The Colusa County Office of Education

Education Technology Plan
July 1, 2014 – June 30, 2017

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Table of Contents

Description of County:

Colusa County is a small rural county whose economic structure is built on farming, including rice, row crops, and orchards. Colusa County is located 50 miles north of Sacramento in the middle of the Sacramento Valley. Many families live on farms and there is a population that resides in seasonal camp housing provided by the landowners. The western areas are part of the Coast Range, which tends to isolate the families living in these remote locations.

The communities in the county are very small. According to the 2012 Census estimate, Colusa County's population was 21,411 people. Two incorporated cities and eight towns are the population centers. The population of the largest city, Colusa, is 5962. The other city, Williams, has a population of 5166. Williams is the growth center of the county, due to its location at the crossroads of Interstate 5 and Highway 20.

The total K-12 student population for the county is 4482 in four school districts. The largest district, Colusa Unified has 1408 students, and the smallest, Maxwell Unified has 345. The most recent report on the ethnic breakdown of school age population is White 22.2%, Hispanic 73.2%, Asian .01%, Pacific Islander .0038%, American Indian .0167%, and African American 1.0%   (California Basic Educational Data System (CBEDS) 2013).   One district, Williams Unified shows that the Hispanic population accounts for 89% of its students.

The Colusa County Office of Education (CCOE) serves the students and families in all four school districts.   As the intermediate agency between the California Department of Education and the school districts, CCOE has oversight responsibility for the fiscal viability of the districts, including budget approval, certification of required reports and documentation, data processing, auditing, and credentialing monitoring. CCOE has been the lead agency in establishing, operating and maintaining the Colusa Educational Wide Area Network (CEWAN) for the districts and CCOE. CEWAN provides the capabilities for all of the business functions as well as instructional technology. In addition, because of the size of the districts the CCOE has operated many collaborative grants for the countywide education community, maximizing the economies of scale concept.

CCOE operates the Special Education program countywide. Special Education provides class instruction and specialized services, transportation, Workability and transition programs. The Special Education Local Plan Area (SELPA) is supported by all four districts, which pay the cost overrun between income from state and federal funding and the actual costs of operation. Computers and access to the Internet offer expansion of the opportunities for these special children to learn.

CCOE operates a Community School, Regional Opportunity Programs and Opportunity Classes which support students from the districts. CCOE has formed a consortium for Adult Education, at the request of the districts, to provide a more stable base for class offerings and operations. Computer use and Internet access provide individualized opportunities for school-to-career preparation and for increasing the job preparation options.

The Community School, Special Education Adult Transition Program, ROP and Adult Education programs are all physically located at the CCOE "Education Village" which is a CCOE school complex located in Williams California. CCOE has an Opportunity Classroom located on the Colusa Alternative High School campus. Special Education has classrooms on all school sites within the county.

CCOE operates Child Development and Head Start programs in all communities in the county. The record-keeping responsibility for these programs is enormous, and is greatly simplified by the use of computer programs for student tracking and services. In addition, learning programs for the preschool population offer individualized progress in the school readiness skills that transition to kindergarten success.

Student assessment scores identify a significant number of students who are scoring below the 50th percentile. The schools have been steadily increasing their scores on the

Academic Performance Index, but are still a significant distance from the target goal of 800. The number of limited English speaking students has an impact on the scores, since many students who have moved from Mexico have not had the benefit of attending school there. The high poverty level also plays a role in these scores, since many students have little or no printed materials or resources in their homes with which to improve their learning experiences. Their only opportunity for access to technology is through the schools.

Schools receive monies from the State level based on a revenue limit assigned for Average Daily Attendance (ADA). With each district qualifying as a small school district, the funds that come in are for most basic core services, with little left for special projects. Categorical programs from the state and federal governments supplement the basic revenue for the districts, but those categorical funds have specific requirements for the way that money is spent. As a result, little money is available for technology and many staff members have multiple responsibilities.

The Colusa County Office of Education works hand in hand with the districts when it comes to Technology. Since there is little money, all sites are involved in a consortium with CCOE called CEWAN (Colusa Educator's Wide Area Network).

Anticipated Outcomes of the CCOE Technology Plan Include:

County-wide outcomes: District Learning

CCOE is taking action to provide distance learning curriculum to the vast reaches of the county. A county wide Windows Active Directory Forest has been established to facilitate instructional resources such as secure file storage, internet access and automated shared printing.

CCOE has the ability to make use of the K12 High Speed Network connection to California State Universities Research facilities.

CCOE Student Program Outcomes:

Community School provides an alternative educational placement for 7th-12th grade students who are expelled, are referred by Probation, or are placed by parent request. Upon referral, students are assessed as to appropriate placement, grade level ability and counseling needs. An individual learning plan is developed for each student. Once the student has met his/her goals, a transition plan is developed in coordination with the district of residence. Students will complete requirements for graduation or requirements to return to district schools sites.

Opportunity Class provides an alternative educational setting for students in grades 6 through 9 who are experiencing difficulties in the regular classroom. A student learning plan is developed for each student, addressing areas of attendance, behavior, and academic skills. Students will be transitioned back into the regular classroom as soon as individual goals are met.

ROP students will gain knowledge and attitudes that is needed to perform successfully in the rapidly expanding global "world of work" by being trained in a classroom with modern and updated office equipment that equates with Internet software and hardware technology. Through this gained knowledge and attitudes they will also be prepared to enter comprehensive job training programs and/or enter post-secondary education.

Special Education expects students to gain computer knowledge and skills that will enable them to participate in post-secondary education and enhance their supported or independent employability.

County-wide outcomes: Technology Support / Infrastructure

CEWAN as a consortium will maintain two staff positions to assist with the various needs of all the technology at the CCOE Office. Each district has at least one staff person on hand to locally assist with technology, either as a full time position or a teacher with a stipend.
CCOE will replace 20 percent of the computers each year at all CCOE student program sites, phasing out older systems first.

CCOE Student Programs: Technology Support / Infrastructure

Community School and Opportunity Class expects to maintain computers and online software to support math and reading instruction.
ROP expects to add additional computers pending additional classroom space and will focus on replacing the computers that are in place, as they are fairly dated already.
Special Education will focus on replacing the computers that are in place, as they are fairly dated already. Any special needs software (based on IEP's) will be put into place.

District Outcomes: Infrastructure

Colusa Unified School District expects to replace current switching infrastructure with Power over Ethernet (PoE) Gigabit Local Area Network (LAN) connectivity and add central/secure WiFi access to support a campus wide wireless network and tablet infrastructure.

Maxwell Unified School District expects to replace current switching infrastructure with Power over Ethernet (PoE) Gigabit Local Area Network (LAN) connectivity and add central/secure WiFi access to support a campus wide wireless network and tablet infrastructure.

Pierce Joint Unified School District expects to replace current switching infrastructure with Power over Ethernet (PoE) Gigabit Local Area Network (LAN) connectivity and add central/secure WiFi access to support a campus wide wireless network and tablet infrastructure.

Williams Unified School District expects to replace current switching infrastructure with Power over Ethernet (PoE) Gigabit Local Area Network (LAN) connectivity and add central/secure WiFi access to support a campus wide wireless network and tablet infrastructure.

1. Plan Duration

 The Plan will guide the County's use of Education Technology for the next 3 years.

