

BUTTE COUNTY OFFICE OF EDUCATION

TECHNOLOGY PLAN

JULY 1, 2005 – JUNE 30, 2010



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Acknowledgments

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Terri Tozier – Principal, Four Winds School
Michael Ramos – Principal, Hearthstone School
Kim Guzzetti – Principal, South County Community School
Bonnie McWilliams- Principal, Special Education

Teachers

Dave Anselmo – Table Mountain School

Appendix I: Education Technology Plan Benchmark Review

California Department of Education

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

Education Technology Plan Benchmark Review
For the grant period ending June 30, 2010

IDENTIFYING INFORMATION:

Applicant Name: **Butte County Office of Education**

CDS Numbers

Number

School

04-10041-0106492	South County Community School
04-10041-0106500	North County Community School
04-10041-0430066	Table Mountain School
04-10041-0430090	Learning Community Charter School
04-10041-0430165	School of Applied Resources
04-10041-6069256	Special Education

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

SPS schools utilize technology to support student learning. SPS Schools require high school students to take and pass a comprehensive computer class in order to graduate from high school. Throughout high school programs students do research and multimedia presentations using a variety of technologies. Many curriculums have integrated web resources. Secondary and Elementary students are involved in desktop publishing, research and presentations using multi-media resources. Students scan artwork to insert into publications. A technology proficiency student evaluation has been developed. School staff utilizes Edusoft to track benchmarks and modify instructional focus based upon student achievement. Butte County Office of Education has developed a comprehensive website for all schools. Accessibility to computers and software has greatly increased over the past five years including the purchase of Mavis Beacon Teaches Typing, Writer's Companion, Math Blaster, Kid Pix, Scholastic Reading Inventory/Counts, Duckburry, Jaws, Write-out Loud, Co-writer, Speaking Dynamically, Boardmaker, Premiere Accessible Suite.

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

SPS credentialed staff and administrators have exceeded our goal of 90% completion of CTAP 100. 100% of all of our staff have access to student information systems (Pentamation). All administrators have been trained on Pentamation SIS software. 55% of all credentialed staff has completed CTAP 210, and remaining staff will complete by June 2006.

District Profile

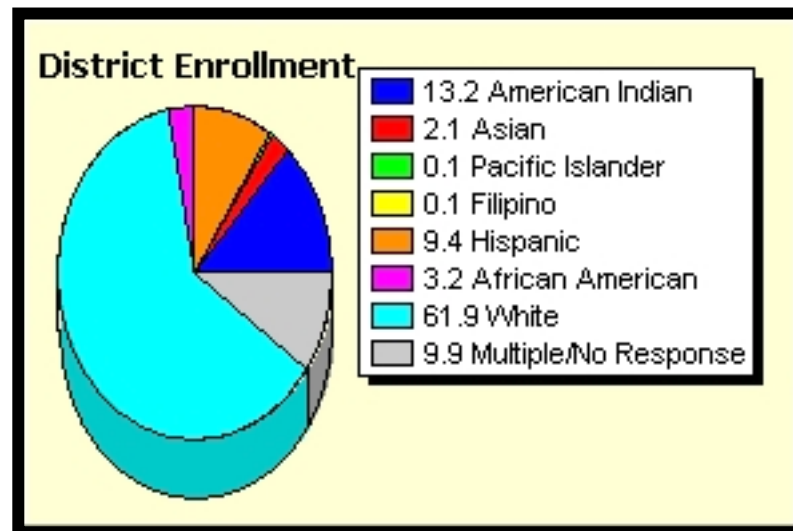
The Butte County Office of Education is located about 69 miles north of Sacramento in Oroville. The following data offers a snapshot of our district during the 2003-04 school year from the Ed Data (<http://www.ed-data.k12.ca.us/welcome.asp>) and Dataquest (<http://data1.cde.ca.gov/dataquest/>) web sites.

Schools by Type Butte Co. Office of Education, 2003-04				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	1	55	3	18.3
Alternative	1	492	21	23.4
Special Education	1	87	27.5	3.2
Community Day	2	20	2	10
Juvenile Court	1	59	4	14.8
County Community	1	103	6	17.2
Total	7	816	63.5	12.9

Special Programs Butte Co. Office of Education, 2003-04		
	Participants	Percent of Enrollment
English Learners	37	4.5%
Free/Reduced Price Meals	0	0%
CalWORKs1	68	8.4%
Compensatory Education	4	.5%

Source: Educational Demographics Office, Language Census (elsch04 9/1/04); School Fiscal Services Division (afdc2003 1/27/05); School Improvement Division (T1swp 11/5/04); School & District Accountability Division (T1y0203 11/8/04)

Butte County Office of Education District Enrollment 2003-04



**Butte Co. Office of Education,
District Enrollment 2003-04**

	Enrollment
Kindergarten	42
Grade 1	38
Grade 2	43
Grade 3	28
Grade 4	14
Grade 5	19
Grade 6	30
Grade 7	39
Grade 8	61
Grade 9	70
Grade 10	107
Grade 11	122
Grade 12	133
Ungraded	70
Total	816

**Source: California Department of Education, Educational Demographics Office (CBEDS, enrsch03 7/26/04, includes statewide adjustment of 356)*

**Teaching Credentials
Butte Co. Office of Education, 2003-04**

	Number of Credentials	Percent of Total
Full Credential	61	91.00%
University Intern	1	1.50%
Emergency	5	7.50%
Total	67	100%

Education Technology Plan Overview

Vision

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.

Technology's tremendous influence on society has changed what children need to know and be able to do in order to ensure their future success as learners within our classrooms and members within our communities.

Butte County Office of Education is committed to providing technology access to all children and dedicated to supporting technology-learning opportunities in all areas of the curriculum. Butte County Office of Education 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 life long 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.

This revision of the Butte County Technology Plan is the result of many hours of discussion, and collaboration among a representation of administrators, teachers, parents, and business partners. The original committee developed a comprehensive, research-based Education Technology Plan for the 2002-2005 school years that was reviewed, revised, and adopted by the board of education and approved by the California Department of Education in 2002. We have made great strides in the accomplishment of the goals set forth in our original tech plan and are confidently moving forward with this updated tech plan.

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. An updated assessment of district technology status, needs, and resources

have been completed for each section of our revised tech plan and has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

1a. Plan Duration

The Butte County Office of Education educational technology plan covers five years, from July 1, 2005 through June 30, 2010. It will serve as the primary tool to guide the County office of Education's acquisition, sustainability, and integration of technology to support the district's curricular goals. This plan will be monitored by county curriculum, data, and technology administrators, school administrators and county media specialists during quarterly education support meetings and reviewed and revised annually by technology stakeholders after the state releases achievement data for district school sites. Any modifications required through such review will be communicated to both the County Superintendent and school board. The county director of Information Technology and his staff will then work with the Superintendent to implement any required revisions directly with site-based administrators.

2a. 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 original 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 curriculum, data, and information technology staff; site administrators, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses.

The team originally convened in the 2001-02 school year to serve as a strategic planning committee for technology in the development of our original technology plan. Since then, the team has met annually with the core technology advisory team and sub groups meeting more frequently as needed. Progress is reviewed at monthly principals' meetings with site administration 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.
- This plan builds upon and incorporates the work of previous planning committees and county plans.

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 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?
- Is technology available to all students?

Stakeholder Groups:

BCOE Curriculum Personnel – the Superintendent, Assistant Superintendents
Design & Implementation Role: Representatives on our tech plan team promote, direct, and facilitate the inclusive goals and objectives for curriculum, resources, and operations in all aspects of learning, teaching, and administrating. Curriculum personnel define specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems and monitor school performance and make adjustments based on school performance.

BCOE Technology Personnel – the Director of Information Technology and the county's IT staff

Design & Implementation Roles: Representatives on our Tech Plan team provide overall coordination of the technology implementation; consult on emerging technologies and availability. They research funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

BCOE Financial Personnel – the Director of Fiscal Services and staff

Design & Implementation Roles: Representatives on our Tech Plan team provide coordination of technology funds and budget issues, as well as accurate state reporting.

BCOE Site Administration – Site Principals

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

Site Teachers –

Design & Implementation Roles: Representatives on our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the BCOE curricular goals and academic content standards and improve teaching and learning. Communicate student progress and student needs.

Parents / Students –

Design & Implementation Roles: Representatives on our Tech Plan team provide input on the schools' efforts to integrate technology in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21st century skills.

Government Agencies – representatives from the California Technology Assistance Project (CTAP) Region 2.

Design & Implementation Roles: Representatives on our Tech Plan team offered technical assistance in the data analyses and revision of our goals and objectives, professional development planning and implementation, EETT Formula Funding, E-rate, compliance issues, hardware, software, and infrastructure.

Community Groups & Businesses –Computers for Classrooms, Private Industry Council, Oroville Adult School, Silver Dollar Fair Grounds, Four Winds Indian Education Center.

Design & Implementation Roles: Representatives on our Tech Plan team offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-and community communications.

