



Technology Use Plan

July 1, 2016 - June 30, 2019

Contra Costa County Superintendent of Schools

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1. PLAN BACKGROUND

1a. List specific start and end dates. Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.

July 1, 2016 - June 30, 2019

The benchmarks and timelines in this technology plan will guide Contra Costa County Office of Education's implementation and use of technology from July 1, 2016 through June 30, 2019.

About the County Office of Education

The Contra Costa County Office of Education (CCCOE) provides [education-related services](#) that can be handled most effectively and economically on a regional basis rather than by each of the county's 261 schools or 18 [school districts](#). These services are provided at the request of districts or to meet state mandates.

CCCOE is an essential part of Contra Costa's outstanding public school system. Overall, our county's students rank high on virtually every measure of achievement – from test scores to college entrance rates.

CCCOE is committed to supporting the use of technology to enhance the education of the more than 174,800 public school students in the County. CCCOE aligns its support of CCCOE Programs and Districts by making sure that we are part of a process that supports student achievement. Some services, such as providing teacher professional development for the integration of technology into the curriculum, are directly tied to student achievement. Other services that indirectly support student programs in our districts include providing Internet access through our ISP services, assisting districts with their technology plans, and providing technology infrastructure support. For more information about the County Office of Education as well as our divisions and services, see our website and [About Us](#).

County Overview

The Contra Costa County Office of Education provides support services to the 18 school districts in the county and also directly educates students through three programs at multiple sites:

- Career Technical Education/Regional Occupation Program
- Court and Community Schools
- Special Education

The largest district in the county is San Ramon Valley Unified with over 32,000 students and the smallest is Canyon with 68 students. Total K-12 enrollment across the county is 174,802 students. Public school students in Contra Costa County constitute more than 80% of the total K-12 student population. The county covers 720 square miles ranging from Richmond in the west to Byron in the east. We represent an incredibly diverse population, with schools in urban, rural and suburban settings. Consequently, the needs of our schools vary greatly.

CCCOE directly supports five Special Education schools, two Juvenile Court schools, and one Community school with a total of approximately 800 students.

The County Technology Plan addresses how CCCOE will support the County Office itself, the 18 public school districts in Contra Costa County, and the student services programs it operates. CCCOE is a service agency dedicated to, “Empowering tomorrow’s global citizens.” The agency functions as a link between the California State Department of Education and the 18 school districts, and student services programs in Contra Costa County. By working effectively and efficiently with Contra Costa’s school districts and County programs, the CCCOE strengthens the entire educational system while saving dollars – dollars that can then be used in local classrooms.

This educational technology plan is designed for a County Office of Education and not for a school district. Contra Costa County Office of Education (CCCOE) is similar to a school district in that it runs its own schools. The CCCOE also helps Districts and CCCOE Programs successfully carry out their own technology plans, while providing leadership in the area of educational technology.

CCCOE Programs

Student access to technology within CCCOE Student Programs and services varies sharply from one program to the next. By necessity, in some of these settings student access is limited and confined. Students will complete technology enhanced coursework and projects when appropriate for their setting.

Court and Community Schools

The mission of the Court and Community schools is to ensure academic improvement and successful transition while promoting pro-social skills.

Contra Costa County Office of Education operates three main sites under the Court and Community School programs. Each is different and is developed to meet the specific needs of the students it serves. All sites focus on standards-based instruction and on core competencies in mathematics and language arts. Major program focus in recent years has been on new California Content Standards, improvements in technology, and integrated learning. Students receive instruction via both teacher-directed instruction, and computer-based online learning.

Mt. McKinley

Mt. McKinley School at the Martinez Juvenile Hall facility is one of two Court School Programs operated by the Contra Costa County Office of Education. Mt. McKinley offers a variety of classes targeted to students’ specific needs. Students take grade-appropriate academic courses and work on their basic skills to complete appropriate courses or earn high school credits. Students receive instruction in the four main content areas including: history/social science, science, math and English. In addition, students receive physical education, health instruction, and electives. This school is WASC (Western Association of Schools and Colleges) accredited. Most classrooms are housed within the student living units and therefore, are composed of multi-grade, multi-level students. Students in the high school program receive credits for graduation. In addition, Mt.

McKinley is a high school equivalency test center. This test is administered to eligible students each month.

Each student entering the program is given assessment tests in the Assessment Center. All students receive a comprehensive diagnostic of academic skills and career interests. In addition, students with special education needs and English Learners are identified in order to receive necessary services. All students leave the Assessment Center with an Individualized Learning Plan (ILP).

The Girls In Motion (GIM) and the Youthful Offender Treatment Programs (YOTP) are two long-term placement options for the juveniles housed at Juvenile Hall. Students committed to these programs remain in custody for 4-18 months. In addition, students in the YOTP may reach the age of 22 and be high school graduates. Therefore, the Mt. McKinley School looks for career and technical educational opportunities for these longer-term students.

Delta Vista High School

Delta Vista High School operates at the Orin Allen Youth Rehabilitation Facility in Byron. Most of the students who are enrolled in Delta Vista come from Mt. McKinley School at Juvenile Hall. The assessments and Individual Learning Plan (ILP) are updated and forwarded to Delta Vista when the student is transferred.

The school program at Delta Vista is comprised of five classrooms that offer 45-90 minute classes in the core subjects: English, history/social science, science and math. There is a woodshop program available as an elective. Students who are 16 or older can participate in a Work Experience program if desired. In the Work Experience class students are assigned jobs and supervised by Probation. Work Experience students are required to complete work-related instruction with one of the teachers.

Screening and preparation for the high school equivalency tests are provided and eligible students are tested when they demonstrate readiness. Students who earn all of the necessary high school credits are eligible to receive a high school diploma.

Golden Gate Community School

The purpose of the Golden Gate Community School program is to provide successful learning experiences for referred students. Staff members assist students in reaching their academic and career goals by implementing teaching strategies and techniques that enable students to succeed personally, socially, and educationally in society. All courses taken and credits earned are transferable to the student's home district. The school's main purpose is to prepare the students to return to their home districts.

Golden Gate offers six classes in four cities. Students attend school approximately 4.5 hours per day. In addition, Golden Gate Community School offers Independent Study in East, Central, and West County. Golden Gate aims to transition the students back to an appropriate educational, training, and/or employment setting upon completion of their contractual requirements. The Golden Gate program is student-centered and adapted to meet each student's individual needs.

Career Technical Education/Regional Occupation Program

The Career Technical Education/Regional Occupational Program provides many programs designed to meet the needs of high school students and adults interested in careers. CCCOE ROP courses are taught in 34 comprehensive high schools in Contra Costa County, as well as Emeryville, Berkeley, Albany, and Piedmont high schools, and at two adult sites.