The Colusa County Office of Education is using its Technology Plan to serve a current state approved E-rate Technology plan. Upon review of current data, CCOE has initiated new benchmarks for 2015, 2016, and 2017 as contained within this new document that build upon the E-rate plan.

This Technology Plan is intended to guide the County Office of Education as it provides technology services to the student programs it provides, and the school districts of Colusa,

Pierce, Williams and Maxwell. It is intended to serve as a 3-year guide and vehicle from July 1, 2014 – June 30, 2017 in the following areas:

Technology planning for the Colusa County Office of Education is quite different from technology planning for our four school districts. Unlike school districts who serve the general population of students in a relatively small geographical region, Colusa County Office of Education serves students in specialized areas, throughout the county. The distinctive nature of Colusa County Office of Education has made technology planning unique.

This technology plan establishes several broad goals to meet the needs of our students, programs and districts.

- In an effort to achieve the educational goals of all our programs, Colusa County Office of Education will integrate technology into all instruction and services provided by CCOE

- The Colusa County Office of Education will provide staff development in technology for teachers, instructional aides, specialists and other staff according to the identified needs and interests of each group, site, or department to improve their services to youth and adult populations.

- Colusa County Office of Education will provide technical assistance to technologically enhance facilities, provide connectivity, and resources to improve classroom instruction.

- Colusa County Office of Education will commit to continued funding of technology as permitted by the availability of federal, state and local financial resources.

- Colusa County Office of Education will continue to monitor the effectiveness of its services that it is providing in the way of technology.

2. Stakeholders

Describe how a variety of stakeholders from within the county and the community-at-large participated in the planning process:

As a small community, people have numerous roles in seeing a student successfully through our programs. The Colusa County Office of Education has worked with other Colusa County entities, the Colusa County Office of Education Board of Education, Parents, and the four School Districts of Williams, Colusa, Maxwell and Pierce in the planning process.

CEWAN (the Consortium of the Colusa County Office of Education, along with Colusa, Maxwell, Pierce, and Williams School Districts) contributed to the development of this plan through its regular monthly meetings, small group and one-to-one conversations with CCOE staff. Representatives from each of CCOE's program specialists provided input through staff meetings and surveys. Additional public notice and input were provided through publicized meetings of the boards and community meetings.

Expected funding/budget outcomes in 3 years:

County-wide outcomes

Most of the computer resources and network infrastructure that is in place at present was made possible be a one time grant opportunity. Our focus will be on maintaining the same level of service on a limited budget.

CEWAN the consortium of all school district and CCOE will continue to provide a pool of resources to CCOE services and the four school districts of Colusa, Maxwell, Pierce and Williams.

CCOE Student Programs:

The CCOE Community School, ROP, and Special Education will attempt to replace 20 % of their outdated computers each year with newer models.

Expected monitoring and assessment outcomes in 3 years:

CEWAN will monitor the needs of network infrastructure and computer resources for CCOE and the four school districts monthly. As specific needs arise they will be addressed.

Student data regarding academic, career preparation and life skills for special education will be examined and software, hardware and staff development will be provided as indicated, where possible.

CCOE staff will be assessed and provided staff development based on the needs identified. The CCOE Director of Technology will report directly to the CCOE and District Superintendents the status of the needs and comparable solutions.

Public software is currently in place to verify network status of available bandwidth and current network status will be monitored for efficiency. Recommendations for upgrades will be made to the Superintendent and Board as needed.

An annual inventory is taken to compare a computer count to previous years. This inventory is then used for other research such as grants and monitors the computer replacement plan.

Site administrators for CCOE programs will also monitor annually the changing needs of their programs and report their findings to the CCOE Director of Technology.

Section 2.a.1 Adult Literacy Providers Participation

Community and Business input has been received through the advisory boards of the Tri County ROP, comprised of local business and community members.

Table of technology planning team.

Name	Position	Organization
Alex Evans	Director of Technology	CCOE
Kay Spurgeon	Superintendent of Schools	CCOE
Julie Tucker	Assistant Superintendent of Administrative Services	CCOE
Theresa Hawk	Assistant Superintendent of Special Education	CCOE
Debra Hinely	Director of Business Services	CCOE
Barbara Pennebaker	Director of Children Services	CCOE
Max Friedman	Director of Student Support Services	CCOE
John Zemko	Technology Specialist II	CCOE
Jeremy Miller	Director of Information Technology	COLUSA USD
David Damme	Teacher / Technology Coordinator	MAXWELL USD
Jeff Stuivenberg	Technology Director	PIERCE JUSD
Vangelis Bolias	Technology Coordinator	WILLIAMS USD
Tri County ROP	Advisory Boards	Tri County ROP
Adult Education Consortium	Adult Education Coordinator	CCOE Adult Ed Consortium
Parent Involvement	Parent Involvement from Board Input	Various Boards

3. CURRICULUM COMPONENT

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

In all CCOE programs, all instructional staff has access to technology tools during the day, during, before and after instructions hours. This includes a phone, computer, network storage, inside/outside email, and software required to support their curriculum and office productivity. Each teacher has unfiltered internet access and network storage.

The chart below show the access for CCOE Programs

CCOE Program	Classroom	Library or Media Center	Labs	ELL	Before and After School
Community School	Access to Admin and Instructional computers (5)	Not Available	Available Computers are in same classroom	Per above	NO
ROP	1 Admin Computer	Not Available	20 Computers in Lab	Per above	NO
Special Education	Access to Admin and Instructional computers (67)	Located at School Sites	Located at School Sites	Per above	NO
Opportunity Class	Access to Admin and Instructional computers (4)	Not Available	Located at School Sites	Per above	NO
Adult Education	Access to Admin and Instructional computers (20)	Not Available	Wireless Cart of Laptops	Per above	NO

<u>Students</u> access to technology tools for all during and outside the school day:

All students have access to technology tools during the school day including: a 4.75 to 1 student computer ratio in our 9-12 student programs. A vast majority of our computers are extremely aged. All students in all programs that are co-located on school grounds have access to a lab setting, an instructional Server that provides network storage and a central point to administer network programs, software such as Microsoft Office Suite for word processing and Norton Antivirus Software to provide security.

To ensure safe and secure access for all CCOE programs and Colusa County Schools, an Acceptable Computer Use Policy has been adopted. As a result, all student computers have filtered internet access. Additional network configurations are in place to keep students in appropriate areas of the network and focused on curriculum. Due to the nature of our programs and their "high risk" populations, students do not have access to technology outside of school hours.

CCOE Student Programs

Community School makes use of an online Math program and makes use of the internet for research. A one-room school, students have immediate access to computers for instructional needs. All computers are equipped with Windows 7 and a variety of software that includes math, reading, and keyboarding software. They usually have at least four computers on-line and in working condition which is a 2:1 student to computer ratio. Community School uses Accelerated Math locally and Renaissance Place through the Internet.

ROP focuses on state standards, quality career technical preparation that reinforces and enriches core academic curricula through a practical hands-on approach to instruction, which prepares students for work, college, and life in the community. The practical hands-on approach to instruction includes; providing an emphasis on keyboarding, resume building, and money management skills with spreadsheets. Job placement referrals and placements are an added bonus to those students that satisfy course performance objectives. ROP also uses the Microsoft Office suite as well as programs like Keyboarding Pro to work with students on raising their typing skills and hand eye coordinator. Each district has 2 classrooms available during teachers working hours for ROP.

