



**TECHNOLOGY PLAN
FOR STUDENT PROGRAMS**

July 1, 2007 – June 30, 2010

Juvenile Court School
Community School
Special Education
Sly Park
ROP

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Sacramento County Office of Education Technology Plan 2004-2007

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ACKNOWLEDGEMENTS

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GLOSSARY

Abbreviations and acronyms used.

ASAM	Alternative Schools Accountability Model
ADA	Average Daily Attendance
API.....	Annual Program Improvement
CAHSEE.....	California High School Exit Exam
CAPA	California Alternate Performance Assessment
CAT-6.....	California Achievement Test, 6 th edition
CBEDS	California Basic Educational Data System
CELDT	California English Language Development Test
COSA	California Outdoor School Administrators [Organization]
CNTS.....	Computer Networks and Technology Support
CST.....	California Standards Test
CTAP.....	California Technology Assistance Project
EDTECHPROFILE ...	California Technology Assistance Project: Technology Assessment Profile
DHS	Digital High School [Grant]
DIS	Designated Instructional Services
ED.....	Emotionally Disturbed
EETT	Enhancing Education Through Technology
ELD	English Language Development
EL.....	English Learner
E-RATE.....	Discounted Telecommunications Services provided through the federal Telecommunications Act of 1996, commonly referred to as E-Rate discounts
ESL.....	English as a Second Language
FET	Full-time Equivalent(s)
GED.....	General Education Development
ID.....	Infant Development
IEP	Individual Education Program
IFSP	Individualized Family Service Plan
ISTE.....	International Society for Technology Education
IT	Information Technology
K-12.....	Kindergarten through 12 th grade
LEAP	Local Education Agency Plan
MBPS	Megabits per Second
OTAN.....	Outreach and Assistance Network
QSS.....	Quintessential School Systems
ROP	Regional Occupational Program
RSP.....	Resource Specialist Programs
SCOE.....	Sacramento County Office of Education
SELPA.....	Special Education Local Plan Area
SH.....	Severely Handicapped Preschool Programs
SH.....	Severely Handicapped
SEEDS.....	Supporting Early Education Delivery Systems
SIS	Student Information System
TSD	Technology Services Division

INTRODUCTION

The mission of the Sacramento County Office of Education, a customer driven educational leader and agent for change in the county, region and state, is to support the preparation of students for a changing and global 21st century society, through a continuously improving system of partnerships and coordinated services for our diverse community.

The Sacramento County Office of Education (SCOE) is one of 58 county offices located throughout the state of California. The 700 full-time and over 2,500 part-time staff of SCOE work year-round providing services which complement and supplement those offered by public school districts in the County of Sacramento. Over 232,000 students in grades kindergarten through 12 are served by public schools in Sacramento County.

Although CBEDS data indicates an enrollment of only 1,264* students K-12, SCOE directly educates over 30,000 Sacramento County students, most of whom are enrolled in other school districts. Programs operated by SCOE provide full- and part-time education to students in specialized programs that are more cost-effective to operate on a regional basis. Programs include:

- Juvenile Court Schools for incarcerated youth in county institutions
- Community Schools, which serve “high risk” students who have been expelled from area schools or who have unique educational needs
- Special Education classes and services are provided to students residing in all 16 school districts in Sacramento County. The options available to students include enrollment in the Infant Development Program, Severely Handicapped Programs, Emotionally Disturbed Programs and instruction provided through a variety of Designated Instructional Services and Resource Specialists Services.
- The Sly Park Environmental Education Center located in the El Dorado National Forest for upper elementary grade students
- The Sacramento Regional Occupational Program (ROP) provides career/technical training opportunities for high school and adult students
- Infant Development Program
- Preschools for students with special needs

Philosophy of Technology in SCOE Student Programs:

The Sacramento County Office of Education believes that technological tools, software, and infrastructure systems are mandatory components that significantly enhance teaching and learning context. SCOE maintains that staff development in and the use of technology is the foundational piece from which student achievement will move forward. SCOE’s vision for technology in educational programs includes:

- Engaging technology-supported learning opportunities for all children.
- New approaches to teaching and learning that provide more opportunities for all students to successfully engage and participate in academically rigorous content.

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 as members of our communities.

Sacramento County Office of Education
 Technology Plan For Student Programs

School	Enrollment	Total Students Served	Certificated Teachers (FTE)*
SCOE Community Schools	146*	1,714	8*
SCOE Juvenile Court Schools	559*	3,282	34*
SCOE Special Education	386*	2000	71*
Sacramento Regional Occupational Program	N/A	12,558	N/A
District Total	1,091*	19,554	113*
County Total	239,026*	N/A	N/A

*2005-2006 CBEDS Data

STUDENT PROGRAMS SUMMARY

The mission of the Sacramento County Office of Education, a customer driven educational leader and agent for change in the county, region and state, is to support the preparation of students for a changing and global 21st century society, through a continuously improving system of partnerships and coordinated services for our diverse community.

The Sacramento County Office of Education (SCOE) is one of 58 county offices located throughout the state of California. The 700 full-time and over 2,500 part-time staff of SCOE work year-round providing services which complement and supplement those offered by public school districts in the County of Sacramento. SCOE directly educates more than 30,000 children and adults, and provides support services to 16 school districts.

Programs operated by SCOE provide full- and part-time education to students in specialized programs that are more cost-effective to operate on a regional basis. Programs include:

- Juvenile Court Schools for incarcerated youth in county institutions such as El Centro Jr./Sr. High School (B.T. Collins Juvenile Center), Carson Creek Jr./Sr. High School (Boys Ranch), Morgan Alternative School (Center), Esperanza Jr./Sr. High School (Warren E. Thornton Youth Center), and Bowling Day Reporting Center.
- Community Schools, which serve “high risk” students who have been expelled from area schools or who have unique educational needs
- Special Education classes and services are provided to students residing in all 16 school districts in Sacramento County. The options available to students include enrollment in the Infant Program, Severely Handicapped Program, Resource Specialist Program, the Emotionally Disturbed Program and instruction provided through a variety of Designated Instructional Services
- The Sly Park Environmental Education Center located in the El Dorado National Forest for upper elementary grade students
- The Sacramento Regional Occupational Program (ROP) providing school-to-work opportunities for high school and adult learners

Philosophy of Technology in SCOE Student Programs:

The Sacramento County Office of Education believes that technological tools, software, and infrastructure systems are mandatory components that significantly enhance teaching and learning context. SCOE maintains that staff development in and the use of technology is one of the foundational pieces from which student achievement will move forward. SCOE’s vision for technology in educational programs includes:

- Effective educational technology, dependent on all children having access to—and being ready to use—engaging technology-supported learning opportunities and assessment.
- Technology bringing new approaches to teaching, learning and assessment 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 as members of our communities.

2005-2006 CBEDS Data:

School	Enrollment
Community School	136
Juvenile Court Schools	559
Special Education	386
District Total	1091
County Total	232,612

Student Programs

The Sacramento County Office of Education operates three major programs for students: Juvenile Court Schools, Community Schools, and Special Education Schools. In addition, SCOE operates the Sly Park Environmental Education Center, a residential outdoor school for middle elementary students visiting from Sacramento and surrounding counties, and the Sacramento Regional Occupation Program (ROP).

Juvenile Court Schools:

The Sacramento Juvenile Court Schools provide a support network of quality services that promote educational excellence. In partnership with families, probation department, and the business community, we recognize the need for continued quality review and development of productive ways of working together to meet the educational needs of our changing student population. [Single Plan for Student Achievement, SCOE Juvenile Court Schools 4/1/2003]

SCOE provides classroom instruction to students incarcerated in Sacramento County Probation Department youth facilities. In 2005-2006, SCOE's Juvenile Court Schools provide 244-days of year round instruction, high-risk, incarcerated students in six Probation Department facilities. All teachers hired by the SCOE Juvenile Court School program hold a valid California teaching credential.

Adequate yearly progress indicators implemented under the Alternative Schools Accountability Model (ASAM) are: (1) credit completion, (2) completion of the General Education Development, or GED certificate, and (3) mathematics enhancement. Individualized learning plans based upon results from student assessments are developed to ensure quality education is provided for each student. Differentiated instruction is a primary method of delivery.

Students enrolled in the Juvenile Court Schools program are initially assessed to determine their academic level, and are then placed in appropriate classes. During the program year students work to meet the necessary graduation and minimum proficiency examination requirements, and where successful are awarded high school diplomas from the Sacramento County Board of Education. Additionally the CAT-6 Test is administered to students.

The Juvenile Court Schools are located in facilities that are under the supervision of the Sacramento County Probation Department. Dropout rates are not applicable to those settings, as school districts are responsible for reporting dropout rates for returning students. After being

released from the Juvenile Center and other Probation Department operated facilities, most students return to school programs in their own communities and from there, may be referred to, and enrolled in SCOE Community Schools. The Juvenile Court Schools provided 244-days of year round instruction at six sites.

Community Schools:

The Community Schools of the Sacramento County Office of Education work in partnership with parents, families, school districts, community agencies and the business community to provide a quality educational support network of services that promotes academic excellence, social competence and employment readiness while addressing the needs of high risk youth. [Single Plan for Student Achievement, SCOE Community Schools 4/21/2003]

Community Schools provide an alternative educational program for students expelled and/or referred from various school districts in Sacramento County, as provided in the California Education Code. Classroom instruction is provided by SCOE to youth leaving incarceration or under direct expulsion from local school districts as provided in the California Education Code. In 2006, SCOE opened an addition Community School site on Gerber Road in the Elk Grove School District, which joins the existing Elinor Lincoln Hickey Jr/Sr High School and The North Area Community School.

In addition, this program provides an educational alternative for high-risk students referred by their home districts. The Sacramento County Community Schools classes use a standards-based curriculum and integrate life skills, technology, in addition to career technical education and training into the curriculum. All teachers hired by the SCOE Community School program hold a valid California teaching credential.

Many of the students enrolled in the Sacramento County Office of Education Community Schools are one or more academic years behind their peers. Upon receiving transcripts from districts, students enrolled in the Community Schools program are assessed to determine their academic skill levels and placed in appropriate classes.

The General Education Development (GED) examination process is an option for some students unable to meet the necessary graduation requirements. Community School students participate in the GED examination after obtaining the basic preparation skills. Community School students meeting the necessary graduation and minimum proficiency examination requirements are awarded high school diplomas from the Sacramento County Board of Education. School districts are responsible for reporting dropout rates for returning students. After their participation in the Community School program, most students returned to school programs in their communities.

Special Education Department:

The mission of the Special Education Department is to provide a free and appropriate public school program emphasizing academic, personal, vocational, motor development and social growth, which prepares students with exceptional needs for employment, productive citizenship, and independent living. All individuals have the right to a quality of life including personal choice, dignity, privacy, and respect. We are committed to providing educational programs and integrated life opportunities to enable individuals to maximize their potential as members of society.

Students with special needs may receive specialized educational services through their 21st year. Throughout the course of a school year the Special Education Department serves approximately 2000 students and provides Special Education programs and services to 16 school districts within Sacramento County. In 2005-2006, the department included approximately 310 staff members in instructional, support, and administrative positions. Programs located on more than 35 school campuses throughout Sacramento County include the following:

- Infant Development Program (IDP)
- Severely Handicapped Preschool Programs (SH)
- Severely Handicapped (SH)
- Emotionally Disturbed (ED)
- Resource Specialist Programs (RSP)
- Designated Instructional Services (DIS) (i.e. language, speech and hearing; school social work; vision, orientation and mobility; transitional and career technical; and nursing services)

*For the purposes of this plan, "Special Education" refers to all programs listed above.

For infants and toddlers, Special Education student achievement is individually reviewed every six months using an Individualized Family Service Plan (IFSP). Students enrolled in programs for ages 3-22 have an Individual Education Program (IEP), which is reviewed annually. Both the IFSP and the IEP include the student's present level of academic performance, and a list of identified goals, outcomes and related services.

The SCOE Infant Development Program, Severely Handicapped and Emotionally Disturbed programs serve students in homes located throughout Sacramento County for children and families participating in the Infant Development Program, at 30 sites for students enrolled in the SH program, and five sites for students enrolled in the ED program.

Students with severe disabilities may have alternate forms of assessment, including developmental checklists, critical living skills, or standardized tests of adaptive behavior. Students who are served on a regular school campus may participate in the statewide STAR testing, CAT/6 (California Achievement Test). Students who are unable to participate in the CAT/6, even with accommodations, are given an alternate assessment called the CAPA (California Alternate Performance Assessment). These tests are intended to measure the effectiveness of the school's total academic program.

"SCOE's Severely Handicapped (SH) programs are committed to providing a safe and orderly school environment emphasizing academic achievement, personal, vocational, motor development and social growth, which prepares students with exceptional needs for employment, productive citizenship, and independent living." (School Accountability Report Card, 2005)

It is a goal of the Special Education Department to provide the instructional programs and specialized services that enable students with special needs to complete their education. Dropout rates are not applicable for students enrolled in Sacramento County Office of Education (SCOE) Special Education programs. Through the IEP process, students may transfer to different County Office programs or be referred back to their home districts for services. School districts are responsible to report dropout rates for students returning to district operated programs.

All students with special needs must have equal access to all technology and electronic learning resources appropriate for their needs. As IEP needs dictate, SCOE will provide students

with the appropriate and necessary adaptive technology. Appropriate training will be provided for the staff.

Regional Occupation Program:

The Sacramento County Regional Occupational Program prepares people for work in many of today's biggest growth industries. For more than 30 years, ROP has been a leader in providing high-quality tuition-free career preparation training in 80 occupational areas in the Sacramento Area. ROP offers its students a broad educational base through its combination of traditional classroom instruction, and significant experience through 'real world' internships with over 5,000 businesses in and around Sacramento County.

The SCOE Regional Occupational Program (ROP) provides career technical training to high school students and adults. Its mission is to enable students and employers to successfully participate in and meaningfully contribute to the evolving 21st century workplace. ROP collaborates with eleven school districts in three counties, which are under the umbrella of SCOE but coordinate their own programs. Most ROP courses have a classroom component and an industry internship (community classrooms) component. Upon successful completion of an ROP course, students receive a certificate of completion.

Sly Park Environmental Education Center:

Mission - Respect yourself. Respect others. Respect the earth. All things are connected.
Priorities: Children, environmental education, hands-on learning outdoors.

“The Sly Park Environmental Education Center is a different kind of learning environment where the "classroom" is outdoors and the students actively engage in field studies in the El Dorado National Forest. This type of experiential education – environmental education — is significant and valuable because children learn best when actively immersed. The best place to learn about the forest is in the forest! Children learn about connections in the natural world, the value of natural resources, and the importance of conservation to our future. Annually, 8,000 students from Sacramento and surrounding counties take part in the ‘Sly Park Experience’ during the school year.” [Sly Park Environmental Education Center web site]

Sly Park is fully accredited through the California Department of Education and its affiliate, the California Outdoor School Administrators (COSA) organization. The experienced, professional staff consists of seven teachers, a dozen support staff, and a principal.

Sly Park has several specialized learning centers that make the program unique and enriching—Weather, Astronomy, Challenge, Animals, Native American, and Science. Miles of hiking trails, from moderately difficult to wheelchair accessible, lead through a variety of forest habitats.

A major theme in the Sly Park experience is learning about people: collaborating, making friends, and living and getting along with others. These life skills are encouraged through weekly awards programs. One such award, the “Naturalist of the Week” award, has been recognized nationally. The curriculum at Sly Park is correlated with California State Department of Education adopted standards, frameworks and guides, and is adapted to Sly Park’s unique outdoor forest setting. Sly Park’s credentialed teaching staff leads instruction.

