Computer Technicians (3 FTE)
Technical Support provided during school hours	Site Tech Coordinators, Media specialists, students, volunteers
Technology Integration Support	Site administrators, Site Tech Coordinators, Media specialists, librarians, peer coaches.

LCOE Tech Support Needs over the Next Five Years

The Lassen County Office of Education will strive to:

- Replace PCs and Servers every 5 years.
- Printers will be replaced every 7 years.
- LAN/WAN equipment replacement every 7 years.
- Upgrade currently used Software each year on PCs and Servers.
- Research and Implement Data Archival System.
- Implement SIF Servers.
- Upgrade Exchange 2003 to Exchange 2007.
- Replace backup tape cartridges every 2 years.

The County Office will offer WAN/LAN troubleshooting and Network standards training for site staff.

The County Office will also hire additional technicians as needed and as funding is available. To support teachers participating in the County Office's education technology professional development opportunities, the County Office will train and offer stipends to site-based technology integration mentors (peer coaches).

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 1 – Lassen County Office of Education Goal for Hardware and Software

Goal 1: All students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, County Office curricular goals, and ultimately for lifelong learning and success in our Digital society.
(Aligns to curriculum goals #1,2, & 4 in component 3)

Specific Measurable Objective by June 30, 2013

Objective: 1a: By June 30, 2013 our County Office average student to computer* ratio will continue to be 2 to 1 or better. (*based on CDE defined up to date multimedia computer - four years old or newer).

Annual Benchmarks -

Year 1 Maintain 3 students to 1 computer or better June 2009**.**
Year 2: Maintain 2 students to 1 computer or better June 2010.
Year 3: Maintain 2 students to 1 computer or better June 2011.
Year 4: Maintain 2 students to 1 computer or better June 2012.
Year 5: Maintain 2 students to 1 computer or better June 2013.

Objective 1b: By June 30, 2013 80% K-12 core curriculum classroom (E/LA, Math, History/Social Science, Science) will have access to County Office approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions.

Annual Benchmarks and Timeline:

Year 1: 40% of classrooms by June 2009
Year 2: 50% of classrooms by June 2010
Year 3: 60% of classrooms by June 2011
Year 4: 70% of classrooms by June 2012
Year 5: 80% of classrooms by June 2013

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual CBEDS Count
Data: average student to computer ratio by school and LEA wide

Instrument: Annual California Online Tech Survey:
Data: average student to computer ratio by school.

Monitoring and Evaluation Process:

County Office Administrators and site coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments. Modifications to our activities will be made as needed in order to insure that we meet or exceed this measurable objective. Co. Office Administrators and site coordinators will analyze results annually.

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 2 – Lassen County Office of Education Goal for Infrastructure

Goal 2: Our delivery methods and infrastructure will be made up of a fully routed wide area network and a fully switched, IP only, local area network.

Specific Measurable Objective by June 30, 2013

Objective: 2a By June 2013, the county infrastructure will be made up of a fully routed wide area network and a fully switched, IP only, local area network.

Annual Benchmarks and Timeline:

Year 1: 30% by June 2009
Year 2: 50% by June 2010
Year 3: 70% by June 2011
Year 4: 90% by June 2012
Year 5: 100% by June 2013

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual California Online Tech Survey
Data: average student to computer ratio by school.
Monitoring and Evaluation Process:
County Office Administrators and site coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments. Modifications to our activities will be made as needed in order to insure that we meet or exceed this measurable objective. County Office Administrators and site coordinators will analyze results annually .

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 3 – Lassen County Office of Education Goal for Technical Support

Goal 3: All County Office schools will have access to timely technical support so teachers and students have access to technology needed to support standards in the classroom, curricular goals, and ultimately for lifelong learning and success in our Digital society. *(Aligns to curriculum goal #4 in component 3)*

Specific Measurable Objective by June 30, 2013

Objective: 3a Through June 2013, the County Office will continue to use and maintain a standardized Information Technology Services (ITS) work order process and tracking system.

