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Williams Unified School District Technology Plan

Williams is a small rural farming community approximately 60 miles north of Sacramento, located in Colusa County. The City of Williams has a migrant camp that houses farm labor families from mid-April to the end of October each year. The migrant population makes up approximately 50% of the school population.

Williams Unified School District (WUSD) schools are situated on 49 contiguous acres within city limits. There are approximately 1323 students enrolled in kindergarten through twelfth grade. From these 76% of the students are limited English speakers and 83% of students are on free or reduced lunch. All schools in the WUSD are Title 1 schools. There are two major languages spoken: English and Spanish. Mid Valley High School is a continuation high school that is located at the contiguous district property. It normally has a student population of about 20 students. In November, after the Migrant Worker's camp closes, the student population decreases and some students leave WUSD. The WUSD is committed to technology integration within all classrooms.

1. PLAN DURATION

1a. The plan should guide the district's use of education technology for next 3 years.

This technology serves for both EETT and E-rate purposes.

- 1a.1 The plan will cover a period of three years starting July 1, 2014 and ending June 30, 2017.
- 1a.2 Expected student outcomes in three years as a result of technology use:
 - All students will develop proficiency with the use of technology to complete smarter balance assessments. Common Core standard base curriculum assessments will be practiced using technology.
- 1a.3 Expected staff outcomes in three years as a result of technology use.
 - Staff currently access email for memos and bulletins. They currently store files on a network drive where they can print and retrieve files. They currently access a student records system, called Aeries, for information on students and their families. Students, Parents and Teachers utilize ABI (Aeries Browser Interface) to access attendance, assignment and grade information. ABI is available both on campus and off campus via the internet. Teachers currently use ABI to track student over all progress. Accelerated Math is used to reinforce and reassess student progress in comparison with the initial assessment taken at the beginning of each year. Lexia Reading Counts and Inventory is used to assess and test students based on common core State standards. Technology use will also be integrated into their curriculum to support common core State standards.
 - Teachers will increase the use of technology to access and teach Web 2.0 technologies such as collaboration by way of Wikis and Blogs at e-Chalk or another similar vendor who will be selected each year during the e-rate process.
- 1a.4 Expected technology outcomes; infrastructure, hardware, tech support and software in three years.
 - The infrastructure includes Internet access in all classrooms with desktops receiving 1 gig of data. A high-speed connection between CCOE and WUSD is 20 Megabytes. As more web based applications are implemented and with the common core testing we are expecting to increase to a minimum of 60 Megabytes. All school sites will have wireless access and laptops or tablets for students to use. The computer ratio in the grades 4-12 will be 2:1. In grades k-3 the students to computer ratio will be 4:1. Technical support includes a full time technology coordinator that works with the county office of education technical staff to provide network and desktop support. In addition to the district

contract for one day a week of technical support. The WUSD technology coordinator provides software support to the staff. The WUSD uses Office 2007 and Windows 7 operating system as well as Android Tablets and Google applications. This will be our standard for any new purchases.

- 1a.5 Expected funding/budget outcomes in three years.
 - The WUSD will fund the cost of a technology coordinator and 20% FTE support staff. District funds are budgeted to upgrade hardware through purchase and leasing options. As facilities are remodeled, funds will be used to design state of the art technology centers. In addition funds will be awarded from the local control funding formula. An average of \$100,000 is provided in the annual budget to support the Technology Plan and student achievement.

- 1a.6 Expected monitoring and assessment outcomes in three years.
 - The superintendent, principals, and technology staff on an annual basis will perform monitoring of expected outcomes. The site councils will review the technology plan and analyze how the technology plan is helping students to reach WUSD goals. The WUSD school board receives annual updates on the progress of the technology plan from the superintendent and principals. The WUSD School Board also reviews and adopts the technology plan.

2– STAKEHOLDERS

- **2a. Describe how a variety of stakeholders from within the school district and the community-at-large participated in the planning process:**
 - Williams Unified School District is located in Colusa County. It is a small rural county that has an economy primarily based on agriculture. The population of the county is approximately 21,000. WUSD has a student ADA of around 1325. Teachers, administrators and community members serve on many boards and committees at the same time. The size of the planning team reflects this small rural community and the multiple commitments of each person on the team. Representatives from K-12 staff participate on the planning team. Parents from all school site councils volunteered to participate on the planning team. Two principals and the district technology coordinator are leading the planning team. Input was provided by community members through the SSC, District advisory council site school board meetings.

Technology Planning Team: (List members)

Position	Organization
Technology Coordinator	Williams USD
Elementary teachers	Williams USD
Secondary teachers	Williams USD
Elementary Principal	Williams USD
High School principal	Williams USD
Parent	Site Council
Parent	District Advisory Council
Business partner (Officer Maldonado)	WPD City of Williams

3. CURRICULUM COMPONENT

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

- 3a.1 Each teacher, administrator, and support staff has access to a computer with a printer. All classrooms are equipped with computers, printers, LCD projectors. The rooms are connected to a local area network as well as a wide area network. They have email, network drives for data storage and access to the Internet. All classrooms have televisions along with a VCR, and a telephone with voicemail. Most of the Elementary classrooms have Mobie's and/or Android tablets. Most of the district classrooms have document cameras. Staff rooms have copiers, scanners and laminators available for teacher use. Teachers have access to these tools any time of day they are on campus. Secretaries have the same access to these tools.

All students have access to computers located in the classroom on a daily basis. All computer labs have classes scheduled into them during the day. After school many classrooms have students using computers to complete school assignments. In addition students use LCDs to give presentations. See Appendix A for detailed inventory.

- 3a.2 **District wide**

- Each classroom in the grades K-12 has computers for student access during the day. ELL and Special Ed students learn in mainstream classrooms and their needs are assessed annually. Additional support classes are provided with increase access to a variety of technology to support learning. Two District Libraries will be remodeled to become technology/media centers.

- **Elementary School**

- The K-3 classrooms are equipped with LCD's or a LCD capable, three to four student computers in each classroom, one student printer, one administration tablet and computer. Specific classrooms have document cameras, Accelerated Math scanners, and Mobie's and/or Android tablets. It is currently our goal to have document cameras in all of the classrooms. Each grade level has time weekly in the computer lab; there are 27 student computers with Lexia, SRI and other web based educational games.

- **Upper Elementary School**

- The 4-6 classrooms are equipped with LCD's, two to four student computers in each classroom, one student printer, one administration

tablet and computer, and one administration printer, Accelerated Math Scanners. Specific classrooms have document cameras. Each grade level has time weekly in the new tablet lab; there are 30 tablets with SRI and other web based educational games.

- All classrooms have an LCD projector, cart, laptop, DVD/VHS player and speakers for use by the students and teacher.

- **Junior High School**

- The 7th and 8th grade classrooms share a mobile cart with 26 computers that is connected to the Internet through a wireless access point. Each classroom has a minimum of two desktop computers for students. In addition each classroom has an LCD projector and a Document Camera Viewer for use by the teacher and students. Two computer labs of 24 computers each are used by classes on a sign up basis for the 7th and 8th grade students.
- All classrooms have a cart, laptop, DVD/VHS player and speakers for use by the students and teacher.

