

**SIERRA COUNTY OFFICE OF EDUCATION  
&  
SIERRA-PLUMAS JOINT UNIFIED SCHOOL  
DISTRICT EDUCATION**

**TECHNOLOGY PLAN**

**JULY 1, 2013 – JUNE 30, 2016**

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# Sierra Plumas Joint USD

## District Technology Use Plan

### District Profile:

In rural Sierra County, Sierra-Plumas Joint Unified School District and the Sierra County Office of Education serve the entire student population of the county, approximately **398 students**, in grades K-12. The county is extremely rural, not well funded, and sparsely populated. The economy is based on cattle, timber, and the recreation industries. It is not uncommon for students to spend between one and two hour’s daily in transit to and from school. The chart below indicates the district schools with respective student population and number of certificated teachers (CBEDS 2010).

School	Students Pop.	Staff Certificated	School	Students Pop.	Staff Certificated
Loyalton High	114	12	Downieville K-6	30	2
Loyalton Middle	49	8	Downieville 7-12	26	7
Loyalton Elem	165	11	Sierra Pass Cont.	7	1

### **County Overview:**

In rural Sierra County, the Sierra County Office of Education serves the entire student population of SDC and other special needs students, approximately **4 students**, in grades K-12. The county is extremely rural, not well funded, and sparsely populated. The economy is based on cattle, timber, and the recreation industries. It is not uncommon for students to spend between one and two hour’s daily in transit to and from school. **All SCOE students are integrated into the single District (Sierra-Plumas JUSD) school sites.** The following plan was jointly developed by both the Sierra County office of Education and the Sierra-Plumas Jt Unified School District due to the tightly integrated nature of this one county, one district LEA. County certificated staff are held to the same standards and offered opportunities as District certificated staff. County classroom technology is funded separately, but all students are able to access any school student computer. The Technology Director is a full time County employee but serves the District as well.

The chart below indicates the district schools with respective SCOE students and certificated teachers.

School	SCOE Students Pop.	SCOE Staff Certificated	School	SCOE Students Pop.	SCOE Staff Certificated
Loyalton High	2	1	Downieville K-12	2	1
Loyalton Middle	0	0	Sierra Pass	0	0
Loyalton Elem	0	0			
Sierra Crest Ind St	0	0			

## 1. Plan Duration

July 1, 2013 – June 30, 2016

## 2. Stakeholders

The stakeholders directly affected by this technology plan are the people within the school district and the community. They will benefit from the implementation of this technology plan and the use of current technology resources. The Technology Planning Team includes the Technology Director, the Curriculum Coordinator, three principals and one site tech. This plan was reviewed by the Curriculum Council, which is made up of the County and District superintendents, site principals, three teachers and the curriculum coordinator. Input from the community/parents was received via each site's Site Council and through the Board adoption process.

## 3. Curriculum

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

Students have access to computers throughout the day, and after-school as arranged with staff. The overall student to computer ratio **in classrooms** is 3.2:1 in K-6, 1.4:1 in 7-8, and 2.1:1 in 9-12. Each classroom has at least one computer connected to the Internet. Each school's computers and peripheral devices are from one to four years old, vary in configuration and platform, but generally run current software and tend to function dependably. All of the computers have been upgraded with memory and operating systems to keep up with current demands. There is a small library at each site that is equipped with at least one computer and all are connected to the Internet. The site libraries serve as both resource learning centers and traditional collections. Students have come to rely on the Internet as an important research resource since local public libraries have even fewer offerings. The closest university libraries are at least 50 miles away. Students with advanced learning needs access a variety of AP courses through the University of California Office of the President (UCOP). AP classes are held in varying locations from site to site. All high school sites have student laptop computers on a wireless network for AP course access if needed. Loyaltan High and Downieville High students use the new Mobile Learning Lab(s). Loyaltan High School and Downieville Schools both have computer labs as well. All teachers have been issued a laptop computer for their immediate use as a tool to manage their classroom and curriculum.

Site	Number of Computers	Platforms	Student: Comp Ratios	Library Computers
Loyalton High	55	Mac OS X, Win 2k, Win XP	2.1:1	4
Loyalton Middle	40	Mac OS X	1.3:1	0
Loyalton Elem	45	Mac OS X	3.7:1	2
Downieville K-6	16	Mac OS X	1.9:1	3
Downieville 7-12	28	Mac OS X, Win XP	1:1	3
Sierra Pass	7	Mac OS X	1.6:1	0

Loyalton Elementary School	
Total # of Computers for Instructional Use	45
Total # of Computers in Classrooms	45
Total # of Internet Connected Computers in Classrooms	45
Total # of Computers in Classrooms older than 48 months	15
Total # of Computers in Classrooms 48 months old or newer	30
Student to Computer Ratio – Computers 48 months old or newer only	5.5:1
Total # of Computers in Computer Labs	30
Total # of Computers in Library/Media Center	4
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Loyalton Middle School	
Total # of Computers for Instructional Use	40
Total # of Computers in Classrooms	40
Total # of Internet Connected Computers in Classrooms	40
Total # of Computers in Classrooms older than 48 months	10
Total # of Computers in Classrooms 48 months old or newer	30
Student to Computer Ratio – Computers 48 months old or newer only	1.7:1
Total # of Computers in Computer Labs	30
Total # of Computers in Library/Media Center	5
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Loyalton High School	
Total # of Computers for Instructional Use	55
Total # of Computers in Classrooms	55
Total # of Internet Connected Computers in Classrooms	55
Total # of Computers in Classrooms older than 48 months	15
Total # of Computers in Classrooms 48 months old or newer	40
Student to Computer Ratio – Computers 48 months old or newer only	2.8:1
Total # of Computers in Computer Labs	45
Total # of Computers in Library/Media Center	4
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Downieville Jr./Sr. High School	
Total # of Computers for Instructional Use	28
Total # of Computers in Classrooms	28
Total # of Internet Connected Computers in Classrooms	28
Total # of Computers in Classrooms older than 48 months	10
Total # of Computers in Classrooms 48 months old or newer	18
Student to Computer Ratio – Computers 48 months old or newer only	1.4:1
Total # of Computers in Computer Labs	10
Total # of Computers in Library/Media Center	3
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Downieville Elementary School	
Total # of Computers for Instructional Use	16
Total # of Computers in Classrooms	16
Total # of Internet Connected Computers in Classrooms	16
Total # of Computers in Classrooms older than 48 months	6
Total # of Computers in Classrooms 48 months old or newer	10
Student to Computer Ratio – Computers 48 months old or newer only	3:1
Total # of Computers in Computer Labs	10
Total # of Computers in Library/Media Center	3
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Sierra Pass Continuation	
Total # of Computers for Instructional Use	5
Total # of Computers in Classrooms	5
Total # of Internet Connected Computers in Classrooms	5
Total # of Computers in Classrooms older than 48 months	0
Total # of Computers in Classrooms 48 months old or newer	5
Student to Computer Ratio – Computers 48 months old or newer only	1.6:1
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

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

Due to the District’s geographic isolation, technology has become an important educational tool. Because SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT provides standards-based instruction K-12, technology must be integrated into all core areas. Our secondary schools utilize Internet and Video Conferencing services to provide core, AP courses and elective courses that would otherwise be unavailable due to the lack of fully qualified teachers. School libraries District-wide have limited print resources; therefore, online access and software purchases allow students much better research opportunities.

Through a variety of enrichment and remediation software programs (STAR Math, Accelerated Reader, LinkIt!), teachers can do regular assessments and provide focused interventions. Students in grades K-12 regularly use the technology resources for enrichment, skills development, and performance-based assessments. Special needs students’ benefit through purchases of textbooks/novels on CD. Students 2 -12 receive training in the use of computers and attendant software beginning in the second grade. English/language arts students have word processing standards beginning in grade 6. Science, beginning in 5<sup>th</sup> grade, has investigation and experimentation standards requiring technology use. Information literacy skills are integrated into History/Social Studies through research reports and projects beginning as early as the 4<sup>th</sup> grade. However, more emphasis is needed in all areas: in the arts; painting, drawing, movie production, music production, in the sciences; data management project presentations, in the technology classes; programming, web page production at all grade levels.

The staff at all sites is fully committed to using Powerschool student information system for attendance, grades and disciplinary management. The District has also been using Edusoft and LinkIT!, as student performance management tools with success in gauging students overall knowledge on core subjects. The purchase of two 30 laptop mobile labs (Downieville High School and Loyalton High School), along with the purchase of a 30 ipad mobile lab at Loyalton Middle School has allowed the students to fully integrate technology into their daily lives. The mobile labs are readily available for research and learning purposes.

School Program	Typical Uses of Technology	Typical Frequency
Loyalton Elementary School	Accelerated Reader/Microsoft Office Suite	2 times each wk.
Loyalton Middle School	Edusoft/Microsoft Office Suite/AppleWorks/LinkIT!	3 times/Wk
Loyalton High School	UCCP/Microsoft Office/PhotoShop/iPhoto	3 times/Wk
Downieville High School	UCCP/Microsoft Office/PhotoShop/iPhoto	3 times/Wk
Downieville Elementary	Accelerated Reader/Edusoft/Microsoft Office/AppleWorks/LinkIT!	2 times/Wk
Sierra Pass Cont.	Microsoft Office/AppleWorks	3 times/Wk

### **3c. Summary of the district's curricular goals that are supported by this tech plan.**

The Sierra-Plumas JUSD curricular documents emphasize the need for every student to achieve at his/her fullest potential.