Higher Education – Butte Community College

Design & Implementation Roles: Representatives offered input on research-based best practices in the adoption and integration of technology by teachers and students. Advise on making a smooth transition for students into the college arena and the skills necessary to succeed.

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

3. Curriculum Driven Technology Goals

Overview

This section is the heart of our county schools technology plan, which addresses each of our strategic curriculum driven technology goals and the development of each of our remaining technology plan components. State, COE and site research-based curriculum planning documents and survey data, state and local student achievement results, and CTAP² I-assessment survey data have served to guide our technology team in determining which research-based best practices to include in our updated curriculum driven technology goals.

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

Goal 1: Butte County Office of Education will utilize technology to meet federal requirements of NCLB and support SPS curricular goals to ensure 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 2013-14 school year.

Goal 2: Butte County Office of Education will ensure all students will have access to technology to support achievement of the academic standards in the classroom, county curricular goals, and ultimately lifelong learning and success.

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

3a. Current Technology Access

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through BCOE inventory records, annual California School Survey responses, and CBED data. The 2003-04 data has been summarized below.

Butte County Office of Education, Technology by School Type 2003-04	
Students per Computer	
Continuation	7.9
Alternative	1.2
Source: California Department of Education, Educational Demographics Office (CBEDS, sifade03 4/26/04, sifgl 7/6/04, public schools 6/4/04) In addition to computers available for use by students, those used by staff for instructional activities are also included when counting computers at the various schools. This count is then divided by student enrollment to arrive at a students-per-computer figure.	

According to our current California Technology Survey and records, the computers to student ratio is better than state average although a large percentage of these computers are over 4 years old and in need of continuous repair. All teachers have access to a minimum of one multi-media computer with Internet access in their classrooms.

Charter Schools

Hearthstone School	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	N/A
# of computers in Computer Labs	20+
Before/After School Hours	Yes - 10 laptops for student check out
Total # of Internet Connected Computers	20

Hearthstone School is a home school program where students are provided instruction in home and classroom. Laptop computers are used by teachers to generate assignments, respond to student inquiries through email, and demonstrate a variety of computer applications. All teachers have laptops with Internet capabilities. All Hearthstone students have access to two computer labs, one in the North end of the County and one in the South. Computer labs have posted hours of operation with staff on hand to assist. 10 Laptop computers are available for checkout for home use.

Four Winds	
All Students, including Special Ed and ELL students have equal access to technology in the following areas:	
# of computers in Classrooms	25
# of computers in Computer Labs	0
Before/After School Hours	Yes – 8 computers available
Total # of Internet Connected Computers	25

Four Winds offers two instructional models for students: regular daily attending program and independent study.

Community Schools

North County Community School	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	18
# of computers in Computer Labs	0
Before/After School Hours	0
Total # of Internet Connected Computers	18

North County Community School offers two instructional models for students: regular daily attending program and independent study.

South County Community School	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	22
# of computers in Computer Labs	0
Before/After School Hours	0
Total # of Internet Connected Computers	22

South County Community School offers two instructional models for students: regular daily attending program and independent study.

Court Schools

Table Mountain School	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
# of computers in Classrooms	15
# of computers in Computer Labs	0
Before/After School Hours	0
Total # of Internet Connected Computers	15

Table Mountain School is a juvenile detention center with three self-contained classrooms of daily attendees.

Special Education

Mesa Vista	
All Students, including Special Ed and ELL students have equal access to technology in the following areas:	
# of computers in Classrooms	45
# of computers in Computer Labs	0
Before/After School Hours	0
Total # of Internet Connected Computers	30

Special Education services are provided at one central site and on 11 district campuses throughout Butte County.

3b. Current Technology Integration in Curriculum

The following data offers a snapshot of hardware / software use, frequency and technology / information literacy skills integrated in the curriculum in our schools from the 2003-04 CTAP² I-assessment certificated staff survey data. Complete Butte County Office of Education data is available in our district CTAP² I-assessment reports.

Butte County Office of Education School Technology Integration

In Butte County schools, technology is being integrated primarily in the classroom in core curriculum for word processing, reinforcement and practice, online research, and creating reports or projects. Specialized software programs have been added which focus on improving student achievement in identified areas of need. These areas include language arts and math. (See detail in charts below)

Butte County Schools Software Used:

Scholastic Reading Inventory, Scholastic Reading Counts, Accelerated Math, Microsoft Office Suite, Writers Companion, Pentamation student attendance system, Edusoft integrated online assessment program, a variety of grading programs, and CLRN approved curriculum based software.

How often do County School teachers use the following technology tools for classroom instruction.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and Peripherals (scanner, printers, etc.)	61%	20%	8%	6%	6%	0%
Video based presentation devices (VCR/DVD, laser disc player, LCD projector, etc.)	6%	18%	29%	8%	22%	18%
Video based creation tools (video camera, digital camera, etc.)	2%	12%	22%	18%	22%	25%
Internet	41%	35%	14%	2%	8%	0%
Email	76%	10%	4%	6%	4%	0%
Hand-held electronic devices (PDA, GPS, heart monitor, etc.)	6%	6%	8%	0%	6%	75%

How often and in what subject areas teachers use technology tools for instruction.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not Applicable
Reading/Language Arts	14%	35%	23%	7%	11%	11%
Mathematics	9%	25%	23%	14%	12%	18%
Science	2%	14%	28%	14%	16%	26%
History/Social Science	5%	16%	23%	14%	12%	30%
PE/Health	2%	0%	19%	21%	285	30%
Fine Arts	0%	12%	19%	19%	18%	32%
Business/Computer Science	4%	9%	11%	16%	14%	47%
Foreign Language	0%	2%	5%	7%	26%	60%
Home Economics	0%	4%	7%	4%	30%	56%
Industrial Arts	0%	2%	7%	7%	25%	60%
Careers	4%	5%	12%	23%	18%	39%

In what ways and to what degree teachers use technology tools (computers, video, Internet, and hand-held devices) at their school.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Create instructional materials	26%	26%	35%	5%	7%
Deliver classroom instruction	9%	21%	23%	18%	30%
Manage student grades and attendance	21%	19%	16%	12%	32%
Communicate with parents or students	12%	23%	28%	12%	25%
Gather information for planning lessons	18%	30%	32%	16%	5%
Access model lesson plans and best practices	14%	18%	28%	26%	14%

To what degree do teachers use the following technology tools at your school to support and improve home/school communication?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Voice Mail	51%	11%	12%	4%	23%
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	16%	12%	12%	12%	47%
Video Conferencing	0%	0%	7%	7%	86%
Electronic Grading System	11%	0%	4%	5%	81%
Online Student Assessments	0%	5%	4%	16%	75%

Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations.	Library media center	Computer Lab	Classroom or other instructional areas	My students don't use technology tools.	Total Responses
My students use technology tools in	13%	32%	49%	6%	87

How often teachers require students to use technology tools for classroom assignments.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not Available
Computers and peripherals (scanner, printer, etc.)	14%	23%	18%	18%	16%	11%
Internet	5%	16%	29%	18%	20%	13%
Email	5%	5%	16%	14%	39%	20%
Hand-held electronic devices (PDA, GPS, heart monitor, etc.)	2%	0%	2%	5%	27%	64%

How often teachers assign students in their typical classroom, work that involves using technology tools.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word processing	18%	13%	29%	14%	27%
Reinforcement and practice	20%	11%	23%	20%	27%
Research, using the Internet and/or CD-ROMs	7%	5%	36%	25%	27%
Creating reports or projects	7%	4%	27%	27%	36%

How often teachers assign students in their typical classroom, work that involves using technology tools.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Demonstrations or simulations	5%	11%	13%	21%	50%
Correspondence with experts, authors, students from other schools, etc., via email or Internet	4%	2%	9%	23%	63%
Solving problems or analyzing data	5%	2%	14%	18%	61%
Graphically presenting information	4%	2%	11%	27%	57%

BCOE's current hardware use by site:	Hardware & software use (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
Site: 4 Winds	<p>Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of the classroom instruction for grades K-12.</p> <p>Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations and web browsers,</p> <p>These software applications are integrated into various classroom-based assignments and projects as deemed appropriate and instructionally valid by the teacher.</p>	<p>Daily Instructional Component: Individually, students rotate through classrooms on a daily basis for accessibility to computers.</p> <p>All students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured activities.</p>
	<p>Curricular Integration: Teachers provide student access to classroom workstations and the Internet to research current event topics. Teachers use diagnostic instructional software (STAR Reading, Scholastic Reading Inventory) as an ongoing assessment of standards-based reading comprehension skills to monitor student-learning progress, to guide instructional planning and to modify instructional focus to meet student needs. Teachers use Writer's Companion to increase student writing and promote acquisition of language arts skills.</p>	<p>Daily/Weekly Instructional Component: Students access information to be used as writing prompts, and extended problem solving opportunities. Students use assessment software products for monitoring student progress.</p>
	<p>Student Management: Pentamation and Edusoft are used as student information management systems. Edusoft tracks student assessments to plan for instruction and to adjust instruction to meet the needs of each student.</p>	<p>Daily Student Management Component: Student attendance information (Pentamation) is submitted daily and cross-referenced with student performance data monthly. Edusoft /guides daily instruction. Assessment data is tracked continually throughout the school year.</p>
Site: Hearthstone School	<p>Technology Skills: All students must participate in and pass a computer competencies course that covers basic technology. Course completion is primarily dependent upon passing a computer proficiency exam aligned to NETS Standards. Students attend scheduled computer classes at one of two computer labs or work on a laptop at home.</p>	<p>Daily Instructional Component: Students learn and apply basic computer skills during the semester long course offered in a computer lab. This course is offered in a variety of options; self paced via textbook, face to face instruction or online.</p>
	<p>Student Management: Pentamation is used as our student management system and allows teachers to track standardized testing results and identify student needs.</p>	<p>Daily Student Management Component: Student attendance information is submitted daily and cross-referenced with student performance data monthly.</p>