- **High School**

The 9-12 classrooms have a minimum of two student computers and as many as seven. The high school has three computer labs that are open until 4:00 PM Monday through Friday. The computers in these labs were purchased in 2013. Students have access to one of the computer labs until 4:00 pm as well as the computers in the classrooms. All classrooms have an LCD projector and a Document Camera Viewer for use by students and teacher. Two computer labs of 24 computers each are used by classes on a sign up basis for the 9th – 12th grade students.

- All classrooms have a cart, laptop, DVD/VHS player and speakers for use by the students and teacher.

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

- The WUSD provides hardware for teachers to support lesson planning, assessment preparation and teaching. Software integration that supports common core standards is being implemented in classrooms. Various program and methods allow teachers to track student progress by California State Standards. The teachers and students use core 5 based applications such as Accelerated Math, (all) Scholastic Reading Inventory, Reading Counts, (k-6) Lexia, (k-3) and Rosetta Stone (All) for learning and interim assessments. The 9-12 students and teachers currently use Sketchpad 5 for Geometry and Accelerated Math to support mathematics. These programs are used on a daily basis in the classrooms. The

high school also uses Eureka to research vocations and possible careers. Students use word processing for documents that involve research, writing and publishing of work. By the 7th grade all students prepare and do a presentation using Power Point.

- Teachers use the ABI on-line component of the student information system (SIS) named Aeries to do attendance, progress reporting, electronic grade book, grade reporting and checking on a student's academic progress through state tests such as CELDT, CAHSEE, EAP and SBAC. This is done by the classroom teacher through the Aeries Browser Interface (ABI). Parents, Students and Teachers have access to ABI both while on campus and off campus. Administrators and teachers analyze data when making curriculum decisions.
- Textbook adoption will occur in a cycle to be determined by CDE. Staff development needed to implement the technology component of new instructional materials will be implemented according to the cycle. The District will adopt textbooks for TK - 12 in Mathematics in spring 2014. They will be implemented in fall 2014.
- Aventa software is used for credit recovery courses in grades 7- 12. Students that have failed a course can enroll in courses to recover credits. Progress is monitored by credit completion and time in the course.
- Accelerated math is used in math course to reinforce and reassess students after initial instruction. Accelerated math is a supplement to the curriculum and student progress is measured by the increase in student scores on the individual assignments when compared with the first assessment.
- Benchmark assessments are given at each quarter/trimester. Benchmark assessments are specific to each course. Student progress is monitored by the number of students who are passing benchmarks at each quarter/trimester.
- Each teacher has been given the goal of assigning a technology based assignment. The technology based assignment will vary greatly in its scope, however students will be interacting with technology to access curriculum. Progress will be monitored by the teachers who assign the technology based assignment using a common rubric to be designed.
- Tablets in the classroom. Mathematics teachers are piloting wireless tablets in the classroom to enhance instructional delivery. The tablets are wirelessly connected to the LCD projectors. Teachers are using note taking models, graphing models, and other software to enhance instruction. Progress is measured by teacher participation and student grades.
- Geometer's sketchpad is a software package that is used to show dynamic geometry. Constructions and theorems are demonstrated in an interactive and dynamic way. Students can also use the software in labs to explore geometric construction. Student progress is monitored by student grades in geometry.

3c. Summary of district’s curricular goals and academic content standards as spelled out in various district and site comprehensive planning documents.

District Goals

Goals for the Technology Plan were taken from the District LEA plan and the Single Plan for student achievement for each school site. Review of student achievement data indicates a clear need to continue our program improvement focus on English Language Arts, English Language development and Mathematics. The data reviewed includes assessment scores collected from CAHSEE, CELDT, STAR, and district assessments. These goals will be evaluated annually by analyzing data from API, CST/STAR test results, CAHSEE, CELDT, local reading, writing, Math Assessments and other district assessments and tools.

The LCFF goals/priorities are included in this plan and in the LCAP.

WUSD will make every effort to do the following:

1. Meet basic conditions for student achievement by appropriately assigning teachers, adopting and implementing standards aligned instructional materials, and keeping school facilities in good repair;
2. Implementing Common Core State Standards including ELD;
3. Identifying expected pupil outcomes in subject areas specified for grades K-12;
4. Conducting valuable and effective parent involvement programs;
5. Measuring student achievement using state assessments: API, A-G completion rates, CTE path completion rates, EL proficiency and reclassification, AP Exam Scores of 3 or higher, and EAP scores
6. Improving student engagement by increasing attendance, absenteeism, dropout/graduation rate, and coordination of instruction for students who have been expelled
7. Improving school climate by reducing suspension /expulsion rates, increasing learning time and opportunities
8. Providing student access to a broad course of study

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

Goal 3d.1: The technology component of the adopted textbook series for language arts, ELD and mathematics will be integrated into the curriculum in 100% of the K-12 classrooms.

Objective 1: Integration of the technology component for the adopted textbooks in 100% of the K-12 Classrooms
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Year 1 Activities and Benchmarks: Provide training on the integration of the technology component and have 33% of the teachers using it in their classroom by August of 2014.
Year 2 Activities and Benchmarks: Provide ongoing training and updates to teachers and have 66% of the teachers using it in their classroom by November of 2014.
Year 3 Activities and Benchmarks: Provide ongoing training and updates to teachers and have 100% of the teachers using it in the classroom by May of 2015.
Evaluation Instrument(s) and Data to be Collected: Sign in sheets for training. Confirm through classroom observation and lesson plans that teachers are integrating the technology component in the classroom curriculum. Collect percentage of teachers that are integrating the technology component.
Schedule for Evaluation: Quarterly Observation of the teachers by the site principals.
Objective Analysis and Modification Process: If teachers are not successfully integrating the technology component the principals will discuss potential solutions with the teachers. A plan will be developed to correct the situation.

- **3d. 2** Each school will meet or exceed their Single Plan for Student Achievement growth targets each year. (The district has an ongoing focus on writing and language arts 2014 and 2015.)

Goal 3d.2: Each year 90% of the students will increase their benchmark assessment scores in ELA, ELD and mathematics to earn a passing grade.
Objective 1: Each year 90% of students will increase their benchmark assessment scores in ELA, ELD and mathematics to earn a passing grade.
Year 1 Activities and Benchmarks: The first year 40% of students will increase their grades/scores in English Language Arts, ELD and Math over previous year. These goals will be achieved by teacher professional development programs instructing them on the use of the latest technologies to support learning activities. These in-services will be led by the Technology Coordinator or outside consultants.
Year 2 Activities and Benchmarks: The second year 50% of students will increase their benchmark scores in English Language Arts, ELD and Math over previous year. These goals will be achieved by teacher professional development programs instructing them on the use of the latest technologies. These programs will be led by the Technology Coordinator or outside consultants.
Year 3 Activities and Benchmarks: The third year 60% of students will increase their Benchmark scores in English Language Arts, ELD and Math over previous year. These goals will be achieved by teacher professional development programs instructing them on

the use of the latest technologies that assist students in mastering the Content Standards in ELA, ELD and Mathematics. These programs will be led by the Technology Coordinator or outside consultants.
Evaluation Instrument(s) and Data to be Collected: Compare LCAP and SPSA growth targets annually; Benchmark Scores for each grade level; evaluation of sample student work using technology at each grade level
Schedule for Evaluation: Annually when the SPSA and LCAP documents are updated
Person(s) Responsible: Site/District Administration
Objective Analysis and Modification Process: Review LCAP and SPSA growth targets and adjust for annual continuous improvement

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

Williams currently uses the ISTE NETS standards for student proficiency in the use of technology and appropriate grade level information literacy skills. With increased access to technology and the corresponding integration of technology into the curriculum we will be assessing students for these skills as appropriate to their grade level.