Special Education students have access to technology in all classrooms with a 9 to 1 computer ratio for Special Education in the classroom. All secondary students have access to computers, the internet, and Microsoft Word in their special education classrooms, however, these computers are significantly outdated.

Students also have access to computers after school through the county library system. Some sites have ipads available for check out and some students have computers at home. Special Education students have various hardware and software programs that are specific to their Individual Education Plan (IEP) including assistive technology such as a communication board, interactive switches, and a FM system.

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

Teachers are doing much to integrate technology into their curriculum. The computers are used for a variety of different school related tasks, they include: Keyboarding classes, Word Processing, Renaissance Learning Programs such as Accelerated Reader and Math, and an Internet Connection for online research. The frequency of use varies from daily to weekly depending upon the program, assignment and level of staff technology integration skills.

Community School is currently focusing on curriculum geared to reading and math. We are currently purchasing new student data software (EduSoft) that will allow us monitor academic progress. In reading we use the Scholastic programs that test students' reading levels and suggest appropriate reading materials. Tests are provided for evaluation. As our program services students in grades 7-12, our students work at individual pace for remediation and enrichment. There are two administrative computers that are networked for file sharing. They make use of Aeries and the Microsoft Office Suite for grades and record keeping. Students make use of three computers (at present) to access the internet for research and make use of Microsoft Office for word processing. Students use an online math curriculum.

ROP focuses on state standards and job placement providing an emphasis on keyboarding, resume building, and money management skills with spreadsheets. The program uses the Microsoft Office suite as well as programs like Keyboarding Pro to work with students on raising their typing skills and hand eye coordinator. ROP also uses a set of Job Ready CD's which is designed to assess and prepare students into the labor market via employment skills training concept. Mavis-Beacon is also used for independent computer learning by the student, searching the Internet for current activities and trends as it applies to the ROP instruction.

Special Education services are provided at various sites within the four school districts. Special Education uses software to develop academic and life skills and speech development. They take advantage of the infrastructure and academic programs available at each specific site. These programs include BigChalk, World Book Online, Accelerated Reader, Accelerated Math, and Scholastic Scope. It uses a variety of software programs that are specific to work with students on their Individual Educational Program or IEP. This includes special speech software, hand eye coordinator software, and Accelerated Math and Reading. The software is different at each site depending on the grade level and student need. The types of software includes Board Maker, Pix Writer, Picture It, CAST eReader, Mavis Beacon Typing, HEC Phonics, Accelerated Math, Accelerated Reading, hand eye coordinator software, and special speech software. Special Education utilizes Aeries ABI as its grade book program to keep grades and administrative records. A webpage has also been setup as a central location for Special Education forms. All Special Education staff has access to a web page for their specialized forms, email, the internet, and network connection. Some sites have access to ipads. The secondary staff utilizes a software grade book program.

3.c. Summary of county's curricular goals as spelled out in various county and site comprehensive planning documents:

The areas of emphasis noted for each program described below reflect the County Office of Education's Board Approved goals for the academic programs offered by the CCOE. They are found in planning documents including the Strategic Plan, DHS grants, individual program plans, student IEP's and WASC documents that are particular to each individual program.

The CCOE Strategic Plan has a number of goals pertaining to technology.

- CCOE will enhance classroom activities by continuing to update curriculum for computers in the classroom to embrace and deliver the new Common Core and the Smarter Balanced Assessment Consortium (SBAC) testing.
- CCOE will improve program management utilization of technology by: assessing and upgrading computer systems, continuing to access internet and email, maximizing computerized database management.
- CCOE will provide staff development and training to maximize technology benefits.
- CCOE will improve student learning as measured by growth in assessment outcomes.
- CCOE will provide training in strategies and curricula that is research based to help students with vocational disabilities and learn appropriate tasks.
- CCOE will develop staff skills in the use of technology for student learning, data management and assessment.

Community School's curricular goals for students are to improve academic skills in the areas of reading and math. Success is measured on API, APY, WRAT and Star scores.

Teacher evaluation and curriculum-based measurement are also means of evaluation. We anticipate significant gains in knowledge for students who remain in our program for more than one semester.

ROP's curricular goals are to provide high quality career training programs and services to its customers: students and employers, and remains committed to continuous improvement. Students earn credits towards graduation upon completion of required class attendance hours. They must also complete course performance objectives. The goals for the ROP student are to obtain either/or both, Certificate, high school diploma, occupational training, advanced training, employment attainment.

Special Education's curricular goals are based on California State Standards, IEP goals, and the individual student's performance. The individual student's STAR results are blended within the individual district's API.

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

Goal: Technology will be integrated into the classroom to support standards based instruction with an emphasis in Language Arts and Mathematics.

Objective: By June 2017, 100% of the student in CCOE academic classrooms will demonstrate growth in test scores in both English Language Arts and Math statistics.

Benchmarks:

By June 2015,

Community School
- 75% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts
- 50% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts

Special Education
- 75% of students will use productivity software and course-specific software for enriching communication and independent living skills per IEP goals.

ROP
- 75% of students will leave the program with career appropriate reading skills as measured by final examination.

Opportunity Class
- 50% of students will use computers to enhance their writing and research skills in support of language arts as measured by formative assessments and ASAM.

By June 2016

Community School

- 85% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts
- 75% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts

Special Education
- 85% of students will use productivity software and course-specific software for enriching communication and independent living skills per IEP goals.

ROP
- 85% of students will leave the program with career appropriate reading skills as measured by final examination.

Opportunity Class
- 75% of students will use computers to enhance their writing and research skills in support of language arts as measured by formative assessments and ASAM.

By June of 2017

Community School
- 100% of students will use computers to enhance their Word processing skills and internet research skills in support of language arts

Special Education
- 100% of students will use productivity software and course-specific software for enriching communication and independent living skills per IEP goals.

ROP
- 100% of students will leave the program with career appropriate reading skills as measured by final examination.

Opportunity Class
- 100% of students will use computers to enhance their writing and research skills in support of language arts as measured by formative assessments and ASAM.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Students will use technology to prepare written reports and projects including using word processing skills and information literacy skills per grade level requirements.	September 2015 annually thereafter	Site Administrator	Student work samples
Students will use Accelerated Reader and Accelerated Math	September 2015 annually thereafter	Site Administrator	Pre and post assessments
Students will use productivity software and course-specific software for enriching communication and independent living skills per IEP goals.	September 2015 annually thereafter	Site Administrator	IEP goals
Students will use computers to enhance their Word processing skills	September 2015	Site Administrator	Pre and post assessments

and internet research skills in support of language arts	annually thereafter		
Students will receive instruction in career appropriate reading skills	September 2015 annually thereafter	Site Administrator	Student work samples

Evaluation Instrument(s) — Data To Be Collected: Student pre and post assessments, teacher observations, student work samples.

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

CCOE programs currently integrate information literacy and technology proficiency skills into student learning activities as appropriate to each program. CCOE will continue to integrate the development of technology and information literacy skills into the curriculum of each CCOE program.

In reviewing our student data it became evident that there is a need to focus on the development of these skills in our Special Education programs. Our current plan will emphasize the need for development of these skills for our K-12 students in our Special Education Programs.

Goal: Technology will continue to be integrated into the classroom to improve technology and information literacy skills for CCOE students, with an emphasis on K-12 Special Education Students.