BCOE's current hardware use by site:	Hardware & software use (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
	<p>Curricular Integration: Students receive instruction on the use of computer-based technology as an integrated component of their classroom instruction beginning in grade three.</p> <p>Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations and web browsers.</p> <p>Software applications are integrated into various classroom-based assignments and projects as deemed appropriate and instructionally valid by the teacher.</p>	<p>Daily/Weekly Instructional Component: .</p>
Site: South County Community School	<p>Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of their classroom instruction beginning in grades seven through twelve.</p> <p>Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations and web browsers.</p> <p>These software applications are integrated into various classroom-based assignments and projects as deemed appropriate and instructionally valid by the teacher.</p>	<p>Daily Instructional Component: Students rotate using computers in the classroom on a daily basis.</p> <p>All students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured activities.</p>
	<p>Curricular Integration: All teachers provide student access to classroom workstations and the Internet to research current event topics.</p> <p>All teachers use diagnostic reading proficiency software STAR Reading and Scholastic Reading Inventory as an ongoing assessment of standards-based reading comprehension skills in order to guide their students' skill development and modify instructional focus to meet student needs.</p> <p>All teachers use math proficiency software, STAR Math as an ongoing assessment of standards based math skills in order to guide student skill and place students in appropriate math classes.</p> <p>All teachers use Writers Companion to increase student writing and promote language arts skills.</p>	<p>Daily/Weekly Instructional Component: Students access information to be used as writing prompts, and extended problem solving opportunities. Students use assessment software products for monitoring student progress.</p>
	<p>Student Management: Pentamation and Edusoft are used as our student management system. Edusoft allows teachers to track standardized testing results and identify student needs.</p>	<p>Daily Student Management Component: Student attendance information is submitted daily and cross-referenced with student performance data monthly.</p>

BCOE's current hardware use by site:	Hardware & software use (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
Site: North County Community School/SOAR	<p>Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of their classroom instruction.</p> <p>Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations and web browsers.</p> <p>These software applications are integrated into various classroom-based assignments and projects as deemed appropriate and instructionally valid by the teacher.</p>	<p>Daily Instructional Component: Students rotate using computers in the classroom on a daily basis.</p> <p>All students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured activities.</p>
	<p>Curricular Integration: All teachers provide student access to classroom workstations and the Internet to research current event topics.</p> <p>All teachers use diagnostic reading proficiency software, STAR Reading and Scholastic Reading Inventory as an ongoing assessment of standards-based reading comprehension skills in order to guide their students' skill development and modify instructional focus to meet student needs.</p> <p>All teachers use Writers Companion to increase student writing and promote language arts skills.</p>	<p>Daily/Weekly Instructional Component:</p>
	<p>Student Management: Pentamation and Edusoft are used as our student management system. Edusoft allows teachers to track standardized testing results and identify student needs.</p>	<p>Daily Student Management Component: Student attendance information is submitted daily and cross-referenced with student performance data monthly.</p>
Site: Table Mountain School	<p>Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of their classroom instruction.</p> <p>Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations and web browsers.</p> <p>These software applications are integrated into various classroom-based assignments and projects 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.</p> <p>All students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured activities.</p>

BCOE's current hardware use by site:	Hardware & software use (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
	<p>Curricular Integration: All teachers provide student access to classroom workstations and the Internet to research current event topics.</p> <p>Teachers use diagnostic reading proficiency software, STAR Reading and Scholastic Reading Inventory as an ongoing assessment of standards-based reading comprehension skills in order to guide their students' skill development and independent reading choices.</p> <p>All teachers use Writers Companion to increase student writing and promote language arts skills.</p>	<p>Daily/Weekly Instructional Component:</p>
	<p>Student Management: Pentamation and Edusoft are used as our student management system. Edusoft allows teachers to track standardized testing results and identify student needs.</p>	<p>Daily Student Management Component: Student attendance information is submitted daily and cross-referenced with student performance data monthly.</p>
Site: Mesa Vista and Other Special Education	<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>These 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 one or more basic desktop software applications 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.</p> <p>All teachers use diagnostic reading proficiency software, STAR Reading and Scholastic Reading Inventory as an ongoing assessment of standards-based reading comprehension skills in order to guide their students' skill development and independent reading choices.</p> <p>All teachers use Writers Companion to increase student writing and promote language arts skills.</p>	<p>Daily/Weekly Instructional Component:</p>
	<p>Student Management: Pentamation and Edusoft are used as our student management system. Edusoft allows teachers to track standardized testing results and identify student needs.</p>	<p>Daily Student Management Component: Student attendance information is submitted daily and cross-referenced with student performance data monthly.</p>

3c. Summary COE's Curricular Planning Documents

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

Our district did not meet growth levels for Learning Community Charter or in Special Education. Both of these programs are highly specialized with many complex issues in the promotion of student achievement. South County Community School, North County Community School, SOAR and Table Mountain School are Alternative Schools Accountability Model (ASAM) schools.

Academic Performance Index (API) 2003-04 Reporting Cycle

LEA: Butte County Office of Education

County: Butte

	Number of Students Included in the 2004 API	2004 API Base	2004 Statewide Rank	2004 Similar Schools Rank	2004-05 Growth Target	2005 API Target
Butte Co. Office of Education	364	529	B	B	B	B
High Schools						
Learning Community Charter	262	564	2	1	12	576
Small Schools						
Blue Oak Charter	14	700 *	4 *	N/A	5	705
Special Education	45	523 *	1 *	N/A	14	537
ASAM Schools						
Butte County Community						
Juvenile Hall/Community						
School of Applied Resources						
South County Community Day						

"B" means this is an Alternative Schools Accountability Model (ASAM) school, or it is a school district. 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 No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to school districts.

2004 AYP Criteria Summary

Our LEA made 7 out of the 22 AYP criteria

<u>AYP components</u>	<u>Met 2004 AYP criteria</u>
Participation rate	No
Percent proficient (AMOs)	No
API as additional indicator	No
Graduation rate	Yes

Annual Measurable Objectives (AMOs) 2003-04

DISTRICT PERCENT PROFICIENT

	English - Language Arts		Mathematics	
	Percent At or Above Proficient	Met 2004 AYP Criteria	Percent At or Above Proficient	Met 2004 AYP Criteria
LEA-wide	23.5	Yes	17.7	Yes
African American or Black (not of Hispanic origin)	N/A	N/A	N/A	N/A
American Indian or Alaska Native	3.9	No	1.8	No
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	16	N/A	16	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not of Hispanic origin)	30.6	Yes	21.3	Yes
Socio-economically Disadvantaged	8.6	No	7.1	No
English Learners	13.3	N/A	13.3	N/A
Students with Disabilities	17.7	Yes	14.1	Yes

Data Resource: <http://ayp.cde.ca.gov/reports.asp>

Our schools review and adopt key goals annually, which are tied to and support the adopted, state approved, content standards in all academic areas. These key goals support the LEA plan at the county level. Each of our schools ties its site-based curricular goals directly to the BCOE's LEA Plan and the School Accountability Report Cards (SARC).

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

Goal 1: Butte County Office of Education will utilize technology to meet federal requirements of NCLB and support SPS 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 2013-14 school year.

Goal 2: Butte County Office of Education will ensure all students will have access to technology to support achievement of the academic standards in the classroom, county curricular goals, and ultimately lifelong learning and success.

Goal 3: Butte County Office of Education 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 Butte County Office of Education - *Strategic Plan* 2003-2008 represents a working document to guide the improvement of student achievement and the quality of instruction for all students. The Strategic Plan includes measurable district strategies that call for integrating state standards and assessment; improving teaching and learning; providing high quality professional development; providing equitable access to

digital age skills and technology; nurturing linkages among district schools, parents, families, and communities; providing governance, funding, evaluation, and accountability.

To meet the BCOE Strategic Plan goals and objectives, each school site develops a *School Accountability Report Card (SARC)* that targets specific achievement goals for their school, with an action plan and evaluation component to measure success. Beginning with the 2004-2005 planning cycle, each school site included a technology component in their SARC that identifies the site's focus in relation to technology integration, implementation and professional development.