Goal 1: All students in the Williams Unified will acquire the technology and information literacy skills needed to succeed in the classroom and the workplace by mastering the National Educational Technology Standards for Students 2007.
Objective 1: By June 2015, 40% of students in grades K-12 will be proficient or better with grade level NETS standards. Students will learn the NETS skills during relevant curricular assignments (utilizing the ELA, ELD and Mathematics embedded software, such as Accelerated Math and Reading Counts) and develop a portfolio of NETS integrated assignments during the year.
Year 1 Activities and Benchmarks: By June 2015, 40% of students in grades K-12 will be proficient or better with grade level NETS standards. Students will learn the NETS skills during relevant curricular assignments and develop a portfolio of NETS integrated assignments during the year.
Year 2 Activities and Benchmarks: By June 2016, 50% of students in grades K-12 will be proficient or better with grade level NETS standards. Students will learn the NETS skills during relevant curricular assignments and develop a portfolio of NETS integrated assignments during the year.
Year 3 Activities and Benchmarks: By June 2017, 60% of students in grades K-12 will be proficient or better with grade level NETS standards.

Students will learn the NETS skills during relevant curricular assignments and develop a portfolio of NETS integrated assignments during the year.

Evaluation Instrument(s) and Data to be Collected: Annually at the beginning and end of the school year a pre and post assessment using a **district technology assessment which** will be used to determine student progress toward this goal of becoming proficient in the NETS standards. Student portfolios will also provide additional data used to determine the level of student progress.

Schedule for Evaluation: September and May of each year.

Persons Responsible / Objective Analysis and Modification Process: After each pre and post assessment student progress will be evaluated and any changes to the activities and benchmarks will be adjusted as necessary by the Technology Coordinator, Superintendent and site Principals. Assigned teachers will review student portfolios.

Benefits from student acquisition of technological and information literacy skills.

1. Students will be better prepared to deal with the changing technological world in academic and job settings.
2. Students will be able to be more independent in decision-making as the result of skills gained through information literacy and Internet research.
3. Students will be able to participate in the use of technology that deals with life skills.

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

The Williams Unified School District will amend its current continuum of proficiency and information literacy skills for students K-12 based on National Technology Standards to include the concept, purpose, and significance of ethical use of information technology NETS #5- Digital Citizenship. Teachers will be provided annual training at the beginning of the school year on the topics of copyright and the ethical use of information. They will be provided with websites and handouts to be used when the teacher presents the information to their classes. One source of these materials is the MyCTAP.org website. Assessment tools including Cybersmart and Netsmart will be created to measure the students' understanding of the information. Student portfolios will provide evidence of proficiency in these concepts.

Students will be presented information during instruction and be provided with resources from **CTAP or CommonSense Media** regarding information literacy, copyright and the ethical use of technology.

<p>a. Goal 1: All teachers and students will learn about appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.</p>
<p>Objective 1: All students will be proficient in the National Technology Standard (NETS #5-Digital Citizenship).</p>
<p>Year 1 Activities and Benchmarks: All students will take district created assessment online to set baseline for achievement in the early fall and again in April/May to gauge progress. The WUSD will develop and implement curriculum on the ethical use and internet safety. Teachers receive training and resources in information literacy, copyright, and the ethical use of technology.</p>
<p>Year 2 Activities and Benchmarks: All students will take the district created assessment online to set baseline for achievement in the early fall and again in April/May to gauge progress. Update Curriculum as needed for achievement objectives and changes in technology.</p>
<p>Year 3 Activities and Benchmarks: All students will take the district created assessment online to set baseline for achievement in the early fall and again in April/May to gauge progress. Update Curriculum as needed for achievement objectives and changes in technology.</p>
<p>Evaluation Instrument(s) and Data to be Collected: District assessment; student portfolios; training sign-in sheets</p>
<p>Schedule for Evaluation: Biannually</p>
<p>Person Responsible / Objective Analysis and Modification Process: Site administrators and tech coordinator will evaluate progress each year and adjust curriculum and objectives for next year.</p>

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

The Williams Unified School District will provide all students with Internet Safety instruction as part of the Acceptable Use Policy signature process and curricular activities. Teachers will utilize the curriculum resources provided through **CTAP (www.myctap.org) or CommonSense Media** to learn about Internet Safety, including how to protect online privacy and avoiding online predators. These concepts will be taught to students during activities and lessons that involve the use of Internet. Students’ Internet activity is filtered through a proxy filter that limits their activity to appropriate sites and blocks activities that would not be beneficial to the educational process. The filter is updated daily to block inappropriate sites as they are classified. A firewall limits access to our network from the Internet at large.

<p>Goal 1: Student will receive grade-level instruction on Internet Safety, including how to protect online privacy and avoid online predators.</p>
<p>Update Internet Safety curriculum to keep up with changes in technology and use of technology</p>

in school with curricular resources provided by CTAP (www.myctap.org).
<p>Objective 3g. 1: All students will receive grade-level instruction on Internet Safety, including how to protect online privacy and avoid online predators.</p> <p>Students will receive grade level appropriate instruction on Internet Safety during activities and lessons that involve the use of the Internet.</p>
<p>Year 1 Activities and Benchmarks: All students will receive grade-level instruction on Internet Safety, including how to protect online privacy and avoid online predators.</p> <p>Update Internet Safety curriculum and implement updates in classroom instruction. Train staff in Safe use of Internet and instruction of the updated curriculum.</p>
<p>Year 2 Activities and Benchmarks: All students will receive grade-level instruction on Internet Safety, including how to protect online privacy and avoid online predators.</p> <p>Update Internet Safety curriculum and implement updates in classroom instruction. Train staff in Safe use of Internet and instruction of the updated curriculum.</p>
<p>Year 3 Activities and Benchmarks: All students will receive grade-level instruction on Internet Safety, including how to protect online privacy and avoid online predators.</p> <p>Update Internet Safety curriculum and implement updates in classroom instruction. Train staff in Safe use of Internet and instruction of the updated curriculum.</p>
<p>Evaluation Instrument(s) and Data to be Collected: In-service sign in sheets and classroom lesson plans; student technology assessment (EdTech Profile/district assessments); updated AUPs with student/parent signatures</p>
<p>Schedule for Evaluation: Annually</p>
<p>Person Responsible / Objective Analysis and Modification Process: Tech Coordinator and Site Administration will review process of updating curriculum and delivery to the students in the classroom and make changes necessary to incorporate the safe use of technology into daily classroom activities.</p>

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

All students have access to technology before, during, and after school, which varies from site to site. Special education and EL students have access to technology within their homeroom or resource classrooms. Adaptive technology tools are provided to special education students as indicated by their Individual Education Plan (IEP). The district will continue to assess the technology access of all students and improve equitable access.