Objective: By June 2017, 75% of Special Education students K-12 will have basic technology and information literacy skills as appropriate to their IEP's.

Benchmarks:

By June 2015, 25% of Special Education students in grades K-6 will have basic technology and information literacy skills as appropriate to their IEP's.

By June 2016, 50% of Special Education students in grades K-8 will have basic technology and information literacy skills as appropriate to their IEP's.

By June 2017, 75% of Special Education students in grades K-12 will have basic technology and information literacy skills as appropriate to their IEP's.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
75% of the staff will receive training on	Site Administrator	August 2014	Assistant Superintendent of Special Education will evaluate

		Annually thereafter	data from site administrator: sign in sheets, certificates of completion
K-6 will begin focusing on technology integration into curriculum as appropriate to their IEP's.	Site Administrator	Sept. 2015 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator
Students will demonstrate knowledge of NETS standards	Site Administrator	Dec. 2015 Annually thereafter	Formal assessment of projects
90% of the staff will receive training on teaching technology skills via the NETS standards. All CCOE student program staff.	Site Administrator	August 2015 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator: sign in sheets, certificates of completion
K-8 will begin focusing on technology integration into curriculum as appropriate to their IEP's.	Site Administrator	Sept. 2016 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator
100% of the staff will receive training on teaching technology skills via the NETS standards.	Site Administrator	August 2017 Annually thereafter	
All students focus on technology integration into curriculum as appropriate to their IEP's.	Site Administrator	June 2017 Annually thereafter	Assistant Superintendent of Special Education will evaluate data from site administrator

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

Appropriate and Ethical use of Information Technology Resources is a critical factor in navigating the CEWAN network. CCOE has adopted the CEWAN acceptable use policy as the CCOE Acceptable Use Policy in dealing with these factors. These policies deal with copyright laws.

Goal: All students will be able to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Evaluate and update the CCOE Acceptable Use Policy.	June 2015 and annually thereafter	Site Administrator	Collect feedback from staff on updates to AUP.
Each student and staff member digitally sign the new policy.	June 1st of each year	Site Administrator	Monitor signatures from staff and students
Annually have all staff from various CCOE student programs in-serviced and/or updated on the adopted CCOE appropriate and ethical use curriculum.	September 2015 and annually thereafter	Site Administrator	Sign-in sheets and evaluations from in-service
Annually all staff will provide all students with the changing dynamics in dealing with the appropriate and ethical use of Information Technology.	September 2015 and annually thereafter	Site Administrator	Lesson plans and student evaluation.
Student will be instructed in the appropriate and ethical use of Information Technology so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	September 2015 and annually thereafter	Site Administrator	Lesson plans and student evaluations
Staff will gather resources from another of sources including CTAP 3 on appropriate and ethical use of Technology	September 2015 and annually thereafter	Site Administrator	Feedback from staff on gathered resources.
Evaluation Instrument(s) — Data To Be Collected: **Sign – in –sheets from professional development, lesson plans, and observations. Student evaluations. Feedback from staff**			

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

CCOE is dedicated to providing a safe environment to both learn and work. Due to the endless resources that our network plugs into, CCOE must make every effort to keep our students and staff safe from inappropriate content, online predators and themselves.

Goal: All students will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when they are using the Internet.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Annually, district will collect and evaluate data to determine modifications to the instructional program to better ensure understanding of internet safety, online privacy, and avoiding online predators.	June 1st 2015 annually thereafter	Site Administrator	Observations, student data, lesson plans
Update present Internet Acceptable Use Policy to include online safety. Parents and students sign each year.	July 2015 and annually thereafter	Site Administrator	Review of AUP
Students will receive lessons which integrate principles in internet safety throughout the curriculum.	September 2015 annually thereafter	Site Administrator	Lesson plans
Evaluation Instrument(s) — Data To Be Collected: Lesson plans, and observations. Student evaluations. Feedback from staff			

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

CCOE has made attempts to create a larger demand for the use of technology within the schools and curriculum. Williams Unified School district has adopted a "Making Opportunities for Upgrading in Schools and Education" program with students. ROP has become a certified Microsoft Office Specialist Authorized Testing Center. Dealing with this issue will be a large area of our focus. Strategies to ensure appropriate access for all CCOE programs a include;

- CEWAN provides each program including ROP, Special Education and each school district with an instructional VLAN to keep students securely away from Administrative information.

- All student access to the internet is filtered for content through our Edgewave iPrism for their protection and CIPA compliance. Computer desktops are also locked down so that students are unable to perform malicious actions to any computer system. Students are required to have parents sign a consent form in order to use our internet access.

- Community School, ROP, and Special Education would like software to lock down each computer so that students only have access to appropriate software and browser functions.

Goal: Appropriate software and connections will provide all CCOE students with safe, high speed access to the internet and appropriate hardware to accomplish their learning objectives in all CCOE student programs.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Evaluate current security software	Director of Technology	June 30, 2015	Director of Technology will report to Superintendents Council on findings and recommendations
Research Security Software	Director of Technology	June 30, 2015	
Purchase Security Software	Director of Technology	June 30, 2016	Director of Technology will report to Superintendents Council on progress
Implement Security Software on Network	Director of Technology	June 30, 2016	Director of Technology will report to Superintendents Council on progress
Continuously maintain and monitor software and infrastructure	Director of Technology	2016 - 2017	Director of Technology meets w/ site and district reps. To monitor, evaluate and upgrade per recommendations

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

All school districts have Aeries Client Server as a school information system that has additional features allowing for record keeping of students.

Currently each of the CCOE student programs uses its own methods for student record keeping and assessment. CCOE will research the availability and appropriateness of utilizing standardized software for student record keeping and assessment.

Currently:

- Community School uses Microsoft Work and Excel for a variety of program needs. The attendance, transcript, parent communication and disciplinary records are stored in Aeries Client Server. Community School also use office forms are all self-generated using word processing and data-base software.

- Special Education utilizes a Aeries Client Server as a solution for grade book keeping. Confidential information of the students is stored on network servers to insure proper access levels. Special Education also uses an online IEP software.

Goal: Technology will be utilized to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Objective: By June 2017, 100% of teachers will utilize the student data assessment system (EduSoft) results will be aggregated and staff will be trained to compare previous student assessment for trending solutions.

Benchmarks

By June 2015, 80% of teachers will utilize the student data assessment system

By June 2016, 90% of teachers will utilize the student data assessment system

By June 2017, 100% of teachers will utilize the student data assessment system

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation Activities
Develop data hive of Teacher / Student assessment scores	Director of Technology	July 1, 2014 to March 31, 2015	Quarterly Reports to Technology Committee
Develop a process to aggregate data of assessments	Director of Technology	June 30, 2015	Build a database connector to connect future assessment to data hive
Install and configure system	Director of Technology	April 30, 2016	Provide access at pilot site.
Train staff	Director of Technology	August 30, 2016	Review of sign in sheet, lesson plans and teacher logs.
Pilot the implementation	Director of Technology	Sept.1, 2016 through January 31, 2017	Review of sign-in sheets, access logs and trouble shooting mtgs. W/site staff and administration.
Train additional staff at another site	Director of Technology	August 31, 2016	Attendance logs
Implement database and train staff	Director of Technology	January 31, 2017	Attendance logs; data records

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

CCOE values communication with the parents and community. In order to increase this communication several items are in place;

- All CCOE and school district instructors have an email account and access to a network storage location to communicate with staff and parents and share information. This is provided by CEWAN.
- Parents can monitor student progress online via the Aeries Parent ABI feature.
- CCOE and all school districts have Webpage that is online at all times. This is provided by CEWAN. All CCOE administrative and district support staff members also have an email address available both inside and outside of our network.
- CCOE has a PBX (comprehensive phone system) that extends into all CCOE programs and two school districts at present to provide a uniform phone system and voicemail.
- CCOE's goal is to connect all CCOE program sites and districts to the PBX.
- CCOE is focusing more on the use of its webpage in coordinating activities with the community.