1. Provide a general educational background in oral and written English, natural sciences, reading, mathematics, and social sciences.
2. Provide a program of advanced academic subjects to prepare students who are planning to attend institutions of higher learning.
3. Develop intellectual curiosity and a positive attitude toward continuing education.
4. Develop problem solving competence and the ability to evaluate constructively and objectively.
5. Provide, within available resources, a program of elective subjects and extra-curricular activities which will permit each student to pursue his/her interests, develop his/her talents, and acquire useful skills.
6. Develop flexibility and appropriate attitudes toward change.

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All curricular materials are purchased aligned to California State Content Standards. Annually the district reviews student achievement scores and reviews progress and emerging trends in student achievement. Students have made significant gains in their reading skills. However, review of recent testing data noted a need for increased attention to Math and Science. In



addition, writing continues to be identified as the skill focus for all students K-12. As a result Sierra-Plumas Joint Unified School District has targeted math and science as the core subjects to be emphasized for improvement. CST (California Standards Test) scores in grades 9-11 in math and science show the smallest number of proficient students of the core subjects. The district also strives to continue offering alternative classes within the district to students through the distance-learning program outside of those already being offered. The potential for students in Loyalton and Downieville to take classes in otherwise unavailable areas is now beginning to become a realization.

**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:** 100% of students K-12 will use technology resources to achieve CA Content standards in math.

<p><b>Objective 3d.1:</b> By June 30, 2016, 100% of students K-12 will use technology resources to achieve CA Content standards in math.</p>
<p><b>Year 1 Benchmark:</b> By June 30, 2014, 75% of students K-12 will use technology resources to achieve CA Content standards in math.</p>
<p><b>Year 2 Benchmark:</b> By June 30, 2015, 90% of students K-12 will use technology resources to achieve CA Content standards in math.</p>
<p><b>Year 3 Benchmark:</b> By June 30, 2016, 100% of students K-12 will use technology resources to achieve CA Content standards in math.</p>

<p><b>Objective 3d.2:</b> By June 30, 2016, 100% of the students in grades K-12 will utilize technology resources to demonstrate improvement their writing proficiencies.</p>
<p><b>Year 1 Benchmark:</b> By June 30, 2014, 75% of the students in grades K-12 will utilize technology resources to demonstrate improvement their writing proficiencies.</p>
<p><b>Year 2 Benchmark:</b> By June 30, 2015, 90% of the students in grades K-12 will utilize technology resources to demonstrate improvement their writing proficiencies.</p>
<p><b>Year 3 Benchmark:</b> By June 30, 2016, 100% of the students in grades K-12 will utilize technology resources to demonstrate improvement their writing proficiencies.</p>

<b>Objective 3d.3:</b> By June 30, 2016, 100% of students K-12 will use technology resources to achieve CA Content standards in social studies.
<b>Year 1 Benchmark:</b> By June 30, 2014, 75% of students K-12 will use technology resources to achieve CA Content standards in social studies.
<b>Year 2 Benchmark:</b> By June 30, 2015, 90% of students K-12 will use technology resources to achieve CA Content standards in social studies.
<b>Year 3 Benchmark:</b> By June 30, 2016, 100% of students K-12 will use technology resources to achieve CA Content standards in social studies.

<b>Objective 3d.4:</b> By June 30, 2016, 100% of the students in grades K-12 will utilize technology resources to demonstrate improvement in science.
<b>Year 1 Benchmark:</b> By June 30, 2014, 80% of the students in grades K-12 will utilize technology resources to demonstrate improvement in science.
<b>Year 2 Benchmark:</b> By June 30, 2015, 90% of the students in grades K-12 will utilize technology resources to demonstrate improvement in science.
<b>Year 3 Benchmark:</b> By June 30, 2016, 100% of the students in grades K-12 will utilize technology resources to demonstrate improvement in science.

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.d.1 3.d.1 3.d.3 3.d.4	Staff collect examples of student work & identifies current use of technology in classrooms for 9-12 grades	Staff & Admin.	October 2013	NA	Student technology work is reviewed and assessed by staff and admin.
3.d.1 3.d.1 3.d.3 3.d.4	Appropriate teachers research technology resources in science, math and writing.	Staff	January 2014	NA	Presentation of findings to staff and recommendations for adoption
3.d.1 3.d.1 3.d.3 3.d.4	Software and hardware for distance learning purchased	Admin.	March 2014	REAP SRSA	Installed and Being Utilized
3.d.1 3.d.1 3.d.3 3.d.4	Staff development is provided for 9-12 teachers in core areas	Staff & Admin.	October 2014	REAP SRSA	Certificates of completion; lesson and unit plans developed
3.d.1 3.d.1 3.d.3	Staff development is provided for 9-12 grade in teaching writing process	Staff & Admin.	November 2014	REAP SRSA	Certificates of completion; lesson and unit plans

3.d.4	and integrating technology				developed
3.d.1 3.d.1 3.d.3 3.d.4	Samples of student work are collected at appropriate grade levels & evaluated	Staff & Admin.	June 2014	N/A	Evaluation results are shared with the entire staff for input on improvement
3.d.1 3.d.1 3.d.3 3.d.4	Student STAR test scores evaluated; strategies developed to improve results	Staff & Admin.	September 2016	N/A	Results presented to staff, community, school board

<b>Monitoring and Evaluation</b>			
<b>Obj. #</b>	<b>Tool/Data Source</b>	<b>Schedule/Timeline</b>	<b>Title of Person(s) Responsible</b>
3.d.1 3.d.2 3.d.3 3.d.4	Administrative observations	September 2013, 2014, 2015, 2016	Site Principal
3.d.1 3.d.2 3.d.3 3.d.4	Purchase planning timeline	October 2013	Superintendent Business Manager
3.d.1 3.d.2 3.d.3 3.d.4	Purchase orders	October 2013, 2014, 2015, 2016	Site Principals Business Manager Accounts Payable Technician
3.d.1 3.d.2 3.d.3 3.d.4	Staff development/training meeting plans and agendas	September 2013, 2014, 2015, 2016	Site Principals Superintendent

As a small district with extremely limited resources, there is a need to prioritize according to areas of greatest need. This educational technology plan will emphasize the academic areas of math, science, social science and writing as indicated by review of student test scores.

**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 workplace.**

The use of information literacy as a research process needs is as a way to enhance students' safe and effective use of the Internet for research purposes. **SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT** recognizes the need to adopt a continuum of technology proficiencies to guide and assess the introduction and development of technology proficiencies for all students.

Staff will continue to develop their own skills with the Big 6 and Big 3 processes and effective strategies for integration into the curriculum.

Staff will look at a variety of technology proficiency continuums and begin the process of adopting a continuum for developing and assessing technology proficiencies that is appropriate for SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT students. The use of the current, updated technology that has been installed throughout the district enables students to have a virtually endless stream of information and data at their fingertips. Teachers will facilitate the literacy information in a way that students can use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources, while understanding the human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Goal 3e: Students will acquire the technology skills and information literacy skills needed to succeed in the classroom and workplace.**

**Objective 3e.1:  
By June 30, 2016, 100% of students will demonstrate understanding of grade level technology and information literacy skills.**

**Year 1 Benchmark:  
By June 30, 2014, 85% of students will demonstrate understanding of grade level technology and information literacy skills.**

**Year 2 Benchmark:  
By June 30, 2015, 95% of students will demonstrate understanding of grade level technology and information literacy skills.**

**Year 3 Benchmark:  
By June 30, 2016, 100% of students will demonstrate understanding of grade level technology and information literacy skills..**

**Implementation Plan**

<b>Obj. # (Optional)</b>	<b>Activities</b>	<b>Schedule/Timeline</b>
3.e.1	All students in grades 6-8 will complete a research project in at least two of the core content areas.	June 2014
3.e.1	All students in grades 4-5 will complete a research project in two or more of the content areas and all students in grades 6-8 will complete a research project in each of the content areas.	June 2014
3.e.1	All students in grades 4-8 will complete a research project in all of the content areas and continue this annually.	June 2014
3.e.1	All students in grades 2-12 will have curriculum that includes the use of SmartBoards, Scientific Probeware, Web Research and Applications and Presentation and Multimedia Software.	June 2014

<b>Monitoring and Evaluation</b>			
<b>Obj. #</b>	<b>Tool/Data Source</b>	<b>Schedule/Timeline</b>	<b>Title of Person(s) Responsible</b>
3.e.1	Teacher lesson plans and other curriculum documents; student work	June 2014, annually thereafter	Teachers Site administrators
3.e.1	Grade level and staff meeting agendas	June 2014, annually thereafter	Teachers Site administrators
3.e.1	Technology committee meeting agendas Revised standards and proficiencies document	June 2015	Superintendent Site administrators Teachers

Over the three-year duration of this plan, the Technology Department, in continued collaboration with the Curriculum Council, will develop lessons that focus specifically on technology resources and information literacy to help our students meet and surpass the District Technology standards for students. Principals will use the Technology Standards for Students in working with teachers to ensure technology is used on a consistent basis and that information literacy skills are incorporated into lessons throughout the year. Principals will review the ISTE Technology Standards for Students during at least one staff meeting by June 30 of each year of this plan. Teachers will discuss the integration of the standards in at least two Professional Learning Communities (PLC) meetings by June 30 of each of this plan. Principals and teachers will review the Standards for Students to ensure appropriateness. Information on 21<sup>st</sup> century learning skills will be distributed to all teachers and administrators posted on the District Website.

