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UNITED STATES OF AMERICA
DEPARTMENT OF EDUCATION

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EQUITY AND EXCELLENCE COMMISSION

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THURSDAY

APRIL 21, 2011

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SAN JOSE HEARING

EVENING SESSION

+ + + + +

The Commission met at the San Jose City Hall, 200 East Santa Clara Street, San Jose, California at 6:00 p.m., Alberto Retana, presiding.

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PRESENT:

ALBERTO RETANA, Dir. Community Outreach
DAVID SCIARRA, Commissioner
LINDA DARLING-HAMMOND, Commissioner
MARIANO-FLORENTINO CUÉLLAR, Commissioner
STEPHEN CHEN, Executive Director, EEC
RUSSLYNN ALI, Assistant Secretary, DOED
MIKE HONDA, Representative, U.S.
Congress

ALSO PRESENT:

JOHN AFFELDT, Public Advocates, Inc.
MARTHA INFANTE, Dr. Mary McLeod Bethune
Middle School
JASON WILLIS, Stockton Unified School
District

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TABLE OF CONTENTS

ITEM	PAGE
Call to Order	4
Introductory Remarks	5
Introduction of Commissioners	6
Introductory Remarks	8
Introduction of Speakers	14
Jason Willis	21
John Affeldt	30
Martha Infante	41
Facilitated Small Group Discussion	70
Closing Remarks	85

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1 P-R-O-C-E-E-D-I-N-G-S

2 6:15 p.m.

3 MR. RETANA: I'm just waiting for
4 the signal from CNN. As soon as I get that,
5 we're ready to roll.

6 Good evening. I'm a community
7 organizer by heart and by training, and I
8 never like to start any meeting without a nice
9 good evening, or good morning or good
10 afternoon, from both the folks up at the
11 table, but also, from those that are here
12 participating. So, good evening.

13 My name is Alberto Retana. I'm
14 the Director of the Community Outreach for the
15 Department of Education. I'm from Los
16 Angeles. So, it's good to be home, here in
17 California, and calling this meeting to order,
18 on this wonderful day, a beautiful sunny,
19 clear sky, in the wonderful city of San Jose.
20 So, let's give ourselves a round of applause
21 for coming out tonight, on this critically
22 important issue and topic facing our

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1 communities in our nation.

2 Just to start us off, I'd like to
3 bring up our Assistant Secretary, Russlynn
4 Ali, who is doing phenomenal work, in charge
5 of the Office of Civil Rights, and has been a
6 leader in equity, both in California and
7 across the country, certainly, partnering with
8 us as community organizers, before we joined
9 the Department. Now, I'm at the Department
10 and now, Russlynn is at the Department and
11 we're trying to open things up and we're very
12 glad to be here in front of you.

13 So, everyone, let's give her a
14 nice, warm welcome and warm applause,
15 Assistant Secretary Russlynn Ali.

16 MS. ALI: Thank you, thank you,
17 thank you. This is a real delight for us, to
18 be here.

19 As I hope you know, the Equity and
20 Excellence Commission was called on by the
21 Secretary. Our first meeting was February
22 22nd. It was made up of 27 of the most

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1 phenomenal and experts -- knowledgeable
2 experts in the country, on issues of equity
3 and excellence and issues of systems, state
4 and local finance.

5 The administration is fully
6 committed to this effort, as is evidenced, I
7 think, by both the Commissioners, in who they
8 are, as well as by the Ex-Officio members,
9 which span the Department of Education, as
10 well the Office of Management and Budget in
11 Domestic Policy Council within the
12 Administration, and we understand that this is
13 a hugely important issue for us to tackle as a
14 nation, if we are truly going to meet the
15 President's goal, that by 2020, we will once
16 again, lead the world in percentages of
17 college graduates.

18 I want to give a special thank you
19 to Congressman Honda of San Jose and
20 Congressman Fattah of Philadelphia. Without
21 them, this Commission would not exist.