The high school program includes a broad range of academically focused career courses such as Art & Animation, Biotechnology, Careers in Teaching, Computer Programming, Environmental Science, Fire Science, Analytical Forensic Science, Sports Medicine, and Video Production. Among the 72 CTE/ROPs in California, Contra Costa County CTE/ROP is the leader with over 50 courses which have earned U.C.'s "a-g" approval.

ROP provides courses in the following industry sectors:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Business and Finance
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technology
- Manufacturing and Product Development
- Marketing, Sales, and Services
- Public Services
- Transportation

Current technology is available to students and teachers as appropriate in their selected courses. Updating the type of technology and how it is used in these courses is reviewed on an annual basis and driven by industry standards. ROP believes it is critical to provide students with computers and software no more than three years old. The goal is to align classroom equipment to that used in industry. Each class includes a job search unit to help students develop a resume, review

effective interviewing techniques and identify sources of employment. Some students also complete a portfolio of their class work using appropriate technology.

CTE/ROP curricula integrate academic and career-related content to provide courses that are both rigorous and relevant. The goals are to develop students' academic and technical skills, provide training for entry-level employment, and provide opportunities for students to upgrade skills for current employment and prepare for postsecondary education. All courses are aligned to both the California Common Core Standards and the Career Technical Education (CTE) Model Curriculum Standards. CTE/ROP programs prepare students for careers by providing training in the four major areas identified by employers as required for success in the workplace: communication skills, career knowledge, technical skills, and personal skills. Every course has an advisory committee that is comprised of business and industry representatives from that particular industry. For example, for Computer Art and Animation, local businesses such as Pixar, San Francisco Art Institute and ACME Animation attend annual advisory meetings to review the specific course curriculum to ensure the content is rigorous, relevant, and uses current technologies.

Special Education

Contra Costa County Office of Education provides a full range of services designed to meet the needs of students with disabilities throughout the county. The Special Education Department serves students from birth to age 22, with a variety of disabilities including but not limited to autism, intellectual disabilities, emotional disturbance, speech and language disorder, specific learning disability, and students with vision, hearing and health impairments.

Students are served in programs that use innovative approaches in a structured learning environment to support each student in meeting his or her Individualized Education Program (IEP) goals and objectives. Approximately 400 students are served in more than 10 locations throughout the county.

The majority of classes in Special Education are self-contained. The curriculum is driven by School Site Plans, State Curriculum Guide for Students with Moderate to Severe Disabilities, State Academic Grade Level Content Standards, and each individual student's IEP. Instruction is focused on improving educational and vocational skills as well as supporting the development of life skills as indicated in the student's IEP.

Classroom settings include fully integrated sites on regular school campuses, community-based instruction and special education sites. Students are served through five regional programs. The main centers for these programs are located at Mauzy School, Marchus School, Turner Elementary, Heritage High, and Liberty Transition at Liberty High School.

Mauzy School

Mauzy School provides programs at four sites for approximately 40 students who are between the ages of 3 and 22 years. These programs provide a range of services including speech and language therapy, occupational therapy, assistive technology and adapted physical education. A school nurse and school psychologist also provide services to students as needed.

The CCCOE Braille Center is located at the Mauzy School as well as offices for teachers of the visually impaired, teachers for the deaf and hard of hearing and two augmentative/alternative communication specialists who serve students in both county and district programs. In addition, California Children's Services has a medical therapy unit on site. The Mauzy Foundation is an active parent organization that provides funding for classroom equipment, materials, technology and the music program.

Marchus School

The Counseling and Education Program (CEP) provides counseling and special education services for approximately 110 students K-12 who have been identified with significant emotional and behavioral needs. The CEP operates at Marchus School in Concord. Marchus School provides a rich level of support staff including school social workers, school psychologists, a speech therapist, school nurse, and an occupational therapist. The staff members work collaboratively to help each student meet the social, emotional, academic, and behavioral goals outlined in the student's Individualized Education Program.

The academic curriculum is standards-based and CEP teachers and staff strive to provide a program similar to that which students may expect upon returning to their district school. All students have access to state adopted materials and are expected to participate in state testing. For interested secondary students, two ROP vocational training programs are based at the Marchus campus.

Turner Elementary School

The Turner Program provides special day classes and services for approximately 70 students, infant through age 22 at three different sites. Support services include speech therapy, nursing, assistive technology, alternative/augmentative communication, psychological assessment, occupational therapy, orientation and mobility for students with visual impairments, and assistance for students with hearing impairments. In addition, California Children's Services has a medical therapy unit at the Turner site. Students in the program receive instruction in a functional skills curriculum that is aligned with general education standards and benchmarks and provides access to the core curriculum.

Heritage

The Heritage Program provides special day classes and services for approximately 80 students, infant through age 22 at four different sites. Support staff members include speech therapists, nurses, an assistive technology specialist, augmentative communication specialists, school psychologists, occupational therapists, vocational transition specialists, adapted PE specialists, and instructional assistants. Additional support is provided to students with vision and hearing impairments. In addition, the California Children's Services has a medical therapy unit at the O'Hara Park site. Students in the program receive instruction in a functional skills curriculum that is aligned with general education standards and benchmarks and provides access to the core curriculum.

Liberty Transition

Liberty Transition Program provides special day classes and community based instruction for approximately 110 students in 10 classrooms across eastern Contra Costa County. Students range from 15 to 22 years in age. This program focus is to educate and challenge students to achieve their maximum potential as independent and productive members of their community. Support staff members include speech pathologists, occupational therapists, school psychologists, nurses, an adapted physical education specialist, a team of assistive technology specialists and an alternative/augmentative communication specialist.

ELL Students

Based on the 2014-2015 English Learner Data, there are approximately 30,947 or 17.7% of students classified as LEP countywide. Each district and CCCOE operates its own English Language Learner (ELL) Program. If students in any of the county programs qualify for ELL, appropriate services will then be provided to that student based on their individual need.

1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.

The development of this plan is a collaborative effort between CCCOE Programs, Technology Systems and Educational Services, which support the direct instruction of students, as well as site administrators, teachers and support staff. Meetings were held with team members through specific Technology Planning Team Meetings. The team members met through a variety of methods; there were face-to-face meetings and remote work done through Google Docs. Each individual received input from their constituents and provided feedback on the development of the plan via a shared Google document. The final review of the plan was completed by the committee and the Deputy Superintendent of Educational Services.

While each of the county programs has different goals and access to technology and funding, the general overview of the goals for each of the programs is outlined within the plan. One of the most important goals of this plan is to ensure that all students and staff are provided with equal access to technology and professional development to ensure successful implementation of this plan.