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

- The BCOE adopted State Content Standards for K-12.
- The BCOE LEA plan.
- No Child Left Behind compliance implementation documentation.
- CDE and Federal district wide school achievement data from annual AYP, API, and STAR results.
- The CDE's Academic Performance Survey (APS) and District Assessment Survey (DAS)
- The CDE's state board approved K-12 content standards.
- The Butte County Office of Education Superintendents Policy and Procedures handbook which details the County's philosophy and goals, policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site-based WASC and CCR self-study reviews and actions plans.
- Categorical programs.
- Our Educational Technology Plan.

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

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

BCOE Technology Action Plan July 1, 2005 – June 30, 2010

Goal 1 - Curriculum Goal Supported by Technology

Goal 1: Butte County Office of Education will utilize technology to meet federal requirements of NCLB and support SPS curricular goals to ensure 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 2013-14 school year.

Target Group: All staff and students.

Specific Measurable Objective by June 30, 2010

Objective: 1a: By the 2009-10 school year, A minimum of **80%** of all students will use technology daily including computers and augmentative equipment to support instruction in academic content standards in ELA and math.

Annual Benchmarks -

Year 1: minimum of 20% in the 2005-06 school year.

Year 2: minimum of 30% in the 2006-07 school year.

Year 3: minimum of 50% in the 2007-08 school year

Year 4: minimum of 60% in the 2008-09 school year.

Year 5: minimum of 80% in the 2009-10 school year.

Evaluation Instrument(s) & Data

Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in English/Language Arts; Math; CAHSEE

Data: Percentage scoring proficient or above

Instrument: Ongoing Classroom Observations by site administrator./ principal aligned to teachers' evaluation schedule.

Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

Instrument: Annual CTAP-squared I-assessment:

Data: Teacher's self-assessed technology and integration skills.

Data reviewers

Administrators, Teachers.

Goal 1: Objective: 1a Action Steps	Use of Technology
Annually purchase and ensure state adopted instructional materials (k-8) standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites.
Annually, provide professional development on adopted curriculum and technology resources (such as AB 466 ELA for teachers, AB 75 training for site administrators.)	New CLRN and district approved curriculum software such as
Annually provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments.	Accelerated Reader, Reading Counts, STAR Reading, STAR Math, Writer's Companion, and Web-based student assessment platform such as Edusoft.
Annually provide professional development on new district/CLRN approved curriculum software and online resources as needed.	Microsoft Office and other productivity software.
Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	Internet Resources
Continue to provide CTAP Online Technology productivity and integration training as needed.	Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
By June 2006, fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	CTAP Online Professional Development.
Ongoing district support and professional development opportunities on the integration of ELA and math standards across the curriculum including in career tech courses.	
Monitoring	
School site administrators track the development and implementation of all activities and accomplishments monthly and report progress quarterly at admin meetings. Modifications to activities will be made as needed.	
Timeline: Most of the aforementioned actions are already underway and will continue to be planned for and implemented after annual data driven needs assessments and data analyses.	
Person(s) responsible: Administrators, site principals and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities to ensure instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

BCOE Technology Action Plan July 1, 2005 – June 30, 2010

Goal 2 - Goal for Equal Access to Technology

Goal 2: All students will have equal access to technology to support achievement of the academic standards in the classroom and BCOE curricular goals.

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

Specific Measurable Objective by June 30, 2010

Objective: 2a – By June 30, 2010 our county average student to computer ratio will be 2 to 1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and district records).

Annual Benchmarks -

Year 1: 4 students to 1 computer by June 2006.

Year 2: 3.5 students to 1 computer by June 2007.

Year 3: 3 students to 1 computer by June 2008.

Year 4: 2.5 students to 1 computer by June 2009.

Year 5: Maintain or improve 2 students to 1 computer by June 2010.

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

Evaluation Instrument(s) & Data

Instrument: Annual CBEDS.

Data: Average student to computer ratio by school and BCOE.

Instrument: Annual California Online Tech Survey.

Data: Average student to computer ratio by school.

Data reviewers

BCOE administrator, school site administrators and site tech coordinators will analyze end of school year results annually.

Goal 2: Objective: 2a - Goal for Equal Access to Technology	Use of Technology
Annually leverage technology funding and grants to provide new computers to schools with the highest student to computer ratio (as space permits).	Adopted Text Supplemental Tech resources including publisher software and websites for IEP and EL students.
Annually in the spring, survey and review of school technology hardware and software accessibility and inventories including adaptive equipment from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules.	
Annually install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year.	CLRN and BCOE approved curriculum software for IEP and EL students.
Beginning in the 2005-06 school year, cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the BCOE administrator (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students.	
Beginning in the 2005-06 school year, cultivate ongoing two-way communication between BCOE English Learner program directors and educators, site administrators, and the BCOE administrator (via e-mail/phone) and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards.	<p><i>Microsoft Office</i> and other productivity software.</p> <p>Internet Resources.</p> <p>Peripherals such as LCD projectors, digital cameras, video cameras, and printers.</p>
Monitoring	
BCOE administrator, school site administrators and site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress. Modifications will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions begins during the first year of our five-year tech plan and will continue annually.	
Person(s) responsible: BCOE and site administrators, Special Education administrators, and EL administrators, are responsible for the planning, development, implementation, and evaluation of all the aforementioned teachers are responsible for attending professional development.	

BCOE Technology Action Plan July 1, 2005 – June 30, 2010

Goal 3 – Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making

Goal 3: Butte County Office of Education 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.

Target Group: All BCOE schools.

Specific Measurable Objectives by June 30, 2010

Objective 3a: By June 2010, 100 % of teachers will use technology to analyze assessment data, plan instruction and modify interventions.

Annual Benchmarks

Year 1: 50% of the schools / teachers by June 2006.

Year 2: 70% of the schools / teachers by June 2007.

Year 3: 80% of the schools / teachers by June 2008.

Year 4: 90% of the schools / teachers by June 2009.

Year 5: 100% of the schools / teachers by June 2010.

Objective 3b: By June 2010, 60% of schools will use technology (e-mail, web sites, voicemail, word/desktop publishing) to improve home/school communication.

Annual Benchmarks

Year 1: 20% of the schools / teachers by June 2006.

Year 2: 30% of the schools / teachers by June 2007.

Year 3: 40% of the schools / teachers by June 2008.

Year 4: 50% of the schools / teachers by June 2009.

Year 5: 60% of the schools / teachers by June 2010.

Evaluation Instrument(s) & Data

Instrument: Edusoft usage reports

Data: % of BCOE schools using standards-aligned student assessment information system.

Instrument: Pentamation usage reports

Data: % of BCOE schools using student information system.

Instrument: District and site based equipment, teacher web pages, and e-mail account records.

Data: % of teachers using

Instrument: School website and communication artifacts.

Data: evidence of efforts to improve two-way communication.

Data Reviewers:

BCOE Administrators, Site principals and teachers.

Goal 3: Objective: 3a,b Student Data Collection, Analysis, Reporting, and Decision Making Implementation Action Steps	Use of Technology
Annually provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision-making. _Align standards-based instruction and share best practices in instruction and intervention.	Pentamation
All schools currently are using the student information system to report attendance.	Edusoft
Ensure all schools will have the hardware, infrastructure, and training.	Walkabout software
Continue to fund and maintain, all professionally designed and locally updated websites where BCOE school news, announcements, staff contact information, teacher class information, events, etc. are communicated with students and parents.	
Annually, provide web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.	
Monitoring	
BCOE administrators and school site administrators will track the development and implementation of all activities and accomplishments quarterly and report progress at SPS meetings.	
Timeline: The timeline for the aforementioned actions begins during the first year of our five-year tech plan and will continue annually.	
Person(s) responsible: District and site administrators are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.	

4. Professional Development

4a. Summary of District Teachers & Administrators Technology Skills

Our Education Technology Plan provides a clear summary of BCOE teachers and administrators current technology skills from the CTAP² I-assessment survey. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that will meet our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

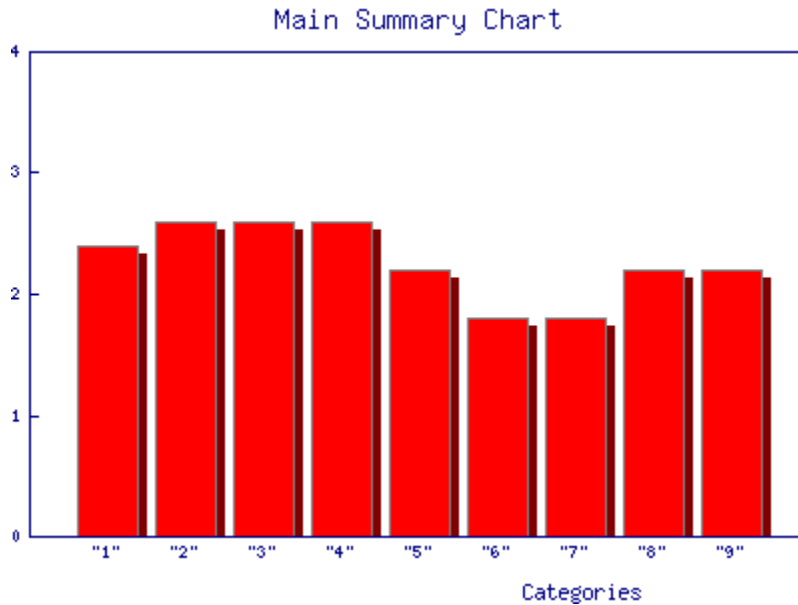
Our district reviews CTAP² I-assessment survey data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools use their site's CTAP² I-assessment survey data and teacher input annually to plan for site-based professional development needs.

