

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS EDUCATION TECHNOLOGY PLAN

JULY 1, 2012 – JUNE 30, 2015



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Sutter County Superintendent of Schools Office County Technology Use Plan

District Profile

The Sutter County Superintendent of Schools (SCSOS) provides Special Education, Alternative Education, Adult Education, Career Education, and Infant and Preschool Special Education Programs to districts and individuals in Sutter County. To these programs SCSOS provides technical service and assistance. In addition, SCSOS assists all twelve individual districts in Sutter County to establish networks and bring information technology systems to their schools.

Although SCSOS operates programs serving infants through adults, this plan focuses on the four school sites (one alternative education, one special education, one opportunity and one adult education) operated by Sutter County Superintendent of Schools Office as required by the Elementary and Secondary Education Act (ESEA). The Special Education site consists of a number of classrooms situated in districts throughout Sutter County.

The Technology Department provides computer and technical services for the Sutter County Superintendent of Schools Special Education Programs, Feather River Academy, and Sutter County One Stop. The department designs and supervises construction of all local and countywide area computer networks for the county office. The department also assists school districts in Sutter County to establish networks and systems within their schools and to connect to the countywide area network.

The Sutter County Superintendent of Schools is located about 45 miles north of Sacramento. The following data from Ed Data offers a snapshot of our Local Educational Agency (LEA) during the 2010 -2011 school year.

Schools by Type Sutter County Office of Education, 2010-11				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers¹	Pupil-Teacher Ratio²
Special Education	1	267	29.0	9.2
Opportunity	1	7	1.0	7.0
County Community	1	132	6.0	22.0
Total	3	406	36.0	11.3

¹ FTE teacher counts include those assigned to a particular type of school; district and county office of education teachers not associated with a school are excluded.

² The Pupil-Teacher Ratio is enrollment divided by the number of full-time equivalent teachers. Because some teachers are not assigned to a classroom, the Pupil-Teacher Ratio is usually smaller than the average class size.

Source: California Department of Education, Educational Demographics Office (CBEDS, pubschs 9/1/11, sifb1011 9/12/11)

Students by Race/Ethnicity Sutter County Office of Education, 2010-11

	District	County	
	Enrollment	Percent of Total	Percent of Total
American Indian or Alaska Native	8	2.0%	1.0%
Asian	29	7.1%	12.5%
Native Hawaiian or Pacific Islander	0	0.0%	0.3%
Filipino	4	1.0%	0.6%
Hispanic or Latino	172	42.4%	35.3%
Black or African American	18	4.4%	2.4%
White	165	40.6%	42.7%
Two or More Races	8	2.0%	3.7%
None Reported	2	0.5%	1.4%
Total	406	100%	100%

Source: California Department of Education, Educational Demographics Office (CBEDS, sifb1011 9/12/11)

Special Programs Sutter County Office of Education, 2010-11

	District		County
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	70	17.2%	13.9%
Free/Reduced Price Meals ¹	227	55.9%	58.5%
Compensatory Education	339	83.5%	59.3%

¹ [Explanation](#) of enrollment calculation for Free/Reduced Price Meals.

Source: Educational Demographics Office, Language Census (elsch11 11/4/11); School Fiscal Services Division (frpm2010 8/26/11); District & School Improvement Division

1. Plan Vision and Duration July 1, 2012 – June 30, 2015

Vision

The Sutter County Superintendent of Schools, in cooperation with the twelve independent school districts within Sutter County, will empower students, teachers, support staff, parents, and community members, using appropriate information and communication technologies, to maximize learning, productivity and performance in order that all students become contributing participants in a changing world.

Mission

The Sutter County Superintendent of Schools will incorporate technology as a natural part of education through an integrated, comprehensive framework to govern acquisition, application and evaluation of technological resources to ensure that all students will have the opportunity to develop skills necessary to be productive citizens in an information-driven global society.

Effective educational technology is dependent on all children having access to and being ready to use engaging technology-supported learning opportunities.

Technology brings new approaches to teaching and learning that provide more opportunities to ensure that all students can successfully engage and participate in an academically rigorous environment.

Sutter County Superintendent of Schools is committed to providing technology access to all children and dedicated to supporting technology-learning opportunities in all areas of the curriculum. SCSOS strives to bring new technologies into the teaching and learning environment, which will ensure that all students are engaged in a rigorous and academically, challenged environment. These opportunities we believe will assist students in becoming successful learners in and outside of the classroom. Specifically our role is to:

- Keep the infrastructure, hardware, and software up to date.
- Implement technology solutions that will make accountable differences in instruction, assessment, and management of students as well as improve communication and collaboration.
- Provide training and support for all teachers, support staff and students.
- Continue to research and implement new ideas and technologies, which provide new learning experiences for students.
- Prepare for the 2014-2015 Smarter Balanced Assessments that include a computer assisted technology (CAT) component.

Our Education Technology Plan serves as both a guide for technology related decision-making and an instrument to monitor and evaluate progress toward identified goals and objectives. 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.

The Sutter County Superintendent of Schools educational technology plan covers three years, from July 1, 2012 through June 30, 2015. It will serve as the primary tool to guide the County Office of Education's acquisition, sustainability, and integration of technology. The technology plan is used for E-rate purposes as well.

Quarterly education support meetings will be scheduled with administrators and county media specialists. The plan will be reviewed and revised annually by technology stakeholders after the state releases achievement data for the LEA. Any modifications required through such review will be communicated to both the County Superintendent and school board. The tech coordinator and staff will then work with the Superintendent to implement any required revisions directly with Principal / Program Managers.

2. Stakeholders

Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.

Our County's Educational Technology Planning Team is a combination of stakeholders who will oversee the implementation of this process. The group is comprised of county and site representatives who are responsible for implementing the plan, including county administrators, special education program coordinators, information technology staff, principals, teachers, students, and parents.

The team convened in the 2011 school year will serve as a strategic planning committee for technology in the development of our technology plan. Our team will meet annually with the core technology advisory team and sub groups meeting more frequently as needed. Progress will be reviewed at monthly principals' meetings to:

- Evaluate the status of the current technology plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate county technology data with regard to hardware, wiring, resources, professional development and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.
- As stakeholders review technology plan outcome and process data, the following key questions are addressed:
 - Is student academic achievement improving where technology is being used effectively?
 - Are students demonstrating proficiency in technological skills and literacy?
 - Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?

- Do students and school staff have access to adequate technologies to prepare them for the Smarter Balance Assessments?
- Is technology available to all students?