1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

The Technology Planning Team reviewed relevant research and literature to inform our vision and goals. One publication that was particularly helpful was the New Media Consortium (NMC) Horizon Report. [The NMC Horizon Report 2014 K-12 Edition](#) examines emerging technologies for their potential impact on and use in teaching, learning, and creative inquiry of K-12 education. There are several key trends in education and technology that were examined, and they are summarized below:

Rethinking the Roles of Teachers

- Using digital strategies in their work with students and acting as more of a guide and mentor
- Providing learning opportunities to students beyond the school day and walls
- Using social media and hybrid learning opportunities for students and for their own professional development

Shift to Deeper Learning Approaches and Authentic Learning Opportunities

- Supporting students as they create products, projects, and services that benefit the world around them
- Creating assignments where students have freedom of choice, including research and delivery, to increase engagement and authenticity

Use of Hybrid Learning Designs

- Offering online and blended learning opportunities to scaffold instruction and promote equity
- Addressing the range of needs present in classrooms and providing intervention and enrichment

Bring Your Own Device (BYOD)

- Expanding students' one-to-one access through the use of their own device, providing access to resources and applications online, which enrich and enhance student learning

Cloud Computing

- Cloud computing refers to expandable, on-demand services and tools accessed via the Internet (like Google Apps) and has become the standard in industry

Open Educational Resources (OER)

- Taking the place of traditional textbooks and using media (video, audio, interactivity) to enhance the learning experience
- Connecting students to informational resources, including but not limited to real-world events

Integrating Personalized Learning

- Exploring innovative ways for students to learn at their own rate and demonstrate mastery in a unique way
- Integrating digital portfolios into the curriculum, as a means of recording students' progress and creating a digital database of their knowledge

Games and Gamification

- Gamification refers to the integration of gaming elements and frameworks into non-game situations, like the classroom, for training, learning and motivational purposes (e.g. the use of badges as steps to mastery)
- Focusing on creating simulation opportunities, addressing 21st Century needs as requested by business and industry

2. CURRICULUM COMPONENT

2a. Vision for Technology Integration

Each program has drafted a vision for the use of educational technology in their sites and classrooms, to inform this section.

Court and Community Programs
Students and teachers will appropriately access and utilize state of the art technology to collaborate, access content and participate in project-based learning. They will connect with the larger world through field trips and virtual classrooms.
Career Technical Education/Regional Occupation Program
Students in ROP classes will have access to the most state-of-the-art technology tools and will be encouraged to use them to enhance learning. Online tools that contribute to a hybrid learning environment will enable students to learn as part of a global community. Teachers will be increasingly comfortable with incorporating technology in their classrooms such as virtual field trips and guest speakers, Skype, Google Docs, and online research materials.
Special Education Programs
Students in CCCOE Special Education Programs will have access to technology that will help facilitate and enhance their participation in their educational program. Technology is utilized by students to help them engage in curriculum that they may not have been able to access without technology. Classrooms have access to current technology (hardware & software). Students will learn to use technology in a safe, responsible way to become competent digital citizens. Staff will receive professional development in how to effectively use technology to engage and provide access to curriculum. Technology is utilized by staff to track data to facilitate student intervention plans.

2b. Describe teachers' and students' current access to instructional technology and current use of digital tools.

Teacher Access

The County Office has designed and maintains a Web Portal, [ed1stop](#), which provides subscription services to all of the County Programs except the Career Technical Education/Regional Occupation Program. ROPs receive this service if their school site subscribes. In addition, 17 of the 18 districts in Contra Costa County, as well as schools in 11 other counties subscribe to ed1stop. Ed1stop is a customized K-12 portal that provides standards-aligned content and tools in one place. With only one login, teachers and administrators gain access to subscription services, like Discovery Streaming and BrainPop to name just two, and other commonly used educational services on the Internet. All teachers in the participating CCCOE Programs have access to the Internet and to the [ed1stop web portal](#) at school and home. All special education teachers have access to laptops enabling them to access student records from home while maintaining privacy. Participating students and their families are given an ed1stop password, which allows them to access these resources from home.

Teacher Survey

In April, 2015, we asked teachers and administrators to complete a [Google Survey](#) to find out their current use of digital tools. (ROP teachers were not surveyed because they are not employees of the County Office.) This data was analyzed by the Technology Plan Team. The survey results are summarized in the following sections.

Teachers use digital tools in a number of ways appropriate to their classroom settings. Teachers were asked to describe their current practice of using technology in instruction on a scale of 1 to 4:

1 - I seldom use technology to deliver instruction.

2 - I almost exclusively use whole group presentation style either using smartboards, slideshow presentations, or other instructional software or websites to demonstrate concepts or instructions.

3 - I often use whole group presentation style, but sometimes facilitate students in their use of a variety of information resources and hands-on activities.

4 - I almost exclusively facilitate student learning by encouraging students to use information, resources and hands-on activities.

Overall, their average rating was 2.7. Teachers from each program rated themselves:

- Court and Community 2.6
- Special Education 2.7

Court and Community Schools

The student population in the Court and Community Schools has unique needs. Assessing student abilities and progress is a critical component of helping students achieve. There are multiple databases used to track student behavior, attendance, academic progress, special needs and the results of evaluations. As students frequently move between programs, the ability of staff to access this information is key to helping them individualize the student learning experience. In addition, students have access to a range of programs that provide individualized instruction and feedback to the teachers on student abilities and progress, delivering individualized curriculum based on each student's particular needs.

Students use technology to support their individual programs, which may include projects, regular classroom assignments, portfolio development, computer-based research, instruction and evaluation. Students use high school equivalency preparation software, online courseware and various intervention programs. Additionally, all ELL students have access to language software. Students at Delta Vista or Mt. McKinley have access to these tools during supervised school hours. During this time, students and teachers have access to a range of programs that provide individualized instruction and also feedback to the teachers of student abilities and progress. STAR Renaissance reading and math programs are used for pre and post assessment of students.

Computers are located in the Assessment Center, computer lab and in all classrooms. Additionally each site has laptop carts for one-to-one computing access. At Mt. McKinley the students who are allowed to leave their living units can access a Computer Lab at the site. At both of the Court School facilities students have access to the Contra Costa Library on site. Students use classroom computers to research and reserve library books that are delivered to them. In addition, students who are allowed can visit the Library on site to research and check out books.

Due to the nature of the programs, students and staff at Golden Gate Community Schools have access to technology at the school sites only during the school day. Filtering software has been added to the computers to restrict the use of the Internet at these sites. All teachers have access to an Internet capable computer in their classrooms. Teacher computers have the County Office standard suite of software installed plus any additional software needed for their specific program. Teachers have access to the ed1stop web portal at school and home.

