Technology & Learning Module Informs District LCAP & Provides Insight to Next Steps

Fairfield-Suisun Unified School District is a large district in Solano County in Northern California. The district has 30 schools with over 20,000 students. In September 2012, Director of Technology Support Services, Tim Goree was in search of a tool that could inform district leaders about technology needs as they worked toward a hybrid version of 1:1 device implementation and other technology planning. He purchased the BrightBytes Technology & Learning module to gain insight into the district's current staff and student access, implementation, and perceptions.

By 2014, Goree and his team had already collected data twice and used the information to develop technology plans, inform stakeholders, and implement changes across the district. That year, California districts were required to develop, adopt, and annually update a three-year LCAP with the template developed by the California State Board of Education. Fortunately, with the BrightBytes Technology & Learning data, many of the required metrics and planning within the LCAP naturally aligned to the district's current planning. The district's foresight combined with the module's data and reports made the LCAP development seamless and easy.

LCAP ALIGNMENT RESULTS

The district distributed the questionnaire to 884 staff, 8500 students, and 1250 parents to provide relevant data on the access to, and effectiveness of, instructional uses of technology in the classroom. So far, this information has been instrumental in LCAP measures and goals, including successful 1:1 device implementation.

This increased technology and access brought about other changes as well. With information from the module, Fairfield Suisun allocated funding for professional development, increased technical support, and refreshed digital resources and devices to provide effective use of technology in the classroom. The module has also helped the district to increase access responsibly with a digital citizenship policy. As students and staff required more access, they are required to complete a "Digital Citizenship Checklist."

Fairfield-Suisun United School District, CA

NEEDS

To collect data about technology usage and access to create technology plans, open communication with stakeholders, and to inform their LCAP

CHALLENGES

The district had a technology vision, but they lacked data or research to inform plans. At the time of the Technology & Learning module adoption (2012), California did not require the LCAP, so there was no formal planning process in place.

RATIONALE

The Technology & Learning module collects data through questionnaires, analyzes results, and provides personalized reports, dashboards, and recommended actions based on research.

RESULTS

The district was able to use the data from the Technology & Learning module to:

- Build a hybrid 1:1 device program
- Create PD plans for staff
- Share reports with stakeholders
- Inform future LCAP development
- Design a digital citizenship policy to complement increased access

The data from the Technology & Learning module helps determine how increased access is beneficial for the learning experience for both staff and students.

Because the LCAP is a formative document that should adjust annually, Goree sees changes in the future that will include the module's 4Cs (Communication, Collaboration, Critical Thinking, and Creativity). He explained, "These elements should be incorporated in high-quality instruction regardless of the level of technology integration in the school or classroom." To keep stakeholders informed on LCAP developments and other technology initiatives, the easy-to-read reports and infographics are shared out at meetings and through weekly communication.

We use the data from the Technology & Learning module to inform discussions with the board, staff, administrators, and the community. If there are any questions about our process or decisions, we can point them right to the data. It's an opportunity to be transparent with everyone, and with that transparency, we see a willingness to participate and improve."

TIM GOREE
Director of Technology Support Services
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