Stakeholder Groups:

SCSOS Educational Services – the Superintendent, Assistant Superintendent, Educational Services, Assistant Superintendent, Student Support Services

SCSOS Technology Personnel – the Director of Technology and the county's Technology staff

SCSOS Financial Personnel – the Director of Internal Business Services

SCSOS Principals / Coordinators -- the Principal of Feather River Academy, the Director of ONE STOP; Special Education Program Principals

Site Teachers – representatives from Special Education, Alternative Education and Adult Education

Parents / Students – representatives from Special Education, Alternative Education and Adult Education

The Sutter County Superintendent of Schools continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our SCSOS 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

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

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, and English Language Learners, during school hours. There are libraries at Feather River Academy and at our Special Education sites. There is computer access before or after school for our students. We are looking for ways to offer additional access. All teachers in county programs have their own assigned computer or laptop. These are available for them to check out for use during school hours/work days and for use at home. Teachers have access to internet, our county web based portal, and email. Many of our classrooms have Smartboards used for enhancing instruction. Access to appropriate site-based technology resources has been evaluated through SCSOS inventory records; our annual County Office developed survey responses, and CBED data. The 2012 data has been summarized below.

Feather River Academy Community School	
Total # of Computers for Instructional Use	6
Total # of Computers in Classrooms	6
Total # of Internet Connected Computers in Classrooms	6
Total # of Computers in Classrooms older than 48 months	6
Total # of Computers in Classrooms 48 months old or newer	6
Student to Computer Ratio – Computers 48 months old or newer only	12.1
Total # of Computers in Computer Labs	15 (Thin Clients)
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	0

Opportunity (Alternative Education Program)	
Total # of Computers for Instructional Use	2
Total # of Computers in Classrooms	2
Total # of Internet Connected Computers in Classrooms	2
Total # of Computers in Classrooms older than 48 months	2
Total # of Computers in Classrooms 48 months old or newer	2
Student to Computer Ratio – Computers 48 months old or newer only	7.1
Total # of Computers in Computer Labs	15 (Thin Clients)
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	0

One Stop (Adult Education and ROP programs)	
Total # of Computers for Instructional Use	38
Total # of Computers in Classrooms	55
Total # of Internet Connected Computers in Classrooms	55
Total # of Computers in Classrooms older than 48 months	45
Total # of Computers in Classrooms 48 months old or newer	10
Student to Computer Ratio – Computers 48 months old or newer only	7.1
Total # of Computers in Computer Labs	19
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	N/A

Sutter County Superintendent of Schools Special Education	
Total # of Computers for Instructional Use	114
Total # of Computers in Classrooms	139
Total # of Internet Connected Computers in Classrooms	111
Total # of Computers in Classrooms older than 48 months	49
Total # of Computers in Classrooms 48 months old or newer	94
Student to Computer Ratio – Computers 48 months old or newer only	4:1
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	DSL, T-1, DS3
Before & After School Student Access to Computers – Days & Time	M-F, 7 to 4

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

School Program	Typical Uses of Technology	Typical Frequency
Site: Special Education classrooms	<p>Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of their classroom instruction as appropriate to their IEP goals and objectives.</p> <p>Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, and adaptive software programs.</p> <p>Software applications are integrated into various IEP based programs as deemed appropriate and instructionally valid by the teacher.</p>	<p>Daily Instructional Component: Individually, students rotate using computers in the classroom on a daily basis with staff support.</p> <p>Students are engaged in the use of basic desktop software applications i.e. MS office, with adaptations as necessary or during structured activities.</p>
	<p>Curricular Integration: All teachers provide student access to classroom workstations and the Internet to research current event topics. Interactive whiteboards and iPads are tools used for daily instruction. Curriculum specific software from adopted publishers is used.</p>	<p>Daily/Weekly Instructional Component: Students utilize MS office, email, Internet and PowerPoint for completion of assignments with staff support</p>
Sites: Feather River Academy, Opportunity and One Stop	<p>Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of their classroom instruction and as appropriate to grade level daily goals and objectives.</p>	<p>Daily Instructional Component: Individually, students rotate using computers in the lab or in the classroom on a daily</p>

	<p>Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, and adaptive software programs.</p> <p>Software applications are integrated into various programs as deemed appropriate and instructionally valid by the teacher.</p>	<p>basis with staff support.</p> <p>Students are engaged in the use of basic desktop software applications i.e. MS office, with adaptations as necessary or during structured activities.</p>
	<p>Curricular Integration: Teachers provide student access to classroom workstations, Discovery streaming and the Internet to research current event topics. Software provided from adopted publishers is used to reinforce/support learning in the areas of reading, math, social studies and science.</p>	<p>Daily/Weekly Instructional Component: Computers are utilized for instruction in all curriculum areas.</p>
	<p>Student Management by Teachers: AERIES is used by teachers to track attendance and assessment data. IlluminateEd. Is used for data management. Microsoft Outlook is used for calendars.</p>	<p>Daily Student Management Component: Student attendance information is submitted daily. Assessment data is viewed as needed. Calendars are available as needed.</p>

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

Based on our student data, federal and state mandates, and research-based best practices, SCSOS’s current key student achievement/curricular goals are:

Goal 1: Sutter County Superintendent of Schools will utilize technology to meet federal requirements of ESEA and support curricular goals to ensure that all students including limited English proficient students reach high standards at a minimum of proficiency or better in ELA and Math content standards by the 2014-15 school year.

Goal 2: Sutter County Superintendent of Schools will ensure all students have access to technology to support achievement of the academic standards in the classroom, county curricular goals, and success throughout life.

Goal 3: Sutter County Superintendent of Schools will support site use of technology to improve data collection, analysis, reporting, and decision making for student achievement and improve communication between home and school.

The Sutter County Superintendent of Schools - *Strategic Plan* 2012-2015 is a flexible guide for the improvement of student achievement and the quality of instruction for all students. Each program’s Strategic Plan includes measurable strategies that call for basing instructional/curricular decisions on 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.

SCSOS developed a *School Accountability Report Card (SARC)* that targets specific achievement goals for Feather River Academy, with an action plan and evaluation component to measure success. Beginning with the 2006-2007 planning cycle, we included a technology component in our SARC that identifies the site's focus in relation to technology integration, implementation and professional development.

Other SCSOS planning documents and data that establish and/or guide our standards-based curriculum include:

- The SCSOS adopted State Content Standards for K-12.
- The SCSOS LEA plan.
- Elementary and Secondary Education Act (ESEA) compliance implementation documentation.
- CDE and Federal district wide school achievement data from annual AYP, API, and STAR results.
- The CDE's Academic Program Survey (APS)
- The CDE's state board approved K-12 California Common Core Standards.
- The Sutter County Superintendent of Schools Office Superintendents Policy and Procedures which detail the County's philosophy and goals, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Categorical Monitoring Programs.

Sutter County Superintendent of Schools has established curricular/instructional goals tied to the academic content standards monitored by various county assessment systems, and referenced in comprehensive planning documents and efforts. County programs and sites have adopted IlluminateEd as an effective site based student assessment system on which to base instructional decisions. The common underlying purpose of these action plans is to improve student achievement.

Our programs strive to achieve growth targets for Special Education, Opportunity and Feather River Academy. Each of these programs is highly specialized with many complex issues in the promotion of student achievement.