In our April 2015 survey, teachers were asked how often their students get to use various technology strategies for learning. Of the Court and Community teachers that responded, below you can see the percent of teachers that responded with daily, weekly, infrequently or never.

Court & Community Schools

How often do students in your classes use technology to:	Daily	Weekly	Infrequently	Never	N/A
Access class information online (assignments, calendars, etc.)	11	22	44	0	22
Access the Internet for research	44	0	56	0	0
Collaborate with other students	33	11	44	0	11
Collaborate with audiences globally	0	22	67	0	11
Participate in online projects	11	11	78	0	0
Produce products designed by the teacher	22	11	67	0	0
Produce products of their own design	11	22	67	0	0
Produce work intended for audience beyond the classroom	0	11	78	0	11

Career Technical Education/Regional Occupational Program (ROP)

Depending on the class, ROP teachers utilize a variety of technology tools to enhance learning and instruction as required by their ROP course curricula. Each ROP class has specialized technology and equipment, which students utilize to master industry-specific competencies and to meet learning objectives. For example, if a student is in Auto Technology he/she will become proficient in the use of digital vehicle diagnostic tools. In this type of class there is usually a 10:1 student to computer ratio. In Graphic Design, there is a 1:1 ratio and students learn to use computer applications such as Adobe Photoshop or Illustrator. Robotics Engineering Technology classes utilize computers, and specialized robotics kits for the design, construction and programming of robots for the national competitions. Biotechnology students do in-depth research and advanced laboratory experiments using the information available from a variety of online universities and industry resources. Students are encouraged to collaborate and research online and to utilize as many technical resources as possible in the completion of their projects. Teachers also use

technology as a tool to develop and present lessons, collaborate with colleagues, communicate with industry advisors, and maintain their classroom and student records.

Special Education

Teachers use technology daily. Computers are used for student attendance, progress reports, Individualized Education Program (IEP) writing, service logs, email, to access web-based lessons, access to the ed1stop portal, and to communicate with parents. Other technologies such as the iPad, iTouch and PC chats, appropriate cell phone communication and video cameras are used in some classrooms for instruction as well as data collection to document students' progress.

Students and teachers use technology regularly and in alignment with each student's IEP. Software and access devices are available to allow students with challenges to access curriculum in the classroom. Adaptive technologies for computers, such as touch screens, interactive switches, Intellitools, Intellikeys, Dragon Speak and Proloquo2Go are used to allow students access to the core curriculum.

Where appropriate, students are currently using computer programs to supplement their core curriculum. Video cameras and digital video editing tools are currently used in some classrooms to enhance learning activities related to communication and the visual and performing arts. The Marchus School program has continued to emphasize the utilization of ed1stop resources and has also focused on daily integration of Neo 2 technology to improve their writing skills.

In our April 2015 survey, 16 special education teachers responded to our teacher survey. They were asked how often their students get to use various technology strategies for learning. Below you can see the percent of teachers that responded with daily, weekly, infrequently or never.

How often do students in your classes use technology to:	Daily	Weekly	Infrequently	Never	N/A
Access class information online (assignments, calendars, etc.)	0	12	25	0	63
Access the Internet for research	6	25	31	0	38
Collaborate with other students	13	13	30	0	44
Collaborate with audiences globally	0	0	50	0	50
Participate in online projects	0	0	50	0	50
Produce products designed by the teacher	0	13	56	0	31

Produce products of their own design	0	6	56	0	38
Produce work intended for audience beyond the classroom	0	0	69	0	31

Replacement Policy

The Contra Costa County Office of Education has set the lifespan of a computer at 3-5 years. After three years, the machine may remain in circulation if it is useful but may be removed from inventory. Computers that are broken beyond cost-effective repair or are functionally unwanted will be discarded via County Office of Education policy. (The current procedure for discarding computers is to donate them to County Special Ed, Alternative Education, ROP, District or School sites. If none of these entities want to receive the discarded computers they are first broken down and used for spare parts then disposed of by the General Services department.) CCCOE Programs refresh computers every 3-9 years depending on their purpose. If a computer is removed, it is re-purposed if possible at another Program location. Computers used by the Technology Systems department professional development and portable labs are donated to CCCOE County program schools.

Equitable Access

CCCOE will ensure all students in their individual program will have appropriate and equitable access to multiple forms of technology. CCCOE is committed to ensure that the instructional and support needs of the organization are appropriately balanced.

- All students in CCCOE programs will have equitable access to technology, where appropriate, to support achievement of the academic standards in the classroom, curricular goals, and ultimately for success in the workplace.
- The technology goals and objectives for student sub-groups, such as Special Education and Court and Community Students, are the same as for all other students, although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active IEP will have access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team.

2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA’s curricular goals that are supported by other plans. Describe how the LEA’s budget/Local Control and Accountability Plan (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.

The goals of this plan align to our [Local Control and Accountability Plan](#) (LCAP) and other planning documents as appropriate. The goals and actions that were particularly aligned to this technology plan are summarized in [this document](#). LCAP Goal 2 was most pertinent to this section of the plan:

Provide programs and supports to address students’ specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.

The LCAP budget supports this goal in the following ways:

Year 1	Year 2	Year 3
Upgrade computers & devices \$20,000	Upgrade computers & devices \$20,000	Upgrade computers & devices \$20,000
Access to online courses \$12,000	Access to online courses \$15,000	Access to online courses \$15,000
Licenses for career interest software and other resources \$1,000	Licenses for career interest software and other resources \$1,000	Licenses for career interest software and other resources \$1,000
ELD materials & software \$5,000	ELD materials & software \$5,000	ELD materials & software \$5,000

Goal 2c: Students will utilize technology tools and resources to enhance their learning in order to be prepared to be productive citizens.