REQUIRED COMPONENTS

1. PLAN DURATION: July 1, 2007 – June 30, 2010

The SCOE technology plan is designed to address the technology needs of the Student Programs from July 1, 2007 through June 30, 2010. This plan will be viewed as a working document subject to modification and additions as need, success and evaluation data indicate.

2. STAKEHOLDERS

Administrators from each of the main educational programs (Juvenile Court Schools, Community Schools and Special Education Schools) requested that program staff review the goals, objectives and benchmarks of the existing technology plan, then provide input as to changes required to update the plan to provide guidance to SCOE programs for the integration of technology to improve teaching, learning, and communication between parents, community, and staff through 2010. Additional data was gathered from staff surveys, interviews, DataQuest, CBEDS, and staff reported input from parents and community groups serving on advisory committees pertinent to each program. Input, with regard to infrastructure, hardware, software, digital resources and IT support was provided by the SCOE IT staff review of the current plan and projections for future use.

The strongest recommendations were the following;

- Current goals and objectives need to continue,
- Vocademics (Integration of Academic and Career Technical standards) should be included for appropriate student programs and learning opportunities,
- The technology plan needs to become streamlined to facilitate ease of use for reference and guidance,
- Mentoring program for professional development to support “just-in-time” and “one-on-one” learning opportunities, and
- Review of progress in meeting the goals, objectives and activities should be implemented at the program as well as district office level.

The final draft was reviewed by the staff of each program prior to submission for approval by the California Department of Education/Technology Services Department. This plan will be subject to modification and additions as data and needs indicate and the evaluation of progress dictates.

Stakeholders Chart			
Stakeholder Group	Name or Title of Partner	Role in Development of the Technology Plan	Role in Ongoing Support of the Project
Parents	Parents	Feedback on survey forms re: satisfaction of technology services provided to students	Continued input from meetings, surveys
District Curriculum Personnel	Robin Pierson: Assistant Superintendent Tim Taylor: Assistant Superintendent	Update on progress in implementing previous plan. Planning and feedback on student achievement goals	Training, coordination
District Technology Personnel	John Fleischman: Director III, Technology Services	Update on progress in implementing previous plan. Planning and coordination	Purchasing, consulting, distribution and maintenance of hardware.

Sacramento County Office of Education
 Technology Plan For Student Programs

Stakeholders Chart			
Stakeholder Group	Name or Title of Partner	Role in Development of the Technology Plan	Role in Ongoing Support of the Project
Site Administration	Program Administrators	Planning and advising	Assessment of technology and student achievement
Site Teachers	All teachers through discussion, questionnaires interview and meetings	Providing planning data and input on needs and student achievement goals	Continued input and evaluation of the plan
Community Businesses	Advisory Committees from Regional Occupational Programs	Input for business needs in the community	Continued input and evaluation of tech plan.
Government agencies, including county offices of education and CTAP	CTAP Region 3 staff Ben Anderson, Director	Planning, advising, coordination and plan writing	Continued input and evaluation of the plan
Other government agencies	Sacramento County Probation Department staff	Input per regular program meetings	Continued input to the plan

3. CURRICULUM COMPONENT

The Sacramento County Office of Education works to support and assist the educational community in helping students meet high expectations that ensure their success as lifelong learners. SCOE believes that educational strategies that integrate technology into content standards are necessary for students to acquire academic skills, to prepare for future careers and to become lifelong learners. As a result of this belief, the Sacramento County Office of Education supports instructional methods to integrate technology to enhance teaching, training, and student achievement through incremental substitution of technology-rich methods which both the instructor and learner value.

The Sacramento County Office of Education will address these goals by:

- Providing technology and telecommunication resources
- Providing leadership in offering staff development
- Advising and assisting programs on technology-related curriculum issues

This technology plan and future funding will allow SCOE schools to:

- Replace obsolete equipment and maintain an adequate student-to-computer ratio providing all students with access to up-to-date computers.
- Purchase course-specific software to assist students in acquiring additional skills in the core academic areas and meet state academic standards.
- Provide administrators, teachers and appropriate support staff with training to meet their needs and the needs of their students.
- Purchase additional network hardware, infrastructure, and software so that all staff and students have appropriate and adequate access to technology in support of teaching and learning in each and every classroom.

3.a. Current Access To Technology

The schools directly supported by Sacramento County Office of Education are alternative programs including Juvenile Court Schools, Community Schools, and Special Education Schools. GATE programs are not supported at these locations. Students deemed gifted or talented are encouraged in other ways, including college connections and community-sponsored events. Students designated as English Learner (EL) are served within their respective primary programs and have access to resources within their classrooms.

Student Access To Technology:

Data compiled from the 2006 California School Technology Survey and summarized on the K12 Voucher Report, EdTech Profile instrument, indicates that of the 564 computers reported, 48.58% were less than one year old, 6.03% were 1-2 years old, 2.66% were 2-3 years old, 6.74% between 3-4 years old, and the remaining 35.99% were more than four years old. Of these computers 67.73% are located in classrooms and 32.27% are in labs. There are no computers reported as located in site libraries. Due to the nature of the programs and student population, technology is not generally available to students either before or after school, although some programs such as Special Education may provide access provided by individual staff on a case-by-case instance. The student per connected Internet computer ratio is 2.27, with 78 of 93 classrooms connected. All staff has access to computer workstations. The tables on the following pages indicate the breakdown of student and staff access to technology by SCOE program.

Sacramento Juvenile Court Schools

Students Access to Technology in:	General Population Students	Special Education Students	E.L.L. Students
Classrooms (33)	Computer workstations (136)	Computer workstations, as assigned per IEP	Computer workstations
Library/media centers	Computer workstations (0)	Not at this time	Varies by site
Computer labs	Computer workstations (101)	Same as general population with accommodations.	Varies by site
After School Hours	Varies by site	Varies by site	Classroom workstations

Sacramento County Community Schools

Students' Access to Technology in:	General Population Students	Special Education Students	E.L.L. Students
Classrooms (5)	Computer workstations (31)	As identified by students' IEP	Computer workstations
Library/media centers	Computer workstations (0)	Not at this time	Checkout systems, Internet stations
Computer labs	Computer workstations (25)	Same as general with accommodations as necessary	Two labs
After School Hours	Open before and after school	Varies by site	Classroom workstations

Special Education Schools

Location, time or equipment type:	Special Education Students' Access to Technology:
Classrooms	57 Computer workstations
Library/media centers	None at this time
Computer labs	12 computers
After School Hours	Varies by site. Students may have technology that remains with them as identified by their IEP.
Assistive Devices	Students may have specific technology needs defined by IEP.

Emotionally Disabled (ED) Sites

Students' Access to Technology in:	General Population Students	Special Education Students	E.L.L. Students
Classrooms (5)	Computer workstations (20)	As identified by students' IEP	Computer workstations
Library/media centers	Computer workstations (0)	None at this time	Checkout systems, Internet stations
Computer labs	Computer workstations (14)	Same as general with accommodations as necessary	Two labs
After School Hours	Open before and after school	Varies by site	Classroom workstations

Sly Park Environmental Education Center

Students' Access to Technology

As an outdoor activity-based environmental school, the Sly Park Environmental Education Center learning activities are not currently technology centered. Due to its remote, rural location, the site has only recently been connected with a T-1 line to the Sacramento County Office of Education. With full connectivity and a wireless LAN, the program is ready to explore the use of handheld technology tools for field-based data gathering and using data for authentic scientific research to enrich its environmental curriculum and learning activities.

**Staff Access To Technology:
 Juvenile Court Schools**

Faculty Access to Technology in:	Full-Time Teaching Staff (37)	Administrative Staff
Classrooms	Teacher workstations	Office workstations
Library/media centers	Check out systems, Internet	Checkout systems, Internet
Computer labs	SCOE lab for staff	SCOE lab for staff
After School Hours	Teacher workstations and/or laptop computers	Office workstations

Community Schools

Faculty Access to Technology in:	Full-Time Teaching Staff (6)	Administrative Staff
Classrooms	Teacher workstations	Office workstations
Library/media centers	Check out systems, Internet	Checkout systems, Internet
Computer labs	SCOE lab for staff	SCOE lab for staff
After School Hours	Teacher workstations and/or laptop computers	Office workstations

Special Education Schools

Faculty Access to Technology in:	Full-Time Teaching Staff (35)	Administrative Staff
Classrooms	Teacher workstations	Office workstations
Library/media centers	Check out systems, Internet	Checkout systems, Internet
Computer labs	SCOE lab for staff	SCOE lab for staff
After School Hours	Teacher workstations and/or laptop computers	Office workstations

ED Sites

Faculty Access to Technology in:	Full-Time Teaching Staff (5)	Administrative Staff
Classrooms	Teacher workstations	Office workstations
Library/media centers	Check out systems, Internet	Checkout systems, Internet
Computer labs	SCOE lab for staff	SCOE lab for staff
After School Hours	Teacher workstations and/or laptop computers	Office workstations

Sly Park Environmental Center

Faculty Access to Technology:	Administrative Staff
As an outdoor activity-based environmental school, the Sly Park Environmental Education Center currently offers little in the way of student access to computers. Teachers do not have traditional classrooms. Students experience their learning at a variety of learning centers for hands-on real life experiences. As a result of sites recent connectivity, staff will begin exploring the use of handheld technologies and appropriate use of content specific software, such as simulations, to enrich the environmental learning activities.	The principal and administrative staff members all have computer workstations.

3.b. Current Use Of Technology To Support Teaching And Learning

With such a wide variety of programs for students, much of it outside the “mainstream” of traditional classrooms, it is not surprising that diverse needs of our students lead to a considerable variety of hardware and software used to support teaching and learning. Within programs the frequency of use can vary greatly depending upon the skill of the teacher, the appropriateness of technology integration to a particular learning activity, and the parameters pertinent to a program’s learning environment and student population. Staff use of technology strongest for reinforcement and practice, with 44% of staff reporting daily to 2-4 times weekly assignments of this type. This is followed by word processing for classroom assignments by 25% of staff. Due to program restrictions regarding the use of the Internet, the frequency of assignments for learning and applying Information Literacy skills is much lower, with only 22% of staff noting use on a daily to weekly basis. All staff use technology for student attendance and other data management tasks. SCOE is in the process of converting to PowerSchool to better facilitate and standardize student data management. Full deployment is anticipated by the start of the 2007/2008 academic year. The tables below indicate student use and frequency based on staff input and data as reported on the 2006 California School Technology and EdTech Profile Assessment surveys.

Student Program Hardware Use

Juvenile Court Schools	Student Use	
	Technology Skills: Word processing, research, creating reports	Daily/Weekly
	Information Literacy: Research using the Internet or software	Weekly
	Curriculum Integration Reading and Language Arts, Creative Writing, Mathematics	Daily/Weekly

Community Schools	Student Use	
	Technology Skills: Word processing, research, creating reports	2-4 days a week
	Information Literacy: Research using the Internet or software	2-4 days a week
	Curriculum Integration Reading and Language Arts, Mathematics	2-4 days a week

Special Education	Student Use	
	Technology Skills: Word processing, research, creating reports, Adaptive technology tools: Intellitools, Touch Windows	Scheduled Daily/Weekly Instructional Component
	Information Literacy: Research using the Internet or software	Scheduled Weekly Instructional Component
	Curricular Integration: Core content areas, Life skills, Workability	Scheduled Daily Instructional Component 2-5 times a week

ED Sites	Student Use	
	Technology Skills: Word processing, research, creating reports	1-5 days a week
	Information Literacy: Research using the Internet or software	Between once a week and monthly

	Curriculum Integration Reading and Language Arts, Mathematics	2-5 days a week
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Staff Use		
	Create instructional materials, develop lesson plans, deliver classroom instruction, access model lesson plans, monitor individual student progress	Daily

Student Programs Software Use

Juvenile Court Schools	Type of Use	Frequency of Use
	Information Literacy: Digital reference materials imbedded in productivity software and web-based as appropriate for the learning environment.is licensed by Sacramento County Office of Education and is available in the computer labs.	Between once a week and monthly
	Curricular Integration: Standards appropriate software Renaissance Learning for reading and math instruction, GED Prep, DRP Book Link, Internet Explorer and online resources are accessible to all students.	Daily
	Student Information System: POWERSCHOOL as SIS. QSS for attendance reporting	Daily

Community Schools	Type of Use	Frequency of Use
	Information Literacy: Digital reference materials imbedded in productivity software and web-based as appropriate for the learning environment.is licensed by Sacramento County Office of Education and is available in the computer labs.	Between once a week and monthly
	Curricular Integration: Standards appropriate software Renaissance Learning for reading and math instruction, GED Prep, DRP Book Link., Internet Explorer and online resources are accessible to all students.	Daily
	Student Information System: POWERSCHOOL as SIS. QSS for attendance reporting	Daily

Special Education	Type of Use	Frequency of Use
	Curricular Integration: Special Education as indicated by student IEP Living skills and Employability skills	Daily
	Student Information System: SELPA Manager of Information System (MIS) for Special Education	Daily

ED Sites	Type of Use	Frequency of Use
	Information Literacy: Digital reference materials imbedded in productivity software and web-based as appropriate for the learning environment.is licensed by Sacramento County Office of Education and is available in the computer labs.	Between once a week and monthly
	Curricular Integration: Standards appropriate software Scholastic Reading Counts, Scholastic Reading Inventory, Renaissance Learning for reading and math instruction, GED Prep, DRP Book Link., Internet Explorer and online resources are accessible to all students.	Daily

	Student Information System: POWERSCHOOL as SIS. QSS for attendance reporting	Daily
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ROP	Type of Use	Frequency of Use
	Technology Skills: Microsoft Office Specialist testing is available for students who wish to test their skills Field-specific technology (e.g. communication technology, automotive repair, CAD, etc)	Daily
	Information Literacy: Based upon CTE standards; students have access to teacher-evaluated software. At home parents are encouraged to explore curriculum-appropriate software	Daily
	Student Information System: ASAP	Daily

3.c. Summary Of The District’s Curricular Goals And Academic Content Standards

A review of the SCOE planning documents for the organization as a whole, and from each program, reveals a consistent emphasis on the need for improving student academic achievement in reading, language arts and mathematics, with the additional intent of providing Career Technical education to appropriate student populations. Court and community school programs strive to provide a “provide rigorous and relevant learning activities to their transient student populations” (School Accountability Report Card, 2005). Documents and reports reviewed are noted below.

Document	Areas of Emphasis
SCOE Alternative Programs Course of Study	Certificate of Completion
School Accountability Report Cards for SCOE Programs	Standards Driven Curriculum/Career Technical
SCOE Single School Plan for Student Achievement: Community Schools, Juvenile Court Schools (ED program), Palmiter Jr./Sr. High School	Reading/Language Arts and Mathematics
Technology Benchmarks for Students ISTE Tech Standards for Students	Technology skills for students
Calif. Standards for the Teaching Profession	Teacher preparation/performance
ISTE General and Professional Teacher Technology Profiles	Technology skills for teachers
District Benchmarking Dashboard (2006 www.jftk-ca.org)	English Language Arts and Mathematics
2006 District AYP summary	Reading/Language Arts and Mathematics

3.d. Goals, Objectives and Benchmarks for Using Technology to Improve Student Achievement

Need:

Review of student data and input from program administrators and staff indicate a need to continue the emphasis on State Standards in the content areas of English/Language Arts and Mathematics. With rare exception, data from 2006 CST results indicate students are at Basic, Below Basic and Far Below Basic in all content areas.

The Juvenile Court and Community School Programs and SCOE ROP, have identified the need for these programs to work more collaboratively to support/enhance of the standards and objectives found in each other’s curriculum. Known as ‘voademics’, SCOE programs will collaborate to connect academic and career technical studies to build an understanding for students and staff of the relationship between school and career technical content standards.

Sly Park students experience their learning at a variety of learning centers for hands-on real life experiences. As a result of site's recent connectivity, staff will begin exploring and developing learning activities that use handheld technologies and appropriate accompanying software, to enrich the outdoor-based environmental learning activities.

