

Technology Plan



Trinity Alps Unified

July 1, 2013 - June 30, 2018

05/15/2013 (revised 05/15/2013)

This plan is for EETT and E-Rate.

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Background and Demographic Profile

Trinity Alps Unified School District is a unified district located about 200 miles north of Sacramento in Trinity County. The district consists of five schools: one high school, one elementary school, one continuation high school, one community day high school and one community day elementary school. Total ADA is between 700 and 900, depending on the year, and has recently been declining. Demographically, the district is around 80% White, about 8% Native American, and the rest spread among the other classifications. Between 45% and 50% of the students qualify for free and reduced lunches. The local industry is primarily timber and lumber related, and we rely heavily on funding from the Forest Reserve program. The Trinity Alps Unified School district was created by the unification of the Trinity Union High School District and the Weaverville Elementary School District. This revised Education Technology Plan is the result of many hours of discussion, learning, and collaboration by our district Education Technology Advisory Group (eTAG), a diverse representation of administrators, teachers, parents, and community stakeholders.

The Trinity Alps Unified School District is committed to preparing students for success by promoting responsible citizenship, critical thinking, knowledge and skills within a safe, positive educational environment. Trinity Alps Unified School District is committed to appropriately integrating technology into all areas of the curriculum and dedicated to the acquisition and support of effective educational technology that provides teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning. Implementing technology-based solutions into all functions and processes of instruction, management, and communication is the responsibility of district and school site curriculum and technology leaders. Our Education Technology Plan is intended to serve as both a guide for technology related decision-making and an instrument to monitor and evaluate progress toward identified goals and objectives. Stakeholders completed a systematic needs assessment of district technology status, needs, and resources for each section of our revised tech plan. The results guided the development of our new technology goals, objectives, and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

1. Plan Duration

July 1, 2013 - June 30, 2018

2. Stakeholders

Stakeholders		
Name	Position	CDS
Rich Greenwood	Technology Support Staff	Trinity Trinity Alps Unified
Tom Barnett	Superintendent	Trinity Trinity Alps Unified
Keith Sprague	Site Administrator	Trinity Trinity Alps Unified Weaverville Elementary
Mike Rourke	Classroom Teacher	Trinity Trinity Alps Unified Trinity High
Cindy Blanchard	District Administrator	Trinity Trinity Alps Unified
Robert Jackson	County Office of Education Staff	Trinity
Laura Johnson	Parent	
Jaime Green	District Administrator	Trinity Trinity Alps Unified

Our ongoing technology planning is guided by a collaborative vision of how technology can help students meet the academic content standards and reach the desired learning outcomes identified by our school district and its community. Our Education Technology Advisory Group (eTAG) is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff as well as site administrators, teachers, students, and parents.

Due to our rural geographic isolation, community/ business partnerships with eTAG have been difficult to develop. However, our rural district continues to solicit, expand, and sustain our partnerships with stakeholders to enhance the integration of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

Stakeholder Groups

District Technology Personnel – The District Technology Coordinator

Development & Support Roles: The Technology Coordinator provides overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

District Financial Personnel – The District Accountant

Development & Support Roles: Representatives on our Tech Plan team provide coordination of technology funds and budget issues.

Site Administration – Site Principals and Assistant Principals

Development & Support Roles: Representatives on our Tech Plan team monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

Site Teachers – Teachers from our High School, Elementary School, Community Day and Continuation Schools

Development & Support Roles: Representatives on our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

Parents / Students – Parents of children enrolled in our schools and students

Development & Support Roles: Representatives on our Tech Plan team provide input on the district and schools' efforts to integrate technology and 21st century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21st century skills.

3. Curriculum

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

All teachers and students in our district have access to internet connected multi-media computers and technology tools before, during, and after school. Each of our district classrooms have a minimum of one multimedia computer connected to the Internet. In the case of a single computer classroom, both the instructor and the students share access. The district's general student population and GATE students in our district have access to technology for regular and Advanced Placement classes.

All Special Education students have equal access to technology resources in the classroom. Our schools do not currently have an English Language Learner population. If English Language students enroll in our district, they too will be provided with equal access to internet connected multimedia computers. Also available to all teachers and students in our district before, during, and after school are a variety of peripheral devices including digital projectors, digital cameras, scanners and loaner laptop computers for teachers. The district currently has a total of 250 multimedia computers for teaching and learning, 80 of which are four years old or newer. Trinity High School has one shared computer lab attached to the library, plus two full classroom labs that are used by the Career Technical Education programs. Weaverville Elementary has one shared computer lab.

Current access at Trinity High School (THS) consists of each teacher and administrative staff person having their own computer connected to a digital projector and a student to computer ratio of 2.5:1, though many are about to be beyond the four year old mark. The library at Trinity High School has a separate computer lab used on a reservation system by classroom teachers, as well as computers within the immediate library for general student use. The library is open from 8:00am to 4:30pm daily for student use. Trinity High School is working to transition one of the classroom labs to a shared computer lab.

Alps View Continuation High School (AVHS) has a total of 2 internet connected computers for teacher and student use during with a student to computer ratio of 8:1. Students can schedule before and after school time on the computers with their teachers.

At Weaverville Elementary, a computer lab is used for elective technology courses and available on a reservation basis to all teachers, as well as being available to students after school until 4:30pm on Mondays and Wednesdays. Classrooms at WES have an average of 3 computers per classroom and a student to computer ratio of approximately 3:1, but the ratio of students to computers four years old or newer is closer to 7:1. Also available to Weaverville Elementary students is a 10 seat science lab and 8 computers in the library. Weaverville Elementary School

(WES) recently went through a modernization process that included network wiring to all buildings. Weaverville Elementary is working toward building out a second shared computer lab.

Trinity River Community Day School (TRCDS) and Trinity River Elementary Community Day School (TRECDS), each teacher has a computer and there is one computer available for student use. An average student to computer ratio is 1:1, but enrollment fluctuates often. Students can schedule before and after school time on the computer with their teachers.

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

The following data offers a snapshot of hardware /software use and typical frequency and technology / information literacy skills integrated in the curriculum in our district.