Site Administrators' Survey Data

CTAP² I-assessment survey data of the 7 school site administrators as of December 2004 indicate that most administrators are at the intermediate levels in all areas with

email, Internet and word processing reaching the proficient level. Presentation software, Spreadsheet and database show the need for most improvement.

Implication: Administrators need professional development opportunities in general computer, Internet, presentation software, spreadsheets and databases.



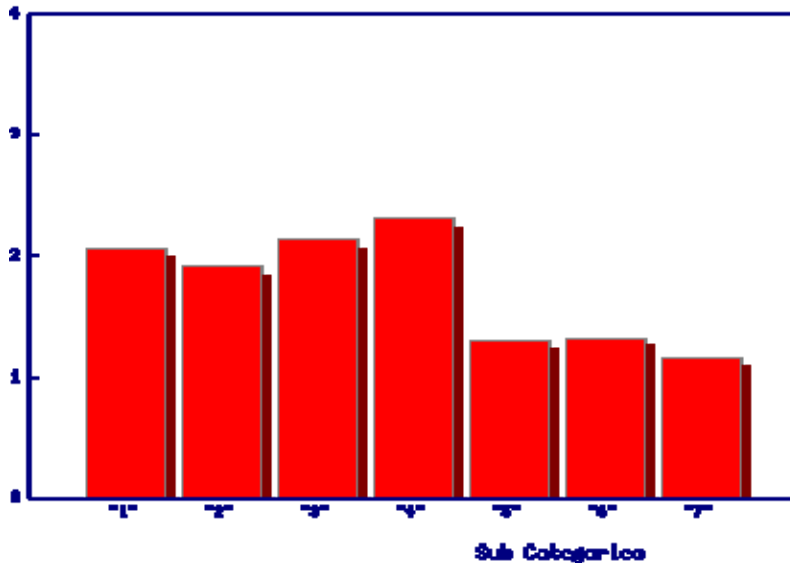
1. General computer knowledge and skills (Includes 5 in calculation)
2. Internet skills (Includes 5 in calculation)
3. Email skills (Includes 5 in calculation)
4. Word processing skills (Includes 5 in calculation)
5. Presentation software skills (Includes 5 in calculation)
6. Spreadsheet software skills (Includes 5 in calculation)
7. Database software skills (Includes 5 in calculation)

BCOE Teachers' Survey Data

CTAP² I-assessment survey data of COE teachers as of December 2004, indicates that most teachers are at just about intermediate level with word processing, scoring the highest in presentation, spreadsheet, and database skills showing the strongest areas for growth.

Implication: Teachers need professional development opportunities in presentation; spreadsheets and data base with continued training and support in general knowledge, email and Internet.

Category Chart



1. General computer knowledge and skills (Includes 67 in calculation)
2. Internet skills (Includes 67 in calculation)
3. Email skills (Includes 67 in calculation)
4. Word processing skills (Includes 67 in calculation)
5. Presentation software skills (Includes 67 in calculation)
6. Spreadsheet software skills (Includes 67 in calculation)
7. Database software skills (Includes 67 in calculation)

The following BCOE technology training preferences came from 2004 CTAP² I-assessment survey data for the district and were factored into our professional development plans.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/ technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	42%	45%	14%

The implication: Although we will continue to offer both basic personal proficiency and professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the need.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	21%	59%	20%

The implication: We will continue to offer small group technology training supported by online web-based resources and classroom instruction through CTAP.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	38%	36%	9%	4%	14%

The implication: We will offer technology training at a variety of times, with most offerings after school. Some professional development will occur during the school day with subs and during summer workshops and conferences.

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

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

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

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

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

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

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

Our education technology professional development will reflect the needs of staff based on teachers' individual technology training needs.

Butte County Office of Education will continue to work in partnership with CTAP Region 2 to offer professional development workshops specifically in the areas of spreadsheets and databases.

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

- Site-based technology available to each school site.
- County as well as school based face-to-face technology skill professional development opportunities.
- Online COE technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes.
- Annual completion of the CTAP² I-assessment survey and professional development data analysis to track improvements and training needs.
- E-mail opportunities and training for all stakeholders as needed to support student achievement and improve home / school communications and interventions.

Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources will be used. National, State and local online research-based strategies and resources. (CLRN) which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards.

All of the Professional Development Criteria elements are included in the teachers' and administrators' Professional Development action plan charts in the Component 4 professional development goals and objectives that follow.

District Professional Development Plan July 1, 2005 – June 30, 2010

Goal 1 - District Professional Development Goal

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

Target Group: Certificated teachers and administrators

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

Specific Measurable Objectives by June 30, 2010

Objective: 1a: By June 2010, **100%** site administrators and teachers who participate in county sponsored educational technology professional development will become proficient in all seven basic computer skills measured by the CTAP² I-assessment.

Annual Benchmarks

- Year 1: minimum of **50%** in the 2005-06 school year.
- Year 2: minimum of **60%** in the 2006-07 school year.
- Year 3: minimum of **70%** in the 2007-08 school year.
- Year 4: minimum of **80%** in the 2008-09 school year.
- Year 5: minimum of **100%** in the 2009-10 school year.

Objective: 1b: By June 2010, **90%** of E/LA and Math teachers, who participate in county sponsored educational technology professional development, will become proficient with technology integration in the curriculum as measured by the CTAP² I-assessment.

Annual Benchmarks

- Year 1: minimum of **40%** in the 2005-06 school year.
- Year 2: minimum of **50%** in the 2006-07 school year.
- Year 3: minimum of **60%** in the 2007-08 school year.
- Year 4: minimum of **80%** in the 2008-09 school year.
- Year 5: minimum of **90%** in the 2009-10 school year.

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

Instrument: CTAP² pre and post I-assessment completed for all county sponsored Education Technology professional development programs.

Data: Administrators' and teachers' self assessed technology and integration skills.

Instrument: District and site-based training agendas and sign in sheets.

Data: Professional development participation correlated with proficiency in I-assessment survey.

Data reviewers

BCOE administrators and school principals will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 1: Objective: 1a and b - Implementation Action Steps

Use of Technology

Annually, require administrator and teacher completion of pre and post I-assessment survey by all who participate in BCOE sponsored technology-training programs.

Microsoft Office Suite, e-mail, Internet.

Annually, in June, analyze I-assessment administrator and teacher technology and integration skill data to plan for professional development offerings during the year.

Peripherals such as LCD projectors, digital cameras, video cameras, and printers.

Annually, provide I-assessment workshops to teachers, administrators and site I-assessment admins.

Annually in the fall, schedule and promote BCOE sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards.

CLRN approved

Annually in the fall, schedule and promote BCOE sponsored technology integration training	curriculum-based software CTAP Online Professional Development. Online resources including SETs CTAP ² I- assessment Edusoft Software to track student testing
Annually, the county will train site-based technology integration leaders to support technology participants at the site level.	
Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction.	

Monitoring

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

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

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

Goal 2 - District Professional Development Goal

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

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives

Specific Measurable Objectives by June 30, 2010

Objective 2a: By June 2010, 50% of our school sites will have the ability to post individual student information, homework assignments and samples of student work for parent access on appropriate school based web site.

Annual Benchmarks

Year 1: 10% by June 2006.

Year 2: 20% by June 2007.

Year 3: 30% by June 2008.

Year 4: 40% by June 2009.

Year 5: 50% by June 2010.

Objective: 2b: By June 2010, 100% of all teachers and administrators, who attend professional development, will be proficient with the district's new Outlook e-mail service.

Annual Benchmarks

Year 1: 50% by June 2006.

Year 2: 60% by June 2007.

Year 3: 70% by June 2008.

Year 4: 85% by June 2009.

Year 5: 100% by June 2010.

Evaluation Instrument(s) & Data

Instrument: BCOE and site based equipment and Outlook e-mail account records, parent surveys.

Data: % of teachers with access and number of hits on the website.

Instrument: Posting from school and classroom

Data: evidence of efforts to improve two-way communication.

Data reviewers

BCOE administrators and school principals will analyze benchmark data annually in late August /September and make any necessary modifications in order to meet our objectives.

