



## Common Core Standards and Technology Funding Survey Results

ACSA represents over 14,500 members and we have established a *One Voice for Students Initiative*, which is a multi-year effort to ensure school leaders speak with one common voice on the following educational policy areas: school funding, student outcomes, and human resources. One of the main goals of this initiative is to advocate for additional Common Core Standards (CCS) implementation funding, with an emphasis on school technology. ACSA strongly believes that no pupil should be educated without the technology tools necessary for him or her to be competitive in the 21st Century. The need for technology is not simply related to the implementation of the new computer-adaptive assessments; rather, technology will soon be used every day as part of classroom instruction. We believe ensuring access to technology is a matter of equity for all students and every child. Regardless of where a student lives or attends school, he or she should have quality equipment to aid in their academic success.

While the \$1.25 billion allocated in the 2014 Budget Act was a strong first step in providing resources to implement the new standards, ACSA is advocating for an additional one-time allocation in the 2015 Budget Act on the basis that our school districts continue to lack the resources necessary to implement CCS in a quality and complete manner. Specifically, they need resources to provide professional development on both curriculum and technology; purchase quality instructional materials; and purchase hardware/software. As such, we developed the following survey to demonstrate the continued need for additional one-time CCS funding. Below are the results of this survey. If you have any questions, please feel free to contact Kimberly Rodriguez at [krdriguez@acsa.org](mailto:krdriguez@acsa.org) or 916-329-3811.

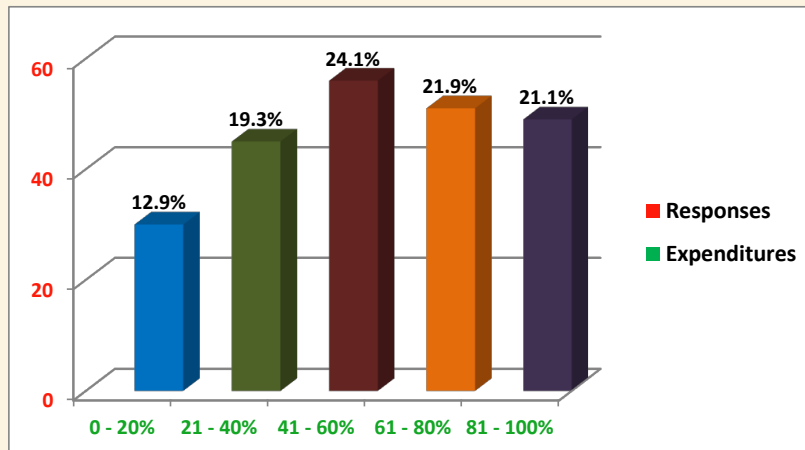
### General Information:

- **Responses:** There were 232 responses. Of this number, 222 are school districts and 10 are county offices of education (COEs).

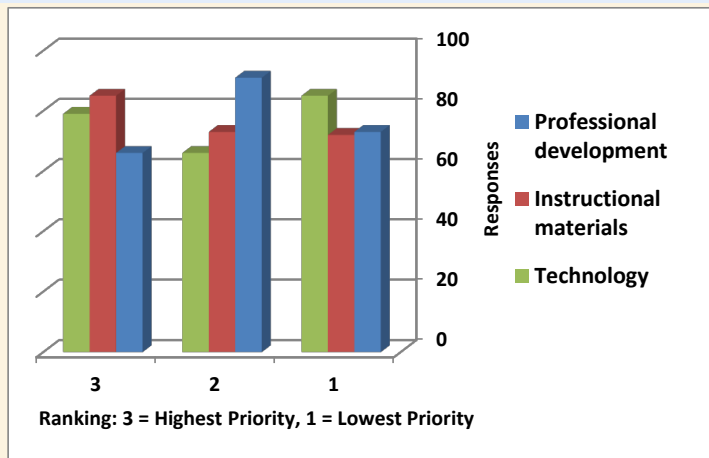
- **Student Population:**

- 1.48 million students are enrolled in the 222 school districts that responded, which represents approximately 24% of the state’s enrollment. Of this number, 282,000 are English learner (EL) students, which represent approximately 21% of the state’s EL student enrollment.
- 110,151 students are enrolled in the 10 COEs that responded. Of this number 16,777 are Els.

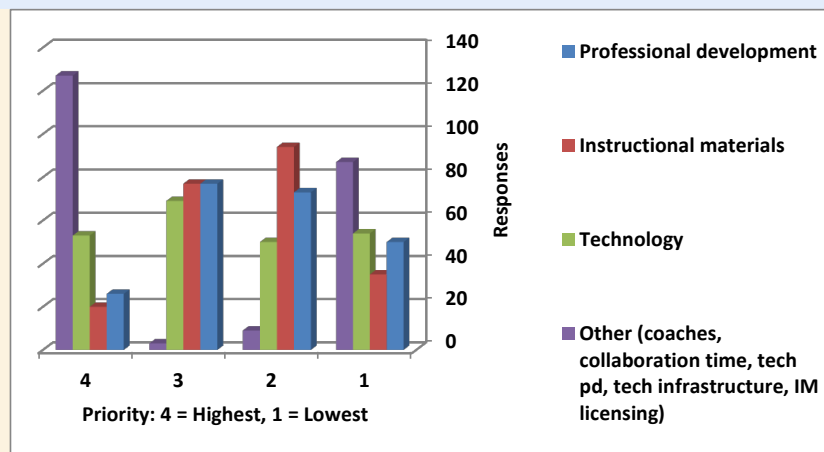
**1. The state allocated approximately \$201 per pupil to each LEA and charter school to expend on CC Standards implementation. Please indicate the percentage of funds expended thus far:**



