

A Look at How Additional Resources Would Benefit Students

ACSA recently asked California superintendents to respond to the following question:

“If you were given more financial resources to spend at your discretion, where would that money be spent?”

Here are some answers from the field:

Narrowing the Achievement Gap

“Directly in the classroom... Overall improvements to the access to technology for our students... Inception/creation of a preschool program for our families.”

“...Educational technology to help with intervention efforts, professional development for staff and administration, campus safety officers, librarians...”

“Additional funding should/would be designated for additional intervention and support. However, we need the money for intervention but without all the strings attached by the current state programs.”

“We would add counselors for elementary and middle school levels, psychologists, nurses, teacher specialists to address our most needy students in the areas of English language arts and math.”

“We would provide a more robust technology support program to assist teachers in utilizing technology to support student achievement.”

Building Capacity among Teachers and Administrators

“Significantly increase incentives to become an educator in places where educators are difficult to hire...”

“We would like to increase the amount of teaching time available to our certificated staff. Because of the amount of instruction time necessary to address all of the instructional standards, it is very difficult to complete the task. We would like to increase the amount of instructional time per day and the length of the instructional year.”

“More financial discretion would be spent on leadership teams, collaboration time with teachers, assisting in meeting the NLCB challenges.”

“We need teacher coaches to work with teachers as they seek to address the needs of the significant subgroups within our district. I would look to extend the school day and the school year.”

Measuring Results through Reliable Data on Student Achievement

“To provide targeted, data-driven, research-based individualized intervention to students sooner rather than later so that they could get the additional help and support they need early in their schooling.”

“The current STAR assessments are designed and deployed without any consideration regarding their validity for English Language Learners. SB385 was an attempt to improve this issue. It died on the governor’s desk in 2006. An assessment strategy that accurately shows what ELLs know and gives them credit for their academic growth is needed.”

“If given additional resources we would combine them with QEIA funds to assist student learning in 14 of our most struggling schools.”

Providing Adequate, Stable and Ongoing Funding

“Adequate nursing support, adequate number of counselors, technology support, special education teachers, occupational therapists, child development staff, adequate remedial and support programs, adequate facilities and returning programs that have been cut in recent years, such as arts, music, drama...”

“Improve the funding, staffing and intensity levels for after-school intervention and summer enrichment/remediation programs. Expand summer professional development programs for new and tenured teachers. Increase the funding for visual and performing arts programs. Increase funding for library-media teachers. Step-up and accelerate the professional development related to upcoming adoption and implementation of new science and math curriculum. Add staffing/funding for foreign language instruction and PE resource teacher positions.”

“Investing in school leadership must also be a priority, as leadership is the second highest contributing factor to what students learn at school.”