Annual Benchmarks and Timeline:

Year 1: 90% by June 2009
Year 2: 100% by June 2010
Year 3: 100% by June 2011
Year 4: 100% by June 2012
Year 5: 100% by June 2013

Objective: 3b Through June 2013, the County Office will continue to have ITS computer, software, and network security standards in place for County Office supported technology.(ie. Virus protection, web content filtering software, Spam Blocking)

Annual Benchmarks and Timeline:

Year 1: 90% by June 2009
Year 2: 100% by June 2010
Year 3: 100% by June 2011
Year 4: 100% by June 2012
Year 5: 100% by June 2013

Monitoring and Evaluation Instrument(s) & Data

Instrument: County Office ITS Policies and Procedures Guidelines
Data: Standardized work order process and security standards for computers and networks.

Monitoring and Evaluation Process:
County Office Administrators will track the development and implementation of all appropriate access activities, inventories and accomplishments . Modifications to our activities will be made as needed in order to insure that we meet or exceed this measurable objective. County Office Administrators and site coordinators will analyze results annually.

6. ED. TECHNOLOGY FUNDING & BUDGET

Economic conditions in California and the nation may continue to impact k-12 education budgets and grants through the duration of our 5 year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

In developing the budget for EETT-Formula Tech Plan, we took into consideration the Lassen County Office of Education Strategic (long range) plan, and five-year curricular goals for Lassen County Office of Education students.

Generally speaking, the County Office General Fund pays for:

- The salaries for the Information Services staff
- Schoolwise implementation & growth of application of components
- Tech help support
- Internet Service Provider fees
- Other equipment/tools used by the Information Services department

In some cases, school site budgets also pay for technical support, educational software, computers & peripherals, etc.

Discounts from the Calif Teleconnect Fund (DAS) and Erate grants pay for infrastructure upgrades, electronics & data circuits.

The EETT-Formula budget pays for facilitation, mentoring, and stipends for:

- Teacher technology staff development to meet curricular goals (basic and integration proficiencies)
- Standards-based achievement tracking (Edusoft)
- SASI Integrade Pro & Parent Connect,
- Training for our elementary standards-based report card system
- Teacher & school webpage training
- Advanced training for our technical staff
- Extra technical help for special project deployment

CTAP provides in-kind coordinator time to assist with Technology Plan implementation and pays subscription fees for all the Lassen County Schools and faculty to use the CTAP Online staff development system. CTAP also offers fall and spring after-school technology workshops (for a fee) and a two-day Summer Teaching and Learning Collaborative conference at the CSUC campus each summer (for a fee) that help us meet our technology plan objectives.

Regarding the continued need for up-to-date student and teacher computers (4 years old or newer) and for site technical help; these are the biggest budget challenges for technology in our LEA. County Office and Site budgets from various sources help pay for needed hardware.

Budget Assumptions:

- Program-paid tech support will continue at the same level.
- DAS/E-rate programs will continue throughout the duration of the Ed tech plan.
- EETT Formula grant funds continue at approximately the same level annually.

- EETT Competitive grants continue to be available to grades 4-8.
- Staff development (buy-back) time will be at the program's discretion for the duration of the plan.
- There may or may not be any state or County Office budget freezes for the duration of our Tech Plan.
- Program budgets and Title 1 funds will fund some of the site specific hardware, software, and tech support outlined in the plan.

Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

Given the uncertainty of our ed tech sources of funding, we have established the following priorities list to guide allocation:

- School site technical support
- Updated student and teacher computers
- Staff development for Edusoft, elementary standards-based report cards, teacher web pages, where to find educational resources, and computer basics and integration training.
- Curricular software & associated service contracts – elementary level
- Staff development for administrators – web searching, basics including file management & how to work with attachments, where to find educational resources
- Voice mail & auto attendant communication systems
- Infrastructure upgrades

6A. Established and Potential Funding Sources

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

- County Office charge backs for technical support and service
- County Office charge backs for financial services
- E-rate and CTF
- CENIC and DCP
- Grants
- EETT Formula
- CTAP
- Lassen County Office of Education general fund contributions

These income sources fluctuate and the 'LCOE Cabinet' and 'Administrative Team' are responsible for setting budgets and developing the priorities for equipment purchases and infrastructure support. Our annual IT budget is approximately $500,000 but is supplemented by the County Office and site general fund and professional development budgets as needed.

6b. Estimate of Tech Plan Implementation Costs for Lassen COE's Five Year Plan.

We will implement our four year technology plan with our known annual technology budget and new funding opportunities that may arise. We are looking toward other potential funding sources to supplement our budget. We plan to set aside a minimum of 25% of our annual technology plan budget for professional development with the remaining 75% going toward hardware, software, infrastructure, and technical support as outlined in this plan.