Goal: Technology will continue to be utilized to make teachers and administrators more accessible to parents.

Objective: By June 2017, all CCOE sites and districts will be connected to the PBX and the CCOE webpage is continuously updated for use in coordinating activities within the community.

Benchmarks:

By June of 2015, 80% of CCOE sites will be connected to all CCOE sites / districts to the PBX and the CCOE webpage will be continuously updated for use in coordinating activities within the community.

By June of 2016, 90% of CCOE sites will be connected to all CCOE sites / districts to the PBX and the CCOE webpage will be continuously updated for use in coordinating activities within the community.

By June of 2017, 100% of CCOE sites will be connected to all CCOE sites / districts to the PBX and the CCOE webpage will be continuously updated for use in coordinating activities within the community.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Connect all CCOE program sites and districts to the PBX.	June 2015	Site Administrator	Installation of PBX
WebPages will be continuously updated for use in coordinating activities within the community.	September 2015 and annually thereafter	Site Administrator	Monitoring of web pages and feedback from the community
Coordinating activities with the community.	September 2015	Site Administrator	Feedback from the community
Increasing the awareness student progress online via the Aeries Parent ABI feature.	September 2015	Site Administrator	Survey from parents
Evaluation Instrument(s) — Data To Be Collected: Parents survey and feedback, web page monitoring, installation and success of PBX			

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

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Research cost of connecting remaining sites to PBX	Director of Technology and Superintendents	July 30, 2014	CCOE will verify vendor costs at Superintendents Council
Purchase additional PBX equipment	Director of Technology	June 30, 2015	Director of Technology will report to Superintendents Council on progress
Website designed per input from CEWAN	Director of Technology	August 31, 2015	Draft designs presented to Supt. Council and stakeholders for comment
Website posted for trial use	Director of Technology	January 31, 2016	Number of hits to site; comments from community, districts and CCOE sites
Website evaluated annually and upgraded per data and comments	Director of Technology	June 30, 2017	Number of hits to site; comments from community, districts and CCOE sites

Semi-annually the Director of Technology will meet with administrators and the CEWAN committee to review the data collected (per the Monitoring and Evaluation activities that are contained in the charts above).   Recommendations for changes to the implementation strategies/steps will be based upon data findings and implemented under the direction of the appropriate CCOE program administrator and Director of Technology. The CCOE Director of Technology will provide the Superintendent with an annual update on the progress of the curriculum component of the plan.

4. PROFESSIONAL DEVELOPMENT COMPONENT

4.a. Summary of teachers' and administrators' current technology skills and needs for professional development. Data from the County Technology Survey includes:

Colusa County Office of Education employs 89 Certificated Staff and 7 Administrators. These staff members support students in 4 districts.

Teachers and administrators both participated in the District Technology survey. With approximately 20% of teachers having completed the District Technology survey, there is a strong need for training in database, spreadsheets, presentation software and the integration of technology into the curriculum. Staff is currently proficient in the use of Internet, email and word processing skills. There is moderate use of desktop publishing. Data from this representative sample indicates that there is a need to continue to provide professional development for staff and administration with respect to the use of technology to manage student data and integration strategies supporting the use of technology for teaching and learning.

Staff has access to CTAP Region 3 training, offering both face-to-face and online facilitated training. This training is designed to help teachers better integrate technology into the curriculum. Staff needs have been identified for specific training in presentation software and the integration of technology into the curriculum.

A technology team comprised of site representatives will advise the Director of Technology regarding the professional development and assist with the review of the County's progress on meeting the benchmarks, reviewing staff and student data and recommending changes based on that data and emerging opportunities and issues.

4.b. Goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Components goals, benchmarks found in section 3.

 Goal 1:
Staff will engage in staff development that includes email, word processing, electronic publishing, spreadsheets, database, and internet use.

Objective: By June 2017, 80% of site-based staff within CCOE student programs, will have completed or challenged CTAP Online course (or similar course to MyCTAP) that covers e-mail, word processing, electronic publishing, spreadsheet, databases, Internet use, and presentation applications.

Benchmarks:

By June 30, 2015, 50% of site-based staff within the district will have completed or challenged CTAP Online courses (or similar course to MyCTAP) that cover e-mail, word processing, electronic publishing, spreadsheet, databases, Internet use, and presentation applications.

By June 30, 2016, 65% of site-based staff within the district will have completed or challenged CTAP Online (or similar course to MyCTAP) courses that cover e-mail, word

processing, electronic publishing, spreadsheet, databases, Internet use, and presentation applications.

By June 30, 2017, 80% of site-based staff within the district will have completed or challenged CTAP Online (or similar course to MyCTAP) courses that cover e-mail, word processing, electronic publishing, spreadsheet, databases, Internet use, and presentation applications.

Goal 2: County office staff (82 teachers and 5 administrators) will participate in professional proficiency technology coursework focused on the integration of educational technology strategies into classroom instruction and student management software.

Objective 2: By June 20, 2017, 70% of site-based instructional staff within the district will have completed or challenged CTAP Online (or similar course to MyCTAP) courses that cover methods and strategies in which educators design standards-based instructional components that integrate various educational technologies, including data management software.

Benchmarks:

By June 30, 2015, 40% of site-based instructional staff within the district will have completed or challenged CTAP Online courses (or similar course to MyCTAP) that cover methods and strategies in which educators design standards-based instructional components that integrate various educational technologies, including data management software

By June 30, 2016, 55% of site-based instructional staff within the district will have completed or challenged CTAP Online courses (or similar course to MyCTAP) that cover methods and strategies in which educators design standards-based instructional components that integrate various educational technologies, including data management software

By June 30, 2017, 70% of site-based instructional staff within the district will have completed or challenged CTAP Online courses (or similar course to MyCTAP) that cover methods and strategies in which educators design standards-based instructional components that integrate various educational technologies, including data management software

The CCOE Director of Technology will be available to serve as a mentor for the staff.

Goal 3:
All staff will receive training in the CCOE Acceptable Use Policy and curriculum for providing instruction to students regarding goals 3.f and g. noted in the Curriculum component and required in the Bergh Bill (AB 307).

Objective:
By June 2017, 100% of the staff will annually be updated on the CCOE Acceptable Use Policy and be provided professional development with regard to lawful/unlawful use of internet resources, including peer-to-peer file sharing, copy right, fair use and internet safety.

Benchmarks:
By June 2015, 80% of the staff will annually be updated on the CCOE Acceptable Use Policy and be provided professional development with regard to lawful/unlawful use of internet resources, including peer-to-peer file sharing, copy right, fair use and internet safety.