Trinity Alps Unified School District Technology Integration Overview All classrooms are connected to the school's LAN and then to the county office WAN which filters the district Internet access. The district's current use of hardware/peripherals and software is an integrated part of learning. Examples of technology integration in the curriculum are abundant across all K-12 grade levels. The teachers use PowerPoint presentations to introduce the class to new material, students use the Internet to support the curriculum and research current assignments, digital cameras are used by student clubs, the Yearbook class, and the Photography class, and students take an assortment of assessment tests using a variety of software programs to calculate their knowledge and growth. These are just a few examples of how the district utilizes software to support teaching and learning. Below are more examples of the district's current use of hardware and software use. Electronic Learning, Assessment, & Student Information Resources Used District-wide Accelerated Reader, Accelerated Math, STAR Reader, Reading Counts, STAR Math, Everyday Math, OdysseyWare, Microsoft Office Suite, Photoshop, free Internet resources, PowerSchool.

Technology use by subject area

Subject Area	Typical Hardware	Typical Software	Typical Frequency
Art	Computer, digital camera, scanner, printer	Photoshop, 3D modeling software, web browser	Weekly
English	Computer, digital projector, printer	Accelerated Reader, STAR Reading, Microsoft Word, web browser	Daily (7-12) Weekly (K-6)

Foreign Language	Computer, digital projector, digital video camera, printer	Web browser, Microsoft Word, video editing software, cultural videos	Weekly (7-12)
Mathematics	Computer, digital projector, classroom responder, pen input device, printer	Everyday Math, web browser, spreadsheets, graphing	Daily (7-12) Weekly (K-6)
Non-departmental	Computer, digital projector, printer	Web browser, e-mail	Daily (7-12) Weekly (K-6)
Physical Education / Health	Computer, digital projector, tablet devices, printer	Web browser, FitnessGram	Weekly (3-12)
Science	Computer, digital projector, printer	Terrain Navigator Pro, multimedia textbook software, web browser	Weekly (K-12)
Social Science	Computer, digital projector, printer	Instructional videos, web browser, Microsoft Word	Weekly (K-12)
Special Education	Computer, digital projector, tablet devices, printer	Accelerated Reader, Microsoft Word, web browser, assistive technology	Daily
Career Technical Education	Computer, digital projector, digital camera, printer, CAM (Computer Aided Manufacturing)	Web browser, Microsoft Word, Adobe CS5, CAD/CAM, Terrain Navigator Pro, Mastercam	Daily
Library	Computer, printer	Follett Destiny, Web Browser, Office Productivity Applications, E-mail	Daily

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

The district's curriculum is based on the K-12 California Adopted Academic Content Standards, which are posted in all classrooms, and are included in course syllabi by the high school teaching staff. The district curriculum goals are based on the district's mission statement, the Expected Student Learning Results (ESLRs), the district LEA Plan, School Safety Plans, and school site Single Plans for Student Achievement. Our district school board adopts key goals annually, which support the LEA plan on the district level. Each of our schools ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based Single Plans for Student Achievement and School Accountability Report Cards (SARC).

The common underpinning of all our district and school improvement plans is to meet NCLB's accountability objective of 100% of students and significant subgroups proficient or better with Math and English Language Arts grade level standards by the end of Year 5 and maintain that proficiency going forward.

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: Teachers will integrate technology in the district's ELA & math curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & math grade level content standards by end of Year Five.

Objective 3d.1.1: By the end of Year 5, a minimum of 90% of all K-12 Trinity Alps students will be proficient or above with grade level English-Language Arts and Math standards supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and teacher collaboration time.

Benchmarks:

- Year 1: A minimum of 60% of all K-12 Trinity Alps students will be proficient or better with grade level standards in math and English Language Arts.
- Year 2: A minimum of 70% of all K-12 Trinity Alps students will be proficient or better with grade level standards in math and English Language Arts.
- Year 3: A minimum of 80% of all K-12 Trinity Alps students will be proficient or better with grade level standards in math and English Language Arts.
- Year 4: A minimum of 85% of all K-12 Trinity Alps students will be proficient or better with grade level standards in math and English Language Arts.

- Year 5: A minimum of 90% of all K-12 Trinity Alps students will be proficient or better with grade level standards in math and English Language Arts.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Site administrators will coordinate monthly subject area professional learning community meetings to review student classroom achievement data and to develop and refine the district's articulated ELA and Math curriculum, essential grade level content standards, relevant information & communication technology skills, and standards aligned benchmark assessments.	Beginning of each Trimester or Semester	Superintendent, Site Administrators, & Technology Committee (eTAG)	Accelerated Reader, Everyday Math, DataDirector	Standards-based grade level benchmark assessments; Annual STAR/CST test results in English/Language Art and Math; Annual Smarter Balanced Assessment results
Conduct research (November, February, May) of supplemental curriculum-based technology resources (adopted and/ or CLRN approved) and research lowcost / no cost technology tools and electronic learning resources aligned to K-12th grade standards.	At least three times per year.	Superintendent, Site Administrators, & Technology Committee (eTAG)		
Purchase and update tech resources annually, as needed and funding allows.	Annually	Superintendent, Site Administrators, & Technology Committee (eTAG)		
Ensure curriculum, teaching strategies, and technology resources are being used with fidelity in the classroom during monthly classroom visits by school administrators.	Monthly	Superintendent & Site Administrators	Classroom observations	Classroom observations
Continue to provide NETS skills and technology integration training for teachers.	Annually as needed.	Superintendent, Site Administrators, & Technology Committee (eTAG)	Classroom observations	Classroom observations, technology surveys.

Provide teachers and administrators professional development on adopted curriculum and related electronic learning and productivity resources.	As needed for new or updated curriculum and resources.	Superintendent, Site Administrators, & Technology Committee (eTAG)	With adoption of updated curriculum	With adoption of updated curriculum
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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.

Goal 3e.1: ALL students will be proficient or better with the National Education Technology (NETS) grade level profile standards for students or a district equivalent to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Objective 3e.1.1: 75% of students in grades K-6 and 95% of students in grades 7-12 will be proficient or better with grade level NETS standards.