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

6c. Level of Ongoing Lassen County Office of Education Technical Support

The County Office has 3 FTE computer technicians offering tech support to County Office sites, one FTE for every 33 computers owned by the County Office. Our technical department will continue offering trainings for software and hardware as needed.

6d. Lassen County Office of Education's Replacement Policy for Obsolete Equipment

The County Office replacement policy for obsolete equipment is every five years. Our County Office computer replacement budget is 20% per year of our technology budget. Some of our school sites have their own technology budgets.

6e. Lassen County Office of Education's Budget and Funding Monitoring Process

The Lassen County Office of Education is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all County Office schools.

County Office Administrators have the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. County Office budget and funding monitoring is the responsibility of the Lassen County Office of Education Director of Information Technology who takes budget recommendations and revision requests to Cabinet-level meetings and the School Board as needed. Routine County Office budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of site principals and school site councils.

County Office technology support and site-based technology staff provide the Director of Information Technology ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the County Office.

7. MONITORING & EVALUATION OF TECHNOLOGY PLAN

7. a. - Description of how technology's impact on student learning and attainment of the County Office's curricular goals, as well as classroom and school management, will be evaluated.
7. b. - Schedule for evaluating the effect of plan implementation.
7. c. - Description of how the information obtained through the monitoring and evaluation will be used.

In order to maintain the accuracy and relevance of our Education Technology Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making is embedded into each objective in our tech plan components under the monitoring and evaluation sections in our plan Criteria components 3, 4, & 5.

Each identified objective in our Technology Plan will be reviewed and evaluated by Lassen County Office of Educations Administrators, who are responsible for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished in a timely manner.

The County Office's core Technology Advisory Team is comprised of the County Office Technology Coordinator, Assistant Technology Coordinators, Assistant Superintendent of Educational Services, school site administrators, and teachers. The Technology Advisory Team will track the development and implementation of all activities and accomplishments regularly. Tech Planning issues, successes and setbacks will be communicated between the Technology Advisory Team via e-mail and voice-mail on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during Technology Advisory Team meetings during the school year.

The following chart specifies who is responsible for the monitoring and evaluation of activities and an approximate amount of monthly work contract time to be spent on the activities.

Management Chart

Management Chart **Individual(s) Responsible (Person(s) / Job Title(s)**	**Responsibilities (Samples)**	**Time Estimate (Hours per month/ full-time staff)**
Superintendent – Robert Owens Assist. Superintendent – Jud Jensen Alternative Ed. Dir. – Rich DuVarney	Provide overall management / coordination.	30 hours
Superintendent – Robert Owens Assist. Superintendent – Jud Jensen Business Manager – Denise Lee	Manage and coordinate funding and budget.	3 hours
Assist. Superintendent – Jud Jensen Curriculum Coordinator – Robin Banker Principals/Directors	Manage and coordinate staff development.	30 hours

Assoc. Superintendent – Michael Justice Alternative Ed. Dir. – Rich DuVarney	Manage and coordinate hardware acquisition and installation.	20 hours
Assoc. Superintendent – Michael Justice Alternative Ed. Dir. – Rich DuVarney	Manage and coordinate technical support.	20 hours
Superintendent – Robert Owens Assoc. Superintendent – Michael Justice Assist. Superintendent – Jud Jensen	Coordinate ongoing partner involvement.	5 hours
Teachers	Collect students' computer skills data.	5 hours
Assist. Superintendent – Jud Jensen Principals/Directors Teachers	Collect student's academic achievement data.	10 hours
Assist. Superintendent – Jud Jensen Curriculum Coordinator – Robin Banker	Collect staff technology proficiency data.	5 hours
Assist. Superintendent – Jud Jensen Curriculum Coordinator – Robin Banker Principals/Directors	Collect staff development data focused on student computer knowledge and skills.	5 hours
Assist. Superintendent – Jud Jensen Curriculum Coordinator – Robin Banker Principals/Directors	Collect staff development data focused on integration of technology into the curriculum	5 hours
Superintendent – Robert Owens Assist. Superintendent – Jud Jensen Alternative Ed. Dir. – Rich DuVarney Curriculum Coordinator – Robin Banker Principals/Directors	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	5 hours

8. ADULT LITERACY AND TECHNOLOGY

Criteria 8: Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology

Adults currently have access to technology through several existing programs. The Lassen Community College offers a variety of computer and adult literacy training opportunities such as: Business Management, Professional Workplace, Marketing, etc. and is open to adults in our community. Eligibility requirements are that the participants are eighteen years old. Courses offered include: Computer Applications I and II, Using a Word Processor, Microsoft Windows, and Computer Literacy. These tend to be lecture-style courses that also involve a specific amount of hands-on lab time. This training program provides citizens within the community with career guidance, hands-on training, and job placement assistance to help ensure success. The Susanville Library offers an adult literacy program and is equipped with Internet-connected computers.