Goal 2: Objective: 2a, b Implementation Action Steps	Use of Technology
1. Annually promote BCOE sponsored Outlook workshops for administrators and for teachers	Microsoft Office Suite, Email, Front Page.
2. Annually, require administrator and teacher completion of pre and post I-assessment survey by all who participate in district-sponsored technology training programs.	
3. Annually, in June, analyze I-assessment administrator and teacher student information/data analyses results to plan for professional development offerings during the next school year.	Microsoft Publisher
4. Annually provide county sponsored training for teachers in Desktop Publishing.	Internet Voicemail

Monitoring

BCOE administrators and school site principals track the development and implementation of all activities and accomplishments monthly and report progress at our 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.

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

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

Goal 3 - District Professional Development Goal

Goal 3: School Site administrators and teachers will increase technology usage and maintain data to evaluate the impact of technology on student achievement.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives:

Specific Measurable Objectives by June 30, 2010

Objective: 3a. By June 2010, 80% site administrators and teachers will use student academic data software (EDUSOFT, Pentamation) to gather, analyze, and make instructional decisions based on individual student achievement data.

Annual Benchmarks

Year 1: 20% by June 2006.

Year 2: 30% by June 2007.

Year 3: 40% by June 2008.

Year 4: 60% by June 2009.

Year 5: 80% by June 2010.

Objective: 3b By June 2010, 50% of all schools will use video conferencing for curricular enhancement at least 5 times a year.

Annual Benchmarks

Year 1: 10% by June 2006.

Year 2: 20% by June 2007.

Year 3: 30% by June 2008.

Year 4: 40% by June 2009.

Year 5: 50% by June 2010.

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

Instrument: EDUSOFT and Pentamation.

Data: Student records show evidence of increased achievement.

Instrument: Video Conferencing usage records.

Data: Evidence of increased use of Video conferencing equipment.

Data reviewers: Information Technology Department. and Site administrators.

Goal 3: Objective: 3a and b Implementation Action Steps

Use of Technology

Work, quarterly, with Technology Coordinator to review Video Conferencing resources available.

Video Conferencing Units
LCD Projectors
EDUSOFT
Pentamation

Yearly Investigate new video conferencing resources available to schools at no or low cost.

Trainings/Staff Development in EDUSOFT and Pentamation will be provided.

Monitoring

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

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

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

5. Infrastructure, Hardware, Software, and Technical Support

Current District Hardware

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

The CBED computer to student ratio by grade band is summarized in the chart below and includes all computers regardless of age.

BCOE Technology by School Type 2003-04	
County Students per Computer	
Continuation	7.9
Alternative	1.2

Source: California Department of Education, Educational Demographics Office (CBEDS, sifade03 4/26/04, sifgl 7/6/04, pubschls 6/4/04) In addition to computers available for use by students, those used by staff for instructional activities are also included when counting computers at the various schools. This count is then divided by student enrollment to arrive at a students-per-computer figure.

The total number of Internet connected multi-media computers in the district (from 2004 California Tech Survey) is summarized in the chart below.

Elementary Schools	Junior High Schools	High Schools	K-12 Ind. Study & Spec. Ed.	District Total
18	6	50	111	=185

County Office Equipment Replacement Chart				
School Name	2004-05 Enrollment (Unofficial CBED)	# of current Instructional Multimedia computers / thin clients 4 years or newer from 2004 CA. Tech Survey	# of new computers needed to reach 4:1 or better by June 2006	# of new computers needed to reach/maintain goal of 2:1 in five years as per District objective.
4 Winds	134	24	9.5	34
North County Community School	29	1	6	7.5
SOAR	57	18	0	10
South County Community School	62	22	0	9
Table Mountain School	50	15	0	10
Mesa Vista – Special Education	80	31	0	3
Hearthstone	378	74	20	54
Total	790	185	35.5	127.5

BCOE Hardware Needs during the Next Five Years

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

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops, laptops and thin client where applicable, as administration rotates computers that have been donated to the schools to increase the student to computer ratio.

Many of the teacher computers from Hearthstone School are better than 5 years old and will need to be replaced over the next two years. These computers will filter down to student stations for home use.

CURRENT BCOE SOFTWARE

Four Winds School Software Used:

Scholastic Reading Inventory and Counts, Microsoft Office Suite, Writers Companion, Internet resources, Pentamation student attendance system, Edusoft integrated online assessment program and CLRN approved curriculum based software.

South County Community School Software Used:

Scholastic Reading Inventory and Counts, Microsoft Office Suite, Publisher, Writers Companion, Internet resources, Pentamation student attendance system, Edusoft integrated online assessment program, and CLRN approved curriculum based software.

North County Community and SOAR School Software Used:

Scholastic Reading Inventory and Counts, Microsoft Office Suite, Publisher, Writers Companion, Eureka, Internet resources, Pentamation student attendance system, Edusoft integrated online assessment program and CLRN approved curriculum based software.

Table Mountain School Software Used:

Scholastic Reading Inventory and Counts, Microsoft Office Suite, Publisher, Writers Companion, Eureka, Internet resources, Pentamation student attendance system, Edusoft integrated online assessment program and CLRN approved curriculum based software.

Hearthstone School Software Used:

Microsoft Office Suite, Publisher, Eureka, Internet resources including Hot Math, Kid Pix Studio, Pentamation student attendance system, Edusoft integrated online assessment program and CLRN approved curriculum based software in computer labs on teacher work stations.

Laptops for student home use include: Microsoft Office Suite and Internet connection.

Mesa Vista School Software Used

Microsoft Office Suite, Pentamation, Edusoft, Duxbury, Jaws, Write-out Loud, Co-Writer, Speaking Dynamically Pro, Boardmaker, Writing with Symbols 2000, Inspiration, Premier, Kid Pix and Writers Companion.

BCOE Software Needs during the Next Five Years

Additional BCOE standardized and CLRN approved curriculum and intervention software 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. Ongoing subscriptions to online research resources such as Hot Math. CLRN approved assistive software as identified by teachers. Upgrades to existing software versions as needed.

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

Current COE Infrastructure, Site Networks, and Connectivity

Total Number of County Office schools = 7

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection = 7

Total Number of BCOE schools connected to the Internet by:

Full T-1: 6

Fractional T-1: 0

ISDN: 1

DSL: 0

Microwave: 0

Wireless (not microwave): 0

Other, please specify: _____

Total number of schools in the district that are NOT connected to the District's LAN: 0

Average # of drops per classroom: 4

What percentage of schools is served by the following Internet service provider?

District office: 0%

County Office of Education 100%

California State University/University of California 0%

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

What percentage of classrooms in the COE do not have a phone service in the classroom? 0%

What percentage of classrooms in the COE do not have voicemail service? 0%

BCOE Infrastructure Needs during the Next Five Years

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

Wireless secured networks will increase student mobility and increase learning opportunities.

Continued focus in purchasing network-licensed software allows more stability and better access to student data for the teachers.

Current BCOE Tech Support

Technical support at school sites includes our county office of education technical.

County Office Support includes:

- Director of Information Technology,

- Customer and Services Manager,
- Network and Operations Manager,
- Information Services Manager,
- Combination of 9 full-time Computer Technicians and 3 Network Analysts.

The technicians are available to sites five days a week and are booked using a work order system. Regular maintenance is scheduled on a biweekly basis.

Type Of BCOE Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	County Computer Technicians (9 FTE) designated by site
Technical Support provided during school hours	Help Desk Support from County (2FTE)
Technology Integration Support	Technology Coordinator and CTAP region 2

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	County Technicians
Technical Support provided during school hours	Help Desk Support from County (2FTE)
Technology Integration Support	Site administration, peer coaches.

BCOE Tech Support Needs over the Next Five Years

Technical support should remain consistent over the next year, continued support and effort to decrease the downtime on computers is the goal for the next 5 years. New tools in hardware management have been put in place in the past two years, reducing the downtime of computers and servers.

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

Goal 1 - BCOE Goal for Hardware and Software
<p>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 lifelong learning and success.</p>
Specific Measurable Objective by June 30, 2010
<p>Objective: 1a By June 30, 2010 our county average student to computer ratio will be <u> 2 </u> to 1 or better. Annual Benchmarks and Timeline: Year 1: <u> 4 </u> students to 1 computer by June 2006. Year 2: <u> 3.5 </u> students to 1 computer by June 2007. Year 3: <u> 3 </u> students to 1 computer by June 2008. Year 4: <u> 2.5 </u> students to 1 computer by June 2009. Year 5: <u> 2 </u> students to 1 computer by June 2010.</p> <p>Objective: 1b By June 30, 2010 50% core curriculum programs (E/LA, Math, History/Social Science, Science) will have access to COE approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions.</p> <p>Annual Benchmarks and Timeline: Year 1: 10% of classrooms by June 2006. Year 2: 20% of classrooms by June 2007. Year 3: 30% of classrooms by June 2008. Year 4: 40% of classrooms by June 2009. Year 5: 50% of classrooms by June 2010.</p>
Monitoring and Evaluation Instrument(s) & Data
<p>Instrument: Annual CBEDS: Data: average student to computer ratio by school and COE</p> <p>Instrument: Annual California Online Tech Survey: Data: Average student to computer ratio by school.</p> <p>Instrument: Annual county technology software survey: Data: % of classrooms with access to approved curriculum based software.</p> <p>Monitoring and Evaluation Process: The County Technology Director and school site administrators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our admin meetings. Modifications to activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Technology Director and school site administrators will analyze end of school year results annually in June.</p>

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

Goal 2 - BCOE Goal for Infrastructure

Goal 2: In order to meet the curriculum goals outlined in Criteria 3, Butte 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.