22 I would like to introduce some of the

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1 distinguished Commissioners that we have with
2 us. They need no introduction, here in
3 California, especially Linda Darling-Hammond,
4 who has just been a leader for all of us, for
5 a very, very long time. David Sciarra, who is
6 a national expert in finance equity, and how
7 to ensure that the kids that need the most get
8 at least their fair share.

9 We're waiting on another
10 Commissioner that will be here shortly, also a
11 fellow Californian, Tino Cuéllar, he's on his
12 way, but the traffic is a little bit terrible.
13 I also want to thank those that are speaking
14 for us today, and that we heard from earlier.

15 It is precisely these kinds of
16 conversations that inform the work of the
17 Commission, and certainly will inform its
18 recommendations, that we, the Department, will
19 take hugely seriously.

20 I will tell you that we don't want
21 this report to do what so many have done over
22 the course of history, and that is, sit on

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1 shelves.

2 This is very much about developing
3 some recommendations and short order, for us
4 to change things in the short term and the
5 long term, and determine and act on the
6 appropriate role of the Federal Government in
7 ensuring that we can get to equitable funding
8 systems, so that the achievement gap can begin
9 to seriously close and we can commit
10 ourselves, as we have in rhetoric, to ensuring
11 fundamental fairness in our nation's schools.

12 So, with that, Congressman Honda,
13 thank you for your leadership and for the
14 opportunity to be here today.

15 CONGRESSMAN HONDA: Thank you, and
16 I just want to say thank you, to you, because
17 when this first started, we had two staffers,
18 and you know, she's not willing to just have
19 two folks working for her.

20 So, she went out to different
21 departments and I guess she called them, what
22 it is when you get people from other

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1 departments?

2 MS. ALI: Colleagues.

3 CONGRESSMAN HONDA: No, no, you
4 took folks from other departments.

5 MS. ALI: They weren't in other
6 departments. You're talking about Stephen?

7 CONGRESSMAN HONDA: No, Stephen
8 and you, you went out and got more people to
9 work in our groups, because you have a staff
10 now, of over eight, or six or eight, or
11 something like that.

12 Anyway, she is not a slouch, and
13 she is an attorney and she has a civil rights
14 background, and so I think that that's, for
15 me, the bottom line, background. And Alberto,
16 thank you. Where are you?

17 I love community organizers, too,
18 especially when they start out, "Good
19 afternoon," that's a good way to start.

20 What we want you to be able to do
21 this evening is to really get engaged and
22 excited about the topic of equity in education

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1 and excellence.

2 I want to thank Linda Darling-
3 Hammond, David Sciarra, who just came in from
4 New Jersey, just now, and he left his fight
5 with the Supreme Court of New Jersey, fighting
6 for equity for youngsters there, jumped on a
7 plane and came over here, Russlynn Ali, our
8 Secretary, and Stephen Chen, who hails from
9 San Francisco.

10 So, for all the hard work they put
11 into this Commission, and to their un-wavering
12 dedication to our children, and of course to
13 our community organizer.

14 I want to thank all the speakers
15 who have agreed to give their time, and make
16 sure that this Commission has the best input
17 possible, and finally, I want to thank all of
18 you for being here and attending this event,
19 which is for you.

20 You are doing the most important
21 thing you can do as a member of this society.
22 You're speaking true to power. We know that

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1 the only way we will ever be able to change
2 this thing we call public education, is if
3 you, the public, can generate the political
4 will and the public sentiment, to make it
5 happen.

6 We know that the only way those
7 changes will be worth the paper they're
8 written on is if they are based on the truth
9 you and your children experience every day.

10 This Commission, in meetings like
11 this, will allow students, parents, teachers,
12 administrators, community groups, and business
13 leaders, the opportunity to engage in the
14 process.

15 This is the first in series of
16 nine field hearings in this country, and we're
17 going to visit various regions of this
18 country.