<p>Goal 1: A needs assessment will be conducted District wide to determine the best way to utilize the available funds to assure the most equitable access to technology across all grades. Ideal goal would be 1:1 but 4:1 student to computer ration is more reasonable. Preferably all computers would be less than 4 years old but that will be determined by available funds.</p>
<p>Objective 1: Determine Inventory and needs per site and district wide. Allocate funds and purchase updated equipment to meet the needs of the students across the district.</p>
<p>Year 1 Activities and Benchmarks: Determine current status of inventory and update computers as necessary and as availability of funds allows.</p>
<p>Year 2 Activities and Benchmarks: Determine current status of inventory and update computers as necessary and as availability of funds allows.</p>
<p>Year 3 Activities and Benchmarks: Determine current status of inventory and update computers as necessary and as availability of funds allows.</p>
<p>Evaluation Instrument(s) and Data to be Collected: Annual CBEDS computer count.</p>
<p>Schedule for Evaluation: Submit to CBEDS annually and update on a monthly basis.</p>
<p>Person Responsible / Objective Analysis and Modification Process: Review process to determine if the best use of District funds is achieving as close to 4:1 or better student to computer ratio by Tech Coordinator, Superintendent, and Site Administration.</p>

Benefits from utilization of technology to ensure appropriate access for students

1. All students will learn to use technology as productivity tools.
2. The URL filtering system helps to ensure safety and appropriate access to web sites while students explore the Internet.
3. The Internet Use Policy informs parents and students of their responsibility in the appropriate use of the technology and the Internet. This information is provided in both English and Spanish, which are the two prevalent parent communication languages as per the SNOR report.
4. Continuing to reduce student to computer ratio increases daily access for students. These computers are newer, multimedia units.
5. Students without computers at home will have access to computers and the Internet on a daily basis.

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

<p>Goal 1: Teachers will continue and improve the use of the AERIES student information system. ABI will keep track of student academic progress and needs. This information will be available to both students and parents.</p>
<p>Objective 1: Increase teacher use of AERIES and ABI to track student achievement, progress and needs.</p> <p>The district will provide group trainings and one-on-one trainings covering the users of AERIES, and ABI. The School Site administrators will oversee these trainings.</p>
<p>Year 1 Activities and Benchmarks: Ensure at least 33% of teachers are using AERIES and ABI in an effective manner by June of 2015.</p> <p>Offer group and individual trainings as necessary each semester to improve use.</p>
<p>Year 2 Activities and Benchmarks: Ensure at least 66% of teachers are using AERIES and ABI in an effective manner by June of 2016.</p> <p>Offer group and individual trainings as necessary each semester to improve use.</p>
<p>Year 3 Activities and Benchmarks: Ensure at least 100% of teachers are using AERIES and ABI in an effective manner by June of 2017.</p> <p>Offer group and individual trainings as necessary each semester to improve use.</p>
<p>Evaluation Instrument(s) and Data to be Collected: Technology Coordinator and Site Principals will monitor teacher use of AERIES and ABI. Verify grade and progress notes are current. Sign-in sheets for all trainings.</p>
<p>Schedule for Evaluation: Monthly</p>
<p>Person(s) Responsible: Site Administrators</p>
<p>Objective Analysis and Modification Process: If teachers are not current then determine what can be done to improve the use of AERIES and ABI. Meet with teachers in small groups and in one to one sessions.</p>

Benefits from utilization of technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet each student's academic needs.

1. Teachers have access to student information at their desktop. This allows teachers to access phone numbers and other information. This makes it easier for teachers to communicate with parents.
2. Teachers have access to student schedules so student-teacher conferences occur in a timely manner.
3. The computerized grade book allows the teacher to spend less time on paperwork and spot learning problems earlier than might occur without a computerized grade book.

4. The computerized grade book allows the teacher to give immediate feedback to parents and students about their grades.

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

Goal 1: Teachers will utilize ABI and Sharp School to communicate with parents and students off campus.
Objective 1: Ensure that students and parents have ABI accounts and setup accounts for them if necessary. Ensure that 100% of all Williams USD students and parents will have ABI and Sharp School accounts for communication between school and home.
Year 1 Activities and Benchmarks: Ensure that at least 33% of students and parents have ABI accounts by June 2015. Schedule sessions for parents to setup accounts and learn to use the ABI system.
Year 2 Activities and Benchmarks: Ensure that at least 66% of students and parents have ABI accounts by June 2016. Schedule sessions for parents to setup accounts and learn to use the ABI system.
Year 3 Activities and Benchmarks: Ensure that at least 100% of students and parents have ABI accounts by June 2017. Schedule sessions for parents to setup accounts and learn to use the ABI system.
Evaluation Instrument(s) and Data to be Collected: Run reports in AERIES to show how many parents and students have ABI accounts; parent sign-in sheets for attended sessions.
Schedule for Evaluation: Quarterly
Person(s) Responsible: Site Administrators
Objective Analysis and Modification Process: After quarterly evaluation, if benchmarks are not being met, determine the best way to improve usage of ABI by parents and students.

Benefits from utilization of technology to make teachers and administrators more accessible to parents.

1. Administrators and teachers will spend less time with written documents that have to go home through the use of technology.
2. Parents can communicate with administrators and teachers with email at any time of the day and not depend on face-to-face visits or rely on getting through on a telephone.
3. Parents and students will have timely access to school information homework by looking at the web site by calling an automated homework hotline.

3k. 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.

Goal #	Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Budget Source	Monitoring and Evaluation activities
3k.1	Send out school report card	Principal	Annually	District	3j.1 WASC evaluation, website, school board, superintendent
3k.2	Update email accounts for admin and staff and publish them to community	Technology Coordinator	Annually	District	3j.2 WASC, website, school board, technology coordinator
3k.3	Update Junior and Senior High School website	Technology Coordinator	Annually	E-rate and District	3j.3 Principal, WASC, staff
3k.4	Update district website	Technology Coordinator	Annually	E-rate and District	3j.4 Superintendent, WASC, principals, Staff
3k.5	Update elementary website	Technology Coordinator	Annually	E-rate and District	3j.5 Principal, Staff, PQR
3k.6	Update student email	Technology Coordinator	Annually	E-rate and District	Report to superintendent and principals.
3k.7	Setup school messenger phone system	Technology Coordinator	Ongoing	E-rate and District	Report to superintendent and principals.

3. k. Process for monitoring the progress of the Curriculum Component.

Semi-annually, the Superintendent, Principals and Technology Coordinator will review data from the Curriculum Component activities, student work, and feedback from staff to adjust the professional development and curriculum integration activities described above. Goals and objectives will be reviewed and revised if necessary.

4. PROFESSIONAL DEVELOPMENT COMPONENT

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

Having made a significant investment over the past three years in technology with new labs to improve student and teacher access, the district has made a strong effort to provide professional development for staff in the skills and integration strategies pertinent to the use of technology. Currently, all administrators and staff have participated in staff development that includes computer use, email, Internet use, enterprise calendaring, word processing and internet use. The K-12 staff has participated in staff development activities to effectively integrate enrichment and remediation software that targets the Common Core and ELD state standards. These software packages include Scholastic Reading Inventory, Reading Counts, Lexia, Cornerstone, Accelerated Reader, Star Reader, Perfect Copy, Accelerated Math and Rosetta Stone.

Staff development needs include continued training for administrators and certificated personnel in the use of Sharp School, School Messenger, databases, spreadsheets, and integration of technology into lesson plans that are aligned with WUSD goals and teaching standards. There is also an ongoing need to train new teachers that are hired each year and are not familiar with technology in the WUSD. Annually, administration and teaching staff will review the Individual Technology Learning Plans (ITLP) that support their acquisition of technology proficiency skills and the integration of technology into the curriculum in support of the goals of the Curriculum Component of this technology plan.