Goals:

1. All students* will demonstrate adequate progress toward State Standards in the areas of English/Language Arts and Mathematics.
2. All Special Education students will demonstrate adequate progress in meeting IEP goals for functional literacy in English Language Arts, Mathematics and Life Skills.
3. Vocademics will be integrated into the curriculum and learning activities of appropriate SCOE programs.
4. Sly Park Environmental Education Program will integrate the use of handheld technologies into appropriate learning activities.

*Student progress is commensurate with days in the classroom.

Juvenile Court and Community Schools Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all students will increase their reading comprehension skills.	30% increase over 2007 benchmark	40% increase over 2007 benchmark	50% increase over 2007 benchmark
By June 2010, all students will increase their mathematics abilities in computation and problem solving.	30% increase over 2007 benchmark	40% increase over 2007 benchmark	50% increase over 2007 benchmark
By June 2010, all eligible students will meet the requirements to receive a high school diploma.	30% increase	40% increase	50% increase
By June 2010, Vocademics will be integrated into all appropriate classrooms to enhance student understanding of the correlation between academic and career technical skills.	Correlations developed in ELA/Math	50% of classrooms implement 1 learning activity/quarter	100% of classrooms implement 1 learning activity/quarter

Special Education Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, learners will increase their functional communication skills in the areas of writing, oral expression, and reading comprehension, as measured by instruments identified in IEP.	30% increase over 2007 benchmark	40% increase over 2007 benchmark	50% increase over 2007 benchmark
By June 2010, learners will increase their functional mathematics skills, as measured by instruments identified in IEP.	30% increase over 2007 benchmark	40% increase over 2007 benchmark	50% increase over 2007 benchmark

ED Sites Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all students will increase their communication skills in the areas of writing, oral expression, and reading comprehension, as measured by instruments identified in IEP.	30% increase over 2007 benchmark	40% increase over 2007 benchmark	50% increase over 2007 benchmark
By June 2010, all students will increase their mathematics abilities in computation and problem solving, as measured by instruments identified in IEP.	30% increase over 2007 benchmark	40% increase over 2007 benchmark	50% increase over 2007 benchmark
By June 2010, students will meet the requirements to receive a high school diploma.	30% increase	40% increase	50% increase

Sly Park Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, 75% of students attending Sly Park will use portable “hand-held” technology to engage in authentic scientific research during their stay.	Staff will pilot two activities to include in curriculum	75% of students will use portable “hand-held” technology to engage in authentic scientific research.	100% of students will use portable “hand-held” technology to engage in authentic scientific research.

Activities and Monitoring Process

The following chart identifies the activities, when those activities will take place, how their effectiveness will be evaluated and when, and who will be responsible for monitoring the completion of the activities and evaluations.

Activity	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
3.d.1, 3.d.2 Assess student academic skills. Determine baseline (2007) for growth according to benchmarks.	June - August 07	STAR tests, CST, ASAM, CAPA. Student test results	One time	Administer standardized tests Site principals
3.d.1, 3.d.2 Assess student Language Arts and Math skills using released CAHSEE questions.	May – August 07	Number of students passing CAHSEE	Annually	Review CAHSEE results Site Principals Program Directors
3.d.1, 3.d.2 Assess teachers’ knowledge of integration of technology into curriculum. Design professional development offerings based on data, administrative observation, curricular applications and staff input.	April 07	EDTECHPROFILE Technology Integration data from EDTECHPROFILE	Annually	Review EDTECHPROFILE data Site principals Program directors
3.d.1, 3.d.2 3.d.3 Train teachers in the effective use and integration of technology into ELA and Math adoptions, vocademics via a menu of strategies including, face-to-face, online (synchronous and asynchronous) and ‘just-in-time’ mentoring. (Focus on Language Arts, Algebra/math, and Career Technical).	Aug-Dec 07	Staff professional development logs	Quarterly	Provide training Review training records Site Principals Program Directors
3.d.1, 3.d.2 3.d.3 Provide opportunities for teachers to plan and share ideas, lessons and plans that incorporate technology in language arts and math adoptions.	Aug 07- June 08	Lessons shared/Posted to website	Quarterly	Review staff development records Site Principals, Program Directors
3.d.1, 3.d.2 3.d.3 Collect student products and data demonstrating achievement.	May 08	Rubrics for student work Student work to rubric standards	Semi Annually	Review student products, data Site Principals Program Directors
3.d.2 Assess special ed staff needs for training in assistive technology.	May 08	Staff survey Review of current IEP’s	Annually	Review results Site principals Program directors
3.d.2. Provide special ed staff training to utilize specialized software and assistive devices per I.E.P.	Sept 07- May 08	Review of current IEP’s	Quarterly	Review staff development records, Site Principals,

Activity	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
				Program Directors
3.d.2. Implement technology components of materials designed to increase functional academics.	Sept 07- May 08	Review of current IEP's, lesson plans and student work	Semi-Annually	Review staff development records, Site Principals, Program Directors
3.d.1, 3.d.2, 3.d.3 Assess all staff on knowledge and practices regarding using technology to differentiate instruction, motivate students, and remediate skills.	May 08	Teacher survey	Annually	Review results Site principals Program directors
3.d.1, 3.d.2. Train countywide teaching staff to use technology to help all students meet the State Content Standards (including strategies for remediation, differentiated instruction, and student motivation).	Sept 07- May 08	Staff Development records Teacher surveys Student Academic Achievement data	Quarterly	Review staff development records, Site Principals, Program Directors
3.d.1, 3.d.2, Assess students' progress towards California State Content Standards/IEP/SSP goals and objectives Grades K-12.	Apr, May 08	CST, ASAM, CAPA, IEP, IFLP Student test scores	Annually	Review student achievement records, Site Principals, Program Directors
3.d.4 Investigate scientific uses of field-portable technology such as GPS units, hand-held computers, etc., and how those units could be incorporated into authentic research projects for students attending Sly Park.	Sept 07 May 08	Information on portable equip. Possible activities. Results of investigation	One time	Review results of investigation. Sly Park staff Sly Park Principal
3.d.4 Principal will work with CTAP regional staff to train Sly Park staff in the uses of field-portable technology for student research projects.	Sept 07 May 08	Training logs EDTECHPROFILE data Staff proficiency	Quarterly	Review staff proficiency Sly Park Principal CTAP Director
3.d.4 Design, pilot and continuously refine authentic research projects incorporating field-portable technology for students attending Sly Park.	June 08 May 09	Review of lessons Results of pilot Published and implemented activities	Semi-Annually	Review planned activities and results of pilot. Sly Park staff Sly Park Principal
All activities, specific dates, evaluation instruments, data to be collected, frequency of collection and the process for modifying the program will be repeated in the 2008-09, and 2009-10 school years (except those noted as "one time"), with annual modifications made to the process as data/need indicate.				

3.e. Goals, Objectives and Benchmarks for Improving Technology and Information Literacy Skills

SCOE Alternative Education programs endeavor to successfully return students to their home school districts. We will work with students to develop their proficiencies using educational technology standards to improve academic learning in the core content areas, with a focus on language arts and math. Special Education programs strive to provide students with the learning and life skills to support each student's unique abilities to realize their fullest individual potential.

The ability to locate information in the library or on the Internet is an important skill for all students. However, discerning if that information is accurate, relevant, biased or copyrighted is a major condition for using technology appropriately. It is important that the legal, ethical and appropriate access to and use of technology and digital information is clearly understood, it needs to be done to inform students about the ethical use of technology.

Need: To be successful in the classroom, the workplace and in 21st century life, all students need technology proficiency and information literacy skills to acquire, analyze and apply information gained through research.

Goal:

1. All students* will acquire the technology and information literacy skills needed to succeed in the classroom, the workplace and in 21st century life.
2. All Special Education and ED students will increase their functional technology proficiency and information literacy skills per IEP/SSP goals.

*Student progress is commensurate with days in the classroom.

Juvenile Court and Community School Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all students will increase their technology proficiency skills, compared to their 2007 entry level, and based on time in program, as measured by instruments identified in.	30% increase over 2007 baseline	40% increase over 2007 baseline	50% increase over 2007 baseline
By June 2010, all students will increase their Information Literacy skills, compared to their 2007 entry level, as measured by instruments identified in IEP/SSP.	30% increase over 2007 baseline	40% increase over 2007 baseline	50% increase over 2007 baseline

Special Education Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, learners will increase their functional technology proficiency skills for communication as measured by instruments identified in IEP/SSP.	30% increase over 2007 baseline	40% increase over 2007 baseline	50% increase over 2007 baseline
By June 2010, learners will increase their functional information literacy skills for communication as measured by instruments identified in IEP/SSP.	30% increase over 2007 baseline	40% increase over 2007 baseline	50% increase over 2007 baseline

ED Sites Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all students will increase their technology proficiency skills, compared to their 2007 entry level, as measured by instruments identified in IEP/SSP	30% increase over 2007 baseline	40% increase over 2007 baseline	50% increase over 2007 baseline
By June 2010, all students will increase their Information Literacy skills as measured by instruments identified in IEP/SSP.	30% increase over 2007 baseline	40% increase over 2007 baseline	50% increase over 2007 baseline

Activities and Monitoring Process

The following chart identifies the activities, when those activities will take place, how their effectiveness will be evaluated and when, and who will be responsible for monitoring the completion of the activities and evaluations.

Activity	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
3.e.1, 3.e.2. Assess staff needs for training in technology and information literacy proficiency.	May 08	EDTECHPROFILE survey Teacher proficiency levels	Annually	Review EDTECHPROFILE data Program Directors, Site Principal
3.e.1, 3.e.2. Train teachers in applicable activities for their students, such as productivity tools, research and communications tools (such as e-mail and the Internet), presentation and multimedia creation tools, and assistive tools.	Aug 07- May 08	Lessons using technology Classroom observations	Annually	Review staff development records, review lesson plans Site Principals, Program Directors
3.e.1 Assess student technology skills and provide appropriate instruction and/or tutorials to increase student skill level.	May 08	EDTECHPROFILE Student survey Survey results Measures identified in IEP/SSP	Annually each May	Review EDTECHPROFILE data Program Directors, Site Principals, Site Teachers
All activities, specific dates, evaluation instruments, data to be collected, frequency of collection and the process for modifying the program will be repeated in the 2008-09, and 2009-10 school years, with modifications made to the process as need indicate.				

3.f. Goals, Objectives and Benchmarks to Ensure Appropriate Access to All Students.

SCOE has made significant progress toward improving the student-to-computer ratio with almost 50% of student computers being less than a year old. The current overall student-to-computer ratio is 2.24:1, taking into account all computers regardless of age. Currently all students, including Special Education and English language learners, have equal and appropriate access to technology according to the guidelines established by the programs in which they are enrolled. All Special Education students have appropriate access to technology; assistive hardware and/or software is provided and used under the supervision of a trained special education instructor. SCOE does not have a GATE program, but Individualized Learning Plans are developed for each student, allowing them to progress at a pace and depth that is appropriate and challenging for their academic and technical capabilities.

Need: With approximately 42% of computers being four years or older, there is a need to continuously update computers so that all sites maintain access for all students and staff to up-to-date computers capable of supporting curricular software, appropriate online resources and student data information systems.

Goal:

1. All students will have access to the hardware and software to meet the goals for increasing reading, language arts and mathematical achievement, and communication skills.

SCOE Alternative and Special Education Programs Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, SCOE programs will refresh a minimum of 25% of student learning stations annually.	25% refreshed	25% refreshed	25% refreshed

By June 2010, all students will have appropriate access to hardware at all sites.	75% of sites	85% of sites	100% of sites
By June 2010, all students will have appropriate access to remediation and enrichment software at all sites.	75% of sites	85% of sites	100% of sites

Sly Park Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, students attending the Sly Park Environmental Education Center will have appropriate access to hardware needed for field research.	Staff investigates tools	Staff designs activities and acquires tools	All students have access
By June 2010, students attending Sly Park will have appropriate access to technology supporting academic enrichment and achievement.	Acquire 25% of needed equip.	Acquire 66% of needed equip.	Acquire 100% of needed equip.

ROP Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, students at all sites will have appropriate access to hardware (workstations and job skill related technologies).	75% of sites	85% of sites	100% of sites
By June 2010, students at all sites will have appropriate access to job skill related software at all sites.	75% of sites	85% of sites	100% of sites

Activities and Monitoring Process

The following chart identifies the activities, when those activities will take place, how their effectiveness will be evaluated and when, and who will be responsible for monitoring the completion of the activities and evaluations.

Activity	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
3.f. Each year, purchase 25% of computers or other appropriate equipment needed to achieve desired ratio.	Sep 07- June 08	Purchase records Calif. School Tech. Survey results (ratio of computers)	Annual	Review progress desired ratio Program Directors, Principals
3.f. Provide appropriate hardware and software to meet student and staff needs.	Sep 07- June 08	Calif. School Tech. Survey results (ratio of computers)	Annual	Review progress desired goal Program Directors, Principals
All activities, specific dates, evaluation instruments, data to be collected, collection dates and the process for modifying the program will be repeated in the 2008-09, and 2009-10 school years, with modifications made to the process as need indicate.				

3.g. Goals, Objectives And Benchmarks For Recordkeeping And Assessment

Need: SCOE currently uses multiple Student Information Systems (SIS) to track attendance, progress and other student data. There is a need for a single standard SIS, standard to all programs. PowerSchool has been reviewed and purchased for implementation at all SCOE Alternative Education sites with full implementation at all sites anticipated by the 2007/2008 academic year.

Goal:

1. All SCOE student program staff will have access to a single standard (i.e. SCOE-wide) Student Information System for student records and assessment data.

Juvenile Court and Community School Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2008, all Juvenile Court and community Schools will have a fully supported and integrated student information system.	100% and maintaining	Update as needed	Update as needed
By June 2008 all teachers and administrators will have training in the use of the standard student information system.	100% of staff	Update staff Train new staff	Update staff Train new staff

Special Education Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all Special Education sites will have a fully supported and integrated student information system.	100% and maintaining	Update as needed	Update as needed
By June 2006 all Special Education teachers and administrators will have training in the use of the standard student information system.	100% of staff	Update staff Train new staff	Update staff Train new staff
By June 2010, all Special Education staff will have access to software and hardware to help assess student learning needs and track progress for IEP process.	100% of staff	100% of staff	100% of staff

ED Sites Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2008, all ED will have a fully supported and integrated student information system.	100% and maintaining	Update as needed	Update as needed
By June 2008 all ED teachers and administrators will have training in the use of the standard student information system.	100% of staff	Update staff Train new staff	Update staff Train new staff

Activities and Monitoring Process

The following chart identifies the activities, when those activities will take place, how their effectiveness will be evaluated and when, and who will be responsible for monitoring the completion of the activities and evaluations.

Activity	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
3.g. Determine program needs, examine and choose single SIS for all SCOE student programs.	July- August 07	Purchase records	Annually	Asst Supt. Program Directors, Support Ops Info System Manager
3.g. Train teachers and appropriate Support Operations staff to use SIS for student record and assessment.	July- August 07	Staff Training records	Annually	Asst Supt. Program Directors, Support Ops Info System Manager
3.g. Train all staff to utilize remediation/acceleration software to assess and track student progress.	June 08	Staff Development Records	Annually	Asst Supt. Program Directors, Support Ops Info System Manager
All activities, specific dates, evaluation instruments, data to be collected, frequency of collection and the process for modifying the program will be repeated in the 2008-09, and 2009-10 school years, with modifications made to the process as need indicate.				

3.h. Goals, Objectives and Benchmarks to Make Teachers and Administrators More Accessible

As the amount of digital information about each student increases, parents and teachers will need to communicate to share information and collaborate to make the best decisions for students. To increase the methods of this sort of communication is vital.