Specific Measurable Objective by June 30, 2010

Objective:2a 100% of School sites will save and share data via the servers rather than the individual hard drives on their computers.

Annual Benchmarks and Timeline:

Year 1: 50% by June 2006.

Year 2: 60% by June 2007.

Year 3: 70% by June 2008.

Year 4: 80% by June 2009.

Year 5: 100%by June 2010.

Objective: 2b 100% of School sites will have T-1 connections to the internet.

Annual Benchmarks and Timeline:

Year 1: 85% by June 2006.

Year 2: 100% by June 2007.

Year 3: maintain 100% by June 2008.

Year 4: maintain 100% by June 2009.

Year 5: maintain 100% by June 2010.

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual California Online Tech Survey:

Data: Average thin client to computer ratio by school.

Instrument: School site inventories.

Data: Years computers are purchased.

Instrument: Installation data from ITS.

Data: % of sites with T-1 connectivity.

Monitoring and Evaluation Process:

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

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

Goal 3 - BCOE Goal for Technical Support
Goal 3: All school sites in COE will have access to timely BCOE 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.
Specific Measurable Objective by June 30, 2010
Objective: 3a By June 2010, the district will have a standardized Information Technology Services (ITS) work order process and tracking system in place. Annual Benchmarks and Timeline: Year 1: 80% by June 2006. Year 2: 85% by June 2007. Year 3: 90% by June 2008. Year 4: 95% by June 2009. Year 5: 100% by June 2010. Objective: 3b By June 2010, the district will have ITS computer software and network security standards in place for district-supported technology (i.e. Virus protection, Deep Freeze software, web content filtering software, Spam Blocking) Annual Benchmarks and Timeline: Year 1: 80% by June 2006. Year 2: 85% by June 2007. Year 3: 90% by June 2008. Year 4: 95% by June 2009. Year 5: 100% by June 2010.
Monitoring and Evaluation Instrument(s) & Data
Instrument: ITS Polices and Procedures handbook. Data: Standardized work order process and security standards for computers and networks. Monitoring and Evaluation Process: The BCOE Technology Director and school site administrators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our admin meetings. Modifications to our activities will be made as needed in order to insure that we meet or exceed this measurable objective. BCOE administrators and school principals will analyze end of school year results annually in June.

6. Education Technology Funding and Budget

Economic conditions in California and the nation may continue to impact education budgets and grants through the duration of our 5-year tech plan. Therefore, our established and potential funding sources to implement our Education Technology Plan may be impacted as well. The Assistant Superintendent and Site Principals have the primary responsibility for securing future funding opportunities. ITS may assist in identifying possible future funding sources from: ITS networking venues, the CDE's grant notification list, CTAP Region 2, web site resources and private grant solicitation.

Our ITS Director also will work with the SPS departments to integrate technology in existing curricular based professional development.

Budget Assumptions:

Site-based tech support will continue at the same level. EETT Formula grant funds continue at approximately the same level annually. Twenty-one (21) hour staff development (buy-back) time will be at the COE’s discretion throughout the duration of the plan. There will not be any state or county budget freezes for the duration of our Tech Plan. School site budgets and Title 1 funds will fund some of the site-specific hardware, software and tech support outlined in the plan.

6A. Established and Potential Funding Sources

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

A. Established and Potential Funding Sources

Funding Sources to Implement District Ed. Technology Plan	Type of Source (funding, in-kind services, donations, etc)	Nature of Source			Amt.* Year 1	Amt.* Year 2	Amt.* Year 3	Amt.* Year 4	Amt.* Year 5
		On-going	OneTime	Potential					
SPS General Fund	District & State	X			2000.00	2000.00	2000.00	2000.00	2000.00
California TeleConnect (DAS)	State	X			434.70	434.70	434.70	434.70	434.70
E-Rate	Fed	X			1359.79	1359.79	1359.79	1359.79	1359.79
Site General Fund Budgets		X			13250.00	13250.00	13250.00	13250.00	13250.00
Title 1 Part A Basic	Fed. Categorical	X			2150.00	2150.00	2150.00	2150.00	2150.00
Title II A	Fed. Categorical	X			3270.00	3270.00	3270.00	3270.00	3270.00
Title II IASA		X			3575.00	3575.00	3575.00	3575.00	3575.00
CTAP	In-kind	X			3930.00	3930.00	3930.00	3930.00	3930.00
Other Grants	Federal & State			X	5000.00	5000.00	5000.00	5000.00	5000.00
EETT	State				3479.38	3479.38	3479.38	3479.38	3479.38
Annual Totals					\$38,448.87	\$38,448.87	\$38,448.87	\$38,448.87	\$38,448.87

*Funding amounts are estimates only

6B. Estimate of Tech Plan Implementation Costs for District's Five-Year Plan.

Cost estimate to implement curricular driven technology goals and objectives	\$105,800.00
<p>To Improve Teaching and Learning. Goal 1: BCOE will utilize technology to meet Federal requirements of NCLB and support SPS curricular goals to ensure all students including limited English proficient students reach high standards at minimum proficiency or better in ELA and Math content standards.</p> <p>For Appropriate Access to Technology for All Students. Goal 2: BCOE will ensure all students will have access to technology to support achievement of the academic standards in the classroom, county curricular goals and ultimately life long learning and success.</p> <p>To Make Student Record Keeping and Assessment More Efficient and Useful and Increase Accessibility to Parents. Goal 3: BCOE will support site use of technology to improve data collection, analysis, reporting and decision making for student achievement and communication between home and school.</p>	
Cost estimate to implement professional development technology goals and objectives.	\$30,000.00
<p>Our Education Technology Professional Development goals over the next five years are:</p> <p>Goal 1: School site administrators and teachers will become proficient in the use of technology to improve student achievement of the content standards.</p> <p>Goal 2: School site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.</p> <p>Goal 3: School Site administrators and teachers will increase technology usage for data collection, analysis, reporting, and decision making to improve student achievement of the content standards.</p>	
Cost estimate to implement hardware, software, infrastructure and technical support goals and objectives	\$25,000.00
<p>Goal 1: Students will have access to up to date computers and appropriate software to support achieving academic standards in the classroom, county curricular goals and ultimately for life long learning and success.</p> <p>Goal 2: Butte County Schools will need to stay up to date with new and changing facilities. The nature of schools, buildings and locations can often change.</p> <p>Goal 3: All school sites in COE will have access to timely BCOE 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.</p>	
Total Five Year Estimate of BCOE Education Technology Plan Implementation Costs	\$160,800.00
Average annual Ed Tech implementation cost	\$32,160.00
Average annual Ed Tech Budget (see budget chart: pg. 42)	\$38,448.87

6c. Level of Ongoing District Technical Support

The county has 9 FTE computer technicians offering tech support to schools.

6d. BCOE Replacement Policy for Obsolete Equipment

In February each year, the Butte County Information Technology Council meets and proposes for upcoming year obsolescence standards. These decisions take many items into consideration including, market trends and software life span, cost of replacement and cost of maintenance. Based upon these recommendations, reports are given to site administration for budget planning.

The Obsolescence Plan is approved by the board and is part of the superintendent's policies and procedures.

6e BCOE Budget and Funding Monitoring Process

BCOE 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 Assistant Superintendent of Student Programs and Services has 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 of Student Programs and Services 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.

County technology support provides the Assistant Superintendent of Student Program and Services ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites.

7. Monitoring and Evaluation of Technology Plan

7. a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.

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

7. c. Description of how the information obtained through the monitoring and evaluation will be used.

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

Each identified objective in our Technology Plan will be reviewed and evaluated by the administrative team who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary and accomplished by our Technology Advisory Team.

BCOE's core Technology Advisory Team is comprised of the district Technology Director, Information Services Manager, Technology Integration Coordinator, school site administrators and teachers. 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 e-mail and voice-mail on an ongoing basis. Data, progress and any needed revisions to the plan will be reviewed individually with each site principal during the school year. In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our district/site admin elementary and secondary school meetings.

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

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly FTE Time Estimate
County Technology Director & Staff	Provide overall Tech Plan management and coordination	.25
BCOE Assistant Superintendent	Manage, coordinate, and assess curriculum-based staff development	.10
BCOE Technology Director and Management Staff	Standardize, develop, manage, monitor and revise as necessary network, hardware, infrastructure, software and technical support specifications, policies and procedures. Collect annual California School Technology Survey data and assist with pre and post I-assessment completion.	.10
BCOE Technology Director	Coordinate ongoing partner involvement	.05
Site Administrators	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Collect and analyze data regarding students' computer skills and students' academic achievement. Collect data regarding staff development focused on teaching students computer and information literacy skills. Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	.05

8. Adult Literacy and Technology

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

Adult Literacy is provided in the Oroville High School District through the Adult School Program on Table Mountain Blvd.