Benchmarks:

- Year 1: 0% in grades K-6 and 10% in grades 7-12
- Year 2: 10% in grades K-6 and 20% in grades 7-12
- Year 3: 20% in grades K-6 and 50% in grades 7-12
- Year 4: 50% in grades K-6 and 75% in grades 7-12
- Year 5: 75% in grades K-6 and 95% in grades 7-12

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The district will provide K-12 teachers with technology skill and technology integration professional development opportunities aligned to NETS and curriculum resources, offered through CTAP Region 2 or the equivalent.	Beginning spring of Year One, ongoing as needed	Superintendent, Site Administrators, and Teachers	Percentage of students achieving proficiency with grade level NETS standards; Teachers' reviews of grade level projects and portfolios.	End of year NETS skills assessment using K-12 technology rubric criterion in technology integrated curricular projects and portfolios.

7-12 district teachers will develop an articulated K-12 NETs technology integration curriculum aligned to NETS and portfolio assessments. Curriculum results will be reviewed annually in June and modified as necessary.	Fall of Year Two, ongoing modifications as needed	Superintendent, Site Administrators, and Teachers	Percentage of students achieving proficiency with grade level NETS standards; Teachers' reviews of grade level projects and portfolios.	End of year NETS skills assessment using K-12 technology rubric criterion in technology integrated curricular projects and portfolios.
All 7-12 students will begin systematically learning grade level NETS skills during curricular assignments.	Ongoing beginning spring of Year Two	Superintendent, Site Administrators, and Teachers	Percentage of students achieving proficiency with grade level NETS standards; Teachers' reviews of grade level projects and portfolios.	End of year NETS skills assessment using K-12 technology rubric criterion in technology integrated curricular projects and portfolios.
K-6 district teachers will develop an articulated K-6 NETs technology integration curriculum aligned to NETS and portfolio assessments. Curriculum results will be reviewed annually in June and modified as necessary.	Spring of Year Two, ongoing modifications as needed.	Superintendent, Site Administrators, and Teachers	Percentage of students achieving proficiency with grade level NETS standards; Teachers' reviews of grade level projects and portfolios.	End of year NETS skills assessment using K-12 technology rubric criterion in technology integrated curricular projects and portfolios.
All K-6 students will begin systematically learning grade level NETS skills during curricular assignments.	Ongoing beginning fall of Year Three	Superintendent, Site Administrators, and Teachers	Percentage of students achieving proficiency with grade level NETS standards; Teachers' reviews of grade level projects and portfolios.	End of year NETS skills assessment using K-12 technology rubric criterion in technology integrated curricular projects and portfolios.
Grade level technology assessments and/or portfolio reviews will be conducted at the end of each school year.	Annually in May.	Superintendent, Site Administrators, Teachers, and technology committee (eTAG)	Percentage of students achieving proficiency with grade level NETS standards; Teachers' reviews of grade level projects and portfolios.	End of year NETS skills assessment using K-12 technology rubric criterion in technology integrated curricular projects and portfolios.

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

All K-12 teachers will integrate grade level appropriate lessons in their curriculum on the ethical use of technology.

Goal 3f.1: End of Year One: 0% in grades K-6 and 50% in grades 7-12 will have grade level proficiency with ethical uses of technology.

Goal 3f.2: End of Year Two: 50% in grades K-6 and 60% in grades 7-12 will have grade level proficiency with ethical uses of technology.

Goal 3f.3: End of Year Three: 60% in grades K-6 and 70% in grades 7-12 will have grade level proficiency with ethical uses of technology.

Goal 3f.4: End of Year Four: 80% in grades K-6 and 80% in grades 7-12 will have grade level proficiency with ethical uses of technology.

Goal 3f.5: End of Year One: 95% in grades K-6 and 95% in grades 7-12 will have grade level proficiency with ethical uses of technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
All teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.	Spring of Year One and ongoing as needed	Superintendent & Site Administrators Teachers		
7-12 district teachers will develop an articulated 7-12 NETs technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.	Fall of Year Two, ongoing modifications as needed	Superintendent & Site Administrators Teachers	Curriculum meetings	

All 7-12 students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.	Annually beginning spring of Year Two	Superintendent & Site Administrators Teachers	Classroom observation	Teacher evaluations
K-6 district teachers will develop an articulated 7-12 NETs technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.	Spring of Year Two, ongoing modifications as needed	Superintendent & Site Administrators Teachers	Curriculum meetings	
All K-6 students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.	Annually beginning fall of Year Three	Superintendent & Site Administrators Teachers	Classroom observation	Teacher evaluations
Grade level technology assessments and/or portfolio reviews will be conducted at the end of each school year.	Annually in May	Site Administrators, Teachers, technology committee	End of year NETS skills assessment	Percentage of students achieving proficiency with grade level NETS standards #3: Research and Information Fluency and # 5: Digital Citizenship

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)

Although the district provides CIPA compliant filtering on all Internet access paths, the district would also like to prepare the students for possible threats to online privacy and safety which may be encountered through Internet connections not provided by the district. In order to prepare students to face these threats, all K-12 teachers will integrate grade level appropriate lessons in their curriculum on Internet safety.

Goal 3g.1: End of Year One: 0% in grades K-6 and 50% in grades 7-12 will have grade level proficiency with Internet privacy and safety issues.

Goal 3g.2: End of Year Two: 50% in grades K-6 and 60% in grades 7-12 will have grade level proficiency with Internet privacy and safety issues.

Goal 3g.3: End of Year Three: 60% in grades K-6 and 70% in grades 7-12 will have grade level proficiency with Internet privacy and safety issues.

Goal 3g.4: End of Year Four: 80% in grades K-6 and 80% in grades 7-12 will have grade level proficiency with Internet privacy and safety issues.