**Evaluation Instruments, Procedures and Responsibility:**

3.1 Updates to the District Technology Standards for Students will be reviewed by the staff listed above and posted to the District website by June 30 of each of this plan. The Technology Department and site administrators will present the Student Standards and schools will keep the attendance logs from the annual meetings. Principals will keep an attendance sheet of staff meetings where the Standards are reviewed. **Responsibility:** Technology Director, Teachers, and Site Administrators.

**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)**

<b>Action Plan (for both goals)</b>	<b>Timeline</b>
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a	The district will review its formal policy on copyright, fair use, and teacher-owned software. Will revise as necessary and disseminate to teachers.	daily/ weekly monitoring through walkthroughs; reviewed in spring of each year.
b	The district will continue its standard process for monitoring AUP compliance and disseminating permissions information to all staff and students.	Annual check.
c	Sierra Plumas Joint Unified School District will require signed AUP and other required documents from all teachers upon hire, and include 3f/g information during new hire orientation. Supervised by district with central office support in the new hire process.	Ongoing upon hire; October and annually thereafter.
d	Sierra Plumas Joint Unified School District will require signed AUP from all students/parents upon enrollment and then every year. Tracked at the site level.	Ongoing, October and annually thereafter.
e	Issues of legal and ethical use of technology and Internet safety will be addressed for all age groups in the Information/Technology literacy skills embedded in the Instructional Guides  Teachers/Teacher Librarians will utilize national and state developed materials such as iSafe, the CTAP Region 4 CyberSafety resources, including Cyber Predators, Piracy & Plagiarism, Social networks, Inappropriate Content, Internet Safety and Cyber Bullying, and/or others as appropriate to instruct students.	Skills embedded by ____ Instruction ongoing according to state content standards/Instructional Guides.
f	Sierra Plumas Joint Unified School District will provide iSafe, other relevant Internet Safety and ethics professional development to teachers.	Annually, all schools; roll out TBD
g	Sierra Plumas Joint Unified School District will provide iSafe, other relevant Internet Safety and ethics training to students.	See Item e
h	Sierra Plumas Joint Unified School District will provide iSafe, other relevant Internet Safety and ethics (e.g., responsible use) training to parents via Parent Centers and other mechanisms, as per a collaboration with the Districts; School Family & Community and Parent Services Division and the Educational Technology Group.	Annually, all schools; roll out TBD.

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Students	<ul style="list-style-type: none"> <li>Sign AUP, take annual <u>Student Survey</u> in EdTechProfile (Gr 5, 8, 11)</li> </ul>

Person Responsible	Monitoring, Evaluation, and Program Modification Process
	and demonstrate knowledge of ethics and safety in work samples.
Teachers	<ul style="list-style-type: none"> <li>• Take/update the EdTechProfile <u>Technology Assessment Profile</u> annually between August and October (used to monitor and demonstrate teacher and student proficiency/knowledge/practice with CCTC Standard 9, knowledge of law, safety, and acceptable use policies, questions 1, 3)</li> <li>• Monitor student use of computers and other technology, including compliance with Acceptable Use Policy.</li> </ul>
Site administrators	<ul style="list-style-type: none"> <li>• Monitor compliance with district policy on copyright, fair use, and teacher-owned software via classroom walkthroughs</li> <li>• Sign Administrator Certification Form (October and April)</li> <li>• Monitor classroom instruction, including teaching of relevant ethics, Internet safety and copyright policy in lessons (e.g., classroom walkthroughs, formal or informal observations, review of lesson plans).</li> <li>• Run and review site-level Technology Assessment Profile reports annually</li> </ul>
District staff	<ul style="list-style-type: none"> <li>• Monitor and track staff AUP and other required Bulletin signing.</li> <li>• Produce and analyze anonymous aggregation of <u>Technology Assessment Profile</u> results</li> <li>• Will supervise process of making sure the required subjects are in <i>Instructional Guides</i></li> </ul>
Chief Technology Director, Educational Technology Group	<ul style="list-style-type: none"> <li>• Will review district policy on copyright, fair use, and teacher-owned software as appropriate for update each year as per legislative and district mandates.</li> <li>• Working with site principals, will monitor standard process for monitoring AUP compliance</li> <li>• Will review records to ascertain number of teachers and other staff taking i-Safe or similar training.</li> <li>• As needed, will add courses needed for teachers/staff to learn/practice the CCTC standards 9i (1) and (3)</li> </ul>

**Goal 3f:** All students will be able to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

**Implementation Plan**

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
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Update present Internet Acceptable Use Policy to include copyright, plagiarism, and unlawful downloading. Parents and students sign each year.	September 2013 Annually thereafter	IT Director	Review of AUP
Library/Media Specialists attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Fall 2013	Library/Media Specialists	Attendance Verified
Library/Media Specialists deliver staff training and student lessons on Information Literacy/Internet Safety.	Jan 2014 Jan 2015 Jan 2016	Principals Library/Media Specialists	Lesson plans and training logs.
Students receive lessons on copyright, fair use, plagiarism, and unlawful downloading from classes	Fall 2014 Fall 2015	Grades 4-12 teachers	Principal review of lesson plans
Students incorporate appropriate copyright and fair use into their projects.	Winter 2014 Winter 2015	Grades 4-12 teachers	Teacher and administrators review projects.
Staff collects examples of student projects and review for use of appropriate and ethical use and copyright.	Annually, each Spring	Staff & Admin.	Student technology work is reviewed and assessed by staff and admin.
Teachers will be trained to implement an Information Literacy/iSafe curriculum, which includes copyright and fair use and ethical uses of technology.	Fall 2013	Staff & Administrators	Principal will review teacher participation in online iSafe training.
Students will take the iSafe pre- and post-assessment.	Pre-assessment every fall Post-assessment every spring	Teachers and Administrators	Student work is reviewed and monitored by staff.
Annually, district will evaluate the student post-assessment data to determine modifications to the instructional program to better ensure understanding of copyright and fair use, legal and illegal downloading and P2P file sharing, and avoiding plagiarism.	Annually, every spring	Director of Curriculum and Instruction	Principal will review student data and lead staff in program modification.

**Goal 3g: All students will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when they are using the Internet.**

**Implementation Plan**

<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Update present Internet Acceptable Use Policy to include online safety. Parents and students sign each year.	Sept 2014 Sept 2015 Sept 2016	IT Director	Review of AUP
Library/Media Specialists attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Fall 2013	Library/Media Specialists	Attendance Verified
Library/Media Specialists deliver staff training and student lessons on Information Literacy/Internet Safety.	Jan 2014 Jan 2015 Jan 2016	Principals Library/Media Specialists	Lesson plans and training logs.
Students will receive lessons which integrate principles in internet safety throughout the curriculum.	Annually	Teachers	Lesson plans
Students use CTAPIV Cybersafety resources available online	Annually	Teachers	Lesson plans
Teachers will be trained to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and how to avoid online predators.	Fall 2013	Staff & Administrators	Principal will review teacher participation in online iSafe training.
Students will take the iSafe pre- and post-assessment.	Pre-assessment every fall Post-assessment every spring	Teachers and Administrators	Student work is reviewed and monitored by staff.
Annually, district will collect and evaluate data to determine modifications to the instructional program to better ensure understanding of internet safety, online privacy, and avoiding online predators.	Annually	Director of Curriculum and Instruction	Observations, student data, lesson plans

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

Equitable access to technology is important to the Sierra-Plumas Joint Unified School District. The deployment of multiple laptop carts and “high-access” programs (like the different 1:1 laptop programs), give all students SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT access to technology. Throughout the year, the Technology Director and Site Tech’s will assess the opportunity for all students to have access to technology regardless of achievement level, language ability, or special needs.

**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.**

One hundred percent of District schools currently use *PowerSchool* keep track of student records, attendance, benchmarks, and statewide assessment data. Teachers in the Middle and High Schools use Power Teacher Grade book as a means for updating and tracking student grades. Parents can request online access to grade data in *Powerschool Guardian portal*. The use of technology has helped site and district administrators, teachers, and other district personnel have easy access to tracking student achievement and growth.

The District puts an emphasis on the use of data-driven decision-making. On-going upgrades to the Powerschool Server allows for consistent data collection. Site administrators and teachers will continue to spend time analyzing results of benchmarks and statewide testing to ensure that students are exhibiting growth and instruction is focused on what students need. In Professional Learning Communities, teachers will be able to analyze test results and determine specific students who may need modification, re-teaching, and reinforcement. Additionally, teachers will be given time to determine if there are any specific areas to re-teach the entire class.