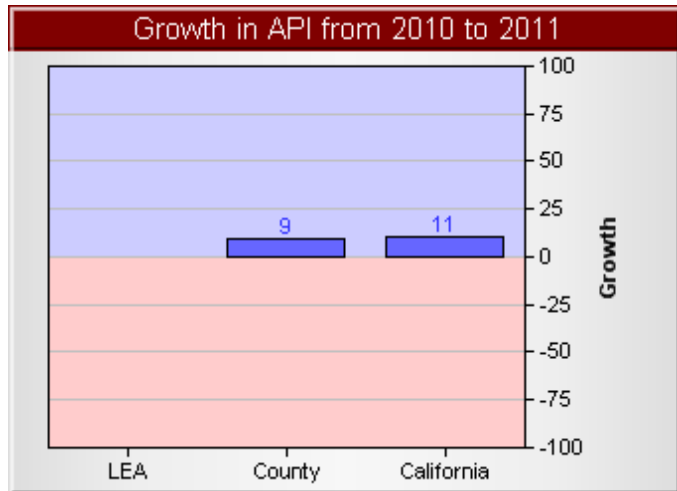
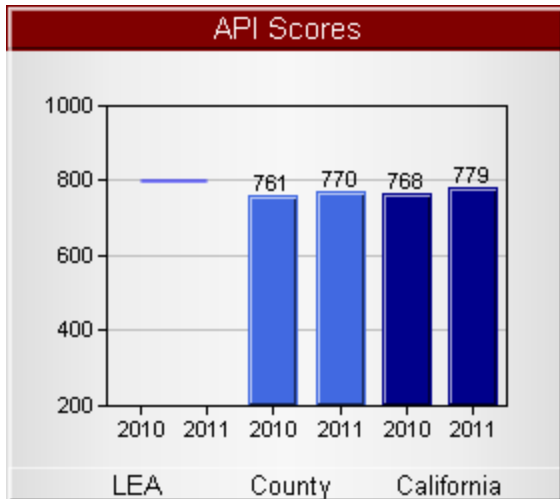
Academic Performance Index (API) 2010-2011 Reporting Cycle.

LEA: Sutter County Superintendent of Schools Office

County: Sutter

<u>2010 Base API</u>	<u>2011 Growth API</u>	<u>Growth in the API from 2010 to 2011</u>
497	410	-87

API growth target information is not applicable to LEAs or to schools that do not have a valid 2010 Base API



— Statewide Performance Target for Schools = API of 800 or Above

LEA: Sutter County Office of Education
 County: Sutter

Sutter County Superintendent of Schools Feather River Academy is an Alternative Schools Accountability Model (ASAM) school. The Special Education program utilizes CAPA and regular STAR testing for students based on eligibility. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by *Education Code* Section 52052 and not the API accountability system. However, API information is needed to comply with the federal Elementary and Secondary Education Act (ESEA).

2011 AYP Criteria Summary

Our LEA made 2 out of the 5 AYP criteria

<u>AYP components</u>	<u>Met 2011 AYP criteria</u>
Participation rate	English/LA -- Yes Math --Yes
Percent proficient (AMOs)	English/LA -- No Math -- No
API as additional indicator	N/A
Graduation rate	No
Program Improvement (PI)	
PI Status:	In PI

Annual Measurable Objectives (AMOs) 2010-11

DISTRICT PERCENT PROFICIENT

	English - Language Arts		Mathematics	
	Percent At or Above Proficient	Met 2011 AYP Criteria	Percent At or Above Proficient	Met 2011 AYP Criteria
LEA-wide	14.3	NO	5.0	NO
African American or Black (not of Hispanic origin)	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	29.2	N/A	16.0	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not of Hispanic origin)	38.5	N/A	32.1	N/A
Socio-economically Disadvantaged	34.2	N/A	25.0	N/A
English Learners	54.5	N/A	33.3	N/A
Students with Disabilities	40.4	N/A	35.3	N/A

California Alternate Performance Assessment (CAPA) results:

	Percent Proficient and Above	Above 1.0	Exception Approved
English-Language Arts	0.0	No	
Mathematics	0.0	No	

SCSOS reviews and adopts key student achievement 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 at the county level along with individual school site plans.

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

Goal 1: Sutter County Superintendent of Schools Office will utilize technology to meet federal requirements of ESEA and support curricular goals to ensure all students including limited English proficient students reach high standards at a minimum proficiency or better in ELA and Math California Common Core State Standards by the 2014-15 school year. Student achievement in grades K-12 will increase with the use of technology to improve teaching and learning as supported by County curricular goals.

Goal 2: SCSOS plans to acquire software that will support students at our FRA campus in providing ongoing formative assessment. *Renaissance Learning STAR assessment* will be purchased before the next school year begins so it can be used at the beginning of the 2012 school year and quarterly thereafter. The special education sites are using Learn 360 to enhance the delivery of standards based curriculum in all subject areas and *MEC*, which is a program for the development of individualized transition plans (ITP) with a school to work focus. All programs will be actively seeking technology supports from publishers for the adopted curriculum in the areas of ELA, math, social studies and science.

Objective 3d.1: By 2015, All students in grades 2-11 will use technology to improve their acquisition of the California Common Core State Standards CCCSS in English/Language Arts and Math as demonstrated by the increase of the percentage of students scoring proficient or advanced on state wide assessments by 2% each year. K-1 students will also show appropriate improvement.
Year 1 Benchmark: For each grade level 2-11, after using technology specifically addressing the Language Arts and Math California Common Core State Standards, the percentage of students scoring proficient or advanced on the English/Language Arts and Math portion of the state wide assessments will increase by 2% over the Spring 2012 results. K-1 students will also show appropriate improvement.
Year 2 Benchmark: For each grade level 2-11, after using technology specifically addressing the Language Arts and Math California Common Core State Standards, the percentage of students scoring proficient or advanced on the English/Language Arts and Math portion of the state wide assessments will increase by 2% over the Spring 2013 results. K-1 students will also show appropriate improvement.
Year 3 Benchmark: For each grade level 2-11, after using technology specifically addressing the Language Arts and Math California Common Core State Standards, the percentage of students scoring proficient or advanced on the English/Language Arts and Math portion of the state wide assessments will increase by 2% over the Spring 2014 results. K-1 students will also show appropriate improvement.

Objective 3d.2: By June 30, 2015 95% of all teachers will use Smartboards daily to instruct core subject areas.
Year 1 Benchmark: a minimum of 75% of all teachers will use Smartboards daily to instruct core subject areas in the 2012-13 school year.
Year 2 Benchmark: a minimum of 85% of all teachers will use Smartboards daily to instruct core subject areas in the 2013-2014 school year.
Year 3 Benchmark: 95% of all teachers will use Smartboards daily to instruct core subject areas in the 2014-2015 school year.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Research various technology resources and meet annually to determine appropriate technology access and assistive technology needs of students with IEPs.	July 2012- June 2015	Technology Committee and teaching staff	SCSOS administrators and site technology coordinators will track the development and implementation of all appropriate access and assessment activities.
Research various technology resources 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	July 2012, 2013,2014, 2015	Technology Committee and teaching staff	Meeting notes, emails.
Assess students' entry level technology and information skills. Posttest at the end of the school year.	August 2012 - June 2015	Staff/teachers	Pre and posttests.