Need: Few of the SCOE student programs offer easy ways for parents to electronically access information about their child’s progress or program. There is a need to offer a wider variety of access methods for parents and community members. Additionally, we need to offer more options for parents to communicate electronically with teachers and other staff at their children’s schools.

Goal:

1. SCOE will enhance the home to school communication through the effective integration of a variety of current and emerging methods including, but not limited to human, voice, data, video and electronic systems (such as PowerSchool).

Juvenile Court and Community School Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all Juvenile Court School site administrators and teachers will have the ability to utilize a variety of technology tools and strategies to facilitate communication with and access by parents and community.	80% of staff	90% of staff	100% of staff

Special Education and ED Site Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all Special Education site administrators and teachers will have the ability to utilize a variety of technology tools and strategies to facilitate communication with and by parents and community.	80% of staff	90% of staff	100% of staff

Sly Park Environmental Education Center Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, Sly Park will continuously improve and enhance the SCOE Web Site to provide up-to-date information to parents.	Update web site	N/A	N/A
By June 2010, Sly Park will continue to produce and distribute information in digital format to promote the center’s services and facilities.	Design information to be distributed	Produce & distribute information	N/A

Administration Objectives and Benchmarks	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, continue to utilize a system for on- assembly, distribution and publication of SCOE board members’ packets.	Maintain and update system	Maintain and update system	Maintain and update system

Activities and Monitoring Process

The following chart identifies the activities, when those activities will take place, how their effectiveness will be evaluated and when, and who will be responsible for monitoring the completion of the activities and evaluations.

Activity	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
3.h Assess staff knowledge of skills and strategies for using technology to allow greater community/home access to teachers and administrators	May 08	Staff survey EDTECHPROFILE Teacher Proficiency and Use Surveys	Annual	Review EDTECHPROFILE data Program Directors Site Principals
3.h. Provide training to staff on ways to use email and website to increase communication with parents and community	Sep 07- June 08	Training records Staff survey	Annual	Review records and surveys Principals & Directors
3.h Determine information to be distributed regarding Sly Park program, review Sly Park website	Sep 07- June 08	Parent and staff survey Type of information to be distributed	Annual	Review surveys Site Principal
3.h Determine best medium for distribution of information re Sly Park (considerations include costs of production, reproducing media, distribution, effectiveness of each type)	Sep 07- June 08	Potential information distribution systems (e.g. DVD, web site, etc.)	Annual	Review products Site Principal
3.h. Evaluate continuing needs of SCOE board members and administrative staff regarding board packet distribution system	Apr 07	Board and staff survey	Annual	Review survey results County Supt, Tech Services Director
3.h Evaluate potential new/additional commercial products for electronic board packet distribution system	May-June 07	Review of products	Annual	Product reviews County Supt, Tech Services Director and staff
3.h Select and implement system upgrades as appropriate	July-Sept 07	Purchase records	Annual	County Supt, Tech Services Director and tech support staff
3.h. Evaluate needs of SCOE staff regarding automated voice mail/directory system	Apr 07	Staff survey	Annual	Review survey results Dept Supt, Tech Services Director
3.h Evaluate potential products for automated voice mail/telephone directory system	May-June 07	Review of products	Annual	Product reviews County Supt Tech Services Director and staff
3.h Select, upgrade and implement new or additional system components as appropriate	July-Sept 07	Purchase records Training	Annual	County Supt Tech Services Director and tech support staff
Except where noted as "one time," all activities, specific dates, evaluation instruments, data to be collected, frequency of collection and the process for modifying the program will be repeated in the 2008-09, and 2009-10 school years, with modifications made to the process as needs indicate.				

3.i. and 3.j. Benchmarks, Activities, Timeline and Monitoring Process

Specific activities, evaluation instruments, data to be collected, frequency, process for modifying progress toward objectives are all found in the charts directly beneath the Goals, Objectives and Benchmarks sections (above).

Principals will meet with their school site councils monthly. Principals will also meet semi-annually with the Department Directors and annually with the Assistant Superintendent to review data indicating progress in meeting the goals, objectives and activities outlined in this plan. Student

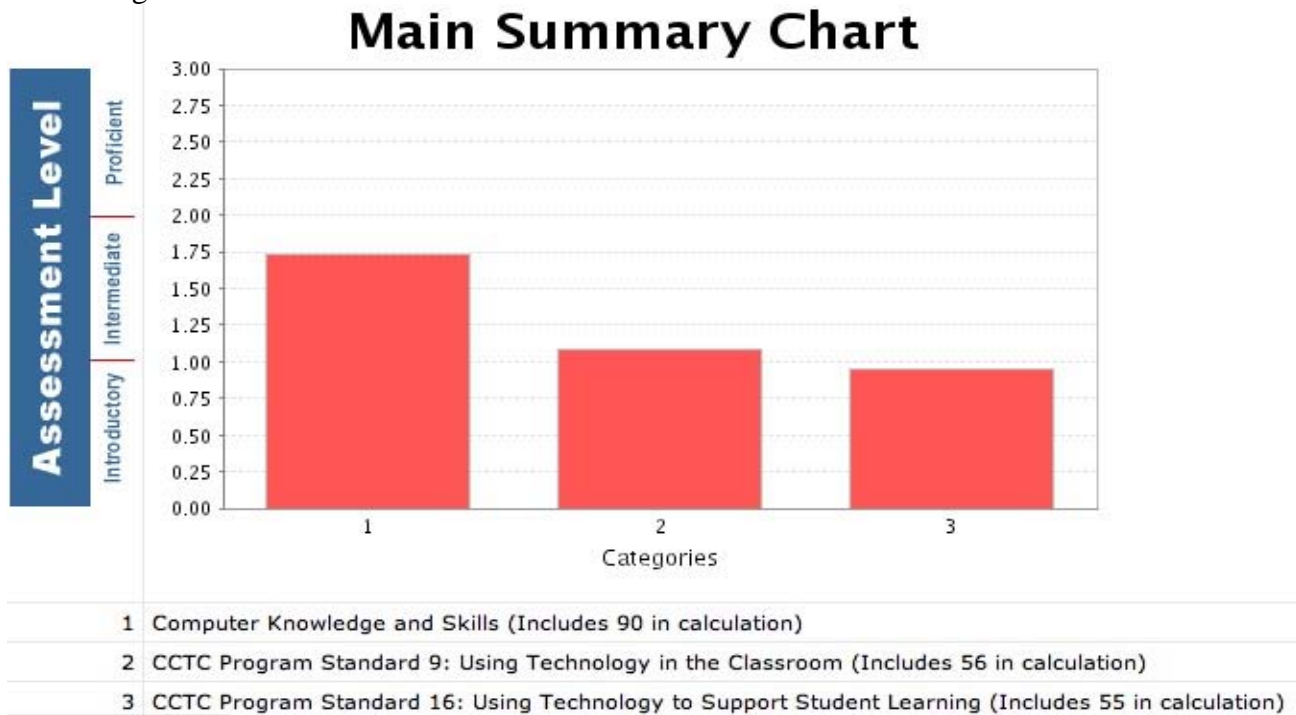
achievement will be evaluated quarterly to annually to monitor growth in line with benchmarks; ongoing modification will be based upon need identified in data, staff discussion, administrative observation and stakeholder input. Principals and Program Directors will report annually to Administration, addressing progress toward meeting objectives and benchmarks, recommend modifications necessary to successfully complete the technology plan, and note additional resources required to continue implementation.

4. PROFESSIONAL DEVELOPMENT

4.a. Teachers’ And Administrators’ Current Technology Skills And Needs:

EDTECHPROFILE survey data from December 2006 indicates that teachers and administrators have a wide range of proficiency levels in technology. Not surprisingly, staff demonstrates an equally wide range of technology use in their classrooms. The composite data for SCOE staff indicates that while individual technology proficiency skills are at the intermediate level, the use of technology to support teaching and learning is at the introductory level.

The profile for SCOE staff, including administrators, notes that with regard to Computer Knowledge and Skills the proficiency level is progressing toward upper Intermediate. However, for CCTC Program Standards 9 and 16, Using Technology in the Classroom, the assessment level is just bridging the Introductory/Intermediate Levels. Measured on a scale of 1-3 with increments of .25, SCOE staff levels of proficiency fall between .75 and 1.50 for all 8 sub-categories of Standard 9. The range for Standard 16 is the same for the 7 sub-categories (.75-1.50), but is differentiated by greater variance between sub-categories.



A review of the data from the EdTech Profile K12 Voucher report noted that few teachers (less than 25%) report that they routinely incorporate technology as an instructional/learning tool to enhance standards based instruction. Less than 50% of teachers have made technology a regular resource for instruction. There are about 20% of administrators identify themselves as proficient, and another 40% who are somewhat proficient at using technology as a resource.

There is a strong need to provide additional training for both administrators and teachers in both the technology proficiency skills and teaching strategies for using technology as a tool for integrating technology. In particular the Juvenile Court and Community School programs have identified the desire to include an objective to form a cadre of teacher mentor/coaches as a goal to assist with improving staff proficiencies and the integration of technology to support teaching and learning.

Baseline data established from EDTECHPROFILE surveys completed in 2006 will identify areas of need for training purposes. Training will include skill development on specific programs and applications identified by the EDTECHPROFILE assessment and the curriculum component of this plan, as well as familiarizing staff on how to access resources that support standards based instruction from the internet. SCOE staff has identified the following priorities for training:

1. Staff development to improve teacher and administrator individual proficiency skills.
2. Staff development to increase teacher use of technology integrated into the curriculum to help all students achieve the content standards.
3. Staff development to increase teacher and administrator use of technology tools for assessment and communication with learners and all stakeholders.
4. Staff development to increase teacher and administrator use of distance-learning and video conferencing to enhance teaching and learning.
5. Technology Mentors to assist staff in obtaining the skills to implement the goals, objectives and learning activities of the Curriculum Component of the SCOE Educational Technology Plan.

4.b. Professional Development Goals, Objectives And Benchmarks:

Goals and benchmarks found in Section 4 are introduced in the following tables, under the identified column headings, and specified in the comprehensive Program Timeline.

Need: There is a need to provide additional training in technology skills and in the use and implementation of skills and strategies for using technology to support teaching and learning per California Commission of Teacher Credentialing (CCTC) Program Standards 9 and 16. As Para-educators play an important instructional role in SCOE programs, there is a further need to include this group with technology proficiency, in addition to appropriate support staff. Administrators need further training to assist staff in the development of high-quality technology integration strategies, appropriate software applications, data analysis and web-based instruction.

Goal:

1. All staff* will have access to the staff development needed to improve staff technology proficiency skills, CCTC Standards 9 and 16 Integration skills and technology integration activities that support the Curriculum Component Goals of Component 3.
2. A cadre of site-based technology mentors/coaches will support certificated, classified and support staff of the Juvenile Court and Community School Programs.
3. Special Education staff will receive professional development pertinent to adaptive/assistive technologies and technology integration skills supporting student IEP goals.
4. Sly Park staff will receive the professional development needed to integrate handheld technologies into field-based environmental education activities.
5. All administrators will complete AB430 training.
6. A Technology Integration Coach will provide professional development for technology integration strategies and skills for CCTC Standards 9 and 16 for all teachers.

***(Teachers, Para-educators, administrators and appropriate support staff)**

Juvenile Court and Community School Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, staff will receive training in	60% Certificated	80% Certificated	100% Certificated

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technology proficiency skills	60% Para-educators 70% Support staff 50% Administrators	80% Para-educators 90% Support staff 100% Administrators	100% Para-educators 100% Support staff 100% Administrators
By June 2010, Technology Integration Coordinator responsible for support and training to staff and Coaching/Mentor Cadre are in place.	Position is approved and filled	Position is continued	Position is continued.
By June 2010, staff will receive training in integration of technology into core content classes with emphasis on English/Language Arts, Math and ELD courses.	50% Certificated 30% Para-educators 50% Administrators	75% Certificated 50% Para-educators 100% Administrators	100% Certificated 70% Para-educators Administrators as needed
By June 2010, staff will receive training in the integration of Career Technical technology skills with Academic Content Standards with a focus on ELA, Mathematics and Career technical education.	50% Certificated 30% Para-educators 50% Administrators	75% Certificated 50% Para-educators 100% Administrators	100% Certificated 70% Para-educators Administrators as needed
By June 2010, staff will receive training in the approved student assessment system	60% Certificated 60% Para-educators 70% Support staff 50% Administrators	80% Certificated 80% Para-educators 90% Support staff 100% Administrators	100% Certificated 100% Para-educators 100% Support staff Administrators as needed
By June 2010, staff will receive training in PowerSchool, student information system	60% Certificated 100% Para-educators 80% Support staff 50% Administrators	80% Certificated 100% Para-educators 100% Support staff 100% Administrators	100% Certificated 100% Para-educators 100% Support staff Administrators as needed
By June 2010, cadre of technology mentors/coaches from certificated and classified staff will be trained and available for integration support.	5% Certificated 5% Para-Educators 5% Support Staff	10% Certificated 10% Para-Educators 10% Support Staff	15% Certificated 15% Para-Educators 15% Support Staff

Special Education and ED Site Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all staff will receive training in integration of special needs technology and software to meet learning needs (IEP) of students.	60%	80%	100%
By June 2010, staff will receive training in integration of technology into core content classes, with emphasis on English/Language Arts, Math and ELD courses.	60%	80%	100%

Sly Park Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2010, all Sly Park staff will receive training in integration of hand-held technology and software to enrich learning field based learning activities for students.	80%	100%	100%

Instructional Support Services (ISS) Division Objectives	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
By June 2009, ISS will design and implement a user-friendly system for online professional development, registration and invoicing.	Pilot registration system tested and finalized	Full Implementation	Maintain and Upgraded as needed
By June 2008, ISS will provide an on-line professional development program for certificated, classified and administrative staff.	Program in place	Maintain and Upgraded as needed	Maintain and Upgraded as needed

4.c. and 4.d Professional Development Activities, Timeline and Monitoring Process

The following chart identifies the activities, when those activities will take place, how their effectiveness will be evaluated and when, and who will be responsible for monitoring their completion and evaluation.

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
4.b.1 Assess all program staff needs for professional development in tech proficiency and tech integration.	May 07	EDTECHPROFILE Proficiency & Use Surveys	Annually	Review EDTECHPROFILE data Site Principals, Program Directors
4.b.6 Position is created and filled for technology integration coordinator for Alternative Education Programs	June 08	Position is posted, filled per SCOE hiring process records	Annually	Assistant Superintendent – Alternative Education
4.b.2 Identify and provide training for all mentor/coaching cadre in technology integration and coaching skills/strategies	June - August 08	EDTECHPROFILE Data Proficiencies Workshop eval.	Annually	Review EDTECHPROFILE results Site Principals, Program Directors, Tech Projects Director
4.b.1, 4.b.2, 4.b.3, Provide all staff training in technology integration CCTC Standards 9 and 16	August 07 - April 08	Staff development logs	Semi Annually	Review staff development logs, Review EDTECHPROFILE proficiency assessment results Site Principals, Program Director
4.b.1, 4.b.2, 4.b.3 Provide staff development resources for curriculum integration	July 07 – April 08	Menu of professional development offerings Training logs	Semi Annually	Assistant Superintendent, Computer Training Coordinator and Site Administrators will implement program revisions with District Instructional Staff
4.b.3 Provide staff development resources for assistive technology needs and special needs of IEP process	July 07 - April 08	Menu of professional development offerings Training logs	Annual	Review training logs Special Education Principals Program Director
4.b. 4Assess needs of Sly Park teachers regarding use of hand-held technology in authentic research projects.	May 07	Teacher surveys	Annually	Review survey results Sly Park Principal CTAP staff
4.b.4 Train Sly Park teachers in the use of hand-held technology in authentic research projects.	May 08- June 08	Training logs	Semi Annually	Review training and survey results to determine next steps Sly Park Principal CTAP staff
4.b.5 Assess administrators technology needs	June 08	EDTECHPROFILE data Administrators' proficiency levels	Annual	Program Directors
4.b.5. Provide AB430 training for all SCOE site administrators	June 08	AB430 Training completion records	Annual	Number and % of SCOE administrators' completing AB430 Program Directors & Asst superintendent

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Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Except where noted as “one time,” all activities, specific dates, evaluation instruments, data to be collected, frequency of collection and the process for modifying the program will be repeated in the 2008-09, and 2009-10 school years, with modifications made to the process as need indicate.				