Goal 3g.5: End of Year One: 95% in grades K-6 and 95% in grades 7-12 will have grade level proficiency with Internet privacy and safety issues.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
All teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.	Spring of Year One and ongoing as needed	Superintendent & Site Administrators Teachers		
7-12 district teachers will develop an articulated 7-12 NETs technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.	Fall of Year Two, ongoing modifications as needed	Superintendent & Site Administrators Teachers	Curriculum meetings	
All 7-12 students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.	Annually beginning spring of Year Two	Superintendent & Site Administrators Teachers	Classroom observation	Teacher evaluations

K-6 district teachers will develop an articulated 7-12 NETs technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.	Spring of Year Two, ongoing modifications as needed	Superintendent & Site Administrators Teachers	Curriculum meetings	
All K-6 students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.	Annually beginning fall of Year Three	Superintendent & Site Administrators Teachers	Classroom observation	Teacher evaluations
Grade level technology assessments and/or portfolio reviews will be conducted at the end of each school year.	Annually in May	Site Administrators, Teachers, technology committee	End of year NETS skills assessment	Percentage of students achieving proficiency with grade level NETS standards #3: Research and Information Fluency and # 5: Digital Citizenship

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

Trinity Alps Unified School District policy ensures students have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students although the programs, strategies, and resources for achieving the objective may be adapted to best meet their needs. Students with active Individualized Education Programs have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. The Trinity County Office of Education provides computers for students with active IEPs. Also of mention is the relationship between the Trinity County Office of Education and their part in addressing the individualized education plans (IEP) coordinated by the SELPA administrator. The district relies on this relationship with the Trinity County Office of Education to further ensure that students with IEP's have appropriate assistive technology (software and hardware). There are currently no English Learners in the district, but should the need arise, English Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) have equal access to technology hardware, peripherals, and software needed to support their advanced curriculum. The district equitably provides technology access to all students at school and provides student access to computers before and after school hours. Unfortunately, a majority of the district student

population is bussed to and from school and their available time before and after school is dependent on district bus schedules.

Our goal for all Trinity Alps students is not only equitable access to technology but also appropriate access to technology. We currently have a large number of computers that are older than four years. These outdated computers need to be replaced with newer computers to reach our technology plan goal of reducing the student to computer ratio of computers 4 years old or newer from the current 7.58:1 ratio to a 4:1 ratio or better. (See tech plan sections 5a-5c.)

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.

Currently all schools are using the PowerSchool student information system for student record keeping. THS teachers currently use PowerTeacher Gradebook for assignment and grade tracking. WES teachers have not standardized on PowerTeacher Gradebook. AVHS, TRCDS, and TRECDS currently use a Student Work Contract form for tracking progress, assessment, and grades. The district also uses Renaissance Place applications (Accelerated Math, Accelerated Reader, STAR Math, STAR Reader) and OdysseyWare to assist in assessing student understanding. Trinity Alps also has implemented the PowerSchool Parent Portal features district wide which make formative record keeping and assessment more efficient and supportive in meeting individual student academic needs and to allow parents to view student grades and progress on-line. The district utilizes DataDirector to track student test score trends, though it is primarily used by the Weaverville Elementary School administrator.

Goal 3i.1: Implement standards based grading in PowerTeacher Gradebook at the K-6 level.

Objective 3i.1.1: By June of Year Four, all K-6 teachers will be entering all assignments, linked to the applicable standard, into PowerTeacher Gradebook.

Benchmarks:

- Year 1: Determine applicable standard set to use school wide.
- Year 2: Make standards available through PowerTeacher Gradebook.
- Year 3: 50% of K-6 teachers will be consistently entering standards based assignments in PowerTeacher Gradebook.
- Year 4: 100% of K-6 teachers will be consistently entering standards based assignments in PowerTeacher Gradebook.
- Year 5: 100% of K-6 teachers will be consistently entering standards based assignments in PowerTeacher Gradebook.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Determine which set of standards will be used at the K-6 level.	Spring of Year One	Superintendent, Site Administrators, and Teachers	Standards chosen	Standards chosen
Make standards available through PowerTeacher Gradebook.	Fall of Year Two	Technology Department	Standards available	PowerTeacher Gradebook
Provide training for all K-6 teaching staff on the use of PowerTeacher Gradebook	Fall of Year Two, ongoing as needed	Site Administrators, Technology Department		
Monitor teachers use of PowerTeacher Gradebook	Ongoing beginning year two	Site Administrators	Inspection of teacher grade books	PowerTeacher Gradebook, PowerSchool Reports

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 3j.1: Utilize non-voice communications to keep students and parents informed.

Objective 3j.1.1: Collect text message capable phone numbers and e-mail addresses of all students and legal guardians and provide them with appropriate contact information for school administrators and teachers.

Benchmarks:

- Year 1: Update all forms that include student or guardian phone numbers to include option of additional text capable phones and e-mail addresses. Update school web sites to include staff contact information.
- Year 2: Collect phone and e-mail information for all students and legal guardians.
- Year 3: Update phone and e-mail information for all students and legal guardians.
- Year 4: Update phone and e-mail information for all students and legal guardians.
- Year 5: Update phone and e-mail information for all students and legal guardians.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

Update all forms that include student or guardian phone numbers to include option of additional text capable phones and e-mail addresses.	Throughout Year One.	Superintendent, Site Administrators, Registrars, & Technology Committee (eTAG)	Forms include additional phone and e-mail entry locations.	
Provide up-to-date contact information for teachers and administrators on school web sites.	Beginning Year One and ongoing.	Webmaster & School Administrators	Web sites include up-to-date staff contact information.	Visual inspection of web sites.
Collect and update phone and e-mail information for all students and legal guardians.	Beginning Year Two and ongoing.	Registrars & Technology Department	Parent notification system includes additional phone and e-mail information.	Reports from parent notification system.

Goal 3j.2: Transition all enrollment paperwork to an on-line, electronic system.

Objective 3j.2.1: 90% of enrollment forms will be distributed and collected electronically.