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

GOAL:

Professional development opportunities will raise the Technology “Levels of Proficiency” in 100% staff as indicated by Individualized Technology Learning Plans (ITLP). Individualized Technology Learning Plans will be used to develop and track professional development activities, technology skills, and technology integration into curriculum. They will be organized according to NET standards for students, teachers, and administrators.

Goal 4b.1: Assess all district teachers' use of technology to determine and improve what professional development activities are needed each year.
Objective 14b.1.a: Assess teachers' district wide proficiency by using district technology assessment. At the beginning of the school year 100% of teachers will take the district assessment survey.
Year 1 Activities and Benchmarks: All teachers district wide will take the district technology assessment at the beginning of the school year.
Year 2 Activities and Benchmarks: All teachers district wide will take the district technology assessment at the beginning of the school year.
Year 3 Activities and Benchmarks: All teachers district wide will take the district technology assessment at the beginning of the school year.
Evaluation Instrument(s) and Data to be Collected: Site principals and technology

<p>coordinator will monitor completion status of each teacher’s district technology assessment. The needs for each site will be prioritized. Training will be provided to meet the greatest demand. Each teacher’s proficiency in the use of technology will be collected.</p>
<p>Schedule for Evaluation: Annually</p>
<p>Persons Responsible / Objective Analysis and Modification Process: Annually the superintendent, site principals and tech coordinator will meet to evaluate completion of the district technology assessment by the teachers. Principals will ensure completion of the district technology assessment by the teachers at their respective sites.</p>

<p>Goal 4b.1: Increase teacher use and proficiency of current technology.</p>
<p>Objective 4b.1.b: Teachers will be proficient with the same general level NETs technology skills required of their students. Teachers will increase proficiency a measured by district technology assessment. Teachers will create ITLPs to help identify areas that they will need to focus and be proficient in technology.</p>
<p>Year 1 Activities and Benchmarks: All teachers district wide will create, with the assistance of their site principal and the technology coordinator, their ITLP for achieving proficiency as measured by the district technology assessment. This should be completed by the end of October of the current school year.</p>
<p>Year 2 Activities and Benchmarks: All teachers district wide will create, with the assistance of their site principal and the technology coordinator, their ITLP for achieving proficiency as measured by the district technology assessment. This should be completed by the end of October of the current school year.</p>
<p>Year 3 Activities and Benchmarks: All teachers district wide will create, with the assistance of their site principal and the technology coordinator, their ITLP for achieving proficiency as measured by the district technology assessment. This should be completed by the end of October of the current school year.</p>
<p>Evaluation Instrument(s) and Data to be Collected: Site principals and technology coordinator will monitor completion status of each teacher’s ITLP and its appropriateness for achieving proficiency as measured by the district technology assessment. Data collected will be the number of teachers who have completed their ITLP by the end of October of the current year.</p>
<p>Schedule for Evaluation: Annually</p>
<p>Persons Responsible / Objective Analysis and Modification Process: Site principals and the technology coordinator will review progress towards 100% completion by the end of October and offer assistance as necessary to achieve that goal.</p>

<p>Goal 4b.1: Increase teacher use and proficiency of current technology to improve classroom instruction.</p>
<p>Objective 14b.1.c: Training will be offered to assist teachers in achieving proficiency in the standards in the district technology assessment. Group and Individualized training will be scheduled as necessary. This training will be determined by the needs of the ITLPs as a group and individually. 100% of the teachers will have received training as it relates to their ITLP by the end of the third year of this plan.</p>
<p>Year 1 Activities and Benchmarks: Technology Coordinator and Site Principals will collect data from the ITLPs and determine the necessary training for that year. To meet the needs of their ITLP 33% of the teachers will participate in group or individual training.</p>

<p>Year 2 Activities and Benchmarks: Technology Coordinator and Site Principals will collect data from the ITLPs and determine the necessary training for that year. To meet the needs of their ITLP 66% of the teachers will participate in group or individual training to meet the needs of their ITLP.</p>
<p>Year 3 Activities and Benchmarks: Technology Coordinator and Site Principals will collect data from the ITLPs and determine the necessary training for that year. To meet the needs of their ITLP 100% of the teachers will participate in group or individual training.</p>
<p>Evaluation Instrument(s) and Data to be Collected: Sign-in sheets; schedule of trainings.</p> <p>The number of teachers who attended appropriate training for their ITLP will determine the percentage met for that year.</p>
<p>Schedule for Evaluation: Annually</p>
<p>Persons Responsible / Objective Analysis and Modification Process: Quarterly after the ITLPs are created, the technology coordinator and site principals will meet to review the attendance sheets to determine if we are on track to meet the goal for that year.</p> <p>Additional training will be scheduled as necessary. Attendance at trainings will be emphasized to the teachers not yet attending training for the year.</p>

<p>Goal 4b.2: Improve teacher knowledge of Ethical Use of Digital Citizenship and Internet Safety curriculum and resources. Training will be offered to help teachers integrate these concepts into lessons that involve technology. This training will be modified as needed to meet the changing landscape of the internet and technology.</p>
<p>Objective 4b.2: 100% of the teachers will have received training as it relates to Ethical Use of Digital Citizenship and Internet Safety by the end of the third year of this plan.</p>
<p>Year 1 Activities and Benchmarks: Technology Coordinator will plan and organize training to support teachers to become knowledgeable regarding Ethical Use of Digital Citizenship and Internet Safety.</p> <p>By the end of the 2014-2015 school year 33% of teacher will become knowledgeable on Ethical Use of Digital Citizenship and Internet safety.</p>
<p>Year 2 Activities and Benchmarks: Technology Coordinator and Site Principals will collect data from the ITLPs and determine the necessary training for that year.</p> <p>By the end of the 2015-2016 school year 66% of teacher will become knowledgeable on Ethical Use of Digital Citizenship and Internet safety.</p>
<p>Year 3 Activities and Benchmarks: Technology Coordinator and Site Principals will collect data from the ITLPs and determine the necessary training for that year.</p>

By the end of the 2016-2017 school year 100% of the teachers will participate in group or individual training to become knowledgeable with Ethical Use of Digital Citizenship and Internet safety.

Evaluation Instrument(s) and Data to be Collected: Attendance at trainings will show that training for attending teachers was met. Attendance will be collected by electronic means for online training.

The number of teachers who attended appropriate training will determine the percentage met for that year.

Schedule for Evaluation: Quarterly

Persons Responsible / Objective Analysis and Modification Process: Quarterly, the technology coordinator and site principals will meet to review the attendance sheets to determine if we are on track to meet the goal for that year.

Additional training will be scheduled as necessary. Attendance at trainings will be emphasized to the teachers not yet attending training for the year. Quarterly, content will be evaluated for changing technology or threats and integrated into the training.

4c. 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.

Quarterly the principals and Technology Coordinator will review data from the Professional Development activities, ITLP's and feedback from staff to adjust the professional development activities described above. Semi-Annually, the Superintendent will be updated as to the progress of the professional development plan and the need for adjustments to the plan.

Benefits from professional development based on staff needs assessment:

1. New teachers receive training and support in the Ethical Use of use of technology.
2. Teachers plan and execute ITLPs and they have mentors to provide support to help complete them successfully.
3. Professional development raises the technology skill level of employees. This is one of the district goals and it is line with state standards for teachers.

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

5a. List of each site's 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. (See appendix A for site inventories.)