5. INFRASTRUCTURE, HARDWARE, TECHNOLOGY SUPPORT AND SOFTWARE

5.a. 5.b Current and Needed Hardware, Software, Infrastructure, Technology Support.

Hardware:

The need most commonly identified by teachers and site administrators in SCOE schools is to provide a consistent and ongoing funding stream for upgrading and adding to the technology SCOE provides to meet student and staff needs. Resources provided to school sites vary greatly, and there is a need to help schools provide up-to-date technology for their schools. The chart demonstrates the size of the need and the costs of providing up-to-date technology to students enrolled in SCOE schools.

According to the data compiled from the 2006 CSTS survey, SCOE programs have in 564 computers for instructional purposes, either by teachers and students. Of these 57% are less than 3-years old, the 7% between 3 & 4 years, and 36% greater than 4 years old. This data indicates a recent significant improvement in student access to up-to-date computers. However, in some programs, few of the computers available to students meet current standards for being up-to-date (4 years or less).

Current Computer Inventory and Projected Needs

Program	2005-2006 Student to Computer ratio	Current Computers all programs	Current* Up-To-Date Computers (CSTS 2006 data)	Total Up-To-Date Computers Needed To Maintain 2.27:1	Number To Be Retired Annually	Number To Purchase Each Year (25%)	Estimated Annual Cost** (\$2000 Computer)
All Student Programs: Including ROP	2.27	564	323	111	141	141	\$282,000

*Current inventory and ratio of up-to-date computers is based on March 2006 School Technology Survey data. Computers purchased since that date are not reflected in the numbers or ratios in this table.

**Note: Estimated cost per computer is based on estimated purchase cost of computer, plus estimated costs for all software, infrastructure and installation necessary at time of purchase. Estimated numbers of computers to purchase annually are based on 2005-06 enrollment figures; changes in actual enrollment will change the number of computers required.

***The Sly Park Environmental Education Center has no students permanently enrolled; enrollment figures are for average weekly attendance. Number to be purchased is based on a ratio of 8.5:1.

The computer count below includes EVERYONE in each student program department, including principals and any administrative support staff.

Special Ed – 316	ROP - 142
Community Schools – 101	Court Schools - 275
Total – 1,104	Admin/Support 270
Student computers 564	

The current minimum standards for computers are as follows:

1. Hard Drive 40GB
2. Processor: 1Ghz
3. Memory: 256MB
4. CD-ROM

5. Monitor: 17" screen
6. NIC Ethernet 100BASE-T
7. Hardware must support Windows XP operating system.

There is a need to phase out all Windows 98 machines. This will be accomplished as funds become available.

Technology Support:

SCOE currently supports 1,212 computers organization wide. With continued growth in SCOE programs and the 61 School Districts supported by SCOE, is a need for additional support staff (2 FTE), a Senior PC Support Tech and an Assistant Network Administrator, to maintain and improve an initial response of 24 hours or less for hardware, network and software issues. CNTS maintains and supports one of the largest Internet connectivity networks in California. A consistent and ongoing funding stream to support this service is imperative.

The Sacramento County Office of Education's intent is to ensure that technology is a tool for teaching and learning. To achieve this, teachers must have access to reliable technology and supporting infrastructure to meet program curricular goals, objective and activities. IT support for installation, maintenance, training, and support for the times when the technology fails to work as intended is critical. The Computer, Network & Telecommunication Support (CNTS) with a staff of **5 technicians and a help desk structure**, supports SCOE programs and administers one of the largest Internet connectivity networks in California. The average response time as reported by SCOE program staff and sites surveys is generally within 24 hours; frequently within the same day. CNTS estimates that the average time to complete the actual repair is about 3-5 days.

Infrastructure:

There is a need to maintain and continuously upgrade the SCOE infrastructure to provide access to the support programs require to facilitate reliable access to web-based learning resources and activities, student information systems, online professional development opportunities and video-conferencing capabilities. Interviews with IT staff indicate that usage is so high as to frequently maximize the capacity of the SCOE network. Current networks at our schools have ISDN, DSL or IT access with category 5 cabling and 100 Mb/S switches. We do not have a server at every location, but we are looking to upgrade all locations with E-RATE approved equipment over the next 2 years to 100/1Gbps switched to the desktop, with servers at every location. Ideally we will implement a thin client solution at all locations for labs, and some classrooms.

All school sites use SCOE for Internet services. The current SCOE intranet has been incorporated into our email system. All SCOE staff has email accounts. Sly Park is recently upgraded from dial-up to full connection with a T-1 line in 2006. Some sites (including Sly Park) have access to wireless networks (IEEE 802.11b). The OPT-E-MAN connection at the DPMEC / Sacramento County Office of Education is 1000MB/S (1 GBPS). There are at least two 10/100-megabyte Ethernet ports in each classroom. Infrastructure is recently in the process of being upgraded with OPT-E-MAN. OPT-E-MAN is a switched Ethernet service that connects LANs (Local Area Networks) within the same metropolitan area with flexible bandwidth options from 5 Mbps to 1 GBPS. It provides service that uses Fiber-Optic transport. The Sacramento County Office of Education is engineering 100MB/S connections to the following sites.

DPMEC / Sacramento County Office of Education - 1000MB/S
Business Services (Noreen Administrative Center) -100MB/S
Reading Lions -100MB/S
Esperanza -100MB/S
Missile Way Complex -100MB/S
Palmiter -100MB/S
Sacramento County Office of Education 1000MB/S (1 GBPS)

SCOE is in the process of procuring “dark fiber” from the local cable company to connect two or more school sites at gigabit speeds. During the course of this technology plan, SCOE will implement a fully integrated system that supports PowerSchool and QSS.

SCOE anticipate needing to upgrade the existing infrastructure over the next three years as follows:

- SCOE will replace its outdated 100Mbps HP ProCurve 4000 switches with HP ProCurve 5400 1Gbps switches with Power Over Ethernet (POE) capability in order to provide gigabit connectivity to the desktop and Voice Over IP (VOIP) capability. All switches will be aggregated with fiber connectivity by a 10Gbps core backbone switch.
Approximate cost - \$150,000
- SCOE would like to also pursue upgrading 10/100Mbps switches at SCOE sites with layer 3 switches capable of 1Gbps, as needed. Cost per switch is approximately \$5,000 - \$8,000.
- SCOE will upgrade their outdated Nokia VPN-1 Checkpoint firewalls to a Crossbeam VPN-1 Checkpoint Firewall that will support up to 8Gbps throughput. This new firewall will fully protect all of SCOE's gigabit backbone networks and will fully support a 1Gbps Internet connection from to the California K-12 High Speed Network. Approximate cost - \$150,000. SCOE will also need to budget for yearly maintenance for the hardware and software portions of the firewall. The total cost should be approximately \$10,000 per year for each.
- SCOE needs to purchase 6 total HP ProCurve Secure Routers to replace outdated router equipment at DPMEC, Sly Park, Prairie West, Dry Creek, and Hiram Johnson.
Approximate cost: \$30,000. SCOE should also plan to purchase additional ProCurve Secure Routers as needed to replace aging or malfunctioning routers at sites.
Approximate cost per router is \$5,000.
- SCOE needs to purchase new servers to replace outdated server equipment for the FirstClass Email Communications system. FirstClass is utilized by all SCOE staff and is currently running on equipment that is 5 years old. Equipment required to replace the current system includes three Dell PowerEdge 2950 servers (or equivalent), two MD3000 storage array subsystems for 3 Terabytes of storage per server, and a tape backup system.
Total cost: \$65,000
- Email server licenses need to be maintained each year to utilize the FirstClass email system. Yearly cost: \$4,400

- In fiscal year 2008/09, SCOE will purchase a Voice Over IP (VOIP) phone system to replace our current Centrex telephone system. VOIP will include a Call Manager server or appliance, required switching equipment, edge routers with analog phone line capability at each site, voicemail services, Unified Messaging, and phone handset devices.
 - Approximate cost of Call Manager and switching equipment: \$400,000 (paid for by E-rate and general funds). Approximate cost of voicemail and Unified Messaging equipment and services: \$100,000 (paid for by E-rate and general funds). Approximate cost of phone handsets and other devices: \$250,000 (paid for by general and site funds). Approximate cost of yearly maintenance and support: \$50,000 (paid for by E-rate and general funds). Approximate yearly cost for additional handsets for Year 09/10: \$10,000.
- SCOE needs to purchase two new PowerEdge 1950 servers for DNS services, which is covered by E-rate. Total cost: \$15,000.
- In order to upgrade SCOE sites to OPT-E-MAN (100Mbps) connectivity, four HP ProCurve 3500 layer 3 switches need to be purchased for Norden, Palmiter, Missile Way and Esperanza. Approximate cost: \$20,000. SCOE should also plan to purchase additional layer 3 switches as necessary when upgrading other sites to OPT-E-MAN connectivity. Approximate cost per switch is \$5,000.
- The Computer, Network and Telecommunication Support (CNTS) Department is charged with supporting the computers for the entire organization. To this end, CNTS utilizes various hardware and software technologies to provide an array of security, protection and remote support services to all SCOE departments. This includes Checkpoint Firewall, Symantec Norton Antivirus, Webroot Spysweeper anti-spyware, Barracuda Anti-Spam server, 8e6 Web filtering services, and LANDesk management gateway for remote desktop support and inventory services. If it is deemed that another product will provide a better solution for firewall, antivirus, anti-spyware, anti-spam, web filtering or remote desktop support services, or will in some way provide better security and desktop management to the organization, CNTS will pursue obtaining that product instead of or in addition to one of the products currently utilized. Below is a yearly cost breakdown for each product currently utilized:
 - Checkpoint Firewall Licenses - \$10,000
 - Symantec Antivirus - \$8,000
 - Webroot Spysweeper - \$2,700
 - Barracuda Anti-Spam - \$2,600
 - LANDesk Management Server - \$11,000

Videoconference Systems and Online Professional Development:

In an ongoing effort to improve education and foster the dissemination of teaching resources, SCOE is working to advance the use of Internet-based videoconferencing as a curriculum aid, a professional development tool, and a tool for extending the classroom through distance learning and collaboration. Toward that end, SCOE has made hardware purchases and

infrastructure upgrades to its offices and several school sites that will enable wider participation across the county in videoconferences. There is a need to replace the current MCU Polycom with a MCU Codian Unit/system.

To date, SCOE's videoconferencing capabilities have been used in a significant number of ways. SCOE facilitates multi-county, statewide and national videoconferences. It is envisioned that this technology will be available to departments and student programs for access to professional development, enhanced learning opportunities and collaboration with counterparts and subject matter experts across the county, region, state, or around the world.

For this reason, one of the Sacramento County Office of Education's technology goals is to continue the expansion of high-speed Internet access to school sites in Sacramento County, to continue to purchase hardware necessary to conduct videoconferences, and to continue to identify curriculum and staff development resources available via this medium. Expansion of the system will include the installation of OPT-E-Man to our outlying sites, and the continued purchase of videoconference units.

Electronic Learning Resources:

The need to standardize and centralize the operation of SIS by implementing a single SIS throughout all SCOE student programs was identified in the previous technology plan. SCOE has researched, purchased and will deploy PowerSchool as its universal Student Information System within the first year of this technology plan. SCOE's goal is to fully implement PowerSchool by the 2007/2008 school year.

All teachers and staff should have access to Internet browsers and e-mail software, the Microsoft Office Suite, and online learning resources, as well as other content specific software, such as Accelerated Reader and Math. All students and staff need continued access to software to support language arts, reading, mathematics, Career Technical software (as appropriate) and online testing. Software, primarily utilized by each program is noted in Curriculum Component 3.b.

5.c. Hardware, Infrastructure and Support Objectives and Benchmarks

Need: There is a need to maintain the current overall student to computer ratio of 2.27:1 with all students having access to an up-to-date computer

Goal:

1. All students enrolled in any SCOE program will have access to up-to-date* hardware and software to meet program goals for student academic achievement.
2. Increase Technical support for CNTS with the addition of 1FTE Senior P.C. Support Technician and 1FTE Assistant Network Administrator
3. Update SCOE videoconference capabilities to meet increasing demand.
4. Update the automated telephone directory system for enhanced capabilities.

Objectives and Benchmarks for All SCOE Schools	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
SCOE Student Programs maintain 2.27:1 student to computer* ratio in all appropriate classrooms	2.27:1 ratio	2.27:1 ratio	2.27:1 ratio
All ROP Programs will continue to have access to up-to-date Career Technical hardware and software	90% of sites	95% of sites	100% of sites
All SCOE programs will use ASAP or PowerSchool for SIS data and improved home/school communication.	100% of sites	100% of sites	100% of sites
All SCOE schools will provide appropriate software (including	85% of sites	90% of sites	100% of

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Objectives and Benchmarks for All SCOE Schools	Benchmarks 6/08	Benchmarks 6/09	Benchmarks 6/10
career technical as appropriate) to meet program needs and goals for student academic achievement			sites
By June 2009 SCOE will adopt administrative regulations and procedures for replacing obsolete equipment in all student programs	Draft regulations presented to programs.	Regulations adopted	N/A
By June 2008 all SCOE student programs will adopt long-term budget plans to establish long-term, sustainable funding for technology and accounting for the Total Cost of Ownership of all technology needs	Draft budget plans established	Final plans adopted	N/A
By June 2008, identify resources to hire 1FTE Senior PC Support Technician	Hire 1FTE PC Support	Ongoing	Ongoing
By June 2009, identify resources to hire 1FTE Assist. Network Analyst		Hire 1FTE Network Analyst	Ongoing
By June 2010 SCOE will establish a support staff ratio of no more than 120 workstations per support technician.	150:1	130:1	120:1
By June 2009 SCOE all SCOE sites will have Internet access at a minimum speed of 1.54 MB/S	75%	90%	100% of sites
By June 2009, Upgrade Video-conference capabilities: Purchase MCU Codian to replace existing MCU Polycom	Purchase/Install	Maintain	Maintain

*Note: In these objectives, the ratio of students to computers refers to up-to-date computers (less than 4 years old or newer).

5.d Activities, Timeline and Monitoring Process

The following chart identifies the activities, when those activities will take place, how their effectiveness will be evaluated and when, and who will be responsible for monitoring the completion of the activities and evaluations.

Activities	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Replace 25% of computers necessary to maintain 2.27:1 ratio in Juvenile Court Schools	6/08 and annually thereafter	Purchase and installation records	Annual	Review progress toward completion of replacement purchases; Juvenile Court School Principals and program director
Replace 25% of computers necessary to maintain 2.27:1 ratio in Community Schools	6/08 and annually thereafter	Purchase and installation records	Annual	Review progress toward completion of replacement purchases; Community School Principals and program director
Replace 25% of computers necessary to maintain 2.27:1 ratio in Special Education Schools	6/08 and annually thereafter	Purchase and installation records	Annual	Review progress toward completion of replacement purchases; Special Education School Principals and program director
Purchase 25% of additional computers necessary for SCOE ROP and Sly Park programs	6/08 and annually thereafter	Purchase and installation records	Annual	Review progress toward achieving desired ratio; SCOE ROP & Sly Park school principals, program directors and Technology Services Director
Purchase MCU Codian to upgrade video-conference capability	6/08	Purchase and installation records	One time	CNTS Director reviews purchase and installation records, annual review of use for needed upgrades.