Timeline	Activities	Person(s) Responsible
Court and Community		
Year 1, 2, 3	Teachers will participate in ongoing training in the use of the ed1stop portal, other tech tools and in incorporating technology into instruction.	Site Administrators
Year 1	Teachers will create projects that students will implement in the core subjects that incorporate technology.	Teachers and Administrators
Year 1, 2, 3	Students will utilize tech presentation tools to present projects to class.	Teachers and Instructional Aids (IAs)
Year 2, 3	Students will access online math tools to access math curriculum.	Teachers and IAs
Career Technical Education/Regional Occupational Program		
Year 1, 2, 3	New technologies will be phased in as the teachers are trained. Potential trainings would include Google Docs, Prezi, GoToWebinar, Inspiration, Google Slides, Emaze, Popplet, Schoology and Lucidchart.	Program Director, Principals, Teachers
Year 1, 2, 3	Teachers will incorporate technologies in their curricula and lesson plans.	Teachers
Year 1, 2, 3	Students will use current technologies to create presentations and projects and share them on class or teacher websites.	Teachers
Year 1, 2, 3	Students will be exposed to the latest online resources and instructional methods and strategies.	Teachers

Special Education		
Year 1, 2, 3	Students will access assistive technologies that provide access and support mastery of IEP goals.	Teachers, Assistive Technology (AT) Specialist, RS Providers
Year 1, 2, 3	Students will utilize the ed1stop portal and other tech tools in student learning.	Teachers, IA's, AT Specialist, RS Providers
Year 1, Year 2	Explore ways to have students access Google Docs or another cloud collaborative tool.	Administrators, CCCOE Tech Team
Year 3	Teach students to use Google Docs or another cloud collaborative tool for writing projects including the whole writing process, editing, collaborating and submitting work to teacher.	Teachers, IA's, AT Specialist, RS Providers
Year 2	Students will learn to use technology for multimedia presentations.	Teachers, IAs, AT Specialist, RS Providers

2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and digital literacy skills needed for college and career readiness.

Goal 2d: Students will acquire and use technology and digital literacy skills needed to succeed in the classroom and beyond.		
Timeline	Activities	Person(s) Responsible
Court and Community		
Year 1, 2, 3	Students will receive training in using multimedia, PPT or Prezi for example, for presentations.	Students and Teachers
Year, 1, 2, 3	Teachers create assignments and activities that ensure students acquire technology and information literacy skills.	Teachers and Administrators
Year 1, 2, 3	Students will be aware of the etiquette of using online tools and will understand the importance of verifying the legitimacy of online information.	Students and Teachers
Career Technical Education/Regional Occupation Program		
Year 1, 2, 3	Teachers will create lessons which require students to validate, research and synthesize accurate information into a completed project or report.	Teachers
Year 1, 2, 3	Students will be aware of the etiquette of using online tools and will understand the importance of verifying the legitimacy of online information. Common Sense Media and NetSmartz will be incorporated in lessons as appropriate.	Teachers
Year 1, 2, 3	Students will use technology to communicate and collaborate with other students, their instructors and with people around the world. Technologies will include but are not limited to Google Docs, online communities, virtual	Teachers

	field trips, live streaming, online daily bulletins, e-newspapers, and video-conferenced lessons.	
Special Education		
Year 3	Teach students to use Google Docs or another cloud collaborative tool for writing projects including the whole writing process, editing, collaborating and submitting work to teacher.	Teachers, RS Providers
Year 1, 2, 3	Students will learn to understand and evaluate different types of resources available (including traditional and digital resources) to conduct research projects. Common Sense Media and NetSmartz will be incorporated in lessons as appropriate.	Teachers, RS Providers
Year 1, 2, 3	Students will learn the basic skills needed to easily use technologies available (e.g. typing, using a mouse, touch screen, right click, copy and paste).	Teachers, RS Providers

2e. Describe goals and an implementation plan, with annual activities, to address Internet safety and the appropriate and ethical use of technology, including Assembly Bill (AB) 307 and Children’s Internet Protection Act (CIPA) compliance, in the classroom.

Goal 2e: CCCOE will increase student and teacher awareness of Internet safety and ethical use of technology through instruction, which will address plagiarism, copyright, fair use, online safety and cyberbullying.		
Timeline	Activities	Person(s) Responsible
Court and Community		
Year 1, 2, 3	Students receive Internet safety training during orientation using an Internet Safety curriculum to understand how to protect their online privacy and avoid online predators.	Assessment Specialist

Year 1, 2, 3	Teachers model lawful use of online content through development of student activities and projects.	Teachers
Year 1, 2, 3	Introduce teachers to digital citizenship curricula and encourage regular lessons to address issues such as cyberbullying, plagiarism and validating resources.	Administrators
Career Technical Education/Regional Occupational Program		
Year 1, 2	Research a partnership with existing digital citizenship organization(s), including Common Sense Media and NetSmartz.	Program Director, Principals
Year 2, 3	Introduce teachers to digital citizenship curricula and encourage regular lessons to address issues such as cyberbullying, plagiarism and validating resources.	Program Director, Principals
Year 2, 3	Develop and share a video archive for teachers of professional development presentations on digital citizenship.	Program Director, Principals and Technology Systems
Year 1, 2, 3	Monitor student adherence to district's Acceptable Use Policies.	Teachers
Special Education		
Year 1	Collaborate with Technology and Curriculum and Instruction departments to develop a series of workshops and create a timeline for implementation.	Program Director, Principals and Technology Department
Year 1, 2, 3	Teachers model lawful use of online content through development of student activities and projects.	Teachers
Year 1, 2, 3	Teachers implement Internet Safety curriculum in classrooms to train their students to understand how to protect their online privacy and avoid online predators.	Teachers

3. PROFESSIONAL DEVELOPMENT

3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

Career Technical Education/Regional Occupational Program (ROP)

As described in [section 2b](#), ROP is a unique program with 35 sites, including every comprehensive high school in Contra Costa County and four additional in northern Alameda County, overseen by three administrators. Most teachers in ROP teach introductory district courses as well as cutting-edge, industry-related courses. For example, an ROP construction technology teacher might also teach a wood 1 and wood 2 course. Professional development needs are addressed in unique ways to meet the very specific demands of the various courses. Workshops, trainings, summer [IISME externships](#), [CUE conference](#), and [UCCI](#) seminars, which bring academic and Career Technical Education teachers together to create integrated courses such as automotive physics or construction geometry, are examples of professional development in which ROP teachers participate.

ROP administrators are also encouraged to improve their use of technology. They participate in trainings offered by the CCCOE and attend workshops designed to help administrators integrate technology in their work.

Depending on the class, ROP teachers are proficient in a variety of technology tools that enhance learning and instruction as required by their ROP course curricula. Each ROP class has specialized industry-specific technology and equipment, with which teachers are proficient. These technologies range from digital vehicle diagnostic tools to graphic design applications such as Adobe Photoshop or Illustrator to robotics engineering technology. Teachers also use technology as a tool to develop and present lessons, collaborate with colleagues, communicate with industry advisors, and maintain their classroom and student records.

ROP teachers benefit from collaboration days. Since they are often the only people on their campuses teaching a particular subject, they have little time to collaborate with job-alikes. ROP arranges for them to meet as a group (i.e. all Sports Medicine teachers) to review curriculum, share lesson plans, get updates on current trends from their industry advisors and demonstrate to one another new technologies.