At school sites through the work of our media specialists, parents are welcome to use the computers in the library after school hours. The local public library has also provided adults with many opportunities to expand their literacy skills as well as offering the availability of computers. For many adults these are the only locations available to them for Internet access.

During the spring of 2009, the Lassen County Technology Committee will invite adult literacy providers to share possible collaborative strategies and funding sources to maximize the use of technology by the community. Possible collaboration could be provided in the areas of sharing facilities, sharing ideas of curriculum integration, pursuing funding sources altogether, offering technology professional development opportunities, and/or providing online access.

The LCOE will continue to explore the possibilities of creating new opportunities, which will allow parents computer access and training on basic computer literacy skills. Some ideas that have been discussed are providing extra staffing to allow the school libraries to remain open longer during the day, in order to create more access time for parents and residents. The county will continue to work closely with Lassen Community College, the school libraries, the public library, and the schools to assess and to determine the needs of the adults in the community.

9. EFFECTIVE, RESEARCH-BASED STRATEGIES

9a Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices:

9b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: *key building blocks for student achievement in the 21st century.* This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and counties accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

Consistent with this research, the Lassen County Office of Education (LCOE) will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the LCOE will continuously monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community including students in special populations.

<u>Curriculum Integration</u>:

Integration within the curriculum framework strengthens information literacy skills

"Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments."

Critical issue: Using technology to improve student achievement (1999). Retrieved March 2001, from North Central Regional Educational Laboratory Web site: http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm

Basic skills supplemental courses

"Integrated learning programs should be considered as a supplement for the systematic development of basic academic skills but should not replace project-based activities that are designed to teach students the relevance and application of the basic skills as they are mastered."

Mann, D., Shakeshaft, C., Becker, J., & Kottkamp, R. (1998). West Virginia Story: Achievement gains from a statewide comprehensive instructional technology program. Santa Monica, CA" Milken Exchange on Educational Technology.

Learning Styles and Special Needs

"Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles."

Silverstein, G., Frechtling, J., & Miyoaka, A. (2000). Evaluation of the use of technology in Illinois public schools: Final report (prepared for Research Division, Illinois State Board of Education). Rockville, MD: Westat.

Staff Development Research:

Improving Student Achievement

"…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 student 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 (7th ed.). Washington, DC: Software and Information Industry Association.

Relationship between training and use

"…66% of teachers who received more than 32 hours of technology related training felt well to very well prepared to use technology in their classrooms (NCES, 2000a). The percentage who felt well to very well prepared to use technology dropped to 34% for those who received from 9 to 32 hours and to 24% for those who received less than 9 hours of technology-related professional development."

National Center for Educational Statistics. (2000a). Teachers' tools for the 21st century: A report on teachers' use of technology [Online]. Washington, DC: Author. Available: http://nces.ed.gov/pubsearch/pubsinfor.asp?pubid=2000102

9.b. Descriptions of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

Marzano, R., Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include: 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypothesis; and 9) cues, questions, and advance organizers.

As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills and all content areas. As described in the research, the use of nonlinguistic representations such as graphic organizers are effective tools for supporting new key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypothesis quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information, consistent with the research our curricular and staff development goals will include the use of Inspiration and other mind-mapping tools, the use of simulation software and probeware, and PowerPoint handouts to guide students in note-taking.

Process for incorporating research-based methods and models into ongoing program evaluation and modification.

Annually the Educational Services Department and the Technology Committee will examine the studies in What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- Education interventions registry to provide reviews of programs, products, and practices intended to enhance student outcomes and to synthesize the scientific evidence related to their effectiveness.
- Approaches and polices registry containing evidence-based research reviews of broader educational approaches and policies.
- Test instruments registry containing scientifically rigorous reviews of test instruments used to assess educational effectiveness.
- Evaluation registry to identify evaluators (individuals and organizations) willing to conduct quality evaluations of education interventions.