19 It is that connection to the
20 different communities of the country that I
21 contend will make a difference between success
22 and failure, and the key to that success is a

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1 willingness of each of one of us, to challenge
2 paradigms that we hold, put aside pre-
3 conceived notions and assumptions, and to
4 actively listen with fresh ears.

5 We see this happening in pockets
6 all across the country. We see parents in Los
7 Angeles, challenging the idea that they must
8 accept whatever service can be presented with,
9 they're challenging that.

10 We see teacher unions across the
11 country, striving to innovate and find what
12 works best for each student. We see places
13 like KIPP, Knowledge is Power Program, KIPP,
14 challenging their varying calendar, and making
15 sure our students have sufficient time on
16 task, to compete and to succeed, and the
17 Harlem Children's Zone, challenging where
18 school ends and community begins.

19 Today, we will challenge our ideas
20 about equity. We will get passed the whole
21 idea the completes equity and parity, and see
22 if we cannot find a better solution, and I

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1 contend that there is a difference in the
2 distinction, acquired distinction between the
3 term equity and parity.

4 We have to remember that while
5 education is worth its weight in gold, the
6 only commodity our children bring to school,
7 the only currency our children bring to school
8 is time, and time is something that we cannot
9 bank, and withdrawal later, for it's
10 application for our children.

11 Once it's spent and once it goes
12 through, it never comes bank. So, we cannot
13 withdrawal that time from that bank.

14 It behooves us to find a system of
15 finance for our schools of honors. Every
16 student's achievement, their honors are
17 recognized as each child's right to a good
18 education, and I just want us to think
19 through, as we talk this evening, about the
20 distinction between all children and each
21 child, and how that may shape or reshape our
22 thinking.

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1 Again, I want to thank all of you
2 for being here, and thank our facilitators,
3 and my staff. Would you all raise your hands,
4 because I'm not going to name all of you.
5 There you are.

6 And before I sit down, as a
7 parent, I just love to embarrass children.
8 Albert, where is your mom? There she is.
9 Stand up. There is a mom of one of our staff.

10 Okay, so, like they say on TV,
11 "Let's get started."

12 MR. RETANA: Thank you Congressman
13 Honda. If you will, give him another nice,
14 warm applause, please.

15 I want to just take a moment and
16 acknowledge some local leadership who has
17 joined us and who is with us tonight. We
18 certainly can't do this without our local
19 leaders, and we certainly can't do it with the
20 grassroots, as well.

21 First, Joseph DeSalvo, County
22 Office of Education, please stand up and raise

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1 your hand. Thank you, sir.

2 Darcy Greene from Alum Rock School
3 District, thank you. Bob Avento from Morgan
4 Hill Unified School District Trustee.
5 Excellent, thank you.

6 Judy Cherco, from former San Jose
7 City Council, thank you very much for being
8 here. Keith Neuin, Franklin McKinley School
9 District, thank you so much.

10 Christ Stampolis, there you are,
11 sir, from the West Valley Mission Community
12 College District. Allison Wiscon from
13 California State PTA, excellent. Rose Alvaro
14 from San Jose City Council. Oh, and thank
15 you, yes, for allowing us to use your place,
16 absolutely, it's gorgeous, and to have
17 sunlight, rather than electricity is
18 beautiful. Thank you.

19 Javier Campos from San Jose City
20 Council, thank you, again. Rose Buteburn from
21 Osh Kosh San Jose and -- sorry, and Osh Carr
22 from San Jose City Council, there you are,

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1 thank you.

2 Cathy Jung and Ann Canson Chu from
3 San Jose City Council, as well, thank you.
4 Minchu Nguyen and Zoe Lapren from the U.S.
5 House of Representatives, where are you?
6 Thank you.

7 I was hoping they would all be in
8 Spanish, because I could tackle it and I'm
9 struggling here, and I'm San Jose, man.

10 Alice Coviachi from Senator Alan
11 Covart's office, thank you.

12 Let me just break down a little
13 bit of how this evening is going to go.

14 (Off microphone comment)

15 MR. RETANA: Okay, help me out.
16 Where are you? Sorry, thank you, sir. League
17 of Women Voters, excellent. Thank you.