Benchmarks:

- Year 1: Electronic form submission technology chosen.
- Year 2: Forms provided electronically, electronic form submission available.
- Year 3: 50% of registration forms submitted electronically
- Year 4: 75% of registration forms submitted electronically
- Year 5: 90% of registration forms submitted electronically

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Evaluate options available to assist with electronic form distribution and submission.	First half of Year One.	Superintendent, Site Administrators, Registrars, & Technology Committee (eTAG)	Technology chosen by January of year one.	
Create or adapt electronic versions of all forms related to school registration.	Second half of Year One.	Site Administrators, Registrars, & Technology Department	Forms available on-line by end of year one.	
Work with parents and students to facilitate on-line form submission.	Ongoing beginning Year Two.	Registrars, & Technology Department	Percentage of parents utilizing electronic form submission increases.	Percentage of families submitting forms electronically.

- 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.

Tech Committee (eTAG) will conduct ongoing formative tech plan data reviews; tracking the development and implementation of all tech plan activities and accomplishments and communicating updates and issues via e-mail. eTAG will meet quarterly to formally review progress and make modifications as needed. The district superintendent, technology coordinator, and eTAG members will meet every June to evaluate the overall effectiveness of the technology plan and adjust the goals, objectives, and timelines as needed. Summative analysis and needs assessment data and decisions will be given to the superintendent to develop his annual tech plan report to the school board in the fall. Assessment of tech plan curricular goals that rely on state assessment data will be conducted annually in late August / September after the state releases all relevant district data and schools complete benchmark assessments of incoming students. Results will be included in the superintendent's annual tech plan report to the school board.

4. Professional Development

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

Overall, teachers and administrators in TAUSD are proficient with the use of technology, including sending and receiving e-mail, word processing, Internet use, presentation program use, and the use of peripherals such as digital cameras, scanners, and projectors. Teachers are generally less than proficient with more advanced technology, such as spreadsheets and image editing, and less than proficient with integration of technology and technology concepts into curriculum. Most teachers would be considered beginners with more technical computer concepts, including troubleshooting and operating system basics, as well as the integration of Internet safety and copyright concepts into curriculum.

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.

Our professional development goals over the duration of this plan include: bringing teachers and administrators up to proficient levels with the same general NETS technology skills required of their students as well as proficiency with the integration of those skills into their curriculum; and using technology to improve student achievement data collection, analysis, reporting, and decision-making.

Goal 4b.1: TAUSD site administrators and teachers will be proficient with the same general NETS technology skills required of their students.

Objective 4b.1.1: By then end of Year Five, all TAUSD teachers and site administrators will be proficient with the same general NETS technology skills required of their students as well as be proficient with teacher/ admin electronic productivity tools.

Benchmarks:

- Year 1: 25% of staff at or above proficient levels
- Year 2: 45% of staff at or above proficient levels
- Year 3: 65% of staff at or above proficient levels
- Year 4: 85% of staff at or above proficient levels
- Year 5: 100% of staff at or above proficient levels

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administrator and teachers will complete the district technology survey	Annually between April and May	Superintendent, Site Administrators	District technology survey results	District technology survey
Provide teachers and administrators with professional development to improve technology proficiency	Annually as needed	Superintendent, Site Administrators		
Provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology.	Annually	Superintendent, Site Administrators		

Goal 4b.2: TAUSD site administrators and teachers will use technology to improve student achievement data collection, analysis, reporting, and decision-making.

Objective 4b.2.1: By the end of Year Five, all TAUSD teaches and administrators will be proficient in the use of DataDirector and similar tools to collect and analyze assessment data and with making data-driven decisions to meet individual student academic needs and targeted student interventions.

Benchmarks:

- Year 1: All K-12 administrators will be proficeint or better with the use of DataDirector.
- Year 2: 50% of all K-12 teachers and administrators will be proficeint or better with the use of DataDirector.
- Year 3: 75% of all K-12 teachers and administrators will be proficeint or better with the use of DataDirector.
- Year 4: 100% of all K-12 teachers and administrators will be proficeint or better with the use of DataDirector.
- Year 5: 100% of all K-12 teachers and administrators will be proficeint or better with the use of DataDirector.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Determine proficiency level of site administrators and key teachers	Fall of Year One	Superintendent, Site Administrators	DataDirector use.	Meetings with site administrators
Provide professional development for site administrators and key teachers.	Spring of Year One	Superintendent, Site Administrators	Professional development	Professional development
Provide professional development for site all teachers.	Ongoing beginning Year Two	Superintendent, Site Administrators	Professional development	Professional development
Monitor teachers' use of DataDirector	Ongoing beginning Year Three	Superintendent, Site Administrators	DataDirector reports and observations	Teacher evaluations.

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

The progress toward professional Development goals and objectives will be assessed by site administrators and the superintendent during regular employee evaluations. Administrators will use the results from tools such as the district technology survey; reports available from PowerSchool, DataDirector, and similar tools; and results from classroom observations in making their assessments.

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 currently has a total of 250 multimedia computers for teaching and learning: 64 of the computers are four years old or newer and the remainder older than four years. Each classroom at the high schools and elementary school has a printer and digital projector. Trinity High School has one shared computer lab attached to the library, plus two full classroom labs that are used by the Career Technical Education programs. Weaverville Elementary has one shared computer lab. Each campus has two servers that share file serving and directory services duties. THS also houses the servers that handle district wide services, including the PowerSchool student information system, the Destiny library system, and various network support services.

Existing Internet Access: Currently, all classrooms in the district are connected to the Internet via a 10Mbit or greater connection to the Trinity Office of Education connection and then out to the K-12 High Speed Network. All classrooms have at least two network drops. Trinity High School houses several servers that are shared by all district users. Weaverville Elementary has two additional servers to reduce network load on the network links.

Existing Electronic Learning Resources: Currently the district has the following electronic learning and productivity resources: Accelerated Reader, STAR Reading, Reading Counts, Everyday Math, Microsoft Office Suite, Adobe CS3 Suite, MapTech Terrain Navigator Pro, free Internet resources, United Streaming, and a host of free standards aligned online electronic learning and productivity resources.

Existing Technical Support: Currently, the district employs a full time Technology Coordinator who is available to all schools on an as-needed basis and always accessible by phone and e-mail. The district also has a relationship with the Trinity County Office of Education's (TCOE) System Administrator, and TCOE is also the district's Internet provider.

- 5b. 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.