These resources will be utilized and incorporated as appropriate to insure that the education technology program in the LCOE is consistent with current scientifically-based research regarding technology, teaching, and learning.

Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

9.c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in area that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).

The LCOE will use resources from APChallenge.net to increase the variety of course offerings that are available to students. Online Advanced Placement courses will be made available based on student needs and skills, particularly in situations where there may be an insufficient number of students interested or eligible for a course at a given site.

Appendix C

Criteria for EETT-Funded Education Technology Plans

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

- **For corresponding EETT Requirements, see Appendix F.**
- **Include this form (Appendix C) with "Page in County Office Plan" completed at the end of your technology plan.**

1. **PLAN DURATION CRITERION**	**Page in County Office Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. The plan should guide the district's use of education technology for the next three to five years.	**6-9**	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	**6-9**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**6-9**	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, & 12 (Appendix F)	**Page in District Plan** **9-28**	**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.	**9-28**	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		The plan describes the typical	The plan cites district

current use of hardware and software to support teaching and learning.	**9-28** **9-28**	frequency and type of use (technology skills/information literacy/integrated into the curriculum).	policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	**9-28**	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	**9-28**	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	**9-28**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	**9-28**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	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.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	**9-28**	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	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.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators	**9-28**	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way	The plan suggests how technology will be used, but is not specific enough to know what

more accessible to parents.		communication between home and school. The implementation plan clearly supports accomplishing the goals.	action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	**9-28**	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	**9-28**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	**Page in District Plan** **29-37**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	**29-37**	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	**29-37**	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.

c. List of benchmarks and a timeline for implementing planned strategies and activities.	**29-37** **29-37**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	**29-37**	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA**	**Page in District Plan** **38-44**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. 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.	**38-44**	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	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.
b. Describe the existing hardware, Internet access, electronic		The plan clearly summarizes the existing technology	The inventory of equipment is so

learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	**38-44** **38-44**	hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	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.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	**38-44**	The 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.	The 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.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	**38-44**	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	**Page in District Plan** **45-47**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.	**45-47**	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (three to five years).	**45-47**	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	**45-47**	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	**45-47**	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.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	**45-47**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix F)	**Page in District Plan** **48-49**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	**48-49**	The plan describes the process for evaluation utilizing 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.	**48-49**	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. Description of how the information obtained through the monitoring and evaluation will be used.	**48-49**	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the 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 F)	**Page in District Plan** **49-50**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	**49-50**	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.	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 & 9 (Appendix F)	**Page in District Plan** **50-53**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	**50-53**	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. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	**50-53**	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	**50-53**	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan

This E-rate Supplement is to be completed annually and retained locally for audit purposes.

Use this form:

- to provide the required supplemental analysis when using an EETT technology plan as an E-rate acceptable plan; or
- when adding a new technology not currently addressed in an existing EETT technology plan.

Paragraph 59 of the Schools and Libraries Fifth Order, states that the Universal Service Administrative Company (USAC) has:

> *"been treating technology plans approved under the [United States] Department of Education's Enhancing Education Through Technology (EETT) as acceptable technology plans subject to one qualification. Consistent with the [Federal Communications] Commission requirement that program applicants demonstrate that they have the necessary resources required to utilize e-rate discounts, USAC has required that the EETT technology plans be supplemented by an analysis that indicates that the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of the Commission's support program."*

PART 1: Identification, Certification, and Signatures		
E-rate Year:	**July 1, 2008 - June 30, 2011**	
School District or Local Educational Agency (LEA):	Lassen County Office of Education	
CDS Code Number:	1810181	
Authorized E-rate Contact:	Jud Jensen, Assistant Superintendent	
Authorized E-rate Contact's Signature:		Date: 03/13/2008
Certification:	I acknowledge that the school district or LEA named above is aware of and will work to secure the financial resources listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.	
District Superintendent's Name:	Robert L. Owens	
District Superintendent's Signature:		Date: 03/13/2008

Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

This E-rate Supplement is to be completed annually and retained locally for audit purposes.