**Goal 3i: Use technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs.**

<b>Objective 3i.1</b>
<b>By June 30, 2016. 100% of the staff will demonstrate understanding of the use of technology to make record keeping and assessment more efficient.</b>
<b>Year 1 Benchmark: By June 30, 2014, 75% of the staff will demonstrate understanding of the use of technology to make record keeping and assessment more efficient.</b>
<b>Year 2 Benchmark: By June 30, 2015, 90% of the staff will demonstrate understanding of the use of technology to make record keeping and assessment more efficient.</b>
<b>Year 3 Benchmark: By June 30, 2016, 100% of the staff will demonstrate understanding of the use of technology to make record keeping and assessment more efficient.</b>

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<b>Implementation Plan:</b> <b>The Technology Director will collaborate with the PROFESSIONAL LEARNING COMMUNITY meeting attendees, Site Tech's and Site administrators to continue to provide support for using Powerschool and Edusoft along with current installed technology.</b>			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Train Site Tech's in how to analyze Edusoft and Powerschool Data.	June 30, 2013	Tech. Coordinator	Use sign in sheets for Edusoft and Powerschool to track support.
Site Tech's to train teachers and staff in use of Edusoft and Powerschool Data.	June 30, 2014	Tech. Coord. & Site Tech's.	Use sign in sheets for Edusoft and Powerschool to track support. Monitor use of Powerschool Web teacher Portal for training purposes.
Teachers to build in technology into their curriculum for the school year.	June 30, 2015	Site Admin. & Teachers & Curriculum Council	Review curriculum to monitor use of technology within curriculum.
<b>Evaluation Instrument(s) — Data To Be Collected:</b> The IT Department and site administrators will utilize PROFESSIONAL LEARNING COMMUNITY notes to ensure that information from <i>Edusoft and Powerschool</i> is being analyzed to help guide instruction and keep track of student growth. <b>Responsibility:</b> Classroom teachers, Site Tech's, Curriculum Council and Tech. Coordinator.			

**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.**

Sierra Plumas Joint Unified School District has strived to develop new ways and refine traditional methods of improving the communications between home and school. From PDF's of the Board Agenda on the District Website to server space for individual teacher Websites, SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT provides communication to parents in a variety of ways. In addition to school and classroom Websites, and traditional newsletters mailed home, every teacher and school has access to *PowerSchool* to share information about student data and achievement with all parents through the school bulletin.

**Goal 3j:**

<b>Objective 3j.1: By June 30, 2016, the number of parents accessing Powerschool Parent Portal will increase by 75% from school baseline's recorded June 2009.</b>
<b>Year 1 Benchmark: By June 30, 2014, the number of parent accesses to Powerschool (via Web access and email subscriptions) will increase by 10% from school baselines recorded June 2009.</b>
<b>Year 2 Benchmark: By June 30, 2015, the number of parent accesses to Powerschool (via Web access and email subscriptions) will increase by 20% from school baselines recorded June 2009.</b>
<b>Year 3 Benchmark: By June 30, 2016, the number of parent accesses to Powerschool (via Web access and email subscriptions) will increase by 25% from school baselines recorded June 2009.</b>

**Implementation Plan:** The Tech. Coordinator will collaborate with site administrators and teachers to ensure that training is provided on a variety of means for communicating with parents (blogs, web sites, *PowerSchool*, etc.). Special emphasis will be placed on additional training in *PowerSchool* so that parents will understand how to access the *PowerSchool* site to be aware of school bulletins or track student progress. They will also have the option of signing up for email updates.

<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
100% of schools will have a digital means of distributing site-based newsletters to parents and the community.	Fall, 2013	Tech. Coord.	Evaluate District technology to ensure access to technology needed for creation of digital newsletters
100% will receive information of Cyber Safety through district policies and information posted to district websites	June 30, 2014	District Webmaster and Tech. Coord.	Evaluate District Website and update as needed.
100% of Parents will be receive login information regarding their child's Powerschool information	Fall, 2013	Site Admin.	Ensure login information if listed on report cards sent home at each Quarter.

**Evaluation Instrument(s) — Data To Be Collected:**  
 The IT Department will study how many parent accesses per year are made via email or visits to the *PowerSchool* website. This amount will serve as the benchmark for improvement. At the end of each Semester, the IT Department will check the accesses to determine if more training is necessary.  
**Responsibility:** Tech. Coordinator.  
 The IT Department will train all teachers and site administrators in utilizing *PowerSchool*, and other digital tools (blogs, websites, etc.) to strengthen the home-school connection and provide information to parents on their student's achievement. Site administrators will also keep track of the different digital means for contacting and informing parents.  
**Responsibility:** Site administrators and IT Department.

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

The Technology Director will be responsible for monitoring implementation of the goals that are in the curriculum component. Site principals and the Teacher-in-Charge will be involved in the monitoring of technology integration into the teaching process through the teacher observation process. Technology use information gathered during classroom visits for the evaluation of grants, such as the two Enhancing Education Through Technology competitive grants, will also be used. The Technology Director and Site Admin's will review student achievement data collected by the District and the State for technology integration impact.

## **4. Professional Development**

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

As SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT is a remote rural district, professional development usually takes place in other locations such as Sacramento or through the Sierra County Office of Education. This usually precludes the full staff from attending, especially when professional development activities are held in the late afternoons. When teachers were surveyed regarding their technology professional development needs, their universal request was that the activities happen at their site with their equipment. A review of EdTech Profile data (2012) indicated that 70% of teachers were comfortable with word processing and Internet search skills. There is a strong need for training in spreadsheets, data bases and the current new technology that has recently been installed (SmartBoards, Polycom Distance Learning Systems, etc...) Administrators are included within this data since some of them also teach regular classes at their site.

### **Teacher and administrator's current technology skills and needs for professional development.**

The Tech Plan Committee identified "Instructional Technology" as the highest priority for professional development.

While staff is aware of regional California Technology Assistance Project (CTAP) offerings, few have taken advantage of CTAP Online courses (noting that they have trouble with the online connection) or the Educational Technology Academy. While some teachers are proficient in specific areas and are taking graduate level courses as part of their personal development, there is currently no school-wide strategy to advance technology proficiencies of the total staff. Higher priority is placed on curriculum alignment with California Content Standards and instructional strategies that do not depend necessarily on technology. There are currently no local professional development opportunities available to teach curriculum integration of technology applications, nor are their formal plans for the evaluation, modification or refinement of technology training for staff. The District has joined an association with the Placer County

office of Education to provide for our professional development for new teachers and to provide staff development in accordance with our current staff development plan..

Interviews with staff indicated that all would like to use more technology resources in teaching, but they felt limited by a several factors:

- Insufficient **on-site training time** to acquire needed knowledge and skills, and to do the planning required to integrate technology into current curriculum,
- Insufficient knowledge of software applications and websites specifically related to teaching California Content Standards,
- An overwhelming emphasis on teaching academic content and rising tests scores.

#### **4.b and c. Goals and benchmarks for professional development:**

*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 (sections 3d through 3j) of the plan.*

**Goal 4b: Teachers will integrate technology into classroom teaching and learning to improve academic achievement.**

##### **Objective 4b.1:**

4.b.1 By June 2016, 100% of the staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards

##### **Year 1 Benchmark:**

By June 2014, 75% of the staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards

##### **Year 2 Benchmark:**

By June 2015, 90% of the staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards

##### **Year 3 Benchmark:**

By June 2016, 100% of the staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards

##### **Objective 4b.2:**

By June 30, 2016, 100% of the staff will take the EdTechProfile and demonstrate improvement

**Year 1 Benchmark:** 80% of the staff will take the EdTechProfile and demonstrate improvement

**Year 2 Benchmark:** 90% of the staff will take the EdTechProfile and demonstrate improvement

**Year 3 Benchmark:** 100% of the staff will take the EdTechProfile and demonstrate improvement

**Objective 4b.3:** By June 30, 2016, 100% of the staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, *PowerSchool*, etc.). (3j)

<b>Year 1 Benchmark:</b> By June 30, 2014, 80% of the staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, <i>PowerSchool</i> , etc.).
<b>Year 2 Benchmark:</b> By June 30, 2015, 90% of the staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, <i>PowerSchool</i> , etc.).
<b>Year 3 Benchmark:</b> By June 30, 2016, 100% of the staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, <i>PowerSchool</i> , etc.).