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Establish administrative regulations and procedures for replacement of obsolete computers in SCOE schools	June 2008	Hardware inventory, replacement plan	Annual	Review progress toward completion of replacement plan, collect inventory and review; Site Principals, Program Directors, Technology Projects Director
Upgrade all SCOE sites to 1.54 Mb/Sec. (minimum)	June 2008	Network plans, connectivity of each site	Annual	Review connectivity of each site; Director, Technology Projects
Train staff on use of PowerSchool	July-August 2007	Training logs Sign in sheets	One time at startup	Review training evaluations and sign-ins.
Annually provide training updates for continuing staff and new hires	July-August 2008	Training logs Sign in sheets	Annual	Review training evaluations and sign-ins.
Provide all teachers with First Class, MS Office, online resources, and other software as required for curriculum needs	June 2008	Software inventory by site	Annual	Collect inventory and review; Site Principals, Director, Technology Projects
Provide all students with software to support ELA, Math and online testing, as appropriate for curriculum needs	June 2008	Software inventory by site	Annual	Collect inventory and review; Site Principals, Director, Technology Projects
Provide sufficient tech support resources to ensure that all sites have technology support with an initial response time of 24 hours or less	June 2008	Tech Support staffing, Tech support trouble logs, Tech support response times.	Annual	Review tech support logs and response times: Director, Technology Projects
Increase tech support staff sufficiently to achieve a support staff ratio of 120:1 (2 FTE)	June 2008 and annually thereafter	Tech Support staffing	Annual	Director, Technology Projects and Director Technology Services Division
Review all information from above	Fall 2008 and annually thereafter	All inventory, staff logs, etc. from above	Annual	Director, Technology Projects; Director III Technology Services Division
Revise plans as needed & report to Supt. and SCOE board	Fall 2008 and annually thereafter	All inventory, staff logs, etc. from above	Annual	Director, Technology Projects; Director III Technology Services Division

5.d. Monitoring Process

The Director of Technology Projects will keep an inventory of all site technology equipment. All departments will report progress towards sustaining all existing infrastructure, hardware, technical support, and software components, along with acquisition and installation of needed components on an annual basis. A review of response times and staffing needs will be noted per the progress in meeting IT support to unit ratio. The results of these activities and progress toward meeting benchmarks will be recorded and reported to the Technology Services Director, who will in turn, make any necessary revisions to this section and the program timeline.

6. FUNDING AND BUDGET

6.a. Funding Sources And Cost Savings

The Sacramento County Office of Education maintains a staff of highly qualified technicians, trainers, curriculum support providers and professional development staff to assist all teachers in the Sacramento County Office of Education. These positions are funded through the general fund and grants. The funds used to improve, upgrade and purchase new technology have been and will continue to be general funds, grant funds, and E-rate discounts. An infusion of one-time reimbursement resources through the K12 Voucher Initiative will assist with the implementation of the goals and objectives of this technology plan. However, there has been no consistent plan to provide replacement of obsolete equipment in a systematic way.

The Sacramento County Office of Education is committed to continuing to provide all students and staff with a high level of technology training and implementation support. The Sacramento County Office of Education continues to seek a variety of funding sources including grants, donations, and partnerships with other agencies in order to maintain this high level of service and support. The current level of funding is not sufficient to meet the needs of the organization.

In the pursuit of additional funding, the Sacramento County Office of Education will utilize the grant writing services of its staff as well as the services of the Technology Services Division and the CTAP Region 3 staff. A strategy to prolong the usefulness of computer hardware is also a priority of the Sacramento County Office of Education. Research and implementation of new technology such as thin client and server-based applications are in the works to reduce the total cost of ownership in technology. Group purchasing of software licensing and negotiated projects with partners are explored to reduce technology costs in the coming years.

2007-2010 Funding Sources and Cost Saving Programs:

2007-2010 Projected District Technology Funding Sources				
Type of Source: (Grants, local funding, in-kind services, donations, etc.)		Nature of Source		Person or Title Responsible for Procurement of Source
		On-going	One Time	
Block Site Grant	Grants		X	Asst Superintendent of Finance, Program Directors
Program or Site Funds	Local funding	X		Asst Superintendent of Finance, Program Directors
Low Incidence Funds	State funding	X		Asst Superintendent of Finance, Program Directors
General Fund	Local funding	X		Asst Superintendent of Finance, Program Directors
Title I, EETT Funds	Federal funding	X		Asst Superintendent of Finance, Program Directors
ADA Revenue	Local funding	X		Asst Superintendent of Finance, Program Directors
K-12 Voucher Initiative	Settlement funding		X	Asst Superintendent of Finance, Program Directors
Lottery	State Funding	X		Asst Superintendent of Finance, Program Directors
Carl Perkins 131 & 132	Federal funding	X		Asst Superintendent of Finance, Program Directors

2007-2010 Projected District Technology Funding Sources				
Type of Source: (Grants, local funding, in-kind services, donations, etc.)	Nature of Source		Person or Title Responsible for Procurement of Source	
	On-going	One Time		
2007-2010 Projected Discount and Cost Saving Programs				
E-RATE and CTF	Discounts on line charges and equipment	X		Tech Services Director, Wide Area Network Coordinator
K12 Voucher Initiative	Reimburse for eligible goods and services		X	Assistant Superintendent, Program Directors

Projected Categorical Budget listings of the funding sources identified above table can be found as Appendix B.

6.b. Implementation Costs Estimates 2007-2010

The total cost of ownership is factored into the cost of workstations and includes extended onsite warranty, installation and tech support, and maintenance for the life of the unit.

Total Estimated Budget - (2007-2010)

Projected Technology Implementation Costs			
	Expenditure Description	3-Year Total Cost of Ownership	Funding Source
1000 – 3000 Salaries and Benefits			
1	Technology related professional development 180 FTE (\$500/teacher/year).	\$276,000	General fund, site funds, EETT funds, K-12 Voucher Categorical
	Instructional Technology Coordinator (1FTE) @ \$130K/year	\$390,000	General fund, site funds, EETT funds, K-12 Voucher Categorical
2	Technology Peer Mentors/Coaches	\$30,000	General fund, site funds, EETT funds, K-12 Voucher
3	Tech support 6 FTE inclusive of benefits (30%); Director and staff	\$2,370,000	General fund, site funds, K-12 Voucher
4000 Materials and Supplies			
1	Computers for student use, including 25% annual replacement, estimated software and support costs 141 @ \$2K ea	\$846,000	General fund, site funds, EETT funds, K-12 Voucher
2	Refresh Computers for all other SCOE users: 25% annually; estimated software, support costs 163 @ \$2K ea	\$978,000	General fund, categorical, grants, program funds
3	Refresh or acquire new technology for ROP	\$150,000	General Fund, ROP Program, grants
4	Content specific enrichment, remediation, career technical, adaptive software	\$90,000	General fund, site funds, EETT funds, K-12 Voucher
5	Handheld technologies for Sly Park: instruments, software, computers: Initial Purchase	\$60,000	Site Funds, grant funds & local income General fund
6	Handsets for VOIP system (additional in year following purchase/installation of system)	\$10,000	General fund
5000 Contracts and Services			

Projected Technology Implementation Costs			
	Expenditure Description	3-Year Total Cost of Ownership	Funding Source
1	Internet connectivity through DCP (\$0 for line charges), costs are for necessary local equipment and support.	\$30,000	General fund
2	Intranet connectivity (line charges) for all SCOE school sites.	\$120,000	General fund, E-Rate discounts, CTF discounts
3	Wide area network connectivity upgrade - dark fiber contract (17 years) Palmiter, El Centro, Esperanza and Morgan \$46K + \$44K	\$90,000	K12 Voucher
4	Videoconference system (equipment and support costs, excluding line charges). Annual support costs \$20K/year	\$60,000	General fund, site funds, fees for service
5	Student information system: maintenance, upgrades \$5K, annually license \$13,735K / year	\$56,205	General and site funds
6	Crossbeam VPN-1 Checkpoint Firewall maintenance	\$30,000	General, Site, E-rate
7	Email server licenses	\$12,000	General funds
8	License for hardware/software security annual costs Checkpoint, Symantec, Webroot, Barracuda and LANDesk Management	\$102,900	General, Site, E-rate
9	Automated telephone directory system (additional service on existing system @ \$25K/year	\$75,000	General fund
6000 Capital Expenditures			
1	Network maintenance/upgrade costs; servers, inside wiring, OPT-E-MAN Circuits, T-1 routers, Basis Maintenance, Transceivers, etc.	\$91,200	General fund, E-Rate discounts
2	Upgrade firewall to Crossbeam VPN-1 Checkpoint Firewall to support 8 GBPS (one time)	\$150,000	General, Site, E-rate
3	Equipment to update FirstClass Email Communications system. (3) Dell PowerEdge 2950 servers (or equivalent), (2) MD3000 storage array subsystems, (1) tape backup (one time)	\$65,000	General, Site, E-rate
4	(5) HP ProCurve Secure Routers; DPMEC, Sly Park, Prairie West, Dry Creek and Hiram Johnson @ \$5,000 each (one time)	\$25,000	General, Site, E-rate
5	(2) Additional HP ProCurve Secure Routers @ \$5,000 each (one time)	\$10,000	General, Site, E-rate
6	(4) HP ProCurve 3500 layer 3 switches for Norden, Palmiter, Missile Way and Esperanza @ \$5,000 each	\$20,000	General, Site, E-rate
7	(2) Additional ProCurve 3500 layer 3 switches for future site connections @ \$5,000 each	\$10,000	General, Site, E-rate
8	(2) PowerEdge 1950 servers for DNS (one time)	\$15,000	E-rate General
9	Videoconference system (equipment and support costs, excluding line charges). MCU Codian purchase one time \$75K	\$75,000	General fund Grant funds
10	Replace 100Mbps HP ProCurve 4000 switches with HP ProCurve 5400 1 GBPS switches with Power Over Ethernet capability and provide VOIP and	\$150,000	General, Site, E-rate

Projected Technology Implementation Costs			
	Expenditure Description	3-Year Total Cost of Ownership	Funding Source
	gigabit capability		
11	(2) layer 3 switches capable of 1Gbps as needed	\$16,000	General, Site, E-rate
12	VOIP Phone system (one time 08/09)	\$400,000	General, E-rate
	Estimated Total Cost of Ownership 2007-2010	\$6,803,305	

6.c. Ongoing Technical Support

Sacramento County Office of Education realizes the importance of reliable systems and networks for educational purposes. Our goal is to have one full time professional IT support person for every 100-150 computers. Teachers and administrators have immediate access to help desk support, daily from 7:30 A.M to 4:30 P.M. Each site and computer lab location is assigned a designated technician, providing consistency and reliability of technical service. Pending the availability of funding, CNTS will add 2FTE positions to facilitate continued timely IT support and insure that newly acquired technology and software are supported in as timely a manner as possible.

All SCOE Sites

The information shown below is for all school sites combined. CNTS oversees all networks, computers, and support for these locations.

Type of Support Provided (Examples)	District Person(s) or Job Title(s) Responsible	Site Person(s) or Job Title(s) Responsible	Annual FTE's Dedicated to Site	Anticipated Need by End of Year 3
Ongoing equipment maintenance, repair, and replacement	CNTS staff	CNTS and site staff	0.5 FTE	1.0 FTE per site
Technical support provided during school hours	CNTS staff	CNTS and site staff	1.0 FTE	1.0 FTE per site
Technical support outside school hours	CNTS staff	CNTS and site staff	1.0 for all sites combined	1.0 FTE for all sites combined
Professional development	CNTS staff	CNTS and site staff	0.25 FTE for all sites combined	0.3 FTE for all sites combined

6.d. SCOE Guidelines for Replacement of Obsolete Equipment.

While the average life of computers has been 2-4 years, new and innovative technologies are being explored to prolong the life of computers by proactively investigating thin client and server-based products. SCOE currently has no formal policy for replacing obsolete student equipment. Current practice is to use technology to its fullest capacity and recycle where appropriate, until it is no longer feasible to repair. At that point the technology is relegated to surplus. **There is a need to establish formal administrative policies and procedures, and to**

identify ongoing sources of funding for replacing obsolete equipment used in SCOE student programs. (See Section 5, Goals and Activities, for plan to establish necessary policy and procedure.)

6.e. Process for Monitoring and Updating Budgets

Individual(s) Responsible (Person(s) or Job Title(s))	Responsibilities	Time Estimate (Hours per month or no. of full-time staff)
Technology Services Director Asst. Supt., Student Programs and Services	Provide overall management and coordination	10 hours 60 hours
Asst. Supt., Student Programs, Asst. Supt. Instructional Support Services	Manage and coordinate staff development	8 hours
Director, Technology Projects CNTS Staff	Manage and coordinate hardware acquisition and installation	10 hours
TS Director, Asst. Supt., Student Programs	Coordinate ongoing partner involvement	5 hours
Asst. Supt., Student Programs	Collect data regarding students' computer skills	10 hours
Asst. Supt., Student Programs	Collect data regarding students' academic achievement	10 hours
Asst. Supt., Student Programs	Collect staff development data on technology proficiencies	3 hours
Asst. Supt., Student Programs	Collect data regarding staff development focused on student computer knowledge and skills	3 hours
Asst. Supt., Student Programs and Services	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement.	3 hours
Asst. Supt., Student Programs and Services	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	4 hours

7. MONITORING AND EVALUATION

7.a. Evaluating technology’s impact on student learning

The extent to which technology impacts student learning, classroom management, and attainment of SCOE’s curricular goals will be determined by student performance on multiple measures: STAR, CAHSEE and each school’s ASAM and/or API. Other performance assessment tools as enumerated in each of the criteria/goal/objectives evaluation will include staff, parent, teacher, and student surveys. Student portfolios, students’ scores on competencies, teacher observation and anecdotal notation will provide additional data. Each year the tech plan coordinator will meet with site principals to review annual goals. Quarterly, narrative reports on student and staff activities and progress will be submitted to the tech plan coordinator by appropriate program administration/staff.

7.b. Evaluation Schedule

The Technology Services Director will meet annually with SCOE student program Directors to review progress toward meeting technology goals for students, and with the Technology Projects Director to review progress toward meeting infrastructure goals. The Technology Services Director will review the technology plan annually with the Assistant Superintendent. The Technology Services Director will prepare an annual progress and budget summary report annually each May. This report will be presented to the Board, the Superintendent, and student program directors.

7.c. Use of information from monitoring and evaluation

All information collected on a monthly basis will be used to plan for:

- Classroom instruction
- The acquisition of software
- Hardware and peripherals
- Staff development

Stakeholders (group or individual)	Responsibilities of stakeholder groups			
	Advisory	Implementation	Revisions	Policies
Students	X			
Parents	X			
Community & Business Liaisons	X	X		
Site-Based Technical Staff	X	X	X	
Site-Based Instructional Staff	X	X	X	
Site-Based Administrative Staff	X	X	X	
County Level Technical Staff	X	X	X	
County Level Administrative Staff	X	X	X	
County Technology Committee	X		X	
Technology Services Director (Comm. Chair)	X	X	X	
County Superintendent	X	X	X	
County School Board	X		X	X

The Advisory participants will attend bi-Annual meetings. District Advisory staff will attend quarterly meetings. Quarterly meetings will be September, December, March, and June. Bi-Annual meetings will be November and May.