By June 2016, 90% of the staff will annually be updated on the CCOE Acceptable Use Policy and be provided professional development with regard to lawful/unlawful use of internet resources, including peer-to-peer file sharing, copy right, fair use and internet safety.
By June 2017, 100% of the staff will annually be updated on the CCOE Acceptable Use Policy and be provided professional development with regard to lawful/unlawful use of internet resources, including peer-to-peer file sharing, copy right, fair use and internet safety.

Year 1

Implementation Plan/Activities	Responsible Dept. Or position	Timeline	Monitoring and Evaluation activities
Teacher complete District Technology survey / assessment	CCOE Director of Technology	August 31, 2014	CCOE Director of Technology will monitor the assessment level of the staff to provide staff development options
Teachers develop Individual Learning Plans	Site Administrators	Sept. 30, 2014	Education Technology Team Reviews identified training needs
Completion of Staff Development needs assessment	Site Administrators	Sept. 30, 2014	Education Technology Team reviews needs and makes recommendations
Prioritization of staff needs for training/in-service	Education Technology Team	Sept. 30, 2014	Education Technology Team reviews needs and makes recommendations
Identification of staff qualified to provide staff mentoring	Education Technology Team	Sept. 30, 2014	Education Technology Team reviews needs and makes recommendations
Scheduling of staff training/workshop	Education Technology Team	Sept. 30, 2014	Education Technology Team & CCOE Director of Technology will monitor to ensure that assessment level is improving
Register interested staff in the CTAP on-line technology courses (or similar course to MyCTAP)	CCOE Director of Technology	Sept. 30, 2014	CCOE Director of Technology evaluate and record successful completion of course and report percentages of staff meeting this requirement Administration
Initiate training for management software	Director of Technology	Dec. 31, 2014	Review or sign in sheets and use in programs by site administrators, ed. Technology Team and Director of Technology
Assess progress of staff	Site Administrators	Mar. 1 2015	Review progress and monitor evaluation
Annual Review of Teacher's individual Learning Plan	Education Technology Team	June 30, 2015	Education Technology Team will formulate any necessary program modifications and make recommendations to Superintendent

Revise and adopt CCOE AUP	Administration	June 30, 2015	CCOE adopts and board approves new AUP that is inclusive of Bergh Bill requirements
Identify and adopt curriculum to support Bergh Bill requirements	Administration	June 30, 2015	Curriculum is adopted and preparations for in-service prior to start of 2015 academic year are made.

Year 2

Implementation Plan/Activities	Responsible Dept. Or position	Timeline	Monitoring and Evaluation activities
Completion of Staff Development needs assessment	Education Technology Team	Aug. 31, 2015	Education Technology Team
In-service staff with regard to AUP and new Bergh Bill curriculum	Education Technology Team	Sept. 1, 2015	Education Technology Team
Prioritization of staff needs for training/in-service	Education Technology Team	Sept. 30, 2015	Education Technology Team
Identification of Special Education staff qualified to provide staff training	Education Technology Team	Oct. 31, 2015	Education Technology Team
Scheduling of staff training/workshop	Education Technology Team	Nov. 30, 2015	Education Technology Team and CCOE Director of Technology
Register interested staff in the CTAP MyCTAP or *similar type* technology courses	CCOE Director of Technology	Nov. 30, 2015	CCOE Director of Technology
Assess progress of staff and implementation of CTAP courses (or similar)	Site Administrators	Mar. 1 2016	Review progress and monitor evaluation
Annual Review of Teacher's Individual Learning Plan	Education Technology Team	June 30, 2016 and annually thereafter	Education Technology Team
Review curriculum to support Bergh Bill requirements for appropriate additions per staff noted needs	Administration	June 30, 2017	Curriculum is revised and preparations for in-service prior to start of 2016 academic year are made.

Year 3

Implementation Plan/Activities	Responsible Dept. Or position	Timeline	Monitoring and Evaluation activities
Completion of Staff Development needs assessment	Education Technology Team	Aug 2016	Education Technology Team
Prioritization of staff needs	Education Technology	Sep 2016	Education Technology

for training/in-service	Team		Team
Identification of Special Education staff qualified to provide staff training	Education Technology Team	Oct 2016	Education Technology Team
Scheduling of staff training/workshop	Education Technology Team	Nov 2016	Education Technology Team & CCOE Director of Technology
Register interested staff in the MyCTAP on-line technology courses (or similar course)	CCOE Director of Technology	Dec 2016	**CCOE Director of Technology**
Assess progress of staff and implementation of MyCTAP online (or similar course)	Site Administrators	Mar. 1 2016	Review progress and monitor evaluation
Annual Review of Teachers' Individual Learning Plan	Education Technology Team	June 2017	Education Technology Team
Review curriculum to support Bergh Bill requirements for appropriate additions per staff noted needs	Administration	June 30, 2017	Curriculum is revised and preparations for in-service prior to start of 2017 academic year are made.

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

The Education Technology Team, Administration and technology mentors will meet quarterly to review the progress of the Professional Development plan. Semi-annually (more frequently if needed) the progress will be reported to the Superintendent, who will update the board regarding progress and needed adjustments per data and staff input. As part of the budget development process, data from the professional development plan will be reviewed for inclusion of fiscal resources and available and appropriate.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

5.a. Current: List and summary of each site's existing hardware, Internet access, electronic learning resources, and technical support <u>already in</u> the county that could be used to support the Curriculum and Professional Development Components of the plan.

The Colusa County Office of Education works hand in hand with the districts when it comes to Technology. Since there is little money, all sites are involved in a consortium with CCOE called CEWAN (Colusa Educator's Wide Area Network). This is a pooling of resources to make sure that all sites have access to the internet. All school sites have 10/100/1000 Mbps Local Area Networks made up by a series of switches and routers, with Metro Ethernet connections to the Colusa County Office of Education. The Colusa County Office of Education serves as the Internet Service Provider for all schools and districts. The Colusa County Office of Education has a 100mbps connection to the Sutter County Office of Education provided by the CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN) to reach the internet. This is only possible due to the generosity of CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN) provided by the state of California; otherwise bandwidth would be a costly issue.

Sites	Infrastructure	Hardware	Software	Tech Support
CCOE	100mbps Connection to Internet, Colusa and Williams Unified School Districts have 20 Mbps Metro Ethernet connection to CCOE, Pierce Joint Unified School District has 40 Mbps connectivity, Maxwell Unified has 10 Mbps, and the CCOE Education Village has 20Mbps	HP 5406zl Layer 3 switch, Cisco ASA 5510 Firewall, 7 Network Servers and 23 computers*	Windows 2008R2 Domain Controller both Administrative and Instructional, Microsoft Exchange Server for Email	Responsibilities of Director of Technology and Technology Specialist II are to partially support this site
CCOE Education Village (Community School, ROP, Special Education, Adult Ed, and other CCOE support programs	Located at the CCOE Education Village with a Gigabit network and a 20Mbps internet connection to CCOE Admin office in Colusa.	HP 5406 Switch, 1 HP Server and 132 computers*	Windows 2008R2 Domain Controller both Administrative and Instructional, Microsoft Exchange Server for Email	Responsibilities of Director of Technology and Technology Specialist II are to partially support this site
Colusa Unified	20 Mbps Metro Ethernet to Colusa	4Cisco 2821 and 391 Computers	Multiple Servers and District Run Software	One full time CUSD Director with