**Evaluation Instrument(s) — Data To Be Collected: EdTechProfile, PowerSchool training evaluations**

**Timeline for implementing and evaluating planned strategies and activities**

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
4.b.1	Site Tech’s will be identified to support faculty growth in use of technological learning resources.	Principal / Supt.	August 2013	SRSA	Curriculum documents illustrating the integration of technology learning resources;
	The district will research and obtain the appropriate system				
4.b.3	Staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, <i>PowerSchool</i> , etc.). (3j)				
4.b.1	Staff integrates at least three lessons incorporating technology-learning resources in their teaching per week.	Principal / Supt.	June 2015	N/A	Observation and evaluation of lessons
4.b.1	A menu of opportunities* for staff development based on the EdTech	Tech Dir.	Annually each spring for	N/A	Handouts, lists, notes



	Profile survey are researched and presented to staff. On site workshops will be featured *At least 15 hrs/annually		summer / school year. implementation		from staff meetings
4.b.1	Faculty will take advantage of online technology in-service, such as CTAP Online and the Educational Technology Academy via individual professional development plans derived from EdTech Profile and other resources.	Tech Dir.	Annually per above	Title II if available	Teacher's individual professional development plans; certificates of completion;
4.b.1	Teachers will be allowed to use one day of professional development to visit schools identified by CTAP that demonstrate exemplary use of technology to support the academic core curriculum. Each teacher will report to a faculty meeting on the program visited and how it might be utilized at SPJUSD	Curriculum Council	Annually per above	Title II	Travel documents and faculty meeting notes
	Staff & stakeholder meeting to review effectiveness of Staff Development plan and make recommendations for new additions / strategies / formats	Curriculum Council	Fall 2014	N/A	Notes from staff meeting; recommendations; review of results from CTAP2 survey
	Staff integrates at least four lessons incorporating technology learning resources in their teaching; adding at least one technological learning resource to their teaching repertoire annually thereafter.		June 2016		

**Resources and budget required to implement these goals.** In addition to using Title I & II funds, the District will utilize a portion of its Small Rural School Achievement grant and allocated technology budget resources to fund the technology plan.

We will depend on Region 3's California Technology Assistance Project, CLRN and State Adoptions for information on California Content Standards aligned software and appropriate staff development opportunities. Professional development activities will include CTAP sponsored activities, the Educational Technology Academy, and other capacity building professional development opportunities provided by CTAP3.

**Benefits from professional development based on staff needs assessment.** Teachers clearly want to apply technology tools to improve student learning in California's core academic content areas. The goal is to improve test scores as indicators of student learning. Benefits of professional development related to integrating technology into core curriculum areas include

- Time to visit existing exemplary programs and effectively replicate them,
- Time to acquire in-depth knowledge of technological learning resources in order to integrate them into current curriculum,
- More technology-related teaching tools in each teacher's repertoire of instructional strategies, ultimately resulting in improved student learning and higher test scores.

## 5. Infrastructure, Hardware, Technical Support, and Software

**5a. describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.**

### Existing Hardware:

The District would like to maintain a ratio of at least one computer for each 5 students and has so far accomplished this goal. Each classroom has at least one computer (most have two or more), and every classroom is connected to the Internet with at least one computer. The entire inventory, including peripherals needs to be re-documented and cataloged. The high school sites have labs that are used by ROP Classes and shared by the rest of the site when no ROP classes are being taught. All labs and classrooms are connected to the Internet and all students save their work on a designated server. All computers are at one to six years old. Many have 3-year service agreements, which have helped to keep repair costs down. Most of the District computers have been replaced and upgraded within the last two years. There has been a district wide purchase of upgraded printers and scanners for each site, along with LCD projectors and smartboards for every teacher.

### Existing Internet Access:

Classroom connectivity is via the Digital California Project nodes within the County. The connection speed varies from 100 Mb to 5 Mb depending on the site proximity to the node site. Currently 3 sites, Loyalton Middle, Loyalton Elementary and Downieville K12, are connected via a 100 Mb wireless and fiber optic links respectively. This has provided a long-term cost effective access, and has reduced ongoing costs significantly. The district has upgraded the

wireless antennas to all Loyalton Schools (2012) and is currently awaiting a fiber optic 1 GB connection to be installed in the Loyalton High School network room, provided through a grant from Plumas Sierra Rural Electric.

The district has begun to upgrade all necessary infrastructure as budgeting permits. Two new Cisco 3800 Series routers were purchased and installed in August 2012. Four new 2600 Series Cisco switches were purchased and installed in 2012 for installation at each site. Currently the district has roughly 15 Cisco switches in operation. The iPrism web filter/firewall is currently running the latest software version and the contract with St. Bernard was extended through 2016. Currently two domain controllers exist. They are located at the District Office and at the Downieville Tech Shack. Also at Downieville is the Exchange Server and DNS Server installed in 2011. The Exchange, DNS and Domain Server are currently filtered through an EdgeWave Email Filter. All school sites have Mac OS X 10.6 or newer Servers running the individual network accounts at the school sites and each server is less than 4 years old. Additionally wireless upgrades have been made at each school site to the newer Airport Wi-Fi 801.2 g/n' which allow greater access speed to the Internet for both staff and students. Total number of airports has also increased to allow for connections in areas of the school otherwise unable to get a signal in the past.

#### **Existing Electronic Learning Resources:**

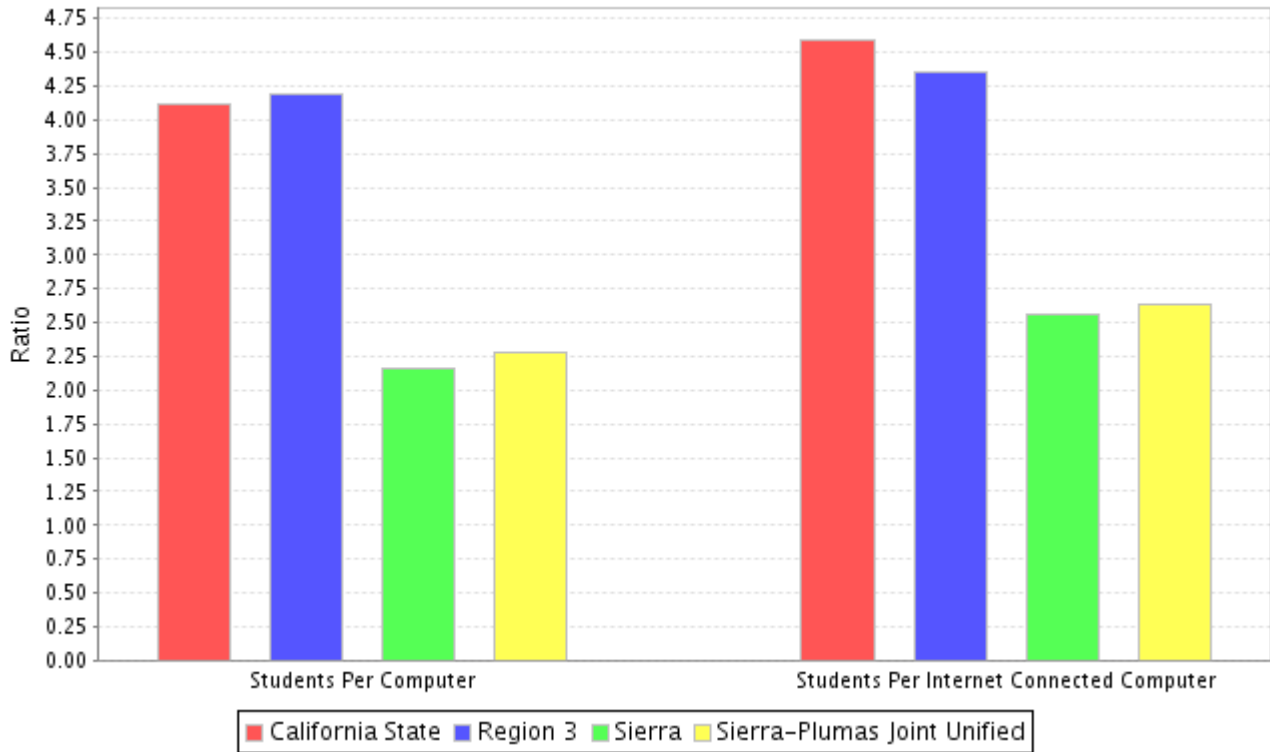
Most Macintosh operating systems in the District have been upgraded to 10.7 or newer. Current systems and servers are now running system 10.5.6 or newer. All sites have Microsoft Office 2011 installed on all computers that are newer than 2007. Older computers have Microsoft Office 2008 or have been upgraded to 2011. All sites K-12 have access to Accelerated Reader, Star Math and Star Reading.

#### **Existing Technical Support:**

Currently the Technology Director over see's all sites and the District Office for all technology purposes. Each school site has a designated Site Tech to help with minor technology issues (printers, wireless, etc.).