The more than 200 ROP teachers are only convened as a group twice a year. The Fall Inservice is generally reserved for information sharing while the spring event is a student awards ceremony. The fall event, therefore is an excellent opportunity to provide professional development that is relevant to them all.

Court and Community Programs and Special Education

In April 2015, we asked teachers and administrators to complete a [Google Survey](#) to find out their skills and needs for professional development and their current use of digital tools. (ROP teachers were not surveyed because they are not employees of the County Office.) This data was analyzed by the Technology Plan Team. The results are summarized in this section.

Teachers' Current Skills and Proficiency

Teachers were asked to choose the statement that best describes their technology skill level from 0, not a technology user to 4, a technology leader. Most teachers described their technology skills as average or good.

<i>"Choose the statement that best describes the level of your technology skills from 0-4."</i>	
Court and Community	2.4
Special Education	2.6

Teachers' Strengths

Teachers were asked to rate how prepared they were to use a number of instructional technology applications on a scale of 1 to 3, 1 not prepared, 2 somewhat prepared and 3 fully prepared.

Teachers in all three programs rated themselves above 2.5, in the following areas:

- ed1stop
- Accessing Online Videos
- GroupWise (email/calendar)
- Basic to Intermediate MS Word
- Using Technology in Instruction

Teachers' Needs for Professional Development

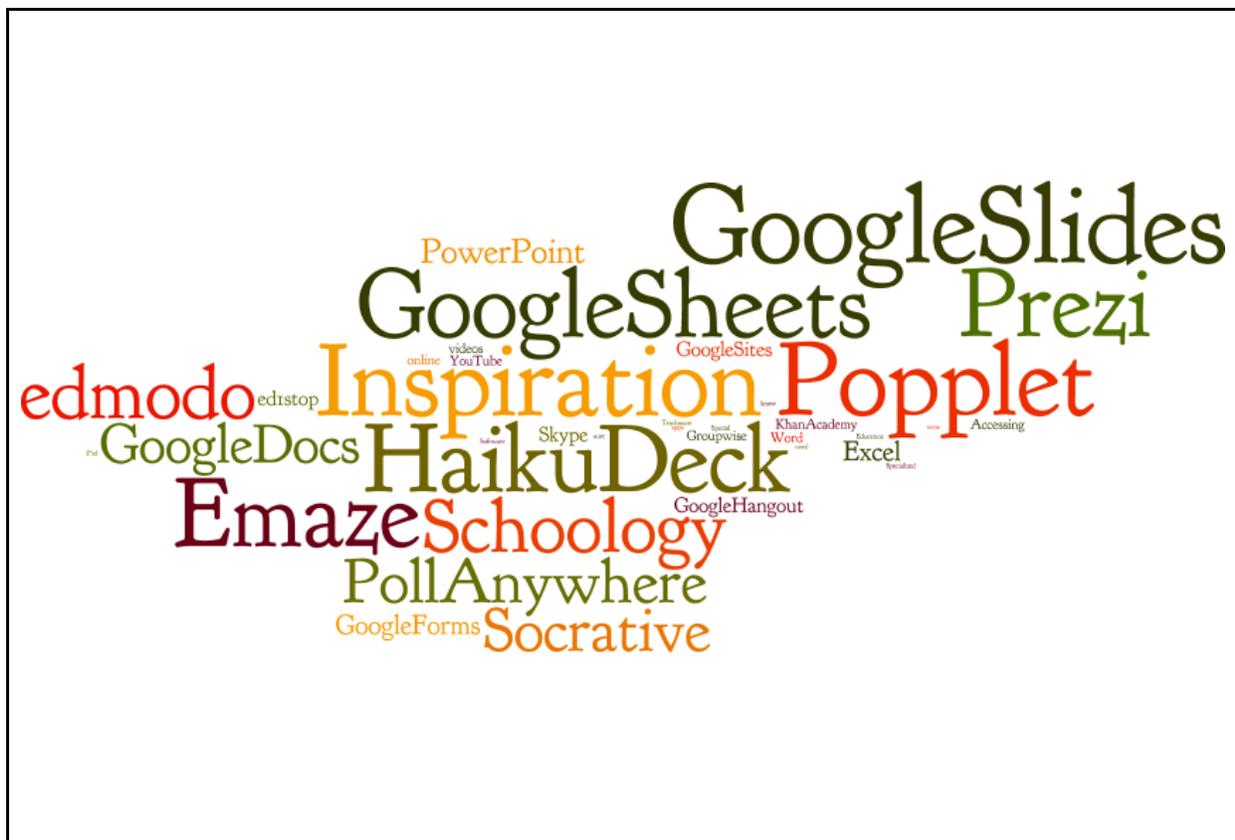
The following are the types of tools that teachers rated themselves less prepared to use (teachers rated themselves a 1 or 2):

- Content specific applications
- Interactive whiteboard
- Videoconferencing
- Graphic organizers like Popplet/Inspiration
- Google Forms
- Integration of web 2.0 tools
- Learning Management Systems like Schoology and Haiku

- Web Presentation Tools
- Video Production
- Intermediate Excel
- Intermediate PowerPoint

Teachers were asked to check off technology tools that they wanted more training in, and as our word cloud demonstrates, the following were requested the most:

- Google Slides (similar to PowerPoint)
- Graphic Organizers (Inspiration or Popplet)
- Google Sheets (similar to Excel)
- Haiku Deck, Emaze and Prezi (web presentation tools)
- Schoology and Haiku (learning management systems)
- Socrative and Poll Anywhere (student response systems)



Administrators' Current Skills and Proficiency

In April 2015, administrators were also asked to complete the [Google Survey](#) to find out their skills and needs for professional development. When asked to choose the statement that best describes their technology skill level from 0, not a technology user, to 4, a technology leader, they rated themselves as 3 or 4:

3 = My skills are very good. I use a variety of technology tools, and I use them effectively for all aspects of my job.

4 = I am a technology leader. I use technology efficiently, effectively and in creative ways to accomplish my job. I teach others to use technology resources.

Average of "Choose the statement that best describes the level of your technology skills."	
Administrators	3.3

Administrators' Strengths

On a scale of 1 to 3, 1 not prepared, 2 somewhat prepared, and 3 fully prepared, administrators in all three programs rated themselves above 2.5, in the following areas:

- ed1stop
- Accessing Online Videos
- GroupWise (email/calendar)
- Basic to Intermediate MS Word
- Using Technology in Instruction

Administrators' Needs for Professional Development

This table reveals the types of tools that they rated themselves less prepared to use on a scale of 1 to 3:

Video Production	Graphic Organizers	Web Presentation Tools	Web Conferencing	Google Sheets and Slides	Web 2.0 tools
1.7	1.3	1.3	1.7	1.7	1.7

Administrators were also asked to check off technology tools that they wanted more training in; the following were requested the most and are reflected in the word cloud:

- Google Docs
- Web Presentation Tools (Haiku Deck, Emaze and Prezi)
- Graphic Organizers (Inspiration or Popplet)
- Google Sheets
- Google Slides
- Learning Management Systems like Schoology and Haiku
- Web 2.0 Tools like Socrative and Poll Anywhere



3b. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on a LEA needs assessment.