School District	High School and Egling Middle School and 5 Mbps to Burchfield Elementary and After School Program with 10/100 Mbps LAN		From instructional server.	Support from CCOE Director of Technology
Maxwell Unified School District	10 Mbps Metro Ethernet to District Office, 5 Mbps Metro Ethernet to Elementary school, and 10/100 Mbps LAN	1 HP 5406zl and 1 HP 3500yl switch. 164 Computers	Multiple Servers and District Run Software From instructional server.	CCOE Technology Specialist II with Support from CCOE Director of Technology
Pierce Joint Unified School District	40 Mbps Metro Ethernet to District Office, 20 Mbps Metro Ethernet to Pierce High School and Arbuckle Elementary and 5 Mbps Metro Ethernet to Grand Island Elementary, all have 10/100 Mbps LAN	HP Layer 3 switches throughout the District both 5406zl and 3500yl's, 288 Computers	Multiple Servers and District Run Software From instructional server.	One full time PJUSD Director, One full time PJUSD Technician, with support from CCOE Director of Technology
Williams Unified School District	20 Mbps Metro Ethernet for entire District and Gigabit Mbps LAN	Gigabit HP Layer 3 switches with HP E5412 switch, 348 Computers	Multiple Servers and District Run Software From instructional server.	One full time Technology Coordinator, CCOE Technology Specialist II with Support from CCOE Director of Technology

* 3 years old or newer

- The current level of technical support.

CCOE is the Internet Service Provider (ISP) for all of the School Districts and CCOE programs. This is all provided by CEWAN and CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN). CALIFORNIA K12 HIGH SPEED NETWORK (K12HSN) is providing CCOE with a 100Mbps circuit.   All districts have migrated to Metro Ethernet.

CCOE provides Metro Ethernet to each school district. Each school district then has Metro Ethernet access to the schools in their district at various speeds. CCOE provides 20 Mbps of Metro Ethernet to the CCOE Education Village serving: Community School, ROP, Adult Education, Special Education programs and other CCOE Support programs. This network facilitates access to the internet for research and communication for sharing information.

Electrical wiring is adequate at all locations to support any additional computers into our network. We are setting a goal to replace 20 percent of the computers each year at all of the sites, phasing out older systems first. If funds allow we will purchase more. Unfortunately, most sites will have difficulty reaching our goal without support.

CEWAN as a consortium was able to create two staff positions to assist with the various needs of all the technology. The Director of Technology is responsible for maintaining all local

area networks and the Colusa Educators Wide Area Network. The CCOE Director of Technology supervises the Technology Specialist II who are shared by a number of school districts as well as the County Office of Education.

5.b. Needed: List and summary of each site's technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support <u>needed</u> by teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Sites	Infrastructure	Hardware	Software	Tech Support
CCOE	New firewall to replace aging Cisco ASA 5505 when it becomes End of Life	5 New Servers, 20 Laptop computer for Training Lab,	Policy Software to lock down Instructional Computers Microsoft Windows 7	Education Technology Specialist
CCOE ROP	Maintain new network and wireless equipment implemented this school year	32 Replacement Computers	Policy Software to lock down Instructional Computers Microsoft Windows 7	Additional time for sites by Technology Specialist II (funding permitting)
CCOE Community School	Maintain new network and wireless equipment implemented this school year	Tablets for online testings	Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)
CCOE Special Education	Maintain new network and wireless equipment implemented this school year	22 Replacement Computers and tablets for online testing	Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)
Colusa Unified School District	Additional bandwidth from CCOE to District Office and 100 Mbps to all computers on LAN an Gigabit access to servers	4 HP Procurve 5400 switches, 3 Administrative and 3 Instructional Servers,	Accelerated Math and Reader, Destiny, Rosetta Stone	Additional time for sites by Technology Specialist II (funding permitting)
Maxwell Unified School District	Additional bandwidth from CCOE to District Office and 100 Mbps to all computers on	2 Administrative and 2 Instructional Servers and 33 Replacement Computers	Accelerated Reader, Destiny Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)

	LAN an Gigabit access to servers			
Pierce Joint Unified School District	Additional bandwidth from CCOE to District Office and 100 Mbps to all computers on LAN an Gigabit access to servers	2 Administrative and 2 Instructional Servers	Accelerated Math and Reader, Follett Online Catalog Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)
Williams Unified School District	Maintain new network and wireless equipment implemented this school year	1 new Administrative Server 1 new instructional servers and 70 Replacement Computers	Accelerated Math and Reader, Destiny, Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)

All school districts and CCOE programs need to be connected via a PBX phone system.

Additional Technology positions need to be created to sustain and facilitate CEWAN needs. A full time Education Technology/Curriculum Specialist position needs to be created to support the future use of Technology in the classrooms for the Teachers. Two additional CCOE Technology Technicians and a fulltime person to install Phone/Network/Electrical cabling and mange the PBX, Videoconferencing, Web conferencing and Cell Phones for all districts are needed. Maxwell Unified School District needs a full time Technology Technician to support their computers.

Physical Plan Modifications Needed
None needed for the duration of this plan. If any modifications arise they will be addressed and revisions to the plan will be made at that time.

5c.1 List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Our greatest immediate need is to upgrade to the CCOE network,

Goal: All sites will have the infrastructure and electrical capability to support the curriculum and staff development components of the plan.

Benchmarks: Based on the chart below, all sites will be expected to reach each site specific goal with the following percentages by the timeline.

June 30th 2015 – 80% completed

June 30th 2016 – 90% completed

June 30th 2017 – 100% completed

Sites	Infrastructure	Hardware	Software	Tech Support
CCOE	New firewall to replace aging Cisco ASA 5505 when it becomes End of Life	5 New Servers, 20 Laptop computer for Training Lab,	Policy Software to lock down Instructional Computers Microsoft Windows 7	Education Technology Specialist
CCOE ROP	Maintain new network and wireless equipment implemented this school year	32 Replacement Computers	Policy Software to lock down Instructional Computers Microsoft Windows 7	Additional time for sites by Technology Specialist II (funding permitting)
CCOE Community School	Maintain new network and wireless equipment implemented this school year	Tablets for online testings	Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)
CCOE Special Education	Maintain new network and wireless equipment implemented this school year	22 Replacement Computers and tablets for online testing	Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)
Colusa Unified School District	Additional bandwidth from CCOE to District Office and 100 Mbps to all computers on LAN an Gigabit access to servers	4 HP Procurve 5400 switches, 3 Administrative and 3 Instructional Servers,	Accelerated Math and Reader, Destiny, Rosetta Stone	Additional time for sites by Technology Specialist II (funding permitting)
Maxwell Unified School District	Additional bandwidth from CCOE to District Office and 100 Mbps to all computers on	2 Administrative and 2 Instructional Servers and 33 Replacement Computers	Accelerated Reader, Destiny Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)

	LAN an Gigabit access to servers			
Pierce Joint Unified School District	Additional bandwidth from CCOE to District Office and 100 Mbps to all computers on LAN an Gigabit access to servers	2 Administrative and 2 Instructional Servers	Accelerated Math and Reader, Follett Online Catalog Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)
Williams Unified School District	Maintain new network and wireless equipment implemented this school year	1 new Administrative Server 1 new instructional servers and 70 Replacement Computers	Accelerated Math and Reader, Destiny, Policy Software to lock down Instructional Computers	Additional time for sites by Technology Specialist II (funding permitting)

5.c.2 Goal statements for Hardware:

Due to the limited funding available to us, meeting the yearly 20% phase out will be difficult on our budget. Grants will be applied for to compensate for this.