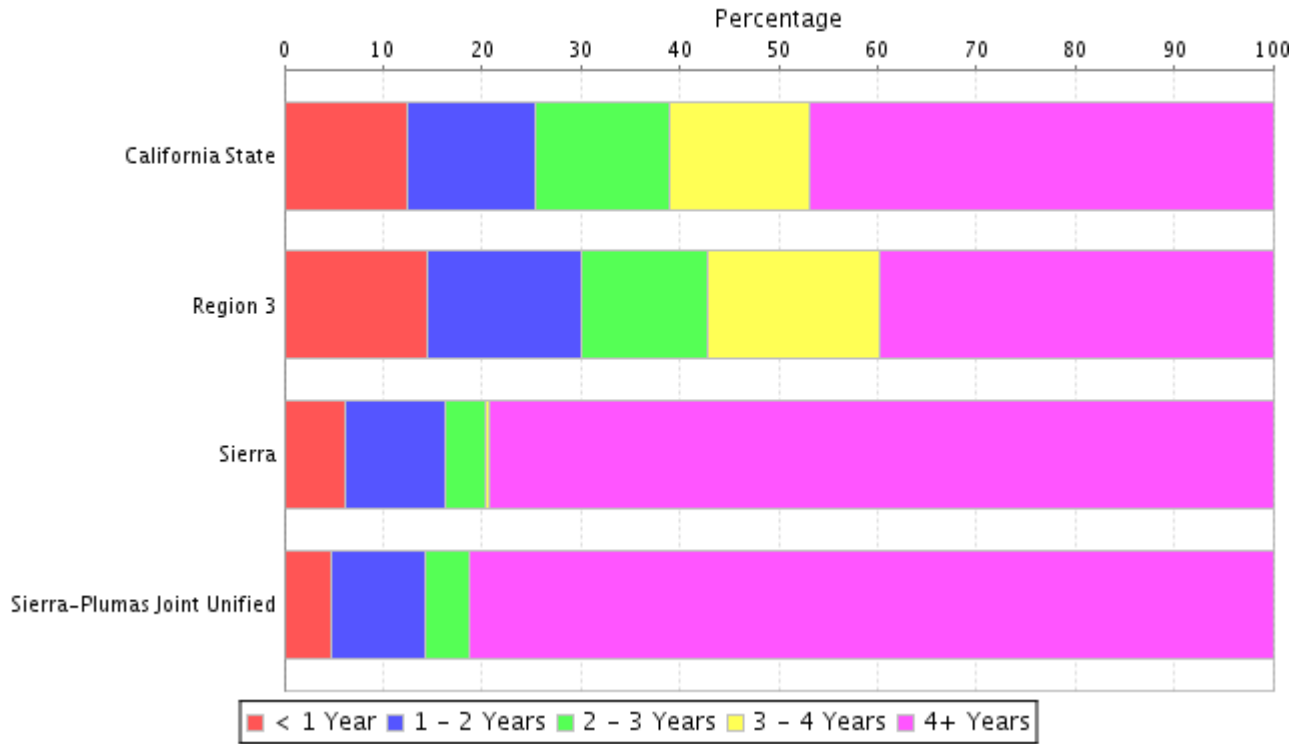
School Technology Survey: Equipment

### Student/Computer Ratios



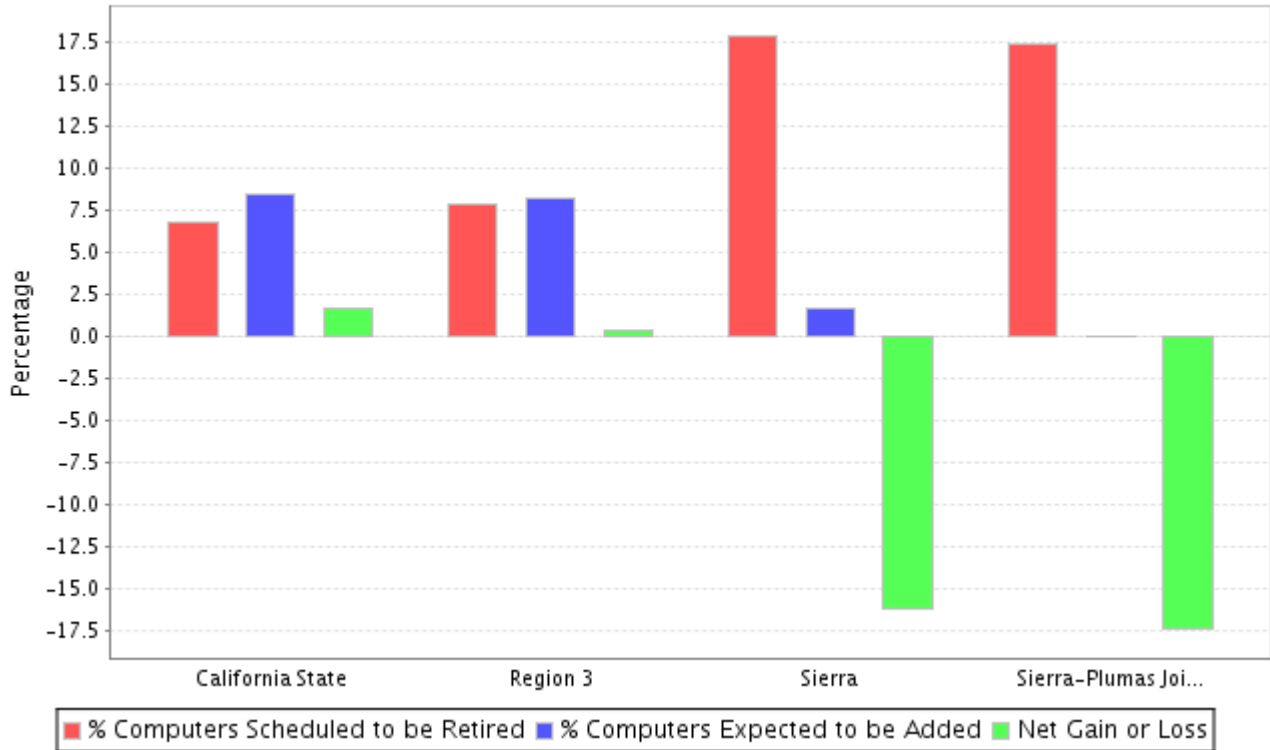
Location	Students Per Computer	Students Per Internet Connected Computer
California State	4.11	4.59
Region 3	4.19	4.35
Sierra	2.15	2.56
Sierra-Plumas Joint Unified	1.58	2.00

## Computer Age



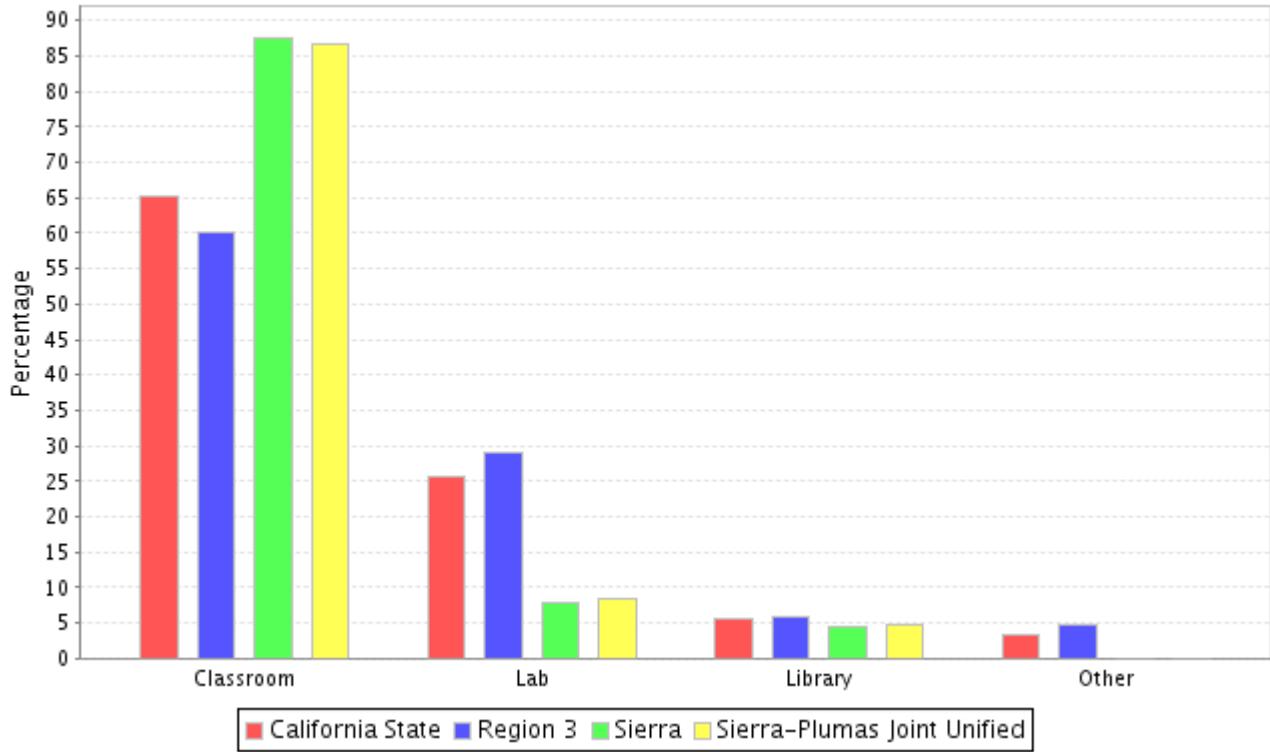
Location	< 1 Year	1 - 2 Years	2 - 3 Years	3 - 4 Years	4+ Years
California State	12.47 (0)	12.88 (0)	13.58 (0)	14.17 (0)	46.9 (0)
Region 3	14.43 (0)	15.64 (0)	12.81 (0)	17.4 (0)	39.72 (0)
Sierra	6.07 (0)	10.12 (0)	4.05 (0)	0.4 (0)	79.35 (1)
Sierra-Plumas Joint Unified	4.78 (0)	9.57 (0)	4.35 (0)	0 (0)	81.3 (1)