Hardware Needed: The district needs to replace 60 classroom and lab computers per year to reach the goal of all computers less than four years old by the end of Year Five. The district will

also need to replace two file servers at Weaverville Elementary School and two file servers at Trinity High School. Weaverville Elementary will need additional file server space as usage increases. It is forecasted that two new networked printers and three new digital projectors will be purchased each year to replace obsolete or faulty equipment. In addition to replacing existing resources, the district will need additional student computers to support Smarter Balanced Assessments. We are currently looking into using Chromebooks, which can be used at student desks in existing classrooms for this and other purposes.

Electronic Learning Resources Needed: Our goal is to provide a set of standard, current, and affordable software requirements that can be distributed to students to give them a consistent interface at school and home. We are considering Google Apps for Education to fulfill that need. Updates and licensing for existing resources will continue to be funded, existing and new free internet learning and productivity resources will be used as appropriate, and new electronic resources will be considered when funding becomes available.

Networking and Telecommunications Infrastructure Needed: All campuses have aging network infrastructure which is being replaced as funding is available. The additional shared access labs will require additional network switches and cabling. Wireless networking coverage for both Trinity High School and Weaverville Elementary School will require new wireless networking hardware.

Physical Plant Modifications Needed: Minor physical plant modifications are needed to facilitate the wireless networking infrastructure rollout.

Technical Support Needed: The current combination of a single FTE Technology Coordinator and support from the Trinity County Office of Education is no longer sufficient to support the NEW unified district. When funding becomes available, a FTE Computer technician is desired to better fulfill district support needs.

5c. 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.

In order to support our goal of all computers four years old or newer by the end of Year Five, the district will have to purchase 60 computers each year to replace computers older than four years. Increasing network and file storage usage will require the purchase of additional file servers and file storage space at both the Weaverville Elementary and Trinity High campuses. The desired goal of full wireless network coverage by the end of Year Five will require the purchase of wireless networking equipment as well as the expansion and replacement of wired network infrastructure. Increasing IT support needs throughout the duration of the five years will require the hiring of an additional full time technology support person by the beginning of Year Five.

Year 1 Benchmark: 40% of computers four years old or newer. One new file server deployed at WES, one obsolete server removed from service. Initial wireless test and evaluation networks at both campuses.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 60 computers bring the number of four year old or newer computers to 40% of total computers.	End of Year One	Technology Department, Finance Department
Purchase and deploy one server.	December of Year One	Technology Department, Finance Department
Evaluate competing wireless technologies.	End of Year One	Technology Department, Site Administrators
Purchase and deploy a small number of Chromebooks for use in classrooms and to evaluate the suitability for Smarter Balanced Assessments.	End of Year One	Technology Department, Teachers, Site Administrators

Year 2 Benchmark: 60% of computers four years old or newer. One new file server deployed at THS. Wireless coverage of key areas including offices, libraries, and other shared spaces.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 60 computers bring the number of four year old or newer computers to 60% of total computers.	End of Year Two	Technology Department, Finance Department
Purchase and deploy one server.	December of Year Two	Technology Department, Finance Department
Purchase and deploy wireless resources to key areas.	End of Year Two	Technology Department, Finance Department
If appropriate, purchase and deploy Chromebooks in sufficient numbers to support Smarter Balanced Assessments.	End of Year Two	Technology Department, Finance Department

Year 3 Benchmark: 80% of computers four years old or newer. Additional storage space deployed at WES. Wireless coverage of 50% of classrooms.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 60 computers bring the number of four year old or newer computers to 80% of total computers.	End of Year Three	Technology Department, Finance Department
Purchase and deploy additional file server space	December of Year Three	Technology Department, Finance Department
Purchase and deploy additional wireless resources.	End of Year Three	Technology Department, Finance Department

Year 4 Benchmark: 90% of computers four years old or newer. One new file server deployed at THS. Wireless coverage of 100% of classrooms.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 60 computers bring the number of four year old or newer computers to 90% of total computers.	End of Year Four	Technology Department, Finance Department
Purchase and deploy one server.	December of Year Four	Technology Department, Finance Department
Purchase and deploy additional wireless resources.	End of Year Four	Technology Department, Finance Department

Year 5 Benchmark: 100% of computers four years old or newer. One new file server deployed at WES. One additional full time technology support person hired.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 60 computers bring the number of four year old or newer computers to 100% of total computers.	End of Year Five	Technology Department, Finance Department
Purchase and deploy one server.	December of Year Five	Technology Department, Finance Department
Hire one full time technology support person.	Fall of Year Five	Technology Department, Superintendent

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The District Technology Coordinator, school site administrators, and site tech mentors will track the development and implementation of all appropriate technology acquisition activities, inventories and accomplishments monthly and report progress and issues as needed to eTAG (ed Technology Advisory Group). Necessary modifications to our planned acquisitions and timelines will be reported to eTAG during scheduled meetings and via e-mail. The superintendent will meet with the District Technology Coordinator and eTAG, during annually scheduled quarterly meetings to monitor the status of all district tech plan goals, objectives, and implementation plans. The superintendent will report tech plan implementation progress to all stakeholders bi-annually in February and in September.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

- General Fund

Categorical: Title I

Title II A

Title II D

Title III (EL)

Title IV

Title V (Innovative Programs)

GATE

Economic Impact Aid (state EL)

Lottery

Perkins

Professional Development Block Grant

IDEA Staff Development

Program Improvement

-
- One-time block grants

Facilities Budget: State construction funds

-
- Deferred Maintenance
- CAHSEE Intensive Instruction
- ADTech (for PD)
- Site budgets
- Grants
- One-time block grants
- Lottery
- California Partnership Academies Grants
- Business partnerships (in-kind)

Potential Funding Sources:

- E-rate discounts and rebates
- K-12 EdTech Vouchers
- Donations
- Developer Fees

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

Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Funding Source Including E-Rate
1000-1999 Certificated Salaries						
Technology Coordinator	\$76500	\$76500	\$76500	\$76500	\$76500	General Fund
Computer Technician					\$76500	General Fund
4000-4999 Materials and Supplies						
Renaissance Place	\$3,250	\$3,250	\$3,250	\$3,250	\$3,250	Categoricals
PowerSchool Maintenance and Support	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	Categoricals
Operating System and Office Suite Licenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	General Fund, EETT Formula