Annually review, 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.	July 2012, 2013, 2014, 2015	Educational Services	Administrators will observe use and suggest modification as needed. Purchase orders to show software or online subscriptions acquired.
Annually, provide professional development on adopted curriculum and technology resources	August 2012, 2013, 2014, 2015	Educational Services	Sign in sheets and participant feedback.
Annually provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments.	Each year in August, November, February, and May 2012-2015	Educational Services	Sign in sheets and participant feedback.
Annually provide professional development on new district/CLRN approved curriculum software and online resources as needed.	August 2012, 2013, 2014, 2015	Educational Services	Sign in sheets and participant feedback.
Provide ongoing district support and professional development opportunities on the integration of ELA and math standards across the curriculum including career tech courses.	August 2012- June 2015	Educational Services	Sign in sheets and participant feedback.
Evaluation Instrument(s) — Data To Be Collected: School principals track the development and implementation of all activities and accomplishments through monthly observation notes, monitoring tools, and test data (state assessments and local assessments) and report progress quarterly at admin meetings. Modifications to activities will be made as needed.			

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

Goal 3e: Sutter County Superintendent of Schools will ensure all students will increase their technology and information literacy skills needed to succeed in the classroom, the workplace, and at home.

Objective 3e.1: By June 30, 2015 100% of students in SCSOS schools will increase their technology and information literacy skills needed to succeed in the classroom, the workplace and at home as measured by pre- and post-tests adopted by the county programs
Year 1 Benchmark: Based on the National Educational Technology Standards (NETS) schools will adopt an appropriate continuum of teachable skills and assessments for the various student populations of SCSOS and begin implementation.

<p>Year 2 Benchmark: Of those students completing a year of instruction of technology and information literacy skills: 80% will increase their entry level proficiency by June 2014 as measured by an adopted assessment tool and teacher observation.</p>
<p>Year 3 Benchmark: Of those students completing a year of instruction of technology and information literacy skills: 100% will increase their entry level proficiency by June 2015 as measured by an adopted assessment tool and teacher observation.</p>

<p>Objective 3e.2: By June 2015, 80% of SCSOS students will create and present a multimedia presentation.</p>
<p>Year 1 Benchmark: 40% of SCSOS students will create and present a multimedia presentation by June 2013.</p>
<p>Year 2 Benchmark: 60% of SCSOS students will create and present a multimedia presentation by June 2014.</p>
<p>Year 3 Benchmark: 80% of SCSOS students will create and present a multimedia presentation by June 2015.</p>

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Teachers and administrators will research and be trained in the use of the NETS technology components of each adopted curriculum program and will agree upon and adopt an assessment tool based on these components and begin implementation.	August 2012 – June 2013	Contracted trainers	Sign in sheets and participant feedback. Assessment tool developed.
Students will systematically learn the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	Ongoing August 2013 – June 2015	Teachers	Administrators will observe use and suggest modification as needed.
Annually provide systematic professional development and collaboration time for administration and teachers to improve student achievement assessment data collection, analysis, reporting, and data driven decision-making. Align standards-based instruction and share best practices in instruction and intervention.	Ongoing August 2012 – June 2015	Contracted trainers or staff "experts"	Sign in sheets and participant feedback.
<p>Evaluation Instrument(s) — Data To Be Collected: SCSOS administrators will track the development and implementation of all appropriate access and assessment activities, inventories and accomplishments through monthly observations and monitoring tools and report progress. Modifications will be made as needed in order to insure that we meet or exceed this measurable objective.</p>			

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. (AB 307)

Goals:

Sutter County Superintendent of Schools will ensure that all students will receive grade level appropriate instruction about information literacy, copyright, and the appropriate and ethical use of information technology. All staff, K-12 parents, and students in grades 4-12, are required to sign annually or upon hire/enrollment to read and sign the Acceptable Use Policy for the County Office or School. In addition, parents must indicate whether or not their student is allowed Internet use at the school site. Staff monitors student use of computers to ensure that copyright infringement, fair use, and plagiarism do not occur at the sites.

1. Staff will receive information on how to present instruction to address the appropriate and ethical use of information technology. Online resources to be considered are <http://www.cybersmartcurriculum.org/> and <http://www.digitalcitizenshiped.com/>
2. Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology so that students can distinguish lawful from unlawful uses of copyrighted works including the concept and purpose of both copyright and fair use and peer-to-peer file sharing, and avoiding plagiarism.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Staff will research resources, design and adopt curriculum, and receive training for grade level ethical use and Internets safety skills and assessments	August 2012- June 2013		
Students will receive grade level instruction addressing the appropriate and ethical use of information technology in the classroom.	Ongoing August 2013 – June 2015	Teachers	Principals will observe this in the classrooms and will have discussion with staff on a regular basis to assure compliance.
Staff development time will be provided to plan instruction addressing the appropriate and ethical use of information technology	Ongoing August 2012 – June	Staff/Administration	Sign in sheets and staff evaluation/feedback.

in the classroom	2015		
Evaluation Instrument(s) — Data To Be Collected: Staff, parent and student surveys will be administered each year to assure understanding. Modifications will be made as needed in order to insure that we meet or exceed this objective.			

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

Our school sites and the County office are maintained under a domain and provide a filtering system that provides safe internet search for staff and students during the work day. This system is monitored and updated by the County's technology staff on a regular basis.

Goals:

Sutter County Superintendent of Schools will ensure all students receive grade level appropriate instruction in Internet safety including online privacy and strategies to avoid online predators.

1. Students will learn and utilize the skills concerning Internet Safety including how to protect online privacy and avoid online predators. .
2. Teachers will review skills with students yearly to assure knowledge of best practices to maintain Internet Safety.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Train all teachers on the appropriate instructional lessons that address internet safety	Ongoing August 2012	Staff and administration IPP Staff	Sign in and feedback sheets.
All teachers will deliver grade level appropriate instructional lessons that address Internet safety.	Ongoing September 2012 – June 2015	Staff and administration IPP Staff	Principals will observe this in the classrooms and will have discussion with staff on a regular basis to assure compliance.
Evaluation Instrument(s) — Data To Be Collected: Lesson plans integrating ethical use of technology including copyright, plagiarism, internet safety and cyber-bullying. Staff, parent and student surveys will be administered each year to assure understanding. Modifications will be made as needed in order to insure that we meet or exceed this objective.			

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

All Sutter County Superintendent of Schools students have access throughout the school day to computers in the classroom with support from staff. Students who need adaptive technology are assessed at the time of enrollment and the school sites work with the SELPA or other appropriate agencies to provide appropriate access to technology. SCSOS has a filtering software program to help ensure students only have access to appropriate Internet sites. SCSOS strives to maintain this level of access for our students during the life of this plan.

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

Goal 3i: Sutter County Superintendent of Schools will support use of technology to improve data collection, analysis, reporting, and decision making for student achievement, particularly in English/Language Arts and Math, and to be more supportive of teachers' efforts to meet individual student academic needs.