18 Vince Matthews, State
19 Superintendents' Office, where are you? Vince
20 Matthews, thank you. Thank you, sorry,
21 apologize. Superintendent, sorry,
22 Superintendent Matthews, I apologize. That's

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1 what happens when community organizers
2 disconnect from the neighborhood. You start
3 like, messing it all up. So, yes?

4 (Off microphone comment)

5 MR. RETANA: Excellent, thank you,
6 excellent. I'm going to do one last shout
7 out, and that's to all of you for -- yes?

8 (Off microphone comment)

9 MR. RETANA: Yes, sir, thank you,
10 sorry. You know what? What does it mean,
11 right, when all of our leaders come out to
12 this conversation? Let's give them a big
13 round of applause for being here. Thank you.

14 So, let me just go through how
15 tonight is going to work.

16 I'm going to speak for the next
17 three hours, and then we're going to call it a
18 day. No, no, no, no, no, just kidding.

19 What we're going to do is, we want
20 to do this a little different. We wanted to
21 have an informed conversation, and so, the
22 first part of our Town Hall, we've asked three

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1 leaders in this work, who have been doing
2 innovative, exciting, amazing work to come and
3 speak, to set some context.

4 These are our three speakers, to
5 my right, and they'll all have -- they'll each
6 have about seven minutes to break down
7 everything that we need to know.

8 They're going to touch on themes
9 that are going to be real important, and those
10 themes are going to guide the discussions in
11 each of your groups.

12 After we hear from our three
13 community leaders, we're going to break down
14 and have discussions at each of your tables.
15 We thought that this was the best way to
16 create a space for everyone to be able to
17 participate in the conversation.

18 We will be taking -- you will have
19 -- each of you will have a facilitator at your
20 table. So, if you have a facilitator, raise
21 your hand, you know who they are, where they
22 are.

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1 We'll also have note takers at
2 your table, and you will -- your facilitators
3 will explain to you, what you will talk about
4 throughout the evening.

5 You will be answering two
6 questions and you have about 15 minutes to go
7 into each of those questions. This will be
8 after our presentations, and we'll get into
9 those questions a little bit later.

10 Then we'll close out, and hear
11 about what people had to say. But we're going
12 to take all of your ideas, we're going to
13 write them down and we're going to put them
14 into our thinking caps and prepare information
15 for our Commissioners to read.

16 We have 27 members on the
17 Commission that are all going to be taking
18 your ideas very seriously. Very important
19 process, and so, that's what this is about.

20 Three goals, really, we want you
21 to accomplish tonight. We want you to feel
22 heard. We want you to get a better

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1 understanding of the context, and we really
2 want to build a sense of community around this
3 issue, and if we can start doing that now, we
4 could really have a big impact on this
5 particular issue.

6 So, with that, why don't we jump
7 straight to our presenters, and we're going to
8 start with Jason Willis, to my right, and let
9 me just say a few words about Jason Willis,
10 who has done amazing work and served as Budget
11 Director of Oakland Unified School District in
12 California.

13 Also, he worked with the U.S.
14 Department of Education and the Corporation
15 for National Service on researching the impact
16 of service learning on student achievement. I
17 know there are some folks from the city here
18 in the room, so, we can give the city some
19 love. Where are you? You are there, they
20 have the yellow jackets.

21 A lot of the work that Mr. Willis
22 did had a lot to do with informing that kind

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1 of work.

2 So, with that, let's give him a
3 warm round of applause and bring out Jason
4 Willis.

5 MR. WILLIS: Good evening, and
6 thank you so much for the introduction,
7 Alberto.

8 As it was mentioned, I was
9 previously the Budget Director in a district
10 just north of here, Oakland Unified.
11 Currently, I'm the Chief Financial Business
12 Officer in Stockton Unified School District.

13 One of the unique experiences I
14 had in Oakland was managing a unique system we
15 called 'results based budgeting', which was a
16 collection of tools and processes that the
17 school district used to develop and plan its
18 budget.