Other Software License Renewals	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	General Fund, Categoricals
5000-5999 Other Services and Operating Expenses						
Internet Connectivity to TCOE	\$14,660	\$14,660	\$14,660	\$14,660	\$14,660	General Fund, E-Rate
Professional Development	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	General Fund, Categoricals
6000-6999 Equipment						
Workstation Computer replacements	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	EETT Formula, Categoricals
Materials and supplies needed for maintenance & repair of existing equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	General Fund
Projector Maintenance and Upgrades	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	General Fund, Categoricals
Printer Maintenance and Replacement	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	General Fund, Categoricals
Wireless networking infrastructure	\$2,000	\$5,000	\$5,000	\$2,000	\$2,000	General Fund
Server Upgrade and Replacement	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	General Fund
Totals:	\$168,910	\$171,910	\$171,910	\$168,910	\$245,410	

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

The Technology Coordinator is responsible for the evaluation and replacement of all hardware throughout the district. The district's replacement policy for obsolete equipment is a maximum of five (5) years old, but ultimately, is contingent on available technology funds to purchase new and refurbished replacements. Computers in high technology classrooms (ie: CAD/CAM, Photoshop) are replaced more frequently and repurposed for less demanding applications until the computers reach the end of their five year lifespan or longer depending on the availability of replacement funds. Improving student to up-to-date multi-media computer ratios is a priority for TAUSD, but it is a moving target. As the district annually purchases new computers for its

school sites, others are retired, making it difficult to obtain a student to computer homeostasis. To complicate the issue further, our ability to improve our student to computer ratio fluctuates annually with state and federal funding issues that impact the district's annual budget.

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.

Monitoring TAUSD's Ed Tech budget, budget decisions, and funding will be done by the district's Chief Business Official, the Superintendent, School Administrators, TAUSD School Board, and eTAG. eTAG reviews the ed tech budget during regularly scheduled meetings and provides input on any budget adjustments that are deemed necessary by the Superintendent, Chief Business Official, and Technology Coordinator. The Chief Business Official will monitor ed tech implementation costs as part of the district's regular budget and purchase order processing. The Chief Business Official and Technology Coordinator routinely research new funding opportunities as part of their regular duties.

7. Monitoring and Evaluation

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

The impact and success of TAUSD's tech plan on student learning will be determined using student assessment data, district curricular goals, district technology surveys, technology plan benchmarks, and implementation timelines. This data will be monitored by the Superintendent, the technology coordinator, eTAG, and classroom teachers on an ongoing formative basis with adjustments made as needed. Annually between June and August, all summative student learning data will be reviewed and evaluated. We will make revisions to our tech plan implementation strategies if we are not meeting our annual benchmarks. Success ultimately will be determined by annual increases in: effective technology integration in math and ELA curriculum; student proficiency with math and ELA content standards; and the development of student and teacher 21st century skills (aligned to the NETS).

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

Person(s) Responsible	Tasks	When?
Tech Coordinator, eTAG, Superintendent	Provide overall Tech Plan management and coordination	Ongoing and Quarterly eTAG meetings
Tech Coordinator	Assess, plan, facilitate, implement, monitor, and evaluate technology integration staff development aligned to curriculum.	Ongoing
Tech Coordinator, Superintendent	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing

Tech Coordinator	Collect staff development data on technology proficiencies using district technology surveys.	Annually in late May
Superintendent and eTAG	Coordinate ongoing partner involvement with community and private schools.	Ongoing
Superintendent, Site Admins., Tech Coordinator, eTAG, teachers	Collect and analyze data regarding students' computer skills and students' academic achievement	Ongoing
Superintendent, Site Admins., Tech Coordinator, eTAG	Collect and share data regarding staff development focused on teaching students computer and information literacy skills	Ongoing
Superintendent, Site Admins., Tech Coordinator, eTAG	Collect and share data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	Ongoing
Superintendent	Use collected data to evaluate implementation and outcome progress and report to stakeholders twice a year.	Jan.-Feb. Aug.- Sept. Annually
Technology Coordinator	Collect annual California School Technology Survey data and assist with pre and post district technology survey completion.	Jan-March Annually

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

The Technology Coordinator meets with eTAG at least quarterly to report tech plan implementation progress. Between meetings, Tech Planning issues, successes, setbacks, and recommended modifications are communicated to eTAG members and the Superintendent via e-mail and voice-mail on an ongoing basis. The Superintendent reviews, evaluates, and reports tech plan progress to all stakeholders and the school board twice a year in February and September.

Annual Review of Goals Year One:

Annual Review of Goals Year Two:

Annual Review of Goals Year Three:

Annual Review of Goals Year Four:

Annual Review of Goals Year Five:

8. Collaborative Strategies with Adult Literacy Providers

Adult literacy is provided in the district through the Trinity Adult School program housed on the Trinity High School and Alps View High School campus. The Adult School teachers are also teachers at one of either of the high school campuses and have access to all of the resources of the high schools. As a result of this relationship, the adult school teachers have the same input into the decision making process as any other teacher at the high school campuses. To meet the varied needs of Trinity Adult School students, technology is used throughout the curriculum and course guidelines are approved through the California Department of Education. The school provides a high school diploma program, co-enrollment with either Trinity High School or Shasta Community College. There is close communication between the district and Shasta Community College. Job readiness workshops are held in conjunction with Trinity Occupation Training, which provides opportunities for self-sufficiency, and counseling services. Students desiring a high school diploma from Trinity Adult School will receive an evaluation of their transcripts from prior schools attended, receive credit for passing the GED, and be granted credit for certain prior life experiences in accordance with district policy.

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.

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the core learning areas of English/ Language Arts and Math. The learning objectives are based on the California State Academic Content Standards and the CDE's Essential Program Components (EPCs) for school success. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, and important factors that contribute to successful staff development.

Trinity Alps Unified School District's philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula.