8. COLLABORATION WITH ADULT LITERACY PROVIDERS

The Sacramento County Office of Education provides adult education courses through the Outreach and Technical Assistance Network (OTAN) and the Regional Occupation Program (ROP). We have also identified the following adult education providers in our area: California State University, Sacramento, Los Rios Community College District and the Sacramento County Library. During the spring of 2008 the Sacramento County Office of Education technology committee will meet with adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and to identify methods for collaboration to better provide services to our students, our parents and the general community. Possible assistance may include providing facilities so that classes may be offered locally, providing ideas and assistance so that technology may be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, offering technology professional development courses to adult literacy staff, and assisting them in locating online adult literacy providers such as ESL and GED classes.

9. EFFECTIVE RESEARCH-BASED METHODS AND STRATEGIES

9.a. Description of how education technology strategies

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

In the development of the revised Goals, Objectives, Benchmarks and Activities contained in this plan, SCOE staff reviewed a wide range of research regarding best practices in educational technology. Internal models, strategies and practices, staff experience and externally developed models and strategies were examined by staff. The relevant research is summarized below.

9.b. Description of Relevant Research

Enhancing Effectiveness of Teaching and Learning through Technology Integration

Technology is most influential when integrated with curriculum and assessment. In a review of several studies, the (CEO Forum, 2001) concluded that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives."

Integration of technology with curriculum and professional growth increases student achievement. Significant student achievement gains for technology integrated with standards were demonstrated by an eight-year longitudinal study of SAT I performance at New Hampshire's Brewster Academy (Bain & Ross, 1999).

Strategies for Improving Student Achievement (of at-risk and special needs students)

In 2003, Kulik's "Effects of using instructional technology in elementary and secondary schools: What controlled evaluation studies say" found that computer simulations and Instructional Learning Systems (ILS) are effective only when they are integrated into the "regular classroom instruction." In the case of ILS, it is particularly critical to allow students "an adequate amount of time on the programs".

Sivin-Kachala (1998) reviewed 219 studies and concluded that students in technology-rich environments experienced positive effects on achievement in all major subject areas in preschool through higher education, for both regular and special education students. But, Sivin-Kachala also found that the level of effectiveness of educational technology is influenced by the specific student population, the software design, the educator's role, and the level of student access to the technology.

Honey (1999) found that technology integration needs focused and sustained teacher professional development and substantial student access to educational software and considerable time-on-task, in order to increase student test scores.

Targeting higher-order thinking is important in instruction, and has been demonstrated in Math. In a nationwide study of technology's impact on mathematics achievement, Wenglinsky (1998)

found that students who used simulation and higher order thinking software showed significant gains in Math. He also found that students whose teachers received professional development on the use of computers and specific educational software also showed gains. Wenglinsky concluded that higher order uses of computers and professional development on technology use and integration in teaching and learning were positively correlated to students' academic achievement in Mathematics.

Special Education

Carefully chosen technology applications that provide immediate student feedback and progress monitoring can be more effective than regular group instruction for educationally handicapped students.

Special Education goals and strategies are supported by the following relevant research:

Weir (1987) documented the effectiveness of using computers to develop and assess learning strategies for children with cerebral palsy, autism, or severe learning disabilities. Similarly, Michayluk and Saklofske (1988) have described the use of computers as a socializing agent with hyperactive children. Ryba, Selby, and Nolan (1995) emphasize the creation of learner-centered environments and the development of positive interactions among students.

Expert tutoring software presents instruction in small, sequential steps, at varying levels of difficulty, and students can use the software independently, working at their own pace.

Most critical for the effectiveness of the software with low performing, at-risk, or learning handicapped students, however, is the capacity of the software to analyze performance and give feedback to teachers and students (Bos and Vaughn, 1994; Hofmeister and Lubke, 1988).

Technological tools that provide frequent student feedback have been found to motivate learning-disabled students to remain cognitively engaged, particularly when corrective feedback is immediately provided (Goldenberg, Russell, & Carter, 1984).

Professional Development:

In their research article "The impact of instructional technology on student academic achievement in reading and mathematics" (1999) Middleton and Murry found the level of technology used by the teacher significantly affected student academic achievement in mathematics in a comparison of fourth and fifth grade teachers and their students. Students whose teachers were high level users of technology in the classroom scored significantly better than did students whose teachers were low level users of technology in the classroom. Teachers who were high level users were differentiated from teachers who were low level users in terms of frequency and extent of use of computers with students, instructional methods used with technology, attitude toward the value of technology for learning, variety of uses of technology, and perception of influence of technology on student learning and behavior.

Characteristics of successful professional development programs include access to ongoing training linked directly to classroom practice, provide models and time for practice in the implementation of effective classroom instruction, provide multiple avenues of collaboration, and are embedded within a professional learning community. (Foltos, 2003;Neufeld & Roper, 2003;Rebora, 2003) Successful strategies for fostering technology integration to support student

learning include access to instructional resources (that include models, mentors and peers) as well as opportunities for reflection and collaboration (Ertmer, Addison, Lane, Ross & Woods, 1999; Ertmer, 1999).

Peer Coaching/Mentoring

Peer coaching has been shown to be an effective model for providing successful staff development. Peer coaching provides job-embedded professional feedback and support, can help teachers build new skills and strategies through modeling, and demonstration, and can foster collaboration, reflection and analysis (Foltos, 2003). According to Neufeld and Roper (2003), coaching helps teachers transfer what they learn about new practices to their classrooms, helps establish a safe environment in which teachers can strive to improve their practice and helps teachers develop leadership skills with which they can support the work of their colleagues. Research also indicates that peer coaching is an effective method for helping teachers to integrate technology into their classrooms in ways that encourage active learning (Beckett, Marquez-Chisholm, & Wetzel, 2003, cited in Foltos, 2003).

9.c. Description of development and utilization of innovative strategies

The plan calls for use of distance learning to support student learning of core curricula and to help students prepare for the CAHSEE, to make up credits for graduation, and the collaboration of career technical and academic staff to facilitate student achievement. Where students have access to Internet and educational web-based resources, then distance learning opportunities will be examined for their appropriateness (i.e. math and language specialists) for incorporated to enhance and enrich student learning opportunities and increased access to career technical training opportunities.

Goal: SCOE program sites will have videoconference capabilities to facilitate student access to highly qualified teachers in identified subject-specific content.

Benchmarks:

By June 2008, feasibility study and action plan are complete

By June 2009, pilot use of videoconference capabilities is completed

By June 2010, videoconference capabilities and utilization are implemented in 25% of appropriate SCOE student program sites.

It is important to note that many SCOE programs have restricted usage of the Internet due to safety concerns for students and staff. Thus, any implementation will take time and careful study to insure that the appropriate policies, procedures and utilization practices are in place.

APPENDIX A: ACCEPTABLE USE AND INTERNET POLICY

Sacramento County Office of Education Student Policy on Technology Access
Users are expected to use technology and the Internet as an educational resource. The following procedures and guidelines are used to help ensure appropriate use of the technology and the Internet at all facilities used for Sacramento County Office of Education purposes.

Board Policy 3600: Acceptable Use of the SCOE Internet

The Sacramento County Office of Education (SCOE) Board of Education is committed to providing a wide range of opportunities for staff who are using SCOE facilities and/or equipment to access electronic media. The responsible use of SCOE facilities and/or equipment is the overriding goal of this policy. Access to information through the Internet offers a wide variety of resources for users, and the Board encourages and supports the work related use of computers and the Internet to provide appropriate communication and learning opportunities for all staff. Internet access is now available to designated staff in the Sacramento County Office of Education. SCOE believes the Internet offers vast, diverse, and unique resources to staff in the performance of their daily work assignments. The goal in providing this service is to promote excellence in education by facilitating communication, resource sharing, and innovation. To effectively achieve this goal, it is expected that staff provided with Internet service will demonstrate the following proficiencies:

- Knowledge of electronic communications technology and how it may be used to enhance communication, research, and information sharing;
- Basic procedures and skills for using network services;
- Effective and appropriate use of SCOE Online for email, discussion forums, listservs, news groups, and chats;
- Efficient use of Web browsers and search engines.

It is understood that the Internet offers access to a broad range of information on every imaginable subject. With that access comes the availability of material that may not be considered to be of educational value in the context of the educational setting. SCOE will take precautions wherever possible to restrict access to controversial materials. However, on a global network it is impossible to control all materials and it is understood that users may discover inappropriate information. SCOE firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of SCOE.

Internet access is coordinated through a complex association of government agencies, regional, and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so that the users are aware of individual user responsibilities in the workplace. In general, this requires efficient, ethical and legal utilization of the network resources. If a SCOE user violates any of these provisions, his or her account could be terminated and future access could possibly be denied.

Purpose

The purpose of this administrative regulation is to provide guidelines as to the use of electronic mail and appropriate use of Internet connections.

Scope

These administrative regulations apply to all employees of the Sacramento County Office of Education. These regulations apply to stand-alone personal computers and laptops with dial-up modems, as well as those attached to SCOE networks. All SCOE employees are required to carefully read these Internet Acceptable Use Administrative Regulations. Only those SCOE employees using SCOE personal computers and/or laptops with dial-up modems at home shall be asked to acknowledge in writing that they have read and understand these Regulations.

SCOE Property

As a productivity enhancement tool, SCOE encourages the use of electronic communications. Electronic communications systems and all messages generated on or handled by electronic communications systems, including back-up copies, are considered to be the property of SCOE, and are not the property of users of the electronic communications services.

Authorized Usage

Use of SCOE accounts must be directly related to and in support of our work, education and research, and consistent with the educational objectives of the Sacramento County Office of Education. Users may not use SCOE electronic communications systems for charitable endeavors, private business activities, or amusement/entertainment purposes. Transmission of any material in violation of any federal regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. It also includes SCOE information deemed confidential, including certain pupil record information and personnel information. Use for commercial activity by for-profit institutions or individuals or for lobbying, product advertisement, or advertisement of personal services is also prohibited. Incidental personal use is permissible so long as:

- It does not consume more than a trivial amount of resources;
- It does not interfere with staff productivity;
- It does not preempt any SCOE business activity.

Privileges

The use of the electronic communications is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Any user who harasses, makes defamatory remarks, or willfully transmits material that may be considered objectionable, offensive, hateful, illegal, or malicious shall bear sole responsibility for their actions, resulting in restricted access and/or complete revocation of electronic communications privileges by the County Superintendent.

Security

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must immediately notify the SCOE help desk or network administrator. Users should not use another individual's account without written permission from that individual. To reveal a password exposes the authorized user to responsibility for actions the other party takes with the password. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to SCOE networks.

Purging Electronic Messages

Messages no longer needed for SCOE purposes must be periodically purged by users from their personal electronic message storage areas. Fraudulent, harassing, or obscene messages and/or materials are not to be sent or stored. After a certain period, system administrators will automatically delete electronic messages backed up to separate data storage media. Not only will this increase scarce storage space, it will also simplify record management and related activities.

Privacy

SCOE is committed to respecting the rights of its employees, including their reasonable expectation of privacy. However, SCOE also is responsible for servicing and protecting its electronic communications networks. To accomplish this, it is occasionally necessary to intercept or disclose, or assist in intercepting or disclosing, electronic communications. SCOE cannot guarantee that electronic communications will be private. Employees should be aware that electronic communications could, depending on the technology, be forwarded, intercepted, printed, and stored by others. SCOE will comply with any court subpoenas for email or Web content.

Monitoring

It is the policy of SCOE NOT to regularly monitor the content of electronic communications. However, the content of electronic communications may be monitored at any time without advance notice or consent, and the usage of electronic communications systems will be monitored to support operational, maintenance, auditing, security, and investigative activities.

Remote Access

Individual SCOE divisions or departments may grant employee access from remote sites including home dial-up access to the SCOE network. All SCOE Internet acceptable use regulations apply to this remote or home access. Furthermore, it is understood that while accessing the Internet from home, an employee is not considered to be on work-time unless written authorization is received from his/her immediate supervisor. SCOE Online software may be installed on home computers and users may, without written permission, use their own Internet service provider (ISP) to access the SCOE email server.

Vandalism

Vandalism will result in cancellation of privileges, disciplinary action, and/or referral to legal authorities. Vandalism is defined as any malicious attempt to harm or destroy equipment, materials, data or access of another user or any agency that is connected to the Sacramento County Office of Education system. This includes, but not limited to, the uploading or creation of computer viruses.

Responsibilities

For the benefit of all employees of the Sacramento County Office of Education, the Computer, Networks and Telecommunications Support Office (CNTS) will provide acceptable use regulations and technical guidance on email and Internet use. CNTS will help directors and their staffs meet compliance with personal computer security and provide technical guidance to management on matters related to email security.

Services

The Sacramento County Office of Education makes no warranties of any kind, whether express or implied, for the services it is providing related to its electronic information services or network. SCOE will not be responsible for any damages suffered while using this system(s). Such damages could include loss of data as a result of power loss, delays, non-deliveries, miss-deliveries, or service interruptions caused by the system or your own error or omissions. Use of any information obtained via the information system(s) is entirely at your own risk. SCOE specifically disclaims any responsibility for the accuracy of information obtained through this service.

Required Signature ONLY for SCOE Managers, Classified and Certificated Staff Who Use SCOE Personal Computers or Laptops From Their Own Homes

I have read, understand, and agree to abide by the provisions of the Acceptable Use Administrative Rules and Regulations of the Sacramento County Office of Education. Should I commit any violation, my access privileges may be revoked, and disciplinary action and/or legal action may be taken. [NOTE: for individuals in the aforementioned categories, please forward the signed page to John Fleischman, Director, Technology Services at SCOE.]

Employee Name (Print Name) Date

Employee Signature Department or Program

01-12-01 Drafted
04-16-02.1 Reviewed by Cabinet
05-06-02 Reviewed by Legal Counsel
06-04-02 Final Review by Cabinet
06-05-02 Distributed

Board Policy 6130: Student Use of Technology

The Sacramento County Board of Education recognizes that technology provides students access to the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. In addition, electronic resources (i.e. computers, Internet) foster workplace skills that may be transferable to new and emerging technologies in the workplace during the 21st Century. Every effort shall be made to provide students with access to technology, within program budgetary constraints, through the instructional programs and classes operated by the Sacramento County Office of Education.

To discourage access to adult content on the Internet or other on-line electronic services and preclude other misuses of the system, the Superintendent or designee shall establish age/grade level qualifications, which will ensure that students will receive training in user obligations and responsibilities. Before using the Internet or other on-line services, the student and parent/guardian shall sign the Sacramento County Office of Education's user contract. The user contracts indicate that the parent/guardian approves of their son/daughter's access to the on-line devices and that the student understands and agrees to abide by specified user obligations and responsibilities.

All SCOE staff shall supervise students closely while using on-line services. The Superintendent or designee shall establish administrative rules and regulations governing the use of the Sacramento County Office of Education's use of on-line services by students. The administrative rules and regulations will state clearly that the student users have no expectation of privacy and understand that SCOE staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by these regulations shall be subject to revocation of the user account, disciplinary action and any other legal action deemed appropriate.

REFERENCE: Education Code sections 51006, 51007, 51870, 60044; Penal Code sections 313 and 632.

10/13/97 Drafted
11/4/97 First Reading
11/18/97 Second Reading
11/18/97 APPROVED

Administrative Rules and Regulations 6130: Student Use of Technology

The site principal, administrator or designee shall be responsible for the maintenance of each school's program or classroom's technological resources and may establish guidelines and limits on its use. He/She shall ensure that all students using these resources shall receive training in its proper uses as well as copies of policies and procedures governing the use of these resources.