19 Now, budget development isn't
20 always the sexiest thing on the planet, I will
21 have to admit, but the work that we were doing
22 in Oakland Unified around budgeting, certainly

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1 brought a different perspective and a fresh
2 set of ideas to the way that we think about
3 using resources in education.

4 One of this Commission's primary
5 objectives is to make recommendations for
6 restructuring school finance systems, to
7 achieve equity in the distribution of
8 educational resources and further student
9 performance.

10 So, tonight I have the privilege
11 of sharing how Oakland really looked to
12 restructure its school financing systems. I'm
13 going to talk a little bit about the results
14 it achieved, and talk about both the effective
15 practices, as well as a lot of the lessons
16 that we learned.

17 Let me briefly paint a picture of
18 how Oakland did this. Not a lot of people are
19 familiar with the way school districts
20 allocate resources, and in the vast majority
21 of school districts in the country, it's a
22 pretty simple formula.

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1 If you have 250 students in a
2 school, and you want to allocate 25 students
3 to every teacher, that school is going to get
4 10 teachers, and so on, down the line. You
5 allocate a principal, secretaries, etc., etc.

6 As numerous research studies over
7 the past decade have shown, this method does
8 and continues to inequitably allocate
9 resources, dollars, to those schools.

10 Oakland's approach, instead,
11 really allocated dollars on the basis of
12 money. So, think about it as back-pack
13 funding, if you will.

14 A school would receive dollars for
15 students, based on their profile, if they were
16 general education, special education, low
17 income, ELL. They would receive those dollars
18 for that student, and then they would make a
19 series of decisions, at their discretion, with
20 their school leadership team, their
21 communities, about how best to use those
22 resources, to address the needs of both that

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1 individual child, as well as the full profile
2 of the children in that school.

3 I think it's important to mention
4 that results based budgeting was one of
5 several strategies that Oakland really used to
6 drive performance. It wasn't the only one.

7 There were several other things
8 that were happening in Oakland at the time
9 that contributed to this, but let me talk a
10 little bit about the results, which
11 personally, I'm very proud to talk about.

12 Oakland has been the most improved
13 large urban district in the state of
14 California six years running. The district
15 has made gains on the academic performance
16 index, as our measure of academic performance
17 for students, of over 116 points, over that
18 time period, 116.

19 In last year alone, in 2009/2010,
20 we had 12 schools in Oakland Unified that
21 achieved API growth of 50+ points. We had
22 three with 100+ point gains.

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1 Despite the continued constraints
2 on those schools -- school resources
3 throughout California, principals continue to
4 overwhelmingly demand this system. There was
5 a survey done of all Oakland principals last
6 Spring, 93 percent saying that they valued
7 that decision making authority.

8 We also had a study that was
9 conducted by the American Institutes of
10 Research, back in 2008, looking at the
11 distribution of resources, both before and
12 after RBB was implemented.

13 One of their significant findings
14 identified that the district had essentially
15 directed more dollars to high poverty
16 elementary schools under RBB than pre-RBB, in
17 such cases that an elementary school with 50
18 percent poverty was expected to spend
19 approximately 20 percent more on average than
20 a zero poverty school.

21 So, the implication here, just
22 from some of the data that we're looking at,

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1 is that it worked, in Oakland at least, that
2 we as a large -- we are a large urban system
3 that was able to achieve and sustain this type
4 of different resource allocation policy, and
5 there are other examples across the country,
6 New York, Houston, Baltimore, most recently,
7 that have implemented or are implementing
8 these systems.

9 So, I want to talk for a second,
10 around the opportunity of these -- that school
11 districts might have of thinking about a
12 system like this, and to accomplish the same
13 type of distribution methods that were
14 happening in Oakland.