Objective 3i.1: 100 % of teachers and administrators will fully utilize the AERIES and SEIS programs by June 2015.
Year 1 Benchmark: 80% of staff will fully utilize AERIES and SEIS by June 2013
Year 2 Benchmark: 90% of staff will fully utilize AERIES and SEIS by June 2014
Year 3 Benchmark: 100% of staff will fully utilize AERIES and SEIS by June 2015

Objective 3i.2: 75% of teachers and administrators will utilize IlluminateEd for data collection and analysis.
Year 1 Benchmark: 50% of staff will utilize IlluminateEd, the adopted data management program, by June 2013
Year 2 Benchmark: 60% of staff will utilize IlluminateEd, the adopted data management program, by June 2014..
Year 3 Benchmark: 75% of staff will utilize IlluminateEd, the adopted data management program, by June 2015.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Ongoing training of teachers and administrators in the use of AERIES for grading and retrieving information.	Ongoing July 2012- June 2015	Contracted trainers	Sign in sheets and feedback from participants
Train staff to use IlluminateEd, a data management system, for all students who are assessed by mandated State	July 2012- June 2015	Program directors/assistant superintendents	Purchase orders, research notes

assessments and local benchmark assessments.			
Annually provide systematic professional development and collaboration time for administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision-making. Align standards-based instruction and share best practices in instruction and intervention.	Ongoing July 2012 – June 2015	Staff and administration	Principals will observe and monitor use in the classrooms
Ongoing training will be provided in the effective use of SEIS to track student progress and IEP goals.	Ongoing July 2012- June 2015	Contracted trainers and staff "experts"	Sign in sheets and feedback.
Evaluation Instrument(s) – Data To Be Collected: SCSOS administrators will track the development and implementation of all activities and accomplishments quarterly through sign in/out sheets and meeting notes and report progress at principal and technology committee meetings.			

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

Goal 3j: Sutter County Superintendent of Schools will support use of technology to improve data collection, analysis, reporting, and decision making and improve communication between home and school. Staff currently uses email, auto phone systems and email generated newsletters to communicate to parents. We are hoping to increase use of these tools and to include the use of a school website (for FRA and One Stop) with a link to the county website.

Objective 3j.1: By June 2015, 80% teachers will consistently utilize various forms of technology to communicate with parents and students, including but not limited to email, phone, newsletters, websites (class and school) and additional emerging technologies as appropriate. By June 2013, 100% of administrators will communicate with parents using appropriate forms of technology.
Year 1 Benchmark: By June 2013 50% of teachers will communicate with parents using appropriate forms of technology. 100% of Administrators will communicate with parents using appropriate forms of technology.
Year 2 Benchmark: By June 2014 70% of teachers will communicate with parents using appropriate forms of technology.
Year 3 Benchmark: By June 2015 80% of teachers will communicate with parents using appropriate forms of technology.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation

Administrators and teachers will be trained in the use of technologies for communication.	Ongoing July 2012 – June 2015	Contracted trainers	Sign in sheets and feedback from participants.
Staff will post communications on the school website	Beginning August 2013 and quarterly after that	Teachers and administrators	Assistant Superintendent views website

Continue to fund and maintain, all professionally designed and locally updated websites where SCSOS, announcements, staff contact information, teacher class information; events, etc. are communicated with students and parents.	Ongoing July 2012 – June 2015	Technology staff and site staff	SCSOS administrators and site technology coordinators will track the development and implementation of all appropriate access and assessment activities.
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Evaluation Instrument(s) – Data To Be Collected:
SCSOS administrators will track the development and implementation of all activities and accomplishments quarterly through sign in/out sheets and meeting notes and report progress at principals and technology committee meetings.

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

SCSOS administrators will track the development and implementation of all activities and accomplishments described in the goals, objectives and benchmarks. This information will be tracked quarterly and progress reported to the Superintendent on a semi-annual basis. Changes will be made at that time,

4. Professional Development

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

Informal surveys and observation of both teachers’ and administrators’ use indicate, that most staff is intermediate to proficient in Word Processing, but most are not proficient in other applications. All administrators and teaching staff use email regularly. There is strong indication that teachers and administrators need ongoing training in using technology to support teaching and learning. Our Education Technology Plan provides for completion of a County office developed survey by all teachers and administrators in early spring of 2012.

SCSOS will review the County office developed survey data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools will use this survey data and teacher input annually to plan for site-based professional development needs.

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

The Tech Plan Committee identified training in the use of our adopted data management system, iPads and Smartboards as the highest priority for current professional development based on the results of the County office survey. Annually, staff development focuses on the needs of teachers as set in individual program technology goals and the needs of the county as a whole. Staff development in the area of Smartboard training, iPad training, online curriculum, Smarter Balance Assessment training, integration of technology within an instructional plan that is differentiated, Renaissance Learning STAR assessment, Accelerated Reader, Cyber High, Catchup Math, and the use of our data management system (IlluminateEd), will be the focus of the duration of this plan.

Goal 4b: Administrators and teachers will become proficient in the use of technology and all goals, objectives, and benchmarks as stated in 3d-3j, including to improve two-way communication between home and school, to acquire technology and information literacy skills, as well as addressing ethical use and safety issues online, and will increase technology usage for data collection, analysis, reporting and decision making to improve student achievement of the content standards particularly in the areas of English/Language Arts and Math.

Objective 4b.1: By June 2015, SCSOS programs (FRA, Special Ed, One Stop ROP, and Adult Ed) will identify program specific technology goals and will participate in specialized professional development opportunities such that the staff of each program will achieve those individualized technology levels of 80% proficiency as measured by the county-created survey of technology skills, over the next 3 years.
Year 1 Benchmark: Program technology level of proficiency will reach 50% as measured by the county-created survey of technology skills.
Year 2 Benchmark: Program technology level of proficiency will reach 60% as measured by the county-created survey of technology skills.
Year 3 Benchmark: Program technology level of proficiency will reach 80% as measured by the county-created survey of technology skills.

Objective 4b.2: By June 2015, 80% of all teachers, who participate in county-sponsored educational technology professional development, will become proficient in the use of county-supported technologies (IlluminateEd, Smart boards, <i>Renaissance Learning STAR</i> , Learn 360, MEC and supports from publishers for the adopted curriculum in the areas of ELA, math, social studies and science) to improve student achievement, data collection and analysis, reporting and decision-making, and other goals, objectives, and benchmarks stated in 3d-3j above, as measured by the county-created survey of technology skills..
Year 1 Benchmark: By June 2013 a minimum of 50% of all SCSOS teachers will become proficient in the use of county-supported technologies to improve student achievement, data collection and analysis, reporting and decision-making and other goals, objectives, and benchmarks stated in 3d-3j above, as measured by the county-created survey of technology skills.
Year 2 Benchmark: By June 2014 a minimum of 60% of all SCSOS teachers will become proficient in the use of County supported technologies to improve student achievement, data collection and analysis, reporting and decision-making, and other goals, objectives, and benchmarks stated in 3d-3j above, as measured by the County created survey of technology skills.