During the Spring of 2005, the Technology Coordinator will meet with adult literacy providers at our district High School to share information about our technology plan, to learn how the Adult School Program is currently incorporating technology into its classes and to discover how we may collaborate to better provide services to our students, our parents and the district community. Our district will attempt to develop a collaborative partnership plan with the Adult School Program to maximize the use of technology.

Current Adult Literacy Partnership Providers in our county include:

California State University, Chico (CSUC) – Community-Based Educational Tutors (CBET) Graduate interns provide ESL classes in the evening at Chapman, Parkview, Rosedale, Citrus, Fair View, CAL, McManus Schools during the after school and evening hours. Graduate interns are trained by an adult ESL teacher at CSUC in the Community Based English Tutoring (CBET) program and work under the guidance of the district Even Start/Healthy Start Coordinator. Parents participating in this program must sign a contract stating that they will utilize their new knowledge of English to support their child's education.

Butte Community College – Provides ESL classes at the Even Start School facility during public school hours. All fees are waived for parents.

The Adult Literacy Council – Provides individual adult tutors and adult literacy programs for interested adults at the Butte County Library. The Adult Literacy Program receives recommendations for support and specific services from the Even Start/Healthy Start Coordinator.

Computers for Classrooms, Inc. – Provides training on how to use and repair computers. Parents and students who volunteer at Computers for Schools for 50 hours may earn a computer to take home. Parents and community members may take advantage of this program at the Computers for Schools site, between 8:00 and 1:00 daily, including Saturdays.

Even Start and Healthy Start Programs – Provide the facilities and funds for adult literacy programs on the Chapman, Parkview, Rosedale, CAL and Fairview campuses during the school day (morning and afternoon).

Butte County Children's Services - Proposition 10 (California Tobacco Funds) is currently funding a grant to our district that provides parent education and adult literacy courses.

The Healthy Start and Even Start Adult Literacy Programs, as well as the district's GED Program, use computer labs and specific adult education software as a part of the adult Literacy training. The Fair View/ CAL campus is the regional training center for GED Preparation and testing. Adults utilize a GED software program for their preparation. The computer lab is open for use during afternoon and evening hours twice a week.

The Adult Literacy Collaboration of Providers currently meets monthly at the Even Start Facility to discuss program options, define services, collaboratively pursue adult literacy funding sources and continually work to refine the system of service delivery. Annually, representatives from the Technology Advisory Team will meet with our community adult literacy partners to explore best practices on technology integration to support adult literacy and to explore opportunities to provide a better continuum of education support services and options to our students, parents and the community in general.

9. Effective, Research-Based Methods and Strategies

Criteria 9: Effective, Research-Based Methods and Strategies

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

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

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 Academic Content 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, Total Cost of Ownership and important factors that contribute to successful staff development.

Butte County Office of Education's philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001).

In an ACOT study student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000). Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; "Critical Issue," 1999).

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified a crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key elements are addressed in several places in our Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals emphasizing technology-enhanced, standards-based curricular lessons and units.

Our revised Education Technology Plan 2005-2010 includes all the research-based best practices integrated in:

The EETT Technology Plan research-based requirements for formula and competitive grant applications for Title II, Part D in *No Child Left Behind*.
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>

Education Technology Planning: A Guide for School Districts.

California's research-based guidelines for district-level educational technology planning.
<http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>

In our district technology plan, professional development is a primary focus and CTAP Online (www.ctaponline.org) is at the heart of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document:

Learning...Teaching...Leading...Report of the Professional Development Task Force (<http://www.cde.ca.gov/re/pr/fd/documents/learnteachlead.pdf>) which contained 10 recommendations for developing a comprehensive, aligned, and integrated statewide system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, “**Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training.**” (pp 37-38, *Learning...Teaching...Leading.*)

In addition CTAP Online matches up against the design elements for high quality professional development as outlined in the *Designs for Learning*. *Designs for Learning* was developed by the California Professional Development Reform Initiative, which was sponsored by the California Department of Education with support from the California Professional Development Consortia, the Center for the Future of Teaching and Learning, the California Staff Development Council and the New Teacher Center.
<http://www.cde.ca.gov/pd/ps/te/designs4lrng.asp>

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. As described in the research, the use of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-

mapping tools, the use of simulation software and probe-ware and PowerPoint handouts to guide students in note-taking.

Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically based research regarding technology, teaching and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency and comprehension. All software selected will be 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.

9c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies.

The Butte County Office of Education 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 standards-based report cards, easy to use school and teacher Web Publishing software, free or low cost Internet resources for students, teachers and administrators and piloting wireless laptop and thin client programs.

Butte County is committed to increasing course offerings through the use of technology, especially for Hearthstone home school program. 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.

We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online. Through our partnership with CTAP Region 2 we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings.

**Appendix C: Criteria for EETT Funded Education
Technology Plans**

Appendix

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

For corresponding EETT Requirements, see Appendix F.

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

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.	3,4	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	4,5,6	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.

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, & 12 (Appendix F)			
Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	8,9	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 explain where access is available, who has access, and when various students and teachers can use the technology.
Description of the district's current use of hardware and software to support teaching and learning.	10,11,12,13,14	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	17,18,19	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	19,20	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of clear goals and a specific	19,20	For the focus areas, the plan	The plan suggests how technology will be used,

CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.		delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	but is not specific enough to determine what action needs to be taken to accomplish the goals.
List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	21,22	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	23	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of clear goals and a specific implementation plan	24	The plan delineates clear, specific and realistic goals for	The plan suggests how technology will be used, but is not specific

CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
to utilize technology to make teachers and administrators more accessible to parents.		using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	enough to know what action needs to be taken to accomplish the goals.
List of benchmarks and a timeline for implementing planned strategies and activities.	20,22	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	20,22	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Summary of the teachers' and administrators' current technology skills and needs for professional development.	24,25,26,27	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	27,28	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
List of benchmarks and a timeline for implementing planned strategies and activities.	29,30,31,32,33	The benchmarks and timeline are specific and realistic. Teachers and administrators	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps

PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
		implementing the plan can easily discern what steps will be taken, by whom, and when.	will be taken, by whom, and when.
Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	30	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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.	33,34, 35,36	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	33,34, 35,36, 37	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	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.
List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support	37-40	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom,

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
the other plan components.		needs to be acquired or repurposed, by whom, and when.	and when.
Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	38,39, 40	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
List of established and potential funding sources and cost savings, present and future.	40	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
Estimate implementation costs for the term of the plan (three to five years).	41,42	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
Description of the level of ongoing technical support the district will provide.	37&43	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
Description of the district's replacement policy for obsolete equipment.	43	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.
Description of the feedback loop used to monitor progress and update funding and budget decisions.	43,44	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other			

FUNDING AND BUDGET COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Corresponding EETT Requirement(s): 7 & 13, (Appendix F) items of value.			

MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	43,44	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
Schedule for evaluating the effect of plan implementation.	43,44	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.
Description of how the information obtained through the monitoring and evaluation will be used.	44	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	45	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	46-48	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.
Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	46-48	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	49	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

E-Rate Addendum

E-Rate Supplement To Technology Plan (To be completed and retained locally)		
BLOCK 1.		
E-Rate Year:	July 1, 2005 - June 30, 2006, Year 8	Date:
Name of School or District:		
CDS Number		
Technology Plan Coordinator:		
Signature:		
District Authorization:		
Signature:		

BLOCK 2. Service Requested From E-rate.

BLOCK 3. EETT district technology plan goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description):

BLOCK 4				
Analysis of Non E-rate Funded Resources				
The technology plan documentation must be supported with documents that describe how the applicant will secure access to the non-eligible resources needed to effectively use the requested E-rate services. This includes infrastructure, hardware, software, professional development, retrofitting, and maintenance, and any other resources needed to use the E-rate services and equipment. This analysis must be kept with the E-rate documentation at the applicant's site.				
BLOCK 4 a Infrastructure:	Current level:	New required:	Budgeted \$:	Source of funds:
BLOCK 4 b Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:

BLOCK 4**Analysis of Non E-rate Funded Resources**

The technology plan documentation must be supported with documents that describe how the applicant will secure access to the non-eligible resources needed to effectively use the requested E-rate services. This includes infrastructure, hardware, software, professional development, retrofitting, and maintenance, and any other resources needed to use the E-rate services and equipment. This analysis must be kept with the E-rate documentation at the applicant's site.

BLOCK 4 c Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
BLOCK 4 d Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
BLOCK 4 e Retrofitting required			Budgeted \$:	Source of funds:
BLOCK 4 f Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:

BLOCK 4**Analysis of Non E-rate Funded Resources**

The technology plan documentation must be supported with documents that describe how the applicant will secure access to the non-eligible resources needed to effectively use the requested E-rate services. This includes infrastructure, hardware, software, professional development, retrofitting, and maintenance, and any other resources needed to use the E-rate services and equipment. This analysis must be kept with the E-rate documentation at the applicant's site.

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