Goal 3b: Teachers and administrators will receive adequate training to proficiently and effectively utilize technology to enhance instruction, support student learning and prepare students to be productive citizens.

Timeline	Activities	Person(s) Responsible
Court and Community		
Year 1, 2, 3	Teachers will be trained in the use of online, electronic learning resources to facilitate collaborative learning and teaching and improve student learning.	Teachers and Administrators
Year 1, 2, 3	Teachers will participate in ongoing training to use technology to track student progress and use technology to enhance teaching.	Teachers and Administrators
Year 1, 2, 3	Review Administrator survey results and determine needs.	Program Director

Career Technical Education/Regional Occupation Program		
Year 1, 2, 3	Teachers will be trained in the use of online, electronic learning resources, such as Google Apps, virtual field trips, online communities, to facilitate teaching and improve student learning. Other potential trainings could be done on Google Docs, Prezi, GoToWebinar, Inspiration, Google Slides, Emaze, Popple, Schoology, and Lucidchart.	Program Director, Principals, Technology Systems
Year 1, 2, 3	Review Administrator survey results and determine needs.	Program Director
Year 1, 2, 3	Teachers will be trained to develop a plan for integrating student Internet safety and ethical use of technology where appropriate in their courses.	Program Director, Principals, and Technology Systems.
Special Education		
Years 1, 2, 3	Teachers will be trained in the use of online, electronic learning resources to facilitate collaborative learning and teaching and improve student learning.	Program Director, Principals, Teachers
Years 1	Review Administrator survey results and determine needs.	Program Director, Principals
Years 1, 2, 3	Teachers will participate in ongoing trainings to use technology to track student progress and enhance teaching	Program Director, Principals, Teachers
Years 1, 2, 3	Teachers will participate in ongoing trainings to use technology to maintain service logs, track data, conduct state assessments and write Individualized Education Plans using web based programs	Program Director, Principals, Teachers

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT

4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware

The onsite CCCOE training facility contains a collection of laptops, both Macintosh and PC based. This allows attendees to pick their platform. The age of these laptops range from 2 to 6 years. The training facility seats 24 students. It has both, switched (wired) networking available at each of four tables and 802.11b/g/n wireless connectivity. For video conferencing, we have three Polycom units that utilize video over IP. In addition, we use a cloud based solution called GoToMeeting. Our agency has 10 accounts which provide for online meetings and webinars. Lastly we use the K20 Video Bridge and desktop client software as a conference and meeting tool. These conferencing solutions are used for many of our County and State videoconferences, saving our Program and Districts travel expenses and time. One example is our regular Technical Advisory Council (TAC) meetings providing access to the far-east side of the County via video conferencing. We utilize three Video Conferencing bridges provided to us by the California High Speed Network (HSN) that enable multiple schools sites to connect to video conferences at the same time without purchasing their own bridging equipment. Recording capabilities are also provided that allow streaming playback on-demand across the County network.

We maintain two Linux-based Web/Email servers and one GroupWise Mail Server that host tens of thousands of web pages and 1000 email accounts. Our GroupWise Server is an enterprise email and calendar system post office, which provides email and calendaring to all CCCOE and Program staff. Our office also serves up over 25 different Web-based database solutions that run on seven unique Windows servers in our network DMZ. Enterprise virus hardware and software protects all incoming email from email-born viruses. The Communication's Manager is a full-time staff position to support our Wide Area Network services.

The Local Area Network (LAN) at the CCCOE central office utilizes Cisco POE switches with fiber optic gigabit uplinks. The CCCOE DO and four of our 6 county owned facilities run Cisco VOIP systems managed at the CCCOE Main Office. All desktop workstations (150) at the CCCOE main office have 100MB connectivity. 802.11bgn wireless networking is also available throughout the entire building. A full time position, HelpDesk Repair Technician, is employed to support the CCCOE Main Office users and equipment. Our file servers run Novell with two redundant Checkpoint appliances as our security firewall.

All workstations are on a 3-5 year replacement cycle with Windows 7 as our current operating system. Software is highly standardized with Microsoft Office 2010 professional installed throughout the building. Database users have FileMaker Pro v11 and/or v14.

All CCCOE users utilize a web based trouble ticket system to place help tickets that are responded to by six desktop support technicians. Our trouble ticket system, called eHelpDesk contains a

module for asset management. All computer devices are given an asset tag number and entered in the Asset system. All trouble tickets are associated with the asset tag number of the device being worked on and the user id of the individual who entered the trouble ticket.

Our Special Ed, Court and Community Schools and ROP sites have 10/100 Ethernet networks in place. Classrooms are wired providing one to six computers in each classroom. Computer labs have been replaced by mobile laptop carts, which support learning and SBAC testing in all programs. Workstations are on a 3-8 year refresh cycle depending on the software and network demands placed on them. Computers that are refreshed at the earlier time frame of 3-4 years are repositioned in classrooms or programs where their configurations will still run the applications used in the new environment.

Existing Internet Access

The Contra Costa County Office of Education is in a unique position as our technology infrastructure not only addresses our Curriculum and Professional Development section but also supports our 18 school districts in various areas and capacities. We are an Internet Service Provider (ISP) for our Programs and Districts. CCCOE connects to the K12 High Speed Network/CENIC. This connection provides a 10Gbps connection to the K12 HSN Network through a 10 Gbps ring connecting CCCOE to Marin COE on one end and the K12 HSN Sunnyvale POP on the other. We currently only have 2 Programs and/or Districts connecting to CCCOE with one or more 1.54MB T1 lines. Twenty-four of our Districts and/or Programs are connecting to CCCOE with fiber circuits utilizing 5 Mps to 1 Gps connections. We provide the connectivity for all these circuits to give our Programs and Districts the flexibility they need to connect to CCCOE with the technology that best fits their needs.

All of our County owned sites have been upgraded to fiber connections back to the County Office of Education. The remaining sites use a T1 Connection that connects to another site or directly to the CCCOE main office for WAN and Internet connectivity. Court and Community Schools and ROP are utilizing DSL lines at satellite sites for Internet connectivity. ROP classes held at any of our 18 district high school sites, share that district high schools Internet connectivity.