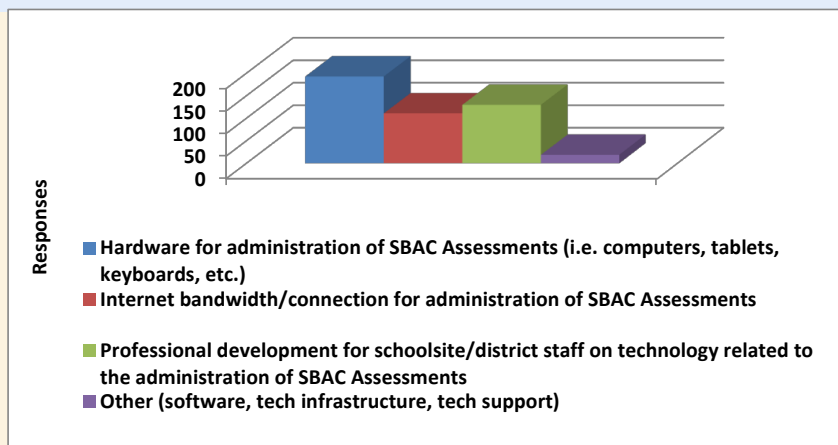
2. Under current law, LEAs and charter schools are able to spend the CC Standards funding for any of the following purposes: (a) professional development for school site and/or district staff; (b) instructional materials; and (c) "integration of the [CC Standards] through technology-based instruction..., including, but not necessarily limited to, expenditures necessary [SBAC assessments]." Please select, in priority order, how your LEA will spend these funds:



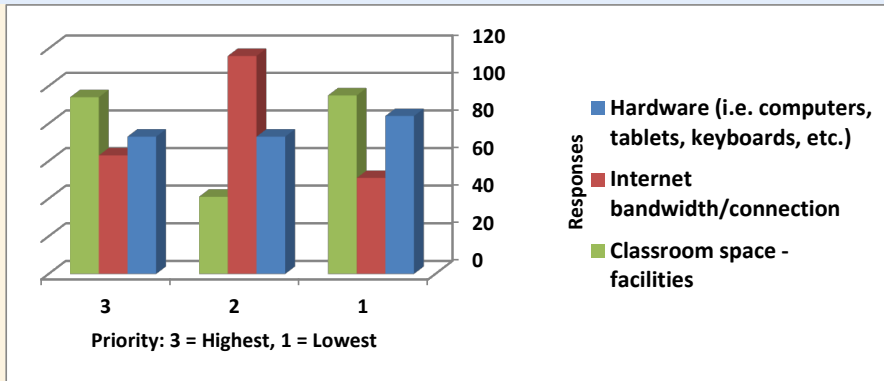
3. Of the three purposes available for expenditure under current law (i.e., professional development, etc.), please select, in priority order, your LEA's needs in terms of additional funding needed for CCS Standards implementation:



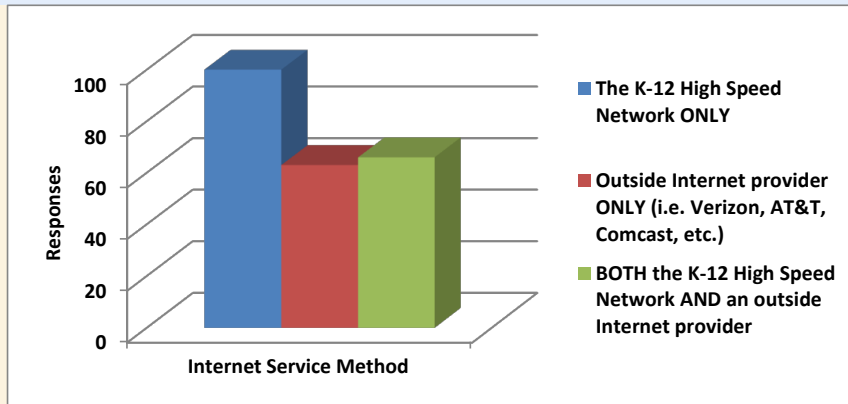
4. If your LEA has expended any of the CC Standards Implementation funding for technology purposes, please indicate which of the following purposes you have used this funding for (you may choose more than one):



5. For the administration of the SBAC Field Tests this Spring, please prioritize your needs:



6. How does your district receive its Internet service?



7. If your district is connected to the K-12 High Speed Network, what is your district's connection speed?