Year 3 Benchmark: By June 2015 a minimum of 80% of all SCSOS teachers will become proficient in the use of County supported technologies to improve student achievement, data collection and analysis, reporting and decision-making, and other goals, objectives, and benchmarks stated in 3d-3j above, as measured by the County created survey of technology skills.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Annually, require administrator and teacher completion of county-developed survey by all who participate in SCSOS sponsored technology-training programs.	Ongoing July 2012 – June 2015	Educational Service staff	Evidence of survey completion, survey results
Annually, in June, analyze results of county-developed survey data to plan for professional development offerings during the year.	Ongoing July 2012 – June 2015	Educational Services staff	Professional Development calendar, survey results
Annually in the fall, schedule and promote SCSOS sponsored technology workshops for administrators and for teachers during the school year that will ensure that all students will acquire technology and information literacy skills needed to succeed in the classroom the workplace and at home. .	Ongoing July 2012 – June 2015	Educational Services Staff	Professional Development calendar, sign-in sheets
Each program will identify and develop three year program specific technology goals and submit goals to their appropriate supervisor for approval.	December 2012	Director, Special Education, Principal, Feather River Academy, Assistant Superintendent, Student Support Services	Written plan
Provide Smartboard training	August 2012 and as needed through June 2015	Smartboard trainers	Notes from trainings, sign-in sheets
Provide professional development on new district/CLRN approved curriculum software and online resources as needed to support increasing student achievement in English/Language Arts and math.	August 2012-June 2015	Ed Services staff	Notes from trainings, sign-in sheets

Provide training on ethical use and Internet safety curriculum	August 2013 and yearly	Ed Services staff	Notes from trainings, sign-in sheets
Provide professional development opportunities on integrating the student NETS grad level skills and standards in their curriculum	Spring of 2013 and yearly	Ed Services staff	Notes from trainings, sign-in sheets
Provide ongoing training in the use of AERIES and SEIS.	August 2012 – June 2015	AERIES and SEIS trainers	Notes from trainings, sign-in sheets
Annually provide training in the use of technologies for communication.	August 2012- June 2015	Technology Staff	Notes from trainings, sign-in sheets
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.	Ongoing August 2012 – June 2015	Educational Services staff and Special Education staff	Professional Development calendar, sign-in sheets
Evaluation Instrument(s) — Data To Be Collected: County curriculum administrators track the development and implementation of all activities and accomplishments through sign in/out sheets and meeting notes and report progress at monthly administration meetings. Modifications to our activities will be made as needed in order to insure that we meet or exceed our measurable objectives.			

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

Administrators are responsible for the planning, development, implementation monitoring 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.

SCSOS administrators and school site principals track the development and implementation of all activities and accomplishments monthly using sign in/out sheets and report progress at monthly admin meetings. Modifications to our county activities will be made as needed in order to insure that we meet or exceed this measurable objective.

SCSOS administrators will track the development and implementation of all activities and accomplishments quarterly and report progress to the Superintendent on a semi-annual basis. Changes will be made at that time.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware:

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, and English Language Learners, during school hours. All our Special Education classrooms are equipped with networked printers and LCD projectors. Smartboards have been purchased all of our Special Education classrooms and most of our FRA classrooms. There is limited computer access before or after school for our students and we are looking for ways to offer additional access. Access to appropriate site-based technology resources has been evaluated through SCSOS inventory records, annual California School Survey responses, and CBED data.

Existing Internet Access:

While SCSOS has four official sites, the special education classrooms are located in various schools in the county.

Total Number of County Office schools = 4

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection = 2

Total Number of SCSOS schools connected to the Internet by:

CSME: 3

DS3: 0

Full T-1: 1

Fractional T-1: 0

ISDN: 0

Wireless (not microwave):0

Sutter County Superintendent of Schools Office is the CENIC node for all Sutter county School Districts.

Average # of drops per classroom: 8

What percentage of schools does the following Internet service provider serve?

District office (Sutter county Superintendent of Schools Office): 100%

California State University/University of California 0%

Commercial provider (e.g., Earthlink, MCI, Sprint, etc.) 0%

Existing Electronic Learning Resources:

Special Education Software Used:

Microsoft Office Suite, Internet resources, and CLRN approved curriculum based software.

Feather River Academy, Opportunity and One Stop Software Used:

Microsoft Office Suite, Internet resources, Aeries Browser Interface (ABI Eagle software) and IlluminateEd used for student data management, Accelerated Reading, Renaissance Learning STAR Assessment, and CLRN approved curriculum based, adopted curriculum provided software in computer labs or teacher work stations.

Existing Technical Support:

Technical support at school sites includes our LEA Information Technology Department.

County Office Support includes:

- Director of Information Technology,
- Systems Operations Manager
- Tech Support Technician

Tech support is handled through work order system, on a first come, first served basis. The technician is available to staff five days a week as available. First call for tech support is for Financial/Payroll departments, as it is funded from that department. Regular maintenance is not scheduled on a yearly basis.

Type Of SCSOS Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	County Computer Technician (0.4 FTE)

Technical Support provided during school hours	Director of IT, Operations Manager or Technician
Technology Integration Support	Technology Director and CTAP Region 3

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	Technology Department
Technical Support provided during school hours	Director of IT, Operations Manager or Technician
Technology Integration Support	Administration, peer coaches.

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

Hardware Needed:

Improving student to up-to-date multi-media computer ratios is a moving target. As SCSOS annually purchases new computers for its sites, others are retired, making it difficult to obtain a student to computer homeostasis. To complicate the issue further, our student population fluctuates annually. Our intent in this plan is to maintain a sufficient number of computers to support our student population.

We will replace old computers in accordance with our replacement practices 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 where applicable, as administration rotates computers that have been donated to the schools to increase the student to computer ratio.

Electronic Learning Resources Needed:

- Additional SCSOS standardized and CLRN approved curriculum and intervention software such as Learn 360, Microcomputer Evaluation of Careers and Academics (MECA) and online services for English/Language Arts and Math for all K-12 grade levels.
- Additional adopted textbook publisher companion technology resources, particularly for English/Language Arts and Math.
- CLRN approved assistive software as identified by teachers with upgrades to existing software versions as needed.
- Currently supported versions of word processing, spreadsheet and presentation software.
- Interactive white boards in every classroom as appropriate.

Working with the Technology Department, new software is always being evaluated and rated based upon CLRN and students' needs. As student needs change, so will the software.

Networking and Telecommunications Infrastructure Needed:

School sites will save and share data via the servers rather than the individual hard drives on their computers.

Physical Plant Modifications Needed:

In order to meet the curriculum goals outlined in Criteria 3, Sutter County Schools will need to stay up to date with new and changing facilities, due to the nature of the schools, buildings and locations often change.

Technical Support Needed:

The goal by 2015 is to increase current staffing by .5 and to maintain the resources already in place to support the technology needs of classrooms and the administrative staff.

