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Evergreen Union School District

# 5-YEAR TECHNOLOGY PLAN

Plan Duration: 2019/2020 through 2024/2025

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*Board Approved: January 14, 2020*

## Evergreen USD Technology Plan

### 1. Plan Background Criteria

#### **1a. Provide a brief overview of the LEA, it's location and demographic and/or share a link to the LEA's website.**

The Evergreen Union School District (EUSD) serves five schools with an ADA of 1,234 and covers 573 square miles in Tehama County, California. The District consists of 6 administrators, 64 teachers and, 106 full and part time support staff. These students populate 5 schools. The Evergreen Institute of Excellence (EIE) and the Middle School both share a campus with the District Office. The Preschool and Elementary school share another, adjoining campus. The Bend School is geographically separated 9.5 miles southeast of the District Office. The District website can be found at [www.evergreenusd.com](http://www.evergreenusd.com)

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

This plan is developed by technology staff with guidance and direction from administrative staff, and board of trustees approval.

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

Review of the District's (Re)Building an Exemplary System Playbook (Playbook) and the California Department of Education's Partnership for 21st Century Skills (P21) framework for preparing students for Common Core and Career Readiness Standards showcased skills in learning and innovation; life and career; and information, media, and technology. As P21 adaptors, EUSD staff has maintained a focus on these skillsets during the development of this technology plan as well as acquisition and deployment of our current technology assets.

### 2. Curriculum Component Criteria

**The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.**

#### **2a. Describe teachers' current access to instructional technology and current use of digital tools.**

Within each classroom, teachers have a computer integrated with a classroom display (projector or flat screen monitor), document reader, and most have an Apple TV. Voice over Internet Protocol (VoIP) phones with voicemail (24hr access) and two way FM radios round out the classroom technology. Internet access is via wired and wireless networks. The Campus Area Networks are supported by 1Gbps switches over a mixture of fiber optic and copper lines with a 250Mbps Internet connection. Printers and high speed copiers are readily available for use by all teachers. Teachers use desktop computers, iPads, Chromebooks, and personally owned

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devices to access on-line resources that include a student information system, student assessments, curricula, and references.

**2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.**

Students within the District have access to technology necessary for the integration of their class curriculum. Grades 2-8 students enjoy a 1:1 Chromebook ratio. Teachers assign students to specific Chromebooks. Grades TK-1 have, at a minimum, 6 Chromebooks and 6 iPads in each classroom for student use. These devices remain in stations and students rotate through stations. Teachers sometimes add to that count through grant programs. The EUSD IT department manages grant provided devices exactly like the district provided devices. Student web browsing is filtered through the County's owned and operated Web Filter Pro, a Content Keeper product. Additionally, we blacklist specific sites when requested by staff. Digital tools used by students include the Google Suite, Aeries, Carnegie, iReady, Hour of Code, Kahn Academy, Lexia, Raz Kids, etc. These and others as prescribed by teachers are used to enhance instruction and assessment while the Google Suite is available to all students to employ in preparing reports and presentations, collaboration, and creating and editing video and audio presentations.

Replacement of student devices and the supporting network infrastructure is budgeted on a loose five year cycle. The five year cycle assumes the equipment will be reaching the end of serviceable life around that time frame. The equipment is assessed toward the end of this cycle and is either continued in service, updated, or replaced.

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

The Local Control and Accountability Plan (LCAP) is a 3-year plan describing our vision for student success, annual goals, actions, and how we use the Local Control Funding Formula (LCFF) to serve all students, including English learners, low-income, foster youth, and students with disabilities in alignment with California's ten educational priorities. The plan also shows how the goals, actions, and services align with the budget.

EUSD is committed to using the LCAP to guide a cycle of continuous reflection, refinement, and improvement. Stakeholder engagement, including parents, students, staff, and community members, continues to play a critical role in supporting the implementation, evaluation, and monitoring of the plan. Our LCAP's overarching goals and high priority initiatives are designed to advance student progress and increase opportunities in order for all students to succeed.

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

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

District Internet browsing is filtered through the County Department of Education using Web Filter Pro which is developed by Content Keeper. GoGuardian is used in 6th to 8th grade classrooms to actively monitor student participation and engagement while on line.

### **3. Professional Development Component Criteria**

**The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.**

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

Staff competency with technology varies widely across the District. An estimated 20% of staff are extremely proficient technology users and adapters - people who explore technology and discover different ways to use tech to their advantage. The majority of staff, around 70%, are happy to use technology to meet their needs but rarely go further into possible alternative applications. The remaining 10% of staff members use technology out of necessity. They are capable of using tech while their use is sprinkled with apprehension.

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

Familiarization training is conducted when new hardware or software is introduced. Weekly Professional Learning Community (PLC) events are venues leveraged for ongoing and refresher training for implemented technology platforms. Staff is encouraged to collaborate with other members on technology usage and members of the Technology Department conduct one on one training when staff members have problems or need help with a solution.

### **4. Infrastructure, Hardware, Technical Support, Software, and Asset Management Component Criteria**

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

Hardware, Internet access, and electronic learning resources are described in sections 2a and 2b of this plan. Technical support is provided by one full time and one part time employee.

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They use a free version of Spiceworks for asset management of network equipment, servers and printers as well as trouble ticket reporting and tracking. Google Administration for Education and Cisco Meraki are used to manage Chromebooks and iPads.

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

Hardware purchases, maintenance, and infrastructure improvements are uncertain due to their reliance upon State and Federal funding.

**Technology Hardware:** Ideally, EUSD replaces computer hardware every 5 years. Realistically, computers are assessed near the 5 year point and only replaced if they are unable to operate or run specific software. The systems are either left in place, component updates are made, or they are replaced based on the assessment outcome. Chromebooks are replaced at a rate of 250 per year which accounts for hardware that is no longer supported by Google, damage, and loss.

**Electronic Learning Resources:** Administrative staff annually reviews existing electronic resources and renews license and maintenance contracts to support continued use. New resources will be reviewed for purchase as they come available and/or are recommended for inclusion through the adoption process. All existing software licenses and web-based services will be renewed.

**Networking and Telecommunications Infrastructure:** The layer 1 infrastructure (fiber and copper twisted pair) is near the end of its useful lifespan and should be replaced in the next two years. The layer two switching gear was installed in 2016, is capable of 1GB speeds, and should support our needs through 2025.

Physical Plant Modifications are not necessary and Technical Support needs should not exceed current staff capacity through 2025 but should be reviewed annually.

## **5. Monitoring and Evaluating Component Criteria**

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

EUSD's Technology Plan is intended to guide the District in decisions in managing and purchasing technology resources based on needs identified by teachers and administrators in support of the District's Playbook as well as the P21 Common Core and Career Readiness standards. IT staff coordinates with Administrative and Superintendent staff in identification of shortcomings within the technology infrastructure as well as additions to the programs and systems used in the teaching and support environments within the District. The Superintendent and Technology Director meet on a monthly basis to discuss these needs and meet more frequently when necessary.

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

The Superintendent and Technology Director meet on a monthly basis to discuss progress on goals set in previous meetings and set goals intended to meet shortcomings identified by administrative and teaching staff. When applicable, these milestones are discussed during the District PLC meetings.