- Infrastructure

- Currently, the networking infrastructure for the WUSD is excellent. The Williams Unified School District is located on 49 contiguous acres that include the district office, a high school, a middle school, an elementary school and an alternative high school. The Colusa County Office of Education (CCOE) through CENIC provides connectivity to WUSD. WUSD is connected to the Colusa County Office of Education (CCOE) with Metro Ethernet connectivity 20 MBPS upload/download speeds with the goal to increase to 50 MBPS for 2014-15 school year and more if needed over the three years based on the Common Core Testing requirements. We have requested funding from eRate for up to 1 Gig starting in July of 2014. All buildings in the WUSD are connected with fiber optic cables and every classroom is wired with CAT 5e cables. All staff and students have Internet access. This is a switched network that provides 1000 MBS (fast Ethernet) to each desktop. Wireless connectivity is also available to all teachers and students through 39 Ruckus Wi-Fi Access Points. Teachers have their own laptop or desktop computers with Internet access and email. Administrators and staff can access the student information system, Aeries, from their desktop. All teachers and 4-12 students have user drives on servers that allow for data storage. Students and teachers have the capability of logging on the Local Area Network to retrieve files from any computer within the WUSD. All schools have school labs with computers or tablets for student use before, during, and after school. Mid Valley High School has an enrollment of about 15 students. There are five computers on this site with LAN and WAN access. There is also a Voice over Digital PBX system that is networked with the CCOE. All classrooms have their own extension number and every teacher has voice mail. All classrooms have televisions and the ability to play DVDs either through VCRs, laptops/desktops or both. The teachers can display videos or documents to the students in each classroom through LCD projectors mounted on the ceiling using their desktop computer or Document Camera Aver Medias.

- Hardware

- At present, the 9-12 classrooms have a student to computer ratio of 2.6 to 1. There is a business classroom with 31 computers and a computer lab with 26 computers. Each of these rooms has a projection system used with a computer. The 4-8 classrooms have a minimum of two student computers and a teacher computer in each room. There are also two computer labs with 30 computers and they have projection systems. The student to computer ratio is 2.95 to 1. K-3 has a minimum of two-student computer per classroom and a teacher computer in each room. There is also a computer lab with 28 computers and a projection system. The student to computer ratio is 4.76 to 1. Mid Valley High School has

an enrollment of 15 students. They have five computers at Mid Valley High School.

- Software
 - The K-2 computers are used with CD software aligned with state standards. The 3-6 computers use Accelerated Math designed specifically for the Common Core testing. The 3-6 computers have also, Scholastic Reading Inventory and Reading Counts software targeted at teaching the state standards as well as activities that use the Internet. They also use Lexia Core5 designed specifically for the Common Core testing and Rosetta Stone for the English-Spanish learning. The 7-12 computers have Accelerated Math, Accelerated Reader, Star Reader loaded on them. This software is used to help teach the WUSD curriculum that is aligned with state standards. The LAN and WAN are used extensively by students and staff. MS Office is installed on school computers.
- Tech Support
 - A K-12 Technology Coordinator has been hired by the WUSD. He provides network, desktop, and software support as well as software training. The CCOE has a person who comes one day each week to help with desktop repair. In addition, the CCOE has a full time Director of Technology that helps the local Technology Coordinator with network issues.

Students and staff use technology in all classrooms on a daily basis to support the curriculum.

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

(See Appendix A for site inventories.)

- Infrastructure
 - 5a.1 The Colusa County Office of Education (CCOE) is presently the Internet service provider for WUSD and all other school districts in Colusa County with a current connection speed of 100 Mbps. CCOE will soon upgrade this connection to 1 Gig when the new K12 high speed network connection is established. WUSD currently has a 20 Mbps connection to CCOE. This connection will be upgraded to 50 Mbps on July 1st 2014. This will also allow the high speed (1 Gig) LAN within WUSD to be used more effectively. All sites in the WUSD have access to this bandwidth.
 - 5a.2 The elementary school needs to have the wiring upgraded so that it can handle at least five computers in each classroom.
- Hardware
 - 5a.3 Twenty eight newer computers are needed at the elementary school.
 - 5a.4 As money becomes available older computers will be retired and replaced with new ones. The computer labs at the Middle School and Junior High and High School would “refresh” their old computers. This keeps the computer labs furnished with

new technology. The newest of the older computers will be cleaned, upgraded to Windows 7 and re-deployed to classrooms until they become obsolete. It is the goal of WUSD that computers will be no more than 5 year old.

- Software
 - 5a.5 As new computers are added to the inventory licenses for Windows 7 will be phased into production and Office 2013 will replace Office 2007 where necessary. In addition WUSD purchased additional licenses to upgrade the operating system from XP or Vista to Windows 7. As of July 1st of 2013 WUSD has entered an ongoing annual leasing agreement with Microsoft called the “Enrolment for Education Solutions (EES) agreement“.
 - Upgrades for enrichment software as needed/identified by sites.
 - Antivirus software licenses need to be renewed annually. (Part of EES agreement)
- Tech Support
 - The present level of tech support will be maintained as is.

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

- 5c.1 By July of 2014, increase the bandwidth between WUSD and the CCOE to 50 Mbps. This will allow high quality streaming video, video conferencing and delivery of multimedia to the classrooms.
- 5c.2 By July of 2015, upgrade the electrical wiring in the elementary school so that each classroom can support at least five computers.
- 5c.3 By July of 2015, the K-3 classrooms will have upgraded multimedia computers that will replace obsolete equipment.
- 5c.4 By July of 2015, the 4-6 classrooms will have upgraded multimedia computers that will replace obsolete equipment.
- 5c.5 By July of 2015, the 7-12 classrooms will have four storage carts with 10 laptops each that have wireless connectivity.
- 5c.6 By July of 2014, the desktops throughout the WUSD will run Microsoft Windows 7.

Benchmarks

- 5c.1 By July 2014 WUSD will increase bandwidth between CCOE and WUSD to 50 Mbps contingent on E-rate approval.
- 5c.3 By July of 2015, the K-3 classrooms will have two to five newer multimedia computers in each classroom
- 5c.4 By July of 2015, the 4-6 classrooms will have two newer multimedia computers in each classroom

- 5c.5 By July of 2015, the 7-12 classrooms will have four carts with 10 laptops each capable of wireless connectivity.
- 5c.6.a By July of 2014, 100% of the classrooms will use Microsoft Windows 7

Goal #	Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Budget Source	Monitoring and Evaluation activities 5d
5c.1	Coordinate with CCOE to increase bandwidth	County & District IT	July of 2015	E-rate, district, and Internet 2	Monitor and evaluate the connectivity assessment each year to evaluate progress.
5c.2	The elementary school is due for state rehab money and is presently waiting funding. All planning has been completed and WUSD is on the list for funding.	Superintendent	July of 2015	State funding	Superintendent and School Board
5c.3	Purchase computers for K-3 classrooms	Technology Coordinator & Principal	July of 2015	Title I and District	Inventory of equipment and report to Site Council and School Board
5c.4	Purchase computers for 4-6 classrooms	Technology Coordinator & Principal	July of 2015	Title I and District	Inventory of Equipment and report to Site Council and School Board
5c.5	Purchase Laptops and Carts for 7 – 12	Technology Coordinator & Principal	July of 2015	Title I and District	Inventory of Equipment and report to Site Council and School Board
5c.6a	Purchase licenses Windows 7 (66%)	Technology Coordinator	July of 2014	District	Principals, technology coordinator

5d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.