Online Services: User Obligations and Responsibilities

Students are permitted to use SCOE's online services within the prescribed user obligations and responsibilities specified below:

- The student, in whose name an online services account is issued, is responsible for its proper use at all times. Student users shall keep personal account numbers or e-mail addresses, home addresses and telephone numbers private.
- Students shall use the online system only for the purposes defined by the classroom instructor or program staff and limited to educational or career technical education uses. Commercial, political and/or personal use of SCOE's on-line system by the student is strictly prohibited. SCOE reserves the right to monitor any on-line communications at any time.
- Students shall not use the online system to encourage the use of drugs, alcohol or tobacco, nor shall they promote illegal or unethical practices or any activity prohibited by law or SCOE policy.
- Students shall not access or transmit material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs. Any use of technology by the student in the manner identified above will result in immediate restriction from the use of SCOE technology resources.
- Copyrighted material may not be placed on the system without the author's written permission. Students may download copyrighted material for educational use only and this material shall not be republished or duplicated electronically or in any printed format.
- Vandalism of technology resources will result in the immediate cancellation of student user privileges. Vandalism includes, but is not limited to uploading, downloading or creating computer viruses, "hacking" into another system, and/or other malicious attempt to harm or destroy SCOE equipment or materials or the data of any other user.
- Students shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
- Students are expected to keep electronic messages brief and use appropriate language at all times.
- Student users shall immediately report any security problem or misuses of the network or system to the classroom teacher, instructor, site principal, administrator or designee.
- Students may NOT subscribe to any electronic mailing services or electronic bulletin board services using SCOE online services or equipment.
- Students will immediately lose the privileges of using SCOE online services and equipment for violation of any of the obligations and responsibilities specified above.
- Prior to the use of SCOE online services, student users shall complete and sign the User Obligation Form, noted as Attachment "A"

These Administrative Rules and Regulations are subject to continuous review, modification and major changes consistent with law and the policies of the Sacramento County Board of Education.

11/24/97 Drafted
02/12/98 Reviewed by Legal Counsel
02/17/98 Reviewed by Cabinet
02/18/98 Distributed
03/02/98 Revision

APPENDIX B: ADDITIONAL BUDGET FORMS

B (1): Estimated Budget - (2007-2008)

Projected Technology Implementation Costs			
	Expenditure Description	Annual Total Cost of Ownership	Funding Source
1000 – 3000 Salaries and Benefits			
	Technology related professional development 180 FTE (\$500/teacher/year).	\$92,000	General fund, site funds, EETT funds, K-12 Voucher Categorical
	Instructional Technology Coordinator (1FTE) @ \$130K/year	\$130,000	General fund, site funds, EETT funds, K-12 Voucher Categorical
	Technology Peer Mentors/Coaches	\$10,000	General fund, site funds, EETT funds, K-12 Voucher
	Tech support 6 FTE inclusive of benefits (30%); Director and staff	\$750,000	General fund, site funds, K- 12 Voucher
4000 Materials and Supplies			
	Computers for student use, including 25% annual replacement, estimated software and support costs 141 @ \$2K ea	\$282,000	General fund, site funds, EETT funds, K-12 Voucher
	Refresh Computers for all other SCOE users: 25% annually; estimated software, support costs 163 @ \$2K ea	\$326,000	General fund, categorical, grants, program funds
	Refresh or acquire new technology for ROP	\$50,000	General Fund, ROP Program, grants
	Content specific enrichment, remediation, career technical, adaptive software	\$30,000	General fund, site funds, K- 12 Voucher
	Handheld technologies for Sly Park: instruments, software, computers: Initial Purchase	\$20,000	Site Funds, grant funds & local income
5000 Contract and Services			
	Internet connectivity through DCP (\$0 for line charges), costs are for necessary local equipment and support.	\$10,000	General fund
	Intranet connectivity (line charges) for all SCOE school sites.	\$40,000	General fund, E-Rate discounts, CTF discounts
	Wide Area Network upgrade per “dark fiber” contract	\$46,000	K12 Voucher
	Automated telephone directory system (additional service on existing system	\$25,000	General fund
	Videoconference system (equipment and support costs, excluding line charges). Annual support costs \$20K	\$20,000	General fund, site funds, fees for service
	Student information system: maintenance, upgrades \$5K, annually license \$12,735K	\$18,735	General and site funds
	Crossbeam VPN-1 Checkpoint Firewall maintenance contract	\$10,000	General, Site, E-rate
	Email server licenses	\$4,000	General funds
	License for hardware/software security annual costs Checkpoint, Symantec, Webroot,	\$34,300	General, Site, E-rate

Sacramento County Office of Education
 Technology Plan For Student Programs

Projected Technology Implementation Costs			
	Expenditure Description	Annual Total Cost of Ownership	Funding Source
	Barracuda and LANDesk Management		
6000 Capital Expenditures			
	Network maintenance/upgrade costs; servers, inside wiring, OPT-E-MAN Circuits, T-1 routers, Basis Maintenance, Transceivers, etc.	\$51,200	General fund, E-Rate discounts
	Upgrade firewall to Crossbeam VPN-1 Checkpoint Firewall to support 8 GBPS	\$150,000	General, Site, E-rate
	Equipment to update FirstClass Email Communications system. (3) Dell PowerEdge 2950 servers (or equivalent), (2) MD3000 storage array subsystems, (1) tape backup	\$65,000	General, Site, E-rate
	(5) HP ProCurve Secure Routers; DPMEC, Sly Park, Prairie West, Dry Creek and Hiram Johnson @ \$5,000 each	\$25,000	General, Site, E-rate
	(2) PowerEdge 1950 servers for DNS	\$15,000	E-rate General
	Videoconference system (equipment and support costs, excluding line charges). MCU Codian purchase one time \$75K	\$75,000	General fund Grant funds
	(4) HP ProCurve 3500 layer 3 switches for Norden, Palmiter, Missile Way and Esperanza @ \$5,000 each	\$20,000	General, Site, E-rate
	Replace 100Mbps HP ProCurve 4000 switches with HP ProCurve 5400 1 GBPS switches with Power Over Ethernet capability and provide VOIP and gigabit capability	\$150,000	General, Site, E-rate
	Estimated Total Cost of Ownership 2007-2008	\$2,449,235	

Sacramento County Office of Education
 Technology Plan For Student Programs
Estimated Budget - (2008-2009)

Projected Technology Implementation Costs			
	Expenditure Description	Annual Total Cost of Ownership	Funding Source
1000 – 3000 Salaries and Benefits			
	Technology related professional development 180 FTE (\$500/teacher/year).	\$92,000	General fund, site funds, EETT funds, K-12 Voucher Categorical
	Instructional Technology Coordinator (1FTE) @ \$130K/year	\$130,000	General fund, site funds, EETT funds, K-12 Voucher Categorical
	Technology Peer Mentors/Coaches	\$10,000	General fund, site funds, EETT funds, K-12 Voucher
	Tech support 7 FTE inclusive of benefits (30%); Director and staff	\$810,000	General fund, site funds, K-12 Voucher
4000 Materials and Supplies			
	Computers for student use, including 25% annual replacement, estimated software and support costs 141 @ \$2K ea	\$282,000	General fund, site funds, EETT funds, K-12 Voucher
	Refresh Computers for all other SCOE users: 25% annually; estimated software, support costs 163 @ \$2K ea	\$326,000	General fund, categorical, grants, program funds
	Refresh or acquire new technology for ROP	\$50,000	General Fund, ROP Program, grants
	Content specific enrichment, remediation, career technical, adaptive software	\$30,000	General fund, site funds, K-12 Voucher
	Handheld technologies for Sly Park: instruments, software, computers:	\$20,000	Site Funds, grant funds & local income
5000 Contracts and Services			
	Internet connectivity through DCP (excluding line charges), costs are for necessary local equipment and support.	\$10,000	General fund
	Wide Area Network upgrade per “dark fiber” contract	\$44,000	K12 Voucher
	Crossbeam VPN-1 Checkpoint Firewall maintenance contract	\$10,000	General, Site, E-rate
	Intranet connectivity (line charges) for all SCOE school sites.	\$40,000	General fund, E-Rate discounts, CTF discounts
	Videoconference system (equipment and support costs, excluding line charges). Annual support costs \$20K	\$20,000	General fund, site funds, fees for service
	Student information system: maintenance, upgrades \$5K, annually license \$12,735K	\$18,735	General and site funds
	Automated telephone directory system (additional service on existing system)	\$25,000	General fund
	Email server licenses	\$4,000	General funds
	License for hardware/software security annual costs Checkpoint, Symantec, Webroot, Barracuda and LANDesk Management	\$34,300	General, Site, E-rate
6000 Capital Expenditures			

Projected Technology Implementation Costs			
	Expenditure Description	Annual Total Cost of Ownership	Funding Source
	Network maintenance/upgrade costs; servers, inside wiring, OPT-E-MAN Circuits, T-1 routers, Basis Maintenance, Transceivers, etc.	\$20,000	General fund, E-Rate discounts
	(1) HP ProCurve 3500 layer 3 switches @ \$5,000 each	\$5,000	General, Site, E-rate
	(2) HP ProCurve Secure Routers @ \$5,000 each	\$10,000	General, Site, E-rate
	(2) layer 3 switches capable of 1Gbps as needed	\$16,000	General, Site, E-rate
	Voice Over IP (VOIP) phone system to replace our current Centrex telephone system. VOIP will include a Call Manager server or appliance, required switching equipment, edge routers with analog phone line capability at each site, voicemail services, Unified Messaging, and phone handset devices.	\$400,000	General, E-rate
	Estimated Total Cost of Ownership 2008-2009	\$2,402,035	

Sacramento County Office of Education
 Technology Plan For Student Programs
Estimated Budget - (2009-2010)

Projected Technology Implementation Costs			
	Expenditure Description	Annual Total Cost of Ownership	Funding Source
1000 – 3000 Salaries and Benefits			
	Technology related professional development 180 FTE (\$500/teacher/year).	\$92,000	General fund, site funds, EETT funds, K-12 Voucher Categorical
	Instructional Technology Coordinator (1FTE) @ \$91K/year	\$91,000	General fund, site funds, EETT funds, K-12 Voucher Categorical
	Technology Peer Mentors/Coaches	\$10,000	General fund, site funds, EETT funds, K-12 Voucher
	Tech support 7 FTE inclusive of benefits (30%); Director and staff	\$810,000	General fund, site funds, K-12 Voucher
4000 Materials and Supplies			
	Computers for student use, including 25% annual replacement, estimated software and support costs 141@\$2K ea	\$282,000	General fund, site funds, EETT funds, K-12 Voucher
	Refresh Computers for all other SCOE users: 25% annually; estimated software, support costs 163 @ \$2K ea	\$326,000	General fund, categorical, grants, program funds
	Refresh or acquire new technology for ROP	\$50,000	General Fund, ROP Program, grants
	Content specific enrichment, remediation, career technical, adaptive software	\$30,000	General fund, site funds, K-12 Voucher
	Handheld technologies for Sly Park: instruments, software, computers:	\$20,000	Site Funds, grant funds & local income
	Additional handsets for VOIP phone system	\$10,000	General Funds
5000 Contracts and Services			
	Internet connectivity through DCP (excluding line charges), costs are for necessary local equipment and support.	\$10,000	General fund
	Intranet connectivity (line charges) for all SCOE school sites.	\$40,000	General fund, E-Rate discounts, CTF discounts
	Videoconference system (equipment and support costs, excluding line charges). Annual support costs \$20K	\$20,000	General fund, site funds, fees for service
	Student information system: maintenance, upgrades \$5K, annually license \$12,735K	\$18,735	General and site funds
	Automated telephone directory system (additional service on existing system)	\$25,000	General fund
	Crossbeam VPN-1 Checkpoint Firewall maintenance contract	\$10,000	General, Site, E-rate
	Email server licenses	\$4,000	General funds
	License for hardware/software security annual costs Checkpoint, Symantec, Webroot, Barracuda and LANDesk Management	\$34,300	General, Site, E-rate
6000 Capital Expenditures			

Projected Technology Implementation Costs			
	Expenditure Description	Annual Total Cost of Ownership	Funding Source
	Network maintenance/upgrade costs; servers, inside wiring, OPT-E-MAN Circuits, T-1 routers, Basis Maintenance, Transceivers, etc.	\$20,000	General fund, E-Rate discounts
	(1) HP ProCurve 3500 layer 3 switches @ \$5,000 each	\$5,000	E-rate
	(2) HP ProCurve Secure Routers @ \$5,000 each	\$10,000	General, Site, E-rate
	(2) Layer 3 switches capable of 1Gbps as needed	\$16,000	General, Site, E-rate
	Crossbeam VPN-1 Checkpoint Firewall maintenance	\$10,000	General, Site, E-rate
	Estimated Total Cost of Ownership 2009-2010	\$1,952,035	

APPENDIX C: CRITERIA AND PAGE REFERENCES

**Enhancing Education Through Technology Formula Grant Program
Criteria for EETT-Funded Education Technology Plans**

In order to be approved, an EETT-funded plan needs to have “Adequately Addressed” each of the following.

1. PLAN DURATION		Adequately Addressed	Not Adequately Addressed
a. The plan should guide the district’s use of education technology for the next 3-5 years.	8	The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.	The benchmarks are not associated with any particular timeline or the timeline is less than 3 years or more than 5 years in length.

2. STAKEHOLDERS	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Corresponding EETT Requirement(s): 7, 11,			
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	8	The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. 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.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	10	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including Special Education, GATE, English Language Learners, etc., both during and after school hours.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain if computers are in the classrooms, library/media centers, or labs, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	13	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	15	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	15	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	18	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT District Education Technology Plans

3. CURRICULUM COMPONENT, Continued	Page in District Plan	Adequately Addressed	Not Adequately Addressed
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	20	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including Special Education, GATE, English Language Learners, etc. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	21	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	23	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. 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.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	24	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	24	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.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	26	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 in order 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 4-8 are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	27	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 will clearly support accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	29	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	29	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.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Describe the technology hardware, electronic learning resources, networking and telecommunication 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.	31	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district’s Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	31	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 not by site or 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.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	35	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	36	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.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

6. FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. List of established and potential funding sources and cost savings, present and future.	39	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (3-5 years).	40 56	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	42	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, such as number of computers.	The description of the ongoing level of technical support is either vague or not included; is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district’s replacement policy for obsolete equipment.	42	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	43	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

* In this document, the term “resources” means funding, in-kind services, donations, or other items of value.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

7. MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.	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.
b. Schedule for evaluating the effect of plan implementation.	44	Evaluation timeline is realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	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 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.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Corresponding EETT Requirement(s): 11			
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	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.	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.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES: Corresponding EETT Requirement(s): 4 & 9	Page in District Plan	Adequately Addressed	Not Adequately Addressed
b. 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	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, unreliable, or missing.
c. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	46	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
d. 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).	48	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

Appendix I – Education Technology Plan Benchmark Review

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

EETT-F02BR

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

IDENTIFYING INFORMATION:

CDS # 34 10348

Applicant Name: Sacramento County Office of 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 better to 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.

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

The Sacramento County Office of Education (SCOE) has made significant gains in providing staff and students with access to software, hardware and supporting infrastructure. Alternative Education programs have access to Accelerated Reader and

Math at all sites for remediation and enrichment.
There is a need to continue the goals and objectives of the previous plan that focus in Reading/Language Arts and Mathematics, vocational and life skills to meet the diverse needs of our students. With a growing emphasis on linking the relevance of classroom content to transition to work and independent living, SCOE programs will continue to work to include the career technical connections for students.

2. 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)

SCOE staff data indicates the need to provide professional development to staff, with a particular emphasis on the use of technology integration strategies to promote academic achievement. There has been some progress in the area of staff personal proficiency skills, however data indicates a continuing need to provide professional development opportunities in the area of technology integration for all staff (administrators, certificated and classified support). Although distance learning and video conferencing were part of the previous technology plan, the goals for utilizing these instructional tools and accompanying strategies have not yet been met. With access to an updated infrastructure, professional development will be offered to facilitate faculty knowledge and utilization of video-conference and distance learning to provide expanded opportunities for their own and their students learning contexts.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

For CDE Use Only

Date Added: _____

Selected For Random Review:

Comments:

Sacramento County Office of Education
Technology Plan

TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE DATE