15 The technical systems inside of
16 the districts exist. It is possible to do
17 these types of things. If, you know, the
18 Commission were to think about something like
19 a nationwide rollout of this, considering it
20 on a rolling basis, all right, you would --
21 very similar to the way GASME-34, which is a
22 Governmental accounting standards, roll it

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1 out, year over year, starting with some of the
2 largest public agencies.

3 And as one of the Commissioners
4 suggested, developing some measure of resource
5 distribution, how about a school level per
6 pupil spending index that compares schools
7 across districts, and might I even say,
8 states.

9 You could adjust this for regional
10 costs and other needs of students along the
11 way.

12 The other thing that we realized
13 in Oakland is that we really started to see a
14 connection between what was being expected of
15 students, that is content standards and things
16 like that, as well as how resources were being
17 used.

18 I now, work in Stockton. We don't
19 have a system like that currently in place in
20 Stockton, and what I can tell you is that
21 there is a demonstrable difference in the
22 types of conversations that are occurring

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1 between principals and between the central
2 office and principals, about how resources are
3 being used, by the very presence of the
4 system, itself.

5 Because principals had choices --
6 have choices in Oakland Unified School
7 District, what it allowed was to be able to
8 think about resources in a very effective and
9 more efficient manner, and even in the
10 presence of declining revenues in the state of
11 California, principals in Oakland Unified
12 continue to want to make those choices.

13 So, on either side, whether
14 resources were increasing or decreasing, they
15 wanted to be able to make that best choice,
16 and the way that I would say it to many of my
17 colleagues is that, if the choice is between
18 school principals making the choice about how
19 to best use resources, or it's myself, in the
20 central office, 100 out of 100 times, the
21 principal is probably in a better position to
22 be able to make that choice, with the

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1 leadership of the school.

2 Let me end, because I know I've
3 already been called for time, here, but let me
4 end by first saying, it is possible.

5 It is possible to think about
6 restructuring the way that you distribute
7 these resources, and that with the right
8 policy, the right support and the right
9 persistence, it can make a demonstrable
10 difference in the way that you allocate
11 resources.

12 And finally, it's an imperative,
13 that there is an open dialog, not just about
14 the goals for America's students and how to
15 deliver an equitable education, but that
16 efficiency has a seat at the table, as well,
17 that we can really think about how to stretch
18 dollars, especially in a climate where dollars
19 are dramatically declining for public
20 education.

21 Frankly, if we're not able to meet
22 the challenge of doing more with less head on,

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1 then the economic fiscal and demographic
2 realities of our age will certainly force us
3 there. Thank you for your time.

4 MR. RETANA: Thank you, Jason.
5 Our next speaker is someone who I know, it's
6 great to have you here. John Affeldt, he is
7 Managing Attorney of Public Advocates, he's
8 focused on educational equity issues for some
9 time now, through litigation policy advocacy
10 and partnering with grassroots organizations,
11 and I know that first hand, because I worked
12 with him, when we had our grassroots -- and
13 still do, have a grassroots organization in
14 Los Angeles.

15 Affeldt served as a lead counsel
16 Williams v. California, resulting in a
17 landmark 2004 settlement, guaranteeing
18 California students with sufficient
19 instruction materials, decent facilities and
20 qualified teachers.

21 In 2005, Affeldt was named
22 California attorney of the year, by California

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1 Lawyer Magazine, for his work on the Renee v.
2 Duncan, which struck down the U.S. Department
3 of Education regulation, allowing teachers in
4 training to be disproportionately aside a low
5 income and high minority schools, and in the
6 winter 2007, was named the leading Plaintiff
7 lawyer in America by Law Journal Magazine.

8 It's certainly an honor to be on
9 this panel, standing here with you. Thank you
10 so much, for being here tonight. Let's give
11 him a warm welcome. Thank you, John.

12 MR. AFFELDT: Thank you to the
13 Commission and Congressman Honda, for this
14 opportunity, and I think I want to start by
15 stepping back and looking at a bigger picture.