Quarterly the County and District IT staff will review progress with the Technology Coordinator. The Technology Coordinator will report progress and recommendations for adjustments to the implementation plan to the appropriate administration and the Superintendent at least semi-annually. In addition the Technology Coordinator will work closely with the Superintendent as part of the budget development process to insure that Technology costs are included within the overall budget development for the district.

Benefits from hardware, technical support, and software component

1. Staff and students will have the tools necessary to accomplish learning and staff development goals.
2. Students and staff will be using new/updated equipment that will facilitate learning.
3. Technical/software support is a built in component of the technology plan and this also facilitates learning.

6. FUNDING/BUDGET COMPONENT

Colusa County is a small rural county that has an economy primarily based on agriculture. Many families who send their children to Williams Unified School District are low income and the parents are not well educated. The population of the county is approximately 19,000. There are few businesses that the WUSD can form partnerships with that will fund technology projects in any meaningful way. The WUSD has to rely on other means of funding or fund the projects themselves.

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

Established funding sources

- 6a.1 WUSD is at the 87% funding level for E-RATE funds. Within the next three years this situation will not change. The process has E-RATE paying 87% of the cost of connectivity and the CTF pays 50% of the remaining cost. That means the WUSD pays 6.5% of the actual cost of connectivity.
- 6a.2 All schools in the WUSD qualify for Title I funding. Each site council provides funding for equipment and software support. This is done on an annual basis.
- 6a.3 **Enhancing Education Through Technology – Formula**
- 6a.4 The k-12 Voucher Program
- 6a.5 The Government Entities Settlement
- 6a.6 The ASES K-8 program

Potential funding sources: The site administrators and Technology Coordinator will apply for available grants to assist in funding this portion these improvements.

Funding from WUSD general fund

- 6a.8 The WUSD provides for a full time technology coordinator for technical support, software support and staff development.
- 6a.9 The WUSD pays for a one-fifth time person (one day per week) at the CCOE to come to WUSD to help with repair and maintenance.

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

Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries					

2000-2999 Classified Salaries	Technology Coordinator	\$65,772	\$65,772	\$67,230	
3000-3999 Employee Benefits	Technology Coordinator	\$23,976	\$24,831	\$25,918	
4000-4999 Materials & Supplies	Computers	\$42,600	\$29,600	\$42,400	
	Printers	\$3,000	\$3,000	\$5,000	
	Projectors	\$2,400	\$2,400	\$2,400	
	Software	\$2,000	\$2,000	\$2,000	
5000-5999 Other Services & Operating Expenses	Maintenance Contract – AERIES	\$8,300	\$8,300	\$8,300	
	Maintenance Contract – Renaissance	\$10,309	\$10,309	\$10,309	
	Maintenance Contract – Scholastic	\$1,364	\$1,364	\$1,364	
	Maintenance Contract – Microsoft	\$2,180	\$2,180	\$2,180	
	Rosetta Stone-License	\$3,525	\$32,000	\$33,000	
	Maintenance Contract-Ray Morgan	\$12,000	\$12,000	\$12,000	
	Wireless Tech Support	\$1,300	\$1,300	\$1,300	
	CEWAN Support from CCOE	\$46,790	\$47,725	\$48,680	
	Internet Access	\$29,665	\$29,665	\$29,665	\$25,500
	Lease on PBX System	\$1,550	\$1,550	\$1,550	
6000-6999 Equipment	AERIES Server		\$13,000		
	Computer Upgrades	\$50,000	\$50,000	\$50,000	
Totals		\$306,731	\$336,996	\$343,296	\$25,500

- 6b.1 The cost to increase bandwidth between CCOE and WUSD from 20 MBS to 50 MBS is approximately \$2,472.00 per month. When the CTF and ERATE discounts are applied, WUSD would pay 6.5% of the \$2,472.00 or \$160.00 per month. This is well within the capability of the WUSD's budget.
- 6b.2 A large percentage of desktops within the WUSD is three years old or older. These are covered by three-year maintenance agreements that include telephone support and parts. \$100,000.00 from the WUSD budget have been set aside as a repair/maintenance budget for technology. The district technology coordinator manages this budget. This is an ongoing funding commitment and will last until 2017.
- 6b.3 The WUSD will continue to fund the technology coordinator position and the CCOE support personnel.
- 6b.4 Each site council will consider funding for technology on an annual basis as required supporting district curriculum goals.

6c. Description of the district's replacement policy for obsolete equipment.

The WUSD has a set of desktop standards for computer systems. This includes operating system, hardware configuration, software suite and minimum CPU speed for computers. This standard is reviewed and updated every three years. Once a computer does not meet the

minimum desktop standards it is declared obsolete. This equipment is declared surplus by the School Board and disposed of at auction or donated to non-profit organizations. These units are replaced as funds allow through site budgets.

Having a policy that allows a replacement cycle for computers is important so that technology keeps pace with the development of new software that takes advantage of the increased speed and capability of newer computers.

6d. Description of the process used to monitor progress and update funding and budget decisions.

Annually the technology coordinator meets with the superintendent and principals to discuss the budget for technology. The site principals discuss with the technology coordinator their goals for technology acquisition in the coming year. Budgets are discussed and plans made for purchase of equipment if funding allows. If more money is needed, the plan is put on the agenda for site council meetings. The technology coordinator and site principal annually request funding for equipment according to the WUSD Technology Plan and Single Plan for Student Achievement and the LCAP. The plans for technology are communicated to the WUSD School Board. Reports are made to the site councils and school board on a monthly basis as to the progress of the technology plan and funding needed to achieve goals.

7. MONITORING AND EVALUATION COMPONENT

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

The school sites will compose lists of students who have reached the goals set forth in this document and provide that list to the Site Principals. At the beginning and the end of the school year all staff and students will take the EdTech Profile to determine what goals were met and what needs to be addressed throughout the year. The technology coordinator and principals will monitor the classrooms and the use of technology in the classroom. The principal will cover classroom management and use of technology in the evaluation of the Single Plan for Student Achievement. Site councils will be appraised monthly of the progress made and asked for input as to necessary modifications. The school board will receive semiannual reports regarding the progress and status of achieving the goals set forth in this plan.

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

Implementation Activity	Timeline	Responsible person(s)
Teachers take Edtech survey Develop ITLP goals	Fall of 2015, 2016, 2017	Staff and principals review for staff development activities
Principals observe teachers in classroom and how they use technology	Once in fall and once in spring of each year	Principals
Observe teachers use of technology in classroom and provide support and training	Done formally once per year for teachers in EETT. Done informally as well when providing support in the classroom.	Technology coordinator, mentor coach
Administer SBAC test	Spring of each year	Principals and staff
Overall review testing data	Fall of 2015, 2016, 2017	Principals and staff
Review data in regards to budget Development process	April/May annually	Superintendent, Principals
Update plan and report to board w/recommended changes	June/July annually	Superintendent

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

- 7c.1 The Edtech survey will help the administration plan the staff development needed for technology as well as principals’ and technology coordinator’s classroom observations will guide staff development.
- 7c.2 The superintendent and principals will use the results of the SBAC tests to target underachieving students and proscribe intervention techniques to help these students achieve district goals.