For CIPA compliance, WebBoss servers perform filtering for CCCOE offices and school program sites.

Existing Electronic Learning Resources

CCCOE Network staff support the WAN connectivity, Email, Calendar and Web page issues of all three Programs. CCCOE Network staff conduct regular meetings with all Program technical support staff to help coordinate the support effort throughout CCCOE Programs. Meetings include short tutorials on new and existing technologies, new standards and procedures, and troubleshooting discussions developed to better support our students, teachers, and staff. The technology systems department provides short instructional online (web based) videos to assist staffing in learning the communication tools provided to staff.

Microsoft Office is the standard office suite at all sites. GroupWise is the standard mail client. Most of these programs also subscribe to the county portal, ed1stop. Ed1stop is a customized K-12 portal that provides standards-aligned content and tools all in one place. With only one login, teachers and administrators gain access to subscription services such as Learn 360, Grolier Online, Teacher Created Materials, Soundzabound and other commonly used educational services on the Internet.

Existing Technical Support

CCCOE Network staff supports all CCCOE Program site servers and network services. Six computer desktop technicians provide desktop and user support. Special Education has two full-time support technicians. Court and Community schools have one full-time technician and one full-time network engineer. ROP has two full-time support technicians. One CCCOE WAN network manager is responsible for all WAN connectivity issues. A Network Engineer is responsible for all web system development. A LAN Network Manager is responsible for Student Information Service infrastructure, server deployment and LAN infrastructure. There is one full-time student information technician. A Project Network Manager supervises and is responsible for all desktop-support technicians.

The Ed1Stop portal, which provides electronic learning resources, is supported by one full-time staff member.

4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Hardware Needed

We need to upgrade our CCCOE teaching lab with new laptops. We need to upgrade our wireless access points in all our sites within the next two years. We are preparing to apply for E-rate Category 2 Funding for E-rate Year 20 to provide funding for this project. We need to continue refreshing our student computers and mobile labs to keep our technology within the 3-7 year refresh window. We need to upgrade to a new Cisco model our ISP Edge Router by 2017. We are on schedule with our Server refresh cycle which is 3-5 years. We have budgeted annually to keep our Server infrastructure upgraded.

Electronic Learning Resources Needed

We see a need to provide a shared cloud drive for students and teachers. We are working on a teacher cloud drive solution and will be working with vendors to provide a home dropbox-like interface for students.

Networking and Telecommunications Infrastructure Needed

We are applying for an E-rate funded project that will place our Liberty Special Education site on the CCCOE network. We will provide the wiring and hardware infrastructure to provide Internet access to the Liberty site, moving them off the Liberty UHSD network.

We have applied for a Category 2 wireless infrastructure upgrade project for our Court and Community schools, which will upgrade our internal switches and wireless access at those sites. We have applied for a Category 1 E-rate funding to upgrade our Detention Center Adult Education sites from copper to fiber connections. We need to upgrade the Internet bandwidth for each of these sites.

Due to the increased bandwidth requests from our ISP customers (Districts), we have applied to K12 High Speed Network for an additional 10 Gig connection to the Internet. HSN has notified us we are slated for a second 10 Gig connection in 2016.

Physical Plant Modifications Needed

No physical plant modifications are needed within the next three years, besides the minor additions of some cabling infrastructure to accommodate the moving of portable classrooms and individual moves and changes.

Technical Support Needed

Our current technical support FTE is adequate in meeting our technical support needs as we have added two position in 2015.

5. MONITORING AND EVALUATION COMPONENT

5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Under the direction of the Superintendent, the Chief Technology Officer (CTO) coordinates the evaluation of the Technology Use Plan (TUP). The County has established several communication measures that the CTO will use to monitor and evaluate the course of this plan. The forums include:

CCCOE Tech Committee Meeting – To continue an objective assessment of the plan, the Tech Committee, which is composed of representation from all stakeholders, will meet once a year to review the course of the plan and make recommendations to the cabinet. The Chief Technology Officer, as the chair of this committee, will be responsible for organizing these meetings and presenting the findings to the cabinet.

Other committees housed at the County that will also have a role in overseeing the implementation of this plan are:

- Technology Systems Department Staff
- Technology Sub-Committee

- Technology Advisory Committee (TAC)

At each of these above committee meetings, items and activities addressed in this technology plan will be an agenda item to be discussed within the appropriate committee and at the appropriate time of the year. Activities that have occurred and need revision will be discussed and recommended to the CCCOE Tech Committee for plan addendum or revision where necessary. The CTO will then review recommendations from the Tech Committee for plan updates.

5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to Tech Plan stakeholders.

The Superintendent or designee will monitor and evaluate the overall progress of the plan. Under the direction of the Superintendent, the Chief Technology Officer will prepare and deliver an annual report to the Cabinet on the course of the Technology Use Plan. Included in this report will be recommendations for modifications and improvements.

The Chief Technology Officer will conduct an annual progress report and assessment meeting with the Program Directors for ROP, Special Education and Court and Community Schools. This meeting will provide the information for the Annual Technology Report to Cabinet described above.

Information related to the Technology Plan (meeting minutes, updated plan, updated surveys, related policies, and associated documents) will be published and maintained on the CCCOE Web site: <http://www.cccoe.k12.ca.us/technology/index.html>

Each program director will evaluate and communicate implementation progress on an annual basis for their sites. Described below is the process and frequency of communicating evaluation results to tech plan stakeholders.

Evaluation Instruments and Communication	Frequency	Responsible
Court and Community		
Evaluation Instruments: <ul style="list-style-type: none"> ○ Classroom visits ○ Agenda of fall inservice ○ Teacher and student surveys 	At least monthly Annually Annually	Principals Director
Communication: <ul style="list-style-type: none"> ○ Newsletter ○ Staff meetings 	Annually Annually	Principals

Career Technical Education/Regional Occupational Program (ROP)		
Evaluation Instruments: <ul style="list-style-type: none"> ○ Classroom visits ○ Agenda of fall inservice ○ Teacher and student surveys 	At least monthly Annually Annually	Principals Director Principals
Communication: <ul style="list-style-type: none"> ○ Newsletter ○ Course Catalog ○ Student projects highlighted ○ WASC Report 	Semi-annually Annually Annually Every 6 years	Director Director Principals ROP Leadership
Special Education		
Evaluation Instruments: <ul style="list-style-type: none"> ○ Classroom visits ○ Teacher surveys 	Bi-annually	Site Principal
Communication: <ul style="list-style-type: none"> ○ Staff meeting agenda item 	Bi-annually	Site Principal