16 The Federal Government spends
17 approximately \$5 billion a year on California
18 K-12 education and lately with stimulus money,
19 as spent as much as \$10 billion a year, and in
20 doing so, the Federal Government is
21 subsidizing the inadequate and inequitable
22 education of millions of California children.

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1 The state is not investing
2 adequately in its K to 12 schools and the
3 Federal Government is standing by watching
4 that.

5 Once the envy of the nation, with
6 the best funded and one of the best funded and
7 highest performing school systems, today,
8 California is racing to the bottom. We're
9 44th out of 50 states, in poor people
10 spending, and 46th in education spending, as a
11 percentage personal income.

12 The state spends inequitably among
13 its districts. Just down the road, one of the
14 Plaintiff districts in our school funding
15 litigation, Frederick City Unified, received
16 \$6,500 per pupil in unrestricted funding,
17 while next door, largely white, middle and
18 upper class Portillo Valley districts and
19 Woodside, receive \$16,000 and \$14,600 per
20 pupil respectively.

21 You throw in categoricals, okay,
22 Redwood City rises to \$9,900 a pupil, for

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1 Portillo Valley and Woodside, \$16,000 and
2 \$17,000, respectively.

3 How can we, as a state, be so
4 inequitable in expending resources to our
5 children and how can our Federal Government be
6 turning over so much money without leveraging
7 at all, equitable access to even our Federal
8 dollars?

9 The Stanford, "Getting Down to
10 Facts" studies, confirmed all of this.

11 Districts of similar size and
12 demographics throughout California receive
13 very different amounts of money, and the range
14 goes from \$6,000 a kid, to as much as \$30,000
15 a kid, in some districts.

16 Now, the unfunded and inequitably
17 funded system is failing to maintain learning
18 conditions. That had consequences.

19 We are 50th, out of 50 states, in
20 terms of adults in the system, teachers,
21 administrators, counselors, librarians, put
22 all those folks together, we are 50th out of

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1 50. There are not enough adults to deliver
2 the product.

3 How can you have education, when
4 you don't have educators?

5 Because of the inequitable
6 distribution of existing funds, we see vast
7 inequities in the distribution of fully
8 prepared and experienced teachers.

9 Teachers at Redwood City start
10 out, get trained, become experienced and then
11 go to Portillo Valley next door, where they
12 get \$10,000 more.

13 The horrific budget cuts in the
14 last three years, some \$18 billion in the K-12
15 system had brought our system to its knees,
16 with the most dire consequences being
17 delivered on the poorer schools.

18 Instead of expanding learning
19 time, as President Obama has called for, we're
20 cutting it, in this state. Sixty percent of
21 our districts have cut a year off the school
22 year, and many are talking about cutting three

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1 more -- I'm sorry, not a year, a week off the
2 school year. We're almost there. We're
3 heading in that direction. Give us a little
4 more time.

5 But many districts are talking
6 about cutting a month, if these tax extensions
7 don't go through.

8 Class sizes are sky-rocketing. In
9 Redwood City there are 30 kids in a
10 kindergarten class. Computer labs, libraries
11 are being shuttered. Half the districts in
12 the state report that they've cut art and
13 music electives and quarter of them have
14 eliminated those programs entirely.

15 Last year, nearly two-thirds of
16 districts reported cuts to building grounds
17 and maintenance and 58 percent reported cuts
18 to instruction materials.

19 Teachers, librarians, nurses,
20 counselors are being cut by tens of thousands.

21 These are not the conditions we should ask
22 our children to thrive in, much less, to

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1 survive in.

2 The consequences, we have low
3 achievement, and we have an increasing
4 achievement gap. Nearly one in three
5 California students fail to graduate from high
6 school and it's closer to one in two, when you
7 look at African American and Latinos.

8 Those that do graduate, that two-
9 thirds percent, only one in four are prepared
10 to go onto college.

11 The National Assessment of
12 Educational Progress scores that were released
13 last Spring, have us among the lowest
14 achieving states, alongside Mississippi and
15 Alabama, so, we're getting what we pay for.