### Expected Change in Computer Availability



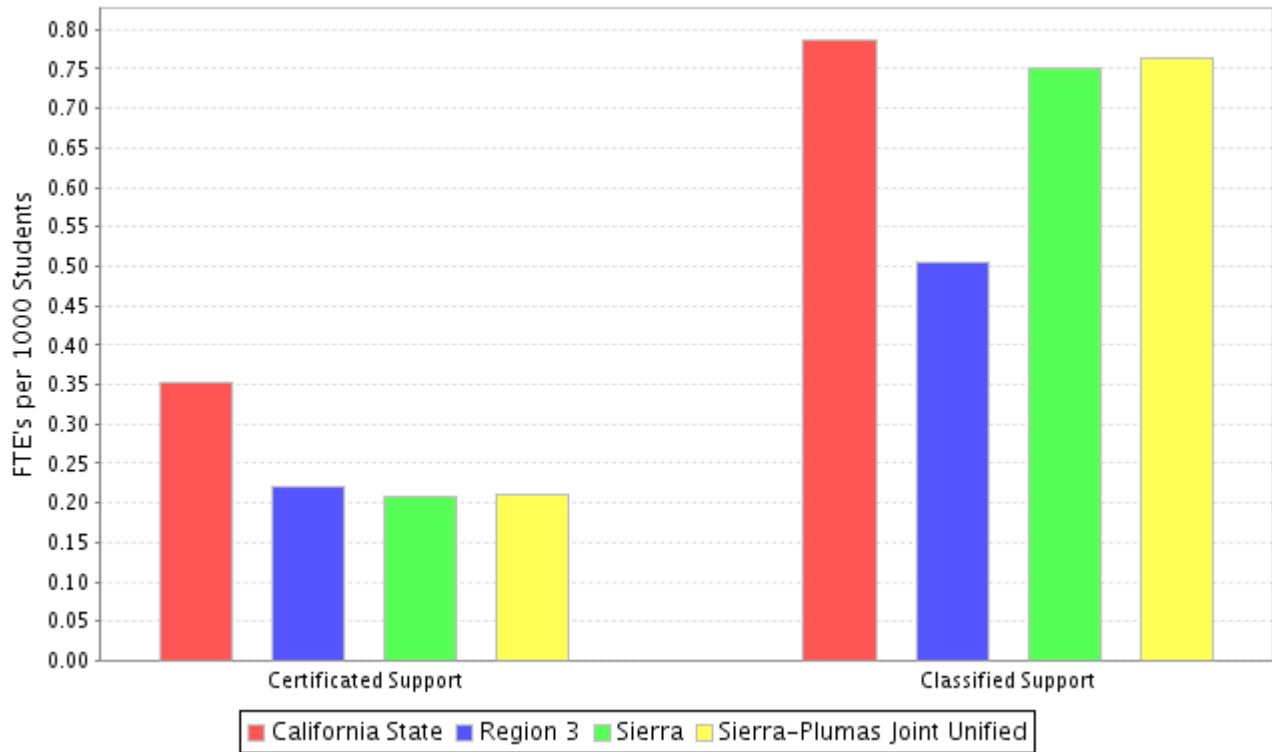
Location	% Computers Scheduled to be Retired	% Computers Expected to be Added	Net Gain or Loss
California State	6.8	8.46	1.66
Region 3	7.84	8.21	0.38
Sierra	17.81	1.62	-16.19
Sierra-Plumas Joint Unified	17.39	0	-17.39

## Equipment Location



Location	Classroom	Lab	Library	Other
California State	65.33	25.55	5.65	3.48
Region 3	60.24	28.97	5.98	4.81
Sierra	87.55	7.88	4.56	0
Sierra-Plumas Joint Unified	86.61	8.48	4.91	0

## Technical Support Staffing



Location	Certificated Support	Classified Support
California State	0.35	0.79
Region 3	0.22	0.51
Sierra	0.21	0.75
Sierra-Plumas Joint Unified	0.21	0.76

## 6. Funding and Budget

### 6a. List of established and potential funding sources.

ERATE Match 65%

Microsoft Voucher Fund



Small Rural School Achievement Grant

**Established Funding Sources:**

As this is a small, rural district, the Superintendent is responsible for budget development and allocation of funds to implement the goals set by the Board. The Superintendent attends workshops to stay current on categorical programs and their uses and consults with the County Office of Education about the state funding levels. He maximizes the use of categorical funds in order to have general funds available for technology purchase and upkeep.

General Fund

Categorical Funds

**Potential Funding Sources:**

REAP Grant

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The district will look to CTAP to provide cost effective staff development, advice on hardware and software purchases and to help train our site tech support cadre. CalSave.org is one resource that we have used and will be part of the process we will use to maximize expenditures.

The District is putting together the REAP/LEAP plan with will allocate funding toward the goals set in the technology plan. The funding is to be allocated over a three-year period and requires the matching goals of the technology plan to implement.

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

<b>Budget Category</b>	<b>Item Descriptions</b>	<b>Est. Year 1 Cost</b>	<b>Est. Year 2 Cost</b>	<b>Est. Year 3 Cost</b>	<b>E-rate Eligible Amount</b>
1000-1999 Certificated Salaries	Site Tech Stipends (3 Sites) Tech Coordinator	3,000 71,000	3,000 71,000	3,000 73,000	
2000-2999 Classified Salaries					
3000-3999	Benefit	11,000	11,000	11,000	

Employee Benefits					
4000-4999 Materials & Supplies	Travel & Conference Switches (All Sites) Misc repairs and replace LibraryPro Maintenance Web Filtering (iPrism) Subscription PowerSchool Maintenance Misc. Parts replace/repair 4 sites	2,000 4,000 1,000 1,100 1,000 1,900 400/site	2,000  1,000 1,100 1,000 1,900 200-400/site	2,000  1,000 1,100 1,000 1,900 200-400/site	
5000-5999 Other Services & Operating Expenses	<b>Edusoft - Data Analysis maintenance</b> <b>MS Office Suite (all student computers</b> <b>SmartNet Cisco Router Maintenance</b> <b>Accelerated Suites Upgrade and Modules and Server</b>	5,000 5,000 2,000 3,000	5,000 0 2,000 1,500	5,000 0 2,000 1,500	
6000-6999 Equipment	<b>Computer Replacements (all Sites)</b> <b>Cisco ASA Firewall with IDS 5510(2) &amp; Cisco Switch Layer3 3750 (2)</b>	5,000 18,000	5,000 1,000	5,000 1,000	
<b>Totals</b>		<b>\$135,600</b>	<b>\$108,100</b>	<b>\$110,100</b>	<b>\$</b>

**6c. Describe the district’s replacement policy for obsolete equipment.**

The District allocates technology funds to each school on an on-going, annual basis. School personnel are urged to utilize available funds for updating and replacing obsolete equipment on an on-going basis. In addition, the receives ERATE funding to help offset cost of telecommunications, therefore freeing up some budget for replacement of equipment.

**6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**

The Superintendent/Principal admin council team will develop an annual technology budget as part of the annual budget cycle, citing various sources of funding. The district budget is developed in Dec/Jan. The business manager will prepare a mid year report in January of each year to update the Tech Committee, the Board, and the Curriculum council on the progress of funding for technology.

The Superintendent and Business Manager are responsible for monitoring all aspects of the budget. They oversee the day to day budget, plans for the expenditure of the various funds and programs, prepares the monthly budget reports as well as the state required semi annual Interim Reports for the Board, develops the budget annually, and in the process advises the Board about state and grant funds available.

## 7. Monitoring and Evaluation

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

While the district developed a 5-year technology plan in 1997, it focused primarily on the acquisition of equipment and connectivity, and secondarily on the use of technology for teaching and learning. The second plan (04-07) established a set of goals and benchmarks that put much more emphasis on curricular and staff development. The third plan (07-10) focused on current technology needs and implementing the technology into the curriculum. The 2013-2016 Technology Plan updates and revises the previous plan to allow for continued travel towards more technology based curriculum. This plan will be reviewed with staff, the Curriculum Committee and Board of Education each year to determine progress and needs. The current technology planning process needs to address increased use of existing and future technology tools in curriculum, instruction and assessment.

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

To monitor adequately the school/district’s progress in utilizing technology tools for teaching and learning, data will be collected in the following areas:

- Annual increases in teachers’ technology proficiencies per the EdTechProfile assessment;
- Annual increases in teachers’ use of technology to enhance curriculum;
- Students’ progress in mastering the California Content Standards in Math and Science;
- Students’ progress in acquiring technology proficiency skills.
- Annual maintenance and infrastructure upgrade activities.
- Adequacy of Tech Support.

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

The Technology Director and the Superintendent will prepare annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in May/June. The report will be presented to the Tech Committee, the Board and the admin council to at least regularly scheduled meeting.