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

Goal 1: Students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, county curricular goals, and ultimately for success throughout life.

Goal 2: In order to meet the curriculum goals outlined in Criteria 3, Sutter County Schools will need to stay up to date with new and changing facilities, due to the nature of the schools, buildings and locations often changing.

Goal 3: All school sites in SCSOS will have access to timely SCSOS 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.

Year 1 Benchmark: By June 30, 2013 our county average student to computer ratio will be 6 to 1 or better and 70% of school sites will save and share data via the servers rather than the individual hard drives on their computers. Needed electronic resources will be purchased and put to use.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Computers and interactive whiteboards will be purchased as funds are available.	Sept. 2012- June 2013	Technology Dept. will work with sites to find best rates for purchasing equipment.
Up to date adopted textbook publisher companion technology resources, particularly for English/Language Arts and Math will be reviewed and purchased as needed.	Sept. 2012- June 2013	Educational Services will work with sites to recommend needed additions.
Additional SCSOS standardized and CLRN approved curriculum and intervention software such as Learn 360, Microcomputer Evaluation of Careers and Academics (MECA) and online services for English/Language Arts and Math for all K-12 grade levels will be reviewed and purchased as needed.	August 2012	Educational Services will guide the purchase of these materials
Currently supported versions of word processing, spreadsheet and presentation software will be purchased as needed.	August 2012	Technology Department
CLRN approved assistive software as identified by teachers will be purchased with upgrades to existing software versions as needed.	August 2012	Each school site
Ongoing observations and conversations will take place concerning physical plant needs to keep technology up to date. Modifications will be made as funds allow.	August 2012- June 2013	Technology committee
Data will be saved and shared via the servers.	Sept. 2012- June 2013	Technology Dept. will work with sites.

Year 2 Benchmark: By June 30, 2014 our county average student to computer ratio will be 5 to 1 or better and 80% of school sites will save and share data via the servers rather than the individual hard drives on their computers. Needed electronic resources will be purchased and put to use.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Computers and interactive whiteboards will be purchased as funds are available.	Sept. 2013- June 2014	Technology Dept. will work with sites to find best rates for purchasing equipment.
Up to date adopted textbook publisher companion technology resources, particularly for English/Language Arts and Math will be reviewed and purchased as needed.	Sept. 2013- June 2014	Educational Services will work with sites to recommend needed additions.

Additional SCSOS standardized and CLRN approved curriculum and intervention software such as Learn 360, Microcomputer Evaluation of Careers and Academics (MECA) and online services for English/Language Arts and Math for all K-12 grade levels will be reviewed and purchased as needed.	August 2013	Educational Services will guide the purchase of these materials
Currently supported versions of word processing, spreadsheet and presentation software will be purchased as needed.	August 2013	Technology Department
CLRN approved assistive software as identified by teachers will be purchased with upgrades to existing software versions as needed.	August 2013	Each school site
Ongoing observations and conversations will take place concerning physical plant needs to keep technology up to date. Modifications will be made as funds allow.	August 2013- June 2014	Technology committee
Data will be saved and shared via the servers.	Sept. 2013- June 2014	Technology Dept. will work with sites.

Year 3 Benchmark: By June 30, 2015 our county average student to computer ratio will be 4 to 1 or better and 90% of school sites will save and share data via the servers rather than the individual hard drives on their computers. Needed electronic resources will be purchased and put to use. By June 2015, the County office will have added .5 FTE Technician.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Computers and interactive whiteboards will be purchased as funds are available.	Sept. 2014- June 2015	Technology Dept. will work with sites to find best rates for purchasing equipment.
Up to date adopted textbook publisher companion technology resources, particularly for English/Language Arts and Math will be reviewed and purchased as needed.	Sept. 2014- June 2015	Educational Services will work with sites to recommend needed additions.
Additional SCSOS standardized and CLRN approved curriculum and intervention software such as Learn 360, Microcomputer Evaluation of Careers and Academics (MECA) and online services for English/Language Arts and Math for all K-12 grade levels will be reviewed and purchased as needed.	August 2014	Educational Services will guide the purchase of these materials
Currently supported versions of word processing, spreadsheet and presentation software will be purchased as needed.	August 2014	Technology Department
CLRN approved assistive software as identified by teachers will be purchased with upgrades to existing software versions as needed.	August 2014	Each school site

Ongoing observations and conversations will take place concerning physical plant needs to keep technology up to date. Modifications will be made as funds allow.	August 2014- June 2015	Technology committee
Additional .5 technician will be hired	Sept. 2014	Technology Director
Data will be saved and shared via the servers.	Sept. 2014- June 2015	Technology Dept. will work with sites.

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

The County Technology Director and administrators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at admin meetings. Modifications to activities will be made as needed in order to insure that we meet or exceed this measurable objective. The County Technology Director and administrators will analyze end of school year results annually in June.

6. Funding and Budget

6a. List of established and potential funding sources.

Funding Sources to Implement District Ed. Technology Plan	Type of Source (Funding, in-kind services, donations, etc.)		
		Established	Potential
General Fund	District & State	X	X
California TeleConnect (DAS)	State	X	X
E-Rate	Federal	X	X
Site General Fund Budgets		X	X
Title II A	Fed. Categorical	X	X
EETT	Fed. Categorical	X	X
School Site/Program funds	State, local and Fed.	X	X

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

Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries	Including but not limited to buyback costs, substitute costs.	\$3,000	\$3,000	\$3,000	
2000-2999 Classified Salaries	Clerical salaries	\$1,000	\$1,000	\$1,000	
3000-3999 Employee Benefits	Classified and certificated	\$62	\$62	\$62	
4000-4999 Materials & Supplies	Computers, supplies, software, LCD projectors, interactive whiteboards, printers	\$72,000	\$72,000	\$72,000	
5000-5999 Other Services & Operating Expenses	Contracts including software licenses, telecommunication and data costs.	\$201,866	\$201,866	\$201,866	\$87,235 per year
6000-6999 Equipment	Network Infrastructure upgrade	\$10,000	\$10,000	\$10,000	
Totals		\$287,928	\$287,928	\$287,928	\$87,235

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

The practice advised by the Technology Department is that all computers be replaced and discarded after four years. As this is cost prohibitive, the accepted practice is to move old equipment to less intense uses until it is no longer serviceable or repairable

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

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

The County Superintendent of Schools, along with the Assistant Superintendent of Educational Services and the Assistant Superintendent for Business, have the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. Budget and funding monitoring is the responsibility of the Assistant Superintendent or Director of each department who takes budget recommendations and revision requests to Cabinet-level meetings. Routine 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. Budgets are reviewed and monitored annually by staff and site councils as part of the school site plan.