PART 2: E-rate Eligible Services Requested and Identified in EETT Technology Plan:
Description of Specific E-Rate Service(s):

PART 3: EETT Technology Plan Goal(s) That Will Be Addressed by the E-rate Service(s) Described in Part 2:	
EETT Technology Plan Goal(s) addressed by E-Rate:	**Page in Plan**

PART 4: Description of Level/Amount of Service Change			
Describe current level/amount of service:	**Describe new level after E-Rate request is filled:**	**Budget amount for district's share (for each charge involved in the service):**	**Planned budget source or line item for each amount:**

PART 5: Analysis of Non E-rate Eligible Resources

Required to Meet EETT Technology Plan Goals

This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.

Check the current SLD/USAC Eligible Services List at:
http://www.sl.universalservice.org/reference/eligible.asp

Part 5 a
Infrastructure required to achieve EETT Technology Plan:

E-rate eligible amount	**Non E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description of Major Items to be purchased, and/or refer to page number in tech plan.**
$:	$:		

%	%		

Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

This E-rate Supplement is to be completed annually and retained locally for audit purposes.

Part 5 b **Hardware required to achieve EETT Technology Plan:**				
Total Budgeted $:	**E-rate eligible amount**	**Non E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description of Major Items to be purchased, and/or refer to page number in tech plan.**
	$: %:	$: %:		

Part 5 c **Software required to achieve EETT Technology Plan:**				
Total Budgeted $:	**E-rate eligible amount**	**Non-E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description Major Items to be purchased, and/or refer to page number in tech plan.**
	$: %:	$: %:		

Part 5 d **Professional development required to achieve EETT Technology Plan:**				
Total Budgeted Cost of Training:	**Source of funds:**	**Number of Staff:**	**Description of Training: Reference page in technology plan.**	**Services or Contracts to be purchased, and/or refer to page number in tech plan.**
$:				

Part 5 e **Retrofitting required to achieve EETT Technology Plan:**				
Total Budgeted $:	**E-rate eligible amount**	**Non E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.**
	$: %:	$: %:		Inside-wiring: Construction:

(Continued next page)

Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

This E-rate Supplement is to be completed annually and retained locally for audit purposes.

Part 5 f **Maintenance required to achieve EETT Technology Plan:**				
Total Budgeted $:	**E-rate eligible amount**	**Non E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description Major Services/Contracts to be purchased, and/or refer to page number in tech plan.**
	$: %:	$: %:		

Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan:

The sheet is in Microsoft Word format. Cells will increase in size to contain the necessary information.

SLD/USAC requires that an E-rate applicant's EETT technology plan be supplemented by a budget-analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support.

For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant's EETT technology plan for clarity and to avoid redundancy.

For any item in a part, if you have no information to provide, enter "NONE."

PART 1: Fill in the identifying information, certification, and signatures.

PART 2: List the service for which you are requesting E-rate support. For example, "cell phone service" and "interactive video service" are each logical groupings of E-rate requested services.

Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART 3: List the educational technology plan goals that will be addressed using the service(s)
from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART4: Briefly describe the current level/amount of service. Then indicate the level/amount of service that will be available after the E-rate discount is approved. Note the budget amount for the district's share for each charge involved in the service. In the final column enter the budget source or line item for each amount.

PART 5: Instructions for Part 5 d follow immediately below. In the Analysis of Non E-rate Eligible Resources, for each of the following categories: (a) infrastructure; (b) hardware; (c) software; e) retrofitting; (f) maintenance; indicate:

- the total amount of funds the applicant will need to achieve its technology aims;
- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the specific funding source(s) the applicant will be able to secure to pay for the Non E-rate eligible portion of the total amount of funds budgeted; and
- a description of the major items or services covered under categories a through f above.

5.d: For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service.
(Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title II, Part D (Formula and Competitive) funds must be used for technological professional development.)

5.e: For Retrofitting, indicate any construction, electrical work, or rewiring that would be required to use the E-rate requested service along with an estimated cost and a budget source. If none is required, indicate "None" in the block for that part.

Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

5.f: For Maintenance, indicate any SEPARATE maintenance contracts with the type and location of equipment to be maintained along with estimated cost and a budget source. This amount may be eligible for discount IF the equipment involved is eligible equipment. For maintenance contracts that are part of an eligible E-rate contract, indicate that maintenance is limited to the service and equipment listed in the E-rate request.

A copy of the applicant's EETT technology plan, including an E-rate Supplemental Analysis (Addendum) for a State-approved EETT Technology Plan and supporting documentation, should be kept with the applicant's E-rate documentation at the applicant's site for audit purposes.

This E-rate Supplement is to be completed annually and retained locally for audit purposes.