16 The California Constitution
17 guarantees all children a right to a quality
18 education, and because we're not living up to
19 that, public advocates, representing a number
20 of community groups, some of which are here,
21 PIQE and the Campaign for Quality Education
22 have sued the state, and so has the PTA, who

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1 is here, and a number of school districts, the
2 California School Board Association has begun
3 litigation.

4 So, stay tuned, we're working
5 that. But the question tonight is what can
6 the Federal Government do, in the meantime?
7 What should they be doing, so that we don't
8 have to go to Court?

9 Now, the two main buckets of
10 proposals. One, incentivize states to fund
11 schools -- incentivize states to fund school
12 adequately and equitably, taking into account,
13 students with the greatest needs.

14 Two, strengthen and enforce
15 existing -- or strengthen and enforce Federal
16 requirements, such as Maintenance of Effort
17 and Comparability.

18 So, number one, we require
19 districts to meet -- to equitably distribute
20 their state and local dollars before they get
21 any Federal dollars, but we don't do that with
22 states, among districts.

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1 So, it's a little schizophrenic.
2 You have to provide every school in your
3 district the same amount of state and local
4 money, if you want any Federal money.

5 But if the state wants to spend
6 \$16,000 on Portillo Valley and \$6,000 on
7 Ridgewood City, have at it.

8 So, there needs to be, as a
9 condition of getting Federal education money,
10 a requirement that states, over time, equalize
11 their spending among districts, as well as
12 within districts.

13 Beyond that, the state should be
14 recognizing that the English Learners and low
15 income kids need more to get across the finish
16 line, equity, not parity, as Congressman Honda
17 mentioned.

18 The Federal Government should
19 require that states promote equitable spending
20 by requiring them to demonstrate that state
21 and local money is positively correlated with
22 poverty, across school districts.

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1 The more impoverished kids you
2 have in your district, the state should be
3 spending more on that, before they get Federal
4 dollars.

5 Schools should be funded
6 transparently, and Jason was talking about.
7 There should be indexes to measure them at the
8 school level, so that parents and communities
9 can hold schools accountable. There should be
10 transparency to knowing, what are the actual
11 dollars being spent at that school level?
12 What are the actual teacher salaries being
13 spent there?

14 There is a Federal -- I'm just
15 going to wrap up here. There is a Federal
16 Maintenance of Effort requirement, also per
17 districts. If you want Federal money, you
18 have to maintain how much you're spending on
19 public education.

20 But there is also a Federal
21 Maintenance of Effort for the state. If the
22 state wants to cut, cut, cut, that's okay.

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1 Keep taking our Federal money and use it to
2 back-fill.

3 The Federal money is supposed to
4 supplement what the state provides. It's
5 supposed to help low income students and
6 supplement their education.

7 If you're not requiring the states
8 to maintain effort, than you're just back-
9 filling their cuts, and you're not
10 supplementing, and more specifically, what
11 we've talked about in the earlier session, is
12 that education gets cut disproportionately,
13 compared to the rest of the budget in
14 California. That shouldn't happen.

15 There should be a maintenance of
16 effort requirement that says you can't -- you
17 can cut -- if you're going to cut, okay, but
18 you have to be equal to education. You can't
19 cut education disproportionately, and when
20 you're cutting education, you can't
21 disproportionately cut English learners and low
22 income kids.

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1 There should be a maintenance of
2 effort requirement that takes care of that
3 kind of shenanigans.

4 And finally, we're in support of
5 the Obama Administration's efforts to close
6 the comparability loop-hole, which is
7 something Jason was talking about, and making
8 sure that districts, before they get their
9 Federal dollars, are spending equitably with
10 their state and local dollars, between
11 schools.

12 So, that needs to be fixed, and
13 it's going to be a heavy lift, but the
14 Administration is behind that initiative.

15 In closing, I think the guiding
16 principle for what the Feds should be doing is
17 to treat children in this country, first and
18 foremost, as children of the United States,
19 and not children of their states, captive to
20 the exigencies of their