



**CALIFORNIA LEGISLATIVE BLACK CAUCUS TESTIMONY
ASSEMBLYMEMBER SHIRLEY WEBER**

**STATE BOARD OF EDUCATION MEETING: AGENDA ITEMS 20 & 21:
LOCAL CONTROL FUNDING FORMULA**

(8:45AM @ California Department of Education – 1430 N Street, Room 1101)

- **Good morning Members of the State Board – Please allow me to introduce myself, I am Assembly Member Shirley Weber and I appreciate the opportunity to provide remarks on Agenda Items 20 & 21 relative to Local Control Funding Formula (LCFF).**
- **First, I'd like to thank the board, the department, and the administration for hearing the concerns expressed by myself, stakeholders, and Members of the Legislative Black Caucus.**
- **We appreciate your efforts to address our concerns.**
- **The regulations and template the board is taking up today are definitely a better balance of flexibility & equity and are a result of working with a range of stakeholders.**
- **However, maybe the most important provision remains in a problematic state. The language in the current draft of regulations on district-wide uses of supplemental and concentration grants are overly broad to say the least.**

- **With the way the language is currently written, we run the unfortunate risk of funds being diluted going to students who have less need.**
- **There is something fundamentally wrong with a scenario where a district has the latitude to spend all supplemental and concentration funds on any district-wide or school-wide purpose conceivably providing the same level of service to all students as opposed to providing a higher level of service for the neediest students as intended.**
- **It does not reflect the spirit of the law we passed as a Legislature or the tone and tenor of our Governor.**
- **We distinguished between supplemental and concentration grants for a purpose with the understanding that students in high concentrations of poverty need additional investment and resources based on their unique challenges.**
- **However, the proposed regulations make no distinction between the threshold of proof of effectiveness between “supplemental” expenditures and related services with “concentration” grant expenditures and related services. Without any requirement that districts recognize the unique challenges of “concentrated” poverty or limited English ability students, it makes the granting of authority for school-wide or district-wide expenditures below the thresholds of 40% and 55% very troubling and cannot be**

supported without further assurance that the expenditures of those funds will indeed primarily benefit unduplicated students.

- Although a district needs the ability to offer summer learning programs, it should look to offer the program in the areas where it is needed most versus implementing district-wide for example.**
- Any authority for the use of supplemental or concentration grants to school-wide and district-wide expenditures must clearly link the services to demonstrated effectiveness in increasing student achievement and closing achievement gaps, and demonstrate that the expenditures are proven effective for “concentrations” of unduplicated children in schools in the district where concentrations exist.**
- The terms “most effective” or “effective” should be defined, and at a minimum be tied to demonstrated effectiveness in meeting the “student achievement” goal and closing any persistent achievement gaps or deficiencies as it relates to the unduplicated students, and not just a generic reference to the state priority areas.**
- The proposed regulations also do not provide the Board or county superintendents clear standards by which districts must explicitly demonstrate or explain, at a minimum, how expenditures of supplement and concentration grant funds will support services that will actually improve the academic**

achievement of unduplicated students or close persistent academic achievement gaps.

- It's unclear how any county superintendent will be able to exercise oversight over the district budgets without further clarification on terms.**
- Again, it is extremely important that these regulations are focused around the notion of improving student achievement and includes meaningful enforceable standards.**
- We all know how important this issue is to all of us --- all you have to do is look around this room and outside at the demonstrators and it's not hard to tell --- it's not every day you see such a diverse range of stakeholders: administrators, teachers, students, parents civil rights organizations, advocacy organizations all interested in the outcomes today may yield.**
- Let us remember that no matter our affiliation, it is all of our responsibility to do what's in the best interest of students even in cases where we believe it may not be in the best interest of a particular sector.**
- So I would like to echo the sentiment of all those who are calling on the board to clarify this section of the regulations by making it clear that district-wide and school-wide approaches need to "principally" benefit high need students.**

- **Making these changes will be within the spirit of the law my colleagues and I passed and will bolster the likelihood that LCFF continues to center around the principle of equity.**
- **I appreciate the opportunity to provide remarks and look forward to continue to work with the Board, the Governor, the department, and all the stakeholders to ensure LCFF has the success we know is possible.**