May annually	The Superintendent and the Technology Director present data and summary of progress toward meeting goals at staff, Admin council and Board meetings.
Ongoing	Modifications of the plan and activities are made based on the data gathered,

## 8. Collaborative Strategies with Adult Literacy Providers

**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.)**

Sierra-Plumas/Sierra COE does not provide adult education courses. Within the boundaries of Sierra-Plumas/Sierra COE area, adult literacy needs are served through a variety of agencies. The area’s community college district, provides adult education classes in basic literacy, GED preparation , and ESL as well as general interest classes. Sierra County ROP offers classes through the high schools in a variety of job and life skills, including technology skills such as basic word processing, home budgeting with spreadsheets and resources on the Internet.

During the spring of 2014, Sierra-Plumas/Sierra COE will consult with local county and community college adult literacy programs and offer to work with them. Such collaboration could include outreach, facilities for classes, and use of equipment.-

## 9. Effective, Researched-Based Methods and Strategies

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

Sierra-Plumas/Sierra COE School students have made significant gains in their core subject areas as revealed in California STAR data. The percentage of students at or above the 50% percentile in **reading/LA has increased from 80% to 82% in Math from 82% to 84%** (1997 to 2000). Math is an area of relative strength. However, data showed Title I students are in need of improvement in the areas of reading/LA and Math.

This analysis led the school to set improvement goals in reading/LA, targeting Title I students in particular.

To reach the goals, the school embarked on a rigorous staff development program and adopted new reading texts in grades k-6. The board adopted the Open Court reading text for grades kindergarten through 5<sup>th</sup> grade. This is one of only two series approved by the state of California that is aligned with the state standards and thoroughly grounded in research proven methods. Two days of staff development will be provided: one in June and one in August.

Curricular Area	Research Consulted	Annotation
Reading	Research includes: <input type="checkbox"/> Moats, <i>Educational Leadership</i> , March 2001 pp 36-39; <i>Reading/Language Arts Framework</i>	Researched-based reading strategies can build a foundation for reading success in students of all ages. These include:

	<p><i>for California Public Schools,, Kindergarten Through Grade Twelve</i>. Chapter 4, pp 98-199, 1999;</p> <p>□ Fielding and Person, <i>Educational Leadership</i>, vol 51, no 5 February 1994, pp 62-68 (see extensive bibliography of research referenced).</p>	<ul style="list-style-type: none"> <li>• phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading.</li> <li>• Administer measures of assessment and assign students materials and programs that will enable them to read with 90 to 95 percent accuracy.</li> <li>• Teach individually or in small groups as much as possible.</li> <li>• Schedule at least two hours a day for reading instruction for struggling readers.</li> <li>• Monitor progress and adjust instruction and time allocations accordingly.</li> </ul>
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Staff development in teaching writing has focused on teaching the writing process to all students. This strategy is based on years of research and field-testing first by California teachers, then by teachers across the country.

Curricular Area	Research Consulted	Annotation
Writing	<p>See Gray, Thomas, D’Aoust, Willet and others, in Olson, <i>Practical Ideas for Teaching writing as a Process at the Elementary School and Middle School Levels</i>, 1996.</p> <p><b>See also the bibliography, including referenced research.</b></p> <p>Shelfelbine and others, <i>Reading/Language Arts Framework for California Public Schools</i>, 1999</p>	<ul style="list-style-type: none"> <li>• Children possess the requisite linguistic knowledge to write.</li> <li>• Teachers need to use every possible means to give student confidence in their linguistic knowledge.</li> <li>• Writing is a process and teaching writing is the process of helping students use and perfect their linguistic knowledge and get it on paper.</li> <li>• Academic language must be taught. Four strategies are suggested: reading aloud; instructional discussions; reading by students; writing by students.</li> </ul>

**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.**

A Technology Audit as well as a Curriculum Audit was conducted in preparation for writing Sierra-Plumas/Sierra COE School’s Technology Plan. The results of those audits led to the goals, benchmarks and timelines of the grant. Implementation of the Tech Plan will rely heavily

on California Technology Assistance Project. Its research, models and strategies are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies. Examples of the type of research CTAP accesses follow:

<b>Component Reinforcement</b>	<b>Page In Plan</b>	<b>Research Source</b>	<b>Research Summary</b>
Curriculum, Reading and Writing Technology skills,	4, 5, 12, 14, 15	Sandholtz, Ringstaff and Dwyer, in <i>Teaching with technology; Creating student-centered classrooms</i> , 1997	“Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum.” instruction and time allocations accordingly.
Information Literacy Skills History/Social Studies	4, 5, 12, 14, 15	<i>Critical Issue: Using technology to improve students achievement</i> , 1999 NCREL web site	Using technology within the curricular framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core content, including Math and Science	4, 5, 12, 14, 15	Sivin-Kachala and Bialo, <i>2000 research report on the effectiveness of technology in schools</i> , 2000	Computer-assisted instruction and drill-and-practice software can significantly improve students’ scores on standardized achievement tests in all major subject areas.
Integration Strategies to Improve Teaching and Learning	4, 5, 12, 14, 15	Dwyer, <i>ACOT: History, findings, impact</i> . 1992	Technologies provided. . . a conceptual environment where children could collect information in multiple formats and then organize, play, visualize, link and eventually construct new ideas about relationships among facts and events. The same technology could then be used . . . by students to communicate their ideas to other students.
Staff Development: Adult Learning Models	12	Schacter, <i>The impact of education technology on student achievement: What the most current research has to say</i> . Milken Family Foundation web site, 1999	The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.

## Appendix C – Criteria for EETT Funded Technology Plans

1. <b>PLAN DURATION CRITERION</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<p><b>The plan should guide the district’s use of education technology for the next three years. (For a new plan, can include technology plan development in the first year)</b></p>	1	<p>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).</p>	<p>The plan is less than three years or more than five years in length.</p> <p>Plan duration is 2013-2016.</p>
<p><b>2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</b></p>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<p><b>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</b></p>	1	<p>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.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>

<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>	<b>4</b>	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>b. Description of the district's current use of hardware and software to support teaching and learning.</b>	<b>7</b>	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.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>	<b>8</b>	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.
<b>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.</b>	<b>9</b>	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.
<b>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</b>	<b>10</b>	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.



succeed in the classroom and the workplace.			
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<p><b>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)</b></p>	<p>12</p>	<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><b>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)</b></p>	<p>13</p>	<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><b>h. Description of or goals about the district policy or practices that ensure equitable technology</b></p>	<p>14</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology</p>

access for all students.		access for all students. The policy or practices clearly support accomplishing the plan's goals.	will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	14	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.	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.
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.	15	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.	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.
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.	16	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
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12 (Appendix D).			
a. <b>Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b>	<b>17</b>	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. <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.</b>	<b>18-19</b>	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. <b>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.</b>	<b>18-19</b>	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.

<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
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Requirement(s): 6 and 12 (Appendix D).			
<b>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</b>	20	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
<b>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.</b>	21	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.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
<b>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.</b>	22	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.	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.
<b>d. Describe the process that will be used to</b>	23	The monitoring process, roles, and responsibilities are	The monitoring process either is absent, or lacks

<b>monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b>		described in sufficient detail.	detail regarding who is responsible and what is expected.
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<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. List established and potential funding sources.</b>	<b>23</b>	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>b. Estimate annual implementation costs for the term of the plan.</b>	<b>23</b>	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.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>	<b>25</b>	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.
<b>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.</b>	<b>25</b>	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. <b>MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	<b>25</b>	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>b. Schedule for evaluating the effect of plan implementation.</b>	<b>25</b>	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.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	<b>26</b>	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. <b>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>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</b>	<b>26</b>	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	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.)		the process used to identify adult literacy providers or potential future outreach efforts.	
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9. <b>EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. <b>Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</b>	26	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. <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.</b>	28	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 J – Technology Plan Contact Information

## Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 46 - 70177

School Code (Direct funded charters only): \_\_\_\_\_

LEA Name: Sierra Plumas Joint Unified School District \_\_\_\_\_

\*Salutation: Mr. X Ms. Dr.

\*First Name: Blaine \_\_\_\_\_

\*Last Name : Donnelly \_\_\_\_\_

\*Job Title: Technology Director \_\_\_\_\_

\*Address: 305 S. Lincoln St. \_\_\_\_\_

\*City: Sierraville \_\_\_\_\_

\*Zip Code: 96126 \_\_\_\_\_

\*Telephone: (530) 771-7927 Ext: \_\_\_\_\_

Fax: (530) 994-1045 \_\_\_\_\_

\*E-Mail: bdonnelly@spjUSD.org \_\_\_\_\_

Please provide backup contact information.

1<sup>st</sup> Backup Name: Stan Hardeman – Superintendent (530) 994-1044 \_\_\_\_\_

1<sup>st</sup> Backup E-Mail: shardeman@Sierra Plumas Joint Unified School District.org \_\_\_\_\_

2<sup>nd</sup> Backup Name: \_\_\_\_\_

2<sup>nd</sup> Backup E-Mail: \_\_\_\_\_

\*Required information in the ETPRS