7. Monitoring and Evaluation

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

Criteria used to measure student achievement include CST, CAHSEE, CAPA, and CELDT test scores and IlluminateED benchmark assessments. This is the same criterion used in the Feather River Academy Local Improvement Plan. This process will be done annually. Goals, benchmarks and implementation plan results for this plan will be reviewed and evaluated as part of the overall progress and impact on teaching and learning. These include:

- Review of the utilization of technology to meet federal requirements of ESEA and support curricular goals to ensure that all students including limited English proficient students reach high standards at a minimum of proficiency or better in ELA and Math content standards by the 2014-15 school year.
- Review students' access to technology to support achievement of the academic standards and county curricular goals in the classroom.
- Monitoring of site use of technology to improve data collection, analysis, reporting, and decision making for student achievement and to improve communication between home and school.
- Reviewing student achievement in grades K-12 to determine if it has increased with the use of technology to improve teaching and learning as supported by county curricular goals.
- Making sure software is provided that will support students at our FRA campus and our Special Education sites in providing ongoing formative assessments, the delivery of standards based curriculum in all subject areas, individualized transition plans (ITP) with a school to work focus, and supports from publishers for the adopted curriculum in the areas of ELA, math, social studies and science.
- Monitoring the acquisition of technology and literacy skills needed to support achievement.
- Monitoring students' progress in acquiring ethical use of information technology and internet safety.
- Assuring the adequacy of Tech Support, appropriate software, and up to date physical facilities as funding permits.
- Monitoring annual increases in teachers' technology proficiencies per the yearly survey.

Evaluation will be done by the Technology Committee using these multiple measures and will be used for planning, implementation, monitoring and evaluation for the next year.

A survey will be provided to staff in May to assess existing programs and services. The Technology Committee, using input from this survey, will determine the priorities for the following year based on the Technology Plan. The Technology Assessment Survey and its results will become part of the Feather River Academy *Single Plan for Student Achievement*. These assessments will be done annually in May.

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

The Technology Assessment Survey will be used for monitoring, assessment and evaluation. This will be done annually in May.

Student achievement progress reports will be made as student assessment data in English Language Arts and Math is collected each quarter (August, November, February, and May). There will also be monthly updates at scheduled staff meetings to determine progress of goals. The Technology Committee will review the benchmarks each fall, in August, to assure progress.

The Technology Committee has an established feedback loop to monitor the progress of the implementation of the acquisition/installation plan for new hardware. The Technology Coordinator is responsible to ensure the acquisition and installation of new hardware takes place. A report to the Technology Committee of the progress of acquisition and installation of new equipment will be made at the committee's scheduled quarterly (August, November, February, and May) meetings or at other meetings scheduled by the Technology Coordinator. Delays or problems with acquisition/installation will be discussed and a new plan will be made.

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

Each identified objective in our Technology Plan will be reviewed and evaluated by the administrative team who has the overall responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary and accomplished by our Technology Advisory Team. SCSOS's core Technology Advisory Team is comprised of the Director of Technology, Assistant Superintendent of Educational Services, Assistant Superintendent of Student Support Services, and Director of Special Education. The Technology Advisory Team will track the development and implementation of all activities and accomplishments monthly. Tech planning issues, successes and setbacks will be communicated between the Technology Advisory Team via email and voicemail on an ongoing basis. Data, progress and any needed revisions to the plan will be reviewed individually with each principal/manager during the school year. In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our monthly district/site administrative elementary and secondary school meetings.

8. Collaborative Strategies with Adult Literacy Providers

If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)

Adult Literacy is provided by the Sutter County Superintendent of Schools at the ONE STOP campus. Programs offered at ONE STOP include literacy, citizenship, English as a Second Language, career counseling, and career training in business and medical fields. ONE STOP is very interested in distance learning technology to support its GED, diploma, and ESL programs.

Other Adult Literacy Partnership Providers in our county include:

Yuba Community College – Provides classes at the Linda campus as well as at Beale Air Force Base.

The Adult Literacy Council – Provides individual adult tutors and adult literacy programs for interested adults at the Yuba and Sutter County Libraries. The Adult Literacy Program

receives recommendations for support and specific services from the Even Start/Healthy Start Coordinators.

9. Effective, Researched-Based Methods and Strategies

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

In designing this technology plan, we looked at research data to identify effective strategies, technology resources, and delivery that are supportive of our student data and demographics. Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/Language Arts and Math. The learning objectives are based on the California State Common Core Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, and important factors that contribute to successful staff development.

References

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Warlick, D. (n.d.). *Literacy & learning in the 21st Century*. Retrieved May, 2010, from http://www.myteacherpages.com/___literacy.pdf

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A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring Information and technology literacy skills and all content areas. Current research will be incorporated as appropriate to ensure that the education technology program in our county programs is consistent with current scientifically based research regarding technology, teaching and learning. All software selected will be CLRN and/or SBE approved and evaluated for its ability to support the five key literacy components, and will follow the “assess, align, instruct and evaluate” model to target instructional activities based on students’ needs.

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

The Sutter County Superintendent of Schools is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of Student Management Systems (SMS), easy to use school and teacher Web Publishing software, free or low cost Internet resources for students, teachers and administrators.

Sutter County is committed to increasing course offerings through the use of technology. The County is also investigating video conferencing capabilities at school sites in order to enhance instruction through collaborative learning projects, to deliver courses from different sites and to allow for students and teachers to collaborate with peers and experts. Our Adult Education, Alternative Education and Independent Study Programs are very interested in accessing distance learning programs that meet California Standards and provide teachers with ongoing assessment of student progress.

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	5-6	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	6-7	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	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
a. Description of teachers’ and students’ current access to technology tools both during the	7-9	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

school day and outside of school hours.			explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	9-10	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	10-13	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	13-15	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	15-16	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that	16-18	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what

<p>students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, tech plan, required in all tech plans 2008-09 and after)</p>		<p>implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>18</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>19</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record</p>	<p>19-20</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken</p>

keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		and assessment efforts.	to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	20-21	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	21	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	21	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>22-24</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>24</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>25-26</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>

<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>26-27</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district’s Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>27-30</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>30</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	30	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	31	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	31	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	31	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	32	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is

			defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	32-33	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	33	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	33-34	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	34-35	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	35	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix I – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 51 - 10512

School Code (Direct funded charters only): _____

LEA Name: Sutter County Superintendent of Schools

*Salutation: Mr. Ms. Dr.

*First Name: Karen

*Last Name : Bowen

*Job Title: Assistant Superintendent, Student Support Services

*Address: 970 Klamath Lane

*City: Yuba City, CA

*Zip Code 95993

*Telephone: (530) 822-2914 Ext: _____

Fax: (530) 671-3079

*E-Mail: KarenB@sutter.k12.ca.us

Please provide backup contact information.

1st Backup Name: Dorothy Griffin

1st Backup E-Mail: DorothyG@sutter.k12.ca.us

2nd Backup Name: Charlie Osborne

2nd Backup E-Mail: CharlieO@sutter.k12.ca.us

*Required information in the ETPRS

**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 E-rate 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 of service after E-Rate request is granted:	Budget amount for district's share (for each charge involved in the service):	Planned budget source or line item for each budget 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**
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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 E-rate 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.