Goal: All sites will have the hardware to support the curriculum and staff development components of the plan.

Objective: By June 2017, we will be replacing computers 5 years and older on a yearly basis

Benchmarks:

By June 30, 2015 replace 20% of existing administrative and instructional computers.

By June 30, 2016 replace 20% of existing administrative and instructional computers.

By June 30, 2017 replace 20% of existing administrative and instructional computers.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Replace the oldest 20% of the computer population at all CCOE Sites	Director of Technology	June 30, 2015	Director of Technology will adjust inventory and computer count for the computer rotation
Replace the oldest 20% of the computer population at all CCOE Sites	Director of Technology	June 30, 2016	Director of Technology will adjust inventory and computer count for the computer rotation
Replace the oldest 20% of the computer population at all CCOE Sites	Director of Technology	June 30, 2017	Director of Technology will adjust inventory and computer count for the computer rotation

5.c.3 Goal statements for Technical Support:

       CEWAN as a consortium was able to create two staff positions to assist with the various needs of all the technology. The Director of Technology is responsible for maintaining all local area networks and the Colusa Educators Wide Area Network. The Director of Technology supervises two Computer Technicians who are shared by a number of school districts as well as the County Office of Education. Each district has at least one staff person on hand to locally assist with technology, either as a full time position or a teacher with a stipend
       CEWAN will work to meet the needs of infrastructure, hardware, technical support, and software so that the staff will have all resources functioning properly and feel comfortable getting the most out of their equipment.

Goal: All sites will have technical support to achieve the curriculum and staff development components of the plan.

Objective: By June 30, 2017, all CCOE and Colusa County Districts will receive technical support and/or response within a 24 hr. period.

Benchmarks:

By June 30, 2016, Community School, ROP and Special Education will receive technical support from the CCOE staff on as "as needed" basis, within a 24 hr. period or sooner as needed.

By June 30, 2017, Districts will receive a response from tech support regarding WAN issues within a 24 hour period or sooner as needed.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Electronic Help Desk Software will be put into place to better prioritize and organize work load for the Technology Technician	Technology Department	June 30, 2015	Director of Technology will meet with site administrators to ensure that software is assisting in the scheduling process
A policy will be established by the Superintendents Council to ensure that a response from tech support for WAN issues will be made within 24 hours	Director of Technology, Superintendents	June 30, 2017	Superintendents will review policy after one year to ensure that needs are being met within timeline.

5.c.4 Goal statements for Software:

All sites currently have funds and a process to purchase content specific software.

Goal: All staff and instructional computers will have and use software such as Microsoft Office 2007 installed to achieve the curriculum and staff development components of the plan.

Objective: By June 30, 2017, all sites will have upgraded or new remediation and enrichment software to compliment program curriculum, including student data management and most recent version of Microsoft Office.

Benchmarks:

By June 30, 2015, Opportunity Class and Community School will purchase software upgrades and additional software programs which will compliment the classroom curriculum.

By June 30, 2016, Special Education will upgrade software programs which will compliment the classroom curriculum.

By June 30, 2017, all instructional and administrative computers will have the most recent version of Microsoft Office.

Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Monitoring and Evaluation activities
Opportunity Class and Community School will purchase the software	Site Administrator and Director of Technology	June 30, 2015	Site administrator will meet with Director of Technology to make sure software is appropriate for the computers and server
Special Education and Community School will purchase the software	Site Administrator and Director of Technology	June 30, 2016	Site administrator will meet with Director of Technology to make sure software is appropriate for the computers and server
The most recent version of Microsoft Office will be purchased for every computer both administrative and instructional	Director of Technology	June 30, 2017	Director of Technology will match licensing with inventory to ensure that all computers have a copy of Microsoft Office

5.d. Monitoring Process
Director of Technology meets monthly with Superintendents Assistants Liaison (SALT) comprised of the CCOE Assistant Superintendents and Directors who are responsible for CCOE student programs to insure that progress in acquiring and maintaining infrastructure, hardware, software and tech support is happening in accordance with the plan. Director of Technology reports progress to Assistant Supt. Administrative Services to insure that the resources are available to implement the plan or to adjust accordingly.   A semi-annual report is provided to District Superintendents and the CCOE Superintendent.

6. MONITORING AND EVALUATION COMPONENT

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

Evaluation and a schedule for monitoring and of each component are embedded in the text of the relevant sections.

The Colusa County Office of Education technology plan will be reviewed annually by representatives from each program through CEWAN.   The plan will be reviewed for modifications measuring progress and success.

As part of the review process, several assessment systems will be used to measure the success of the technology plan:

1. Feedback will be gathered from various technology users including teachers, administrators, students, parents, and other interested groups (Colusa County school districts, business partners, etc.)
2. Program reviews and student success indicators such as, but not limiting to, grades, teacher assessments, standardized tests (STAR 9), graduation rates, job placements
3. Surveys determining goals and objectives are being met.
4. Program reviews to determine if existing technologies are being used effectively.
5. Program reviews to determine emerging technologies and practices, which need to be implemented.
6. Student academic achievement data from CST and program.

CCOE Director of Technology will meet monthly with site principals and teacher leaders on technology plan progress. Technology plan budget will be reviewed monthly by Director of Technology. The technology plan coordinator will prepare an annual report in conjunction with budget development in May. This report will be presented to the site principals, site staff and the board.

Program reviews to determine the success of curricular and staff development will be conducted by individual programs and reported to the CCOE Director of Technology and CEWAN:

Community School will evaluate the impact of technology through student achievement, teacher/staff observation, and standardized test scores.

Special Education staff will annually review student success by evaluating student performance on STAR test, CAHSEE, and IEP goals.

Pierce, Colusa, Williams and Maxwell School districts will report to CEWAN regarding district technology infrastructure and technology support.

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

Implementation Activity	Timeline	Responsible person(s)
Review the data provided	Fall of 2015, 2016, 2017	Director of Technology and CEWAN
By each program, make recommendations to change as to the progress of the benchmarks	Spring of 2015, 2016, 2017	Site Administrator

Review plan progress in relationship to budget development	April/May of 2015, 2016, 2017	Director of Technology, Business Manager, Superintendent
Report to County Board and Superintendents Council on Tech Plan progress	August 2015, 2016, 2017	Director of Technology, Business Manager, Superintendent

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

After annual IEP's are completed, Special Education staff will forward the information to Special Education Director.

      All sites will collect aggregate and present data to site administrators.   Site administrators will report to the Assistant Superintend of Student Services. The Director of Technology and the Assistant Superintend of Student Services will review the findings. Recommended changes will be presented to the Superintendents Council. Superintendent will report to the CCOE Board of Education. Board will report to the stakeholders through the normal procedures established for community information and receive public input. Once published, the annual report will be included on the CCOE website. Comments and feedback to the plan will be encouraged. The website will also include technology success stories where the positive effects of technology in the classroom will be documented and best practices will be shared. CCOE Board will then approve recommended changes.

DISTRICT CONTACT INFORMATION

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District Name:	Colusa County Office of Education
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District Phone Number:	530-458-0350
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