- 7c.3 The school API/AYP scores will be communicated to staff, students, site councils, school board, and community. The score will be used as a benchmark to monitor the effectiveness of the technology plan.
- 7c.4 Progress on the technology plan and proposed changes will be communicated to stakeholders and feedback solicited through site and district committee, advisory boards and adult literacy providers (June/July each year of plan).

The superintendent will incorporate all the components above (7c.1-4) into annual report to the district school board. Report will be made available to all stakeholders.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY COMPONENT

8a. Explain how the program will be developed on collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology.

Adult Literacy needs:

According to the District student tracking software, Aeries, 15% of parents have a high school education; less than 1% have some post-secondary education, 30% have not completed high school, while the rest declined to state their educational level.

Collaboration:

The Williams USD provides adult education classes in collaboration with Yuba and Woodland Community Colleges, Migrant Education, and the Colusa County Office of Education. Classes are offered in the evenings and include GED preparation, citizenship preparation, Business Applications with computers, US History and English classes. The Colusa County Library offers adult tutoring to help students make progress in these areas.

As a component of our ongoing evaluation and modification procedures, adult literacy providers will be consulted and involved as part of the annual review of the technology plan.

9. EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES COMPONENT

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

The educational technology, curriculum and staff development departments in the district have an ongoing process of grounding practices in research proved methodologies. Currently, the district is implementing reading and math programs chosen for their evidence based results with student achievement. Textbooks will be adopted after evaluation of educational research. The district is currently using two books for district wide research based professional development.

The Art and Science of Teaching by Robert Marzano

Explicit Direct Instruction by Hollingsworth and Ybarra

(9.a.)

Component Strategies	Relevant Research Citation	Description of Research (annotation)	Process Of Examination Of Research
Student Learning Mathematics	Koedinger, K., Anderson, L.k Hadley, W., & Mark, M., (1997). <i>Intelligent Tutoring Goes School in the Big City</i> . Pittsburg, PA: Human-Computer Interaction Institute, Carnegie University.	Mathematics courses...can result in improved mathematics skills as measured by standardized assessments. These types of courses also result in improved problem-solving skills and ability to translate between equivalent representations of algebraic content.	As part of the adoption process the research supporting the development and piloting of the curriculum was reviewed.
Student Learning Reading	Butzin, S. M. (2000, June). Project Child: A decade of success for young children [Feature]. <i>Technology Horizons in Education Journal</i> , 27(11). Retrieved from http://thejournal.com/magazine/valult/A2882.cfm (Coley, 1997). Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7 th ed.). Washington, DC: Software and Information Industry Association.	The computer-integrated instructional program (Project Child) found that the elementary students in project classrooms from kindergarten through fifth grade consistently had higher test scores and better discipline than their counterparts. “...many conclude that the computer assisted instruction and drill and practice software can significantly improve students’ scores on standardized achievement tests in all major subject areas, preschool through higher education.”	As part of the adoption process the research supporting the development and piloting of the curriculum was reviewed.
Teaching	Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7 th ed.). Washington, DC: Software and Information Industry Association.	“...results of over 300 studies of use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of	The research regarding staff development in technology use and student achievement was reviewed.

		teachers with five or fewer training hours.”	
Technology Management	Strudler, N. (1994). The role of school based technology coordinators as change agents in elementary school programs: A follow-up study. Presented at AERA, New Orleans, LA, April 5, 1994.	There is a continuing need for the school site presence of a technology coordinator who can serve as a mentor or “translator” of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan.	The research regarding effective technology use in school systems was reviewed.

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

Appropriate District and site administration annually review the k-12 course offerings and content in relation to student demographics and identified coursework needs. Currently, the district has a collaborative relationship with our local community college. The focus of these offerings is students in grades 11-12. For students in need of advanced work offered beyond the district, arrangements are made to facilitate distance learning with appropriate supervision and/or mentoring.

Goal: Increase ability to offer specialized or rigorous academic courses through the use of technology, including distance learning.

Objective: By June 2015, access to specialized or rigorous academic courses through the use of technology, including distance learning will be available to all identified students in the district.

Benchmarks:

1. By June of 2015, specialized and rigorous academic courses utilizing technology, including distance learning, will be expanded to include all 9-12 students.
2. By June of 2016, specialized and rigorous academic courses utilizing technology, including distance learning, will be expanded to include all 6-8 students.
3. By June of 2017, access to specialized or rigorous academic courses through the use of technology, including distance learning will be available to all identified students in the district.

Appendix A
Site Inventory

Williams High School – Current	Williams High School – needed
16 Student laptops	70 Student laptops
70 Student computers	100 Student desktops
29 Admin computers	29 Admin computers
14 Doc Cameras	14 Doc Cameras
16 LCDs	16 LCDs
22 Televisions	22 Televisions
22 DVD/VSH players	22 DVD/VHS players
1 Digital camera	5 Digital cameras
1 Cam recorder	1 Cam recorder

Williams Junior High School – Current	Williams Junior High School – needed
17 Student laptops	70 Student laptops
103 Student computers	103 Student desktops
13 Admin computers	13 Admin computers
8 Doc Cameras	8 Doc Cameras
13 LCDs	13 LCDs
22 Televisions	22 Televisions
22 DVD/VSH players	22 DVD/VHS players
1 Digital camera	5 Digital cameras
1 Cam recorder	1 Cam recorder

Williams Upper Elementary School– Current	Williams Upper Elementary School – needed
30 Student Android Tablets	90 Student Android Tablets
33 Student desktops	106 Student desktops
19 Admin computers	19 Admin computers
16 LCDs	19 LCDs
26 Televisions	26 Televisions
26 DVD/VHS players	29 DVD/VHS players
7 Digital cameras	7 Digital cameras
1 Digital Cam recordar	1 Digital Cam recordar

Williams Elementary School – Current	Williams Elementary School – needed
95 Student desktops	118 Student desktops
32 Admin computers	38 Admin computers
23 Admin Android Tablets	23 Admin Android Tablets
0 Student Android Tablets	90 Student Android Tablets
22 LCDs	3 LCDs
26 Televisions	34 Televisions
26 DVD/VHS players	34 DVD/VHS players
2 digital cameras	2 Digital cameras

Mid Valley Alternative HS – current	Mid Valley Alternative HS – needed
5 Student computers	5 Student computers

1 Admin computer	1 Admin computer
District Office/ Maintenance – current	District Office/Maintenance – needed
9 Admin computers	10 Admin computers

Appendix C – Criteria for EETT Funded Technology Plans

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	4	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2014 - 2017.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	6	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	8	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	10	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the	11	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

workplace.			
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	12	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	13	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	15	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>16</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>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.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>17</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>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.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>18</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and</p>	<p>19</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional</p>	<p>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</p>

needs for professional development.		development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	19	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	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. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	22	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will	24	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components.

<p>be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>		<p>implementation of the Curriculum and Professional Development Components.</p>	<p>The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>	<p>25</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district’s Curriculum and Professional Development Components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.</p>	<p>26</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>27</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p>6. FUNDING AND BUDGET COMPONENT CRITERIA</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
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Corresponding EETT Requirement(s): 7 & 13, (Appendix D)			
a. List established and potential funding sources.	29	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	30	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	31	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	31	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	32	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	32	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	32	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	34	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or	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.

		potential future outreach efforts.	
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	35	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	36	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix I – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 06- 61622
School Code (Direct funded charters only): _ _ _ _ _
LEA Name: Williams Unified School District

*Salutation: Dr.
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*Required information in the ETPRS