A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

In an ACOT study 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 (Sandholz et al, 1997).

Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000) Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; "Critical Issue," 1999)

While our district does offer some basic technology courses, technology integration will not be taught in isolation. Staff development has, and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified as crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key research-based elements are integrated in Sections 3-5 of our Technology Plan.

Our revised education technology plan 2013-2018 includes all the research-based best practices integrated in: the EETT technology plan research-based requirements for formula and competitive grant applications for Title II, Part D In No Child Left Behind.

<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>

The Becker report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at other schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, center for research on information technology and

*organizations. Retrieved September 23, 2002, online
http://www.crito.uci.edu/tlc/findings/report_7/startpage.html*

Our education technology plan is consistent with the Becker research in the following ways: (1) teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) teachers are provided with the opportunity to attend sessions every semester both online and face-to-face that cover basic-to-advance use of technology; and (3) our key (technology proficient) teachers and paraprofessionals are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

In Marzano's research-based strategies for increasing student achievement book, he summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

Marzano, R, Pickering, D., and Pollock, J. (2001). Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement. Virginia: Association For Supervision And Curriculum Development.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring nets skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of inspiration and other mind-mapping tools, the use of no cost/ low cost online simulation applications, and visual literacy productivity tools.

Current research will continue to be incorporated in our tech plan as appropriate to ensure that the education technology program in our district is consistent with current scientifically-based research regarding technology, teaching, and learning. All electronic learning resources purchased will be CLRN reviewed and/ or SBE approved and evaluated for its ability to support our curricular goals.

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.

The Trinity Alps Unified School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of standards-based report cards, easy to use school and teacher Web Publishing software, and free or low cost Internet resources for students, teachers, and administrators.

Currently the district offers eleven AP classes serving 130 unique students. The district utilizes the academic curriculum provided by Advanced Placement (AP) classes offered over the Internet through the UC College Prep Initiative Program when students wish to take AP classes not offered at the high school. The district continually tries to foster further student involvement in AP classes as student aptitude warrants. The district has also committed to Career Technical Education, requiring all students to have CTE classes for graduation. Many of these classes heavily rely on technology. It is hoped in the future that the district will be able to use video conferencing to link up with other schools offering classes the district is unable to provide.

We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our middle and high school students.

Appendix A - CIPA Requirements

Applicants must enforce a policy of Internet safety and certify compliance the Children's Internet Protection Act (CIPA) to be eligible for discounts. CIPA was signed into law on December 21, 2000. To receive support for Internet Access, Internal Connections, and Basic Maintenance services from the universal service fund (USF), school and library authorities must certify that they are enforcing a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. The relevant authority with responsibility for administration of the eligible school or library (hereinafter known as the Administrative Authority) must certify the status of its compliance for the purpose of CIPA in order to receive USF support.

In general, school and library authorities must certify either that they have complied with the requirements of CIPA; that they are undertaking actions, including any necessary procurement procedures, to comply with the requirements of CIPA; or that CIPA does not apply to them because they are receiving discounts for telecommunications services only.

CIPA requirements include the following three items:

1. Internet Safety Policy

Schools and libraries receiving universal service discounts are required to adopt and enforce an Internet safety policy that includes a technology protection measure that protects against access by adults and minors to visual depictions that are obscene, child pornography, or — with respect to use of computers with Internet access by minors — harmful to minors.

The Internet safety policy must address all of the following issues:

- Access by minors to inappropriate matter on the Internet and World Wide Web
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- Unauthorized access including "hacking" and other unlawful activities by minors online
- Unauthorized disclosure, use, and dissemination of personal information regarding minors
- Measures designed to restrict minors' access to materials harmful to minors

For schools, the policy must also include monitoring the online activities of minors. Note: beginning July 1, 2012, when schools certify their compliance with CIPA, they will also be certifying that their Internet safety policies have been updated to provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and response.

2. Technology Protection Measure

A technology protection measure is a specific technology that blocks or filters Internet access. The school or library must enforce the operation of the technology protection measure during the use of its computers with Internet access, although an administrator, supervisor, or other person authorized by the authority with responsibility for administration of the school or library may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose.

3. Public Notice and Hearing or Meeting

The authority with responsibility for administration of the school or library must provide reasonable public notice and hold at least one public hearing or meeting to address a proposed technology protection measure and Internet safety policy. (For private schools, “public” notice means notice to their appropriate constituent group.) Unless required by local or state rules, an additional public notice and a hearing or meeting is not necessary for amendments to Internet safety policies.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

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)	2	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 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of 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.	3	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.	5	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.	6	The plan describes the typical frequency and type of use (technology skills/information and 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.	8	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.	8	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.

<p>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 workplace.</p>	<p>10</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>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.</p>
<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 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>11</p>	<p>The plan describes or delineates clear goals outlining how students and teachers 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.</p>	<p>The plan suggests that students and teachers 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 students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>13</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>15</p>	<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 goals, measurable objectives, 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 goals, measurable objectives, 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 needs for professional development.</p>	<p>20</p>	<p>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 Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</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 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.</p>
<p>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 - 3j) of the plan.</p>	<p>20</p>	<p>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 - 3j) of the plan.</p>	<p>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.</p>
<p>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.</p>	<p>22</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>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 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. 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 & 4) of the plan.</p>	23	<p>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.</p>	<p>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.</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>	24	<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 identified in Section 5b.</p>	25	<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>	26	<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>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	28	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.	29	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.	30	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.	34	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.)	35	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 potential future outreach efforts.	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.

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	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	36	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.	38	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
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 53 - 76513

School Code (Direct-funded charters only): _____

LEA Name: Trinity Alps Unified

*Salutation: Mr.

*First Name: Rich

*Last Name: Greenwood

*Job Title: Technology Coordinator

*Address: PO Box 1227

*City: Weaverville

*Zip Code: 90693

*Telephone: 530-623-6104

Fax: (530) 623-3418

*E-mail: technology@tausd.org

Please provide backup contact information.

1st Backup Name: Robert Jackson

E-mail: rj@tcoek12.org

2nd Backup Name: _____

E-mail: _____

* Required information in the ETPRS