

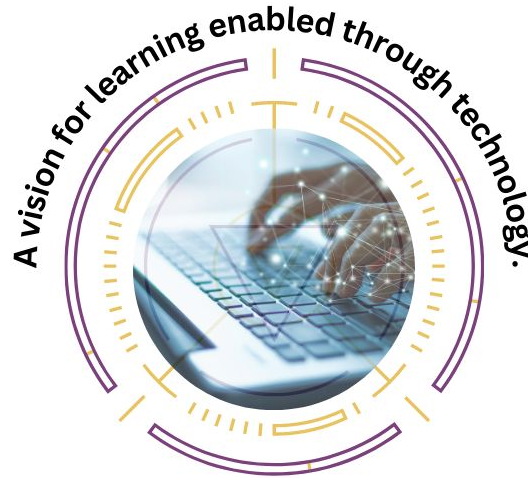
Empowering Student Learning Through Technology

Classroom Technology Upgrades - Update May 2023



LCAP Goal #1

SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

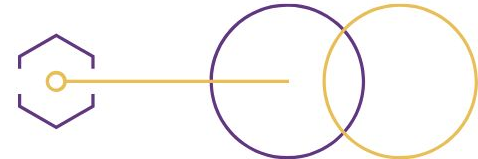


LCAP Goal #2

SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families and staff.

LCAP Goal #3

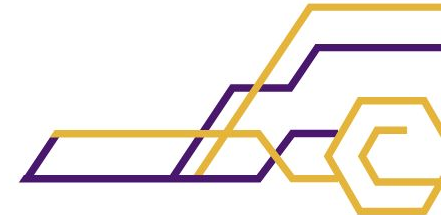
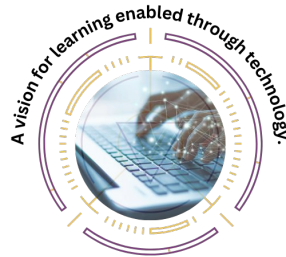
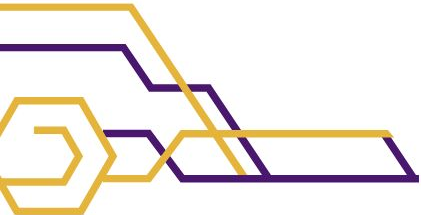
SRCS commits to providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement.



Empowering Student Learning Through Technology



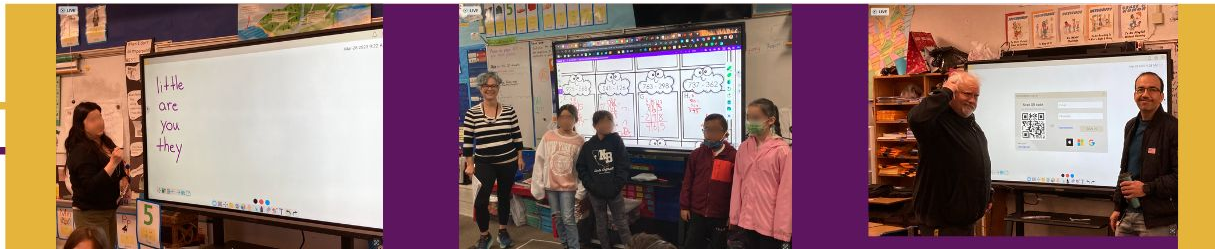
- Technology Investment
- 21st Century Skills (4Cs)
- Graduation Requirements and Graduate Profiles
- Supporting ELs and Special Education Students
- Literacy - (Blended Learning & Differentiated Instruction)
- Mathematics - (Standards of Practice & Multiple Representations)
- Supporting staff



Educational Drivers:



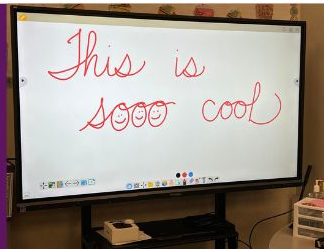
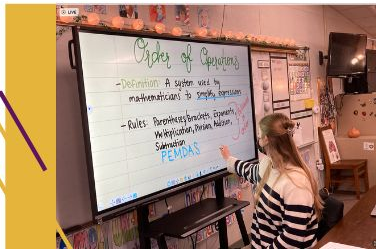
- 21st-century learning skills.
- Student engagement through direct interaction with the curriculum.
- Active learning - online collaboration, whiteboarding, wireless casting.
- Multiple modalities of learning.
- Accessibility - vision and hearing support.
- Educator support and integration of their various instructional tools.
- Flexible teaching environment, including hybrid and remote learning.



Board of Education Priorities:

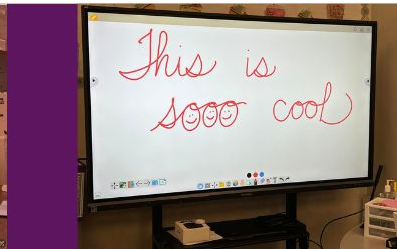
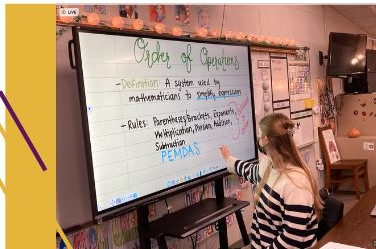


- Life Ready Learners
- Whole Person Focus
- High-Quality Staff
- Teaching & Learning Environment and Resources
- Equity & Excellence
- Family Engagement & Community Partnerships
- Sustainable Funding



Administrative Drivers:

- Streamline curriculum support.
- Ensure operability through standardization and device management.
- Reduce support times.
- Data driven analytics.
- Streamline site communication.
- Integration with district emergency announcement systems and signage.



What does 21st century learning look like in SRCS?



Critical Thinking

Communication

Collaboration

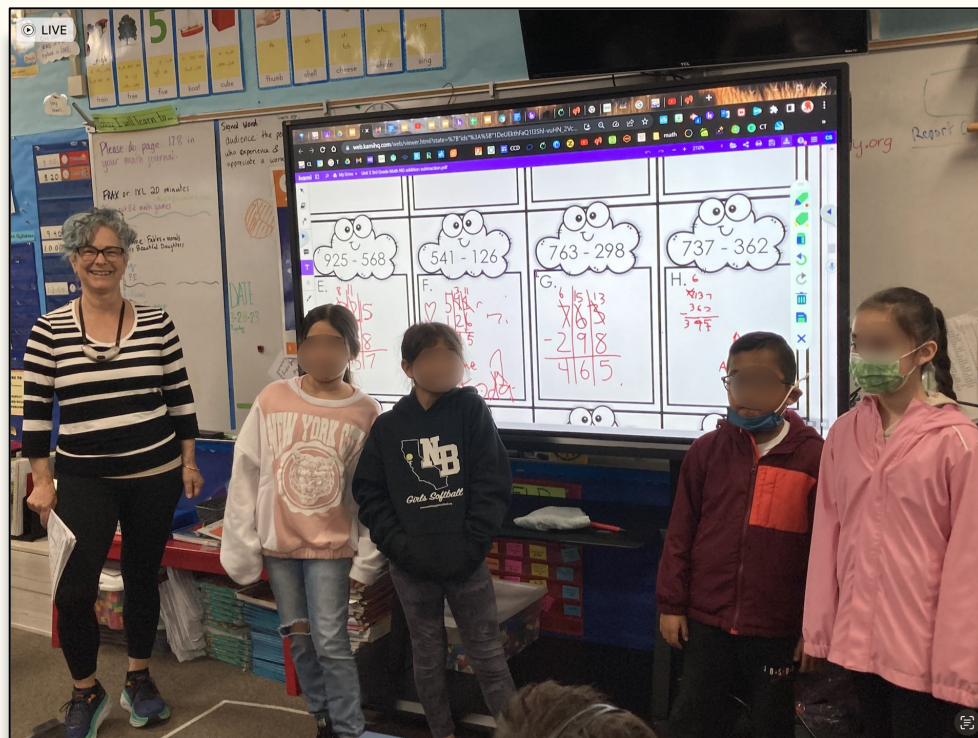
Creativity

Literacy



Math Practices





Luther Burbank Elementary School

3rd Grade

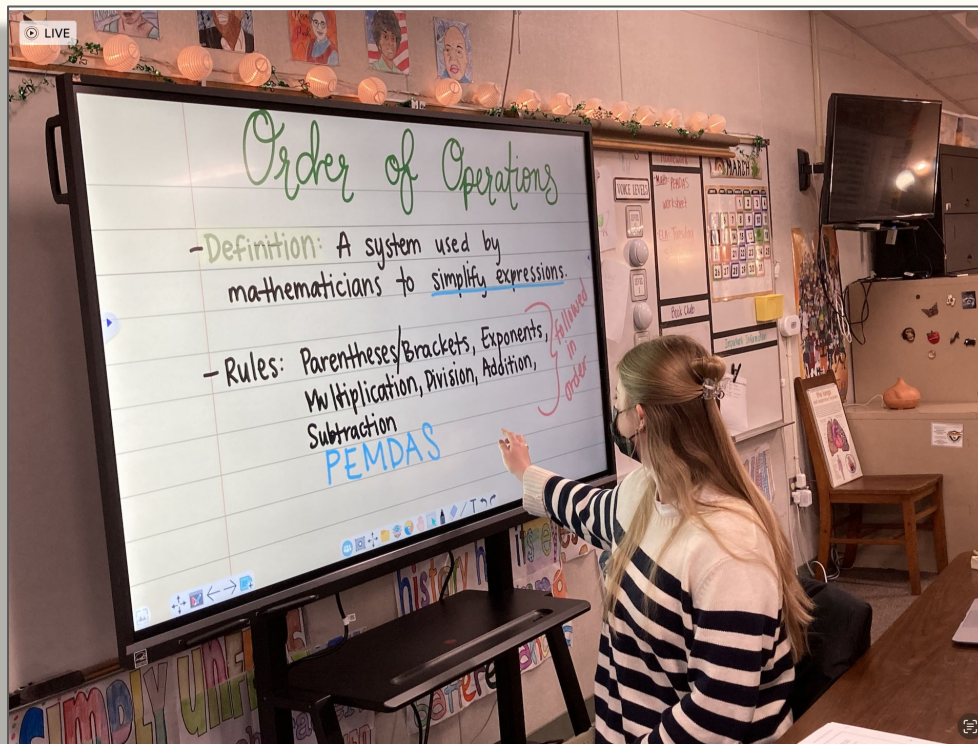




Proctor Terrace Elementary School

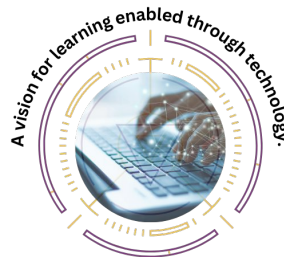
Kindergarten





Luther Burbank Elementary School

5th Grade

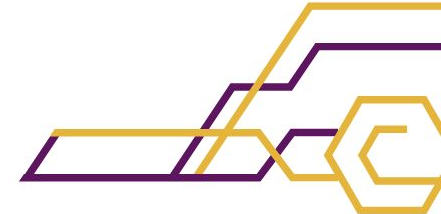
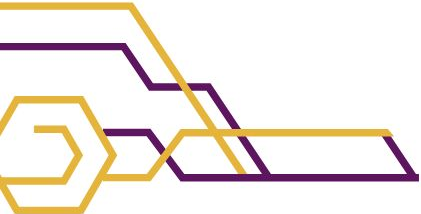
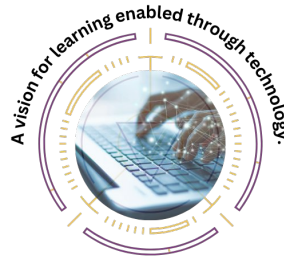


Communication

- Mirror individual student work or group presentations to the ViewSonic board, students can articulate what they have learned
- Student work can be completed in the whiteboard app on the board and students can explain what they have done
- Students develop communication skills as they work with others and share out to the class

Collaboration

- Multiple users can interact with the same content at the same time
- Students can collaborate on the board annotating a piece of text, reading, or problem solving
- The ViewSonic board can be used as a “station” in small group instruction, with students collaborating on the same activity
- The interactive flat panel can be used to facilitate whole-class collaboration and discussion



Critical Thinking

- Observe and analyze resources as part of a whole-class discussion or in a small group
- Quickly pull in multiple resources to add to the discussion using the built in browser, image, or YouTube search
- Easily create a focal point or highlight keywords on any page using the built in tools
- Co-construct files from Google Drive, or Classroom to involve students in deeper discussions
- Save work from the board and add to Google Classroom or Drive as a resource for students



Creativity

- Students can write, draw, and be actively engaged on the board.
- Students and teachers can directly manipulate the digital content with the touch capability
- The interactive flat panel offers more flexibility and creativity for lesson planning and lesson delivery
- The added flexibility increases interest and engagement for students

Literacy

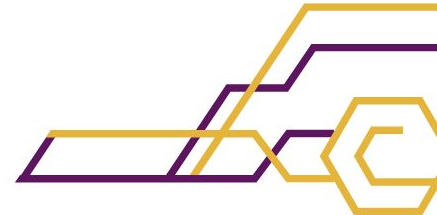
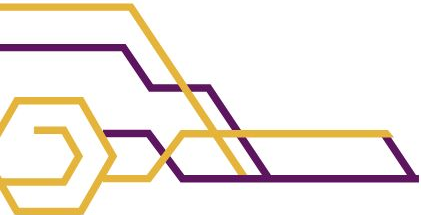
- Model reading and writing strategies
- Split the screen to display and manipulate multiple sources at one time
- Annotate text from source documents like Newsela, district adopted texts, websites, and files
- Use text to speech features on online resources to support language learners and students with disabilities
- Embed graphic organizers in whiteboard to help students make connections, identify patterns, and draw conclusions
- Support early literacy initiatives by utilizing online applications (i.e. Raz-Kids, Let'sGoLearn, Lexia)



Math Practices



- Make sense of problems and work collaboratively to solve them
- Problem solve using manipulatives built into the board
- Model skills, students practice skills on the board in a collaborative group
- Demonstrate concept mastery with multiple modes of representation on the board
- Leverage graphing, measurement, and geometric shape tools that are part of the whiteboard for enhanced visual representation
- Save whiteboarding work to allow students to revise and revisit work
- Visualize computation, convey understanding numerically, graphically, and in writing



SRCS Classroom Technology Hardware Standards



For Students

- 1:1 Chromebook Program
- Shared iPads in select elementary school settings



For Teachers

- Laptop (choice of Mac or PC)
- iPad
- Laptops and iPads are capable of wireless projection for maximum functionality. iPads can emulate other classroom technology devices such as document cameras, cameras, video players, etc.



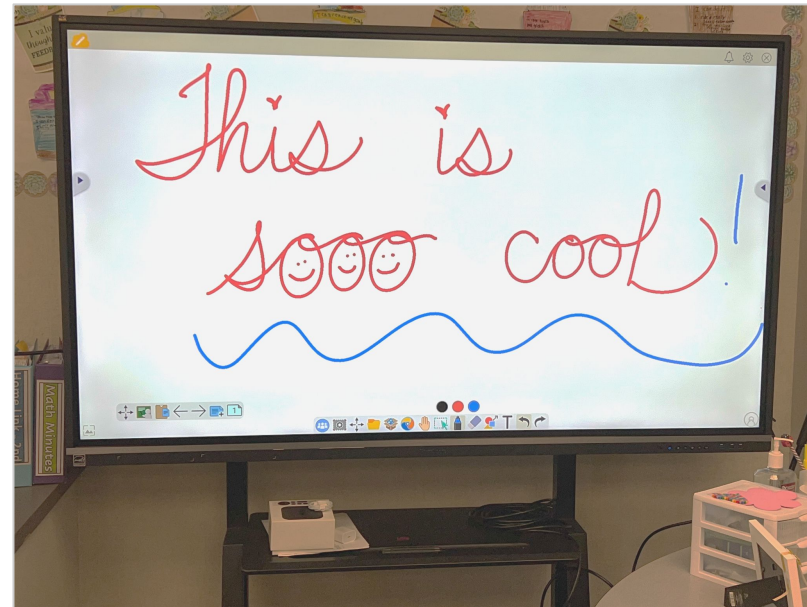
For Classrooms

The classroom technology setup recommended by the committee included

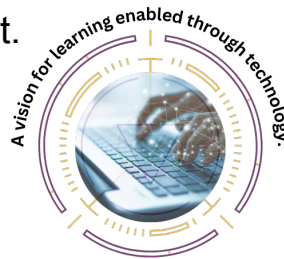
- at a minimum, 75" display, preferably wirelessly accessible
- a voice amplification system, ideally integrated with the display.

Current pricing structures allow for the final proposed setup to exceed the minimum recommendations by the committee, and is comprised of:

- 75" wireless interactive flat panel with touch functionality on a cart.
- Voice amplification system with teacher and student microphones and assistive hearing support.



Abraham Lincoln Elementary School



Where we started?



Drawing upon the experience of classroom teachers, district & site leaders, and technology experts, the Classroom Technology Advisory Committee studied and analyzed the state of technology integration across the district with the following findings:

- Classrooms did not have access to the teaching tools necessary to promote 21st century learning
- Current classroom technology is outdated and inconsistent across the district.
- All classrooms should have access to the same basic set of technological devices.
- Investment in technology needs to create equity and access through the use of a consistent technology model in all classrooms.
- Teachers need to have access to modern technological teaching tools and need training and support.



Where are we now?



- Student Technology Standard: District - Wide
 - 100% students have access to 1:1 Chromebooks
- Teacher Technology Standard: District-wide
 - Laptops 100% distributed
 - iPads 60% distributed
- Classroom Technology Standard: Initial rollout only (8 elementary, 2 middle, 1 high schools)
 - 75" Interactive Flat Panels 99% installed
 - Voice Amplification Systems - 5% installed
 - AppleTVs - 70% installed
 - New classroom tech training was offered to all teachers and provided to over 130 of them in small groups or 1-to-1 settings. SRCS follow-up with training sessions provided as requested.



Where we are headed?



- Phase 2: Equip the vast majority of the classrooms with standard equipment on carts
 - Phase 2 will be presented to the board for approval in the near future
 - Expected completion before the beginning of the new school year
- Phase 3: Backfill, reassignments and other instructional areas
 - To be presented to the board for approval early in the next school year
 - Phase 3 is a catch-all IFP carts installation project to backfill classrooms based on changes in enrollment and classroom designations
 - It will also equip other instructional areas currently not included (e.g. Libraries, shared training spaces, etc.)
- Phase 4: Unique situations
 - As a final phase, SRCS will compile a district-wide list of unique classrooms where the cart setup is not suitable and address these at the conclusion of all cart distribution projects.
 - SRCS will conduct a study with architects to determine specific installation specifications for these spaces.
 - Based on cost estimates and DSA approvals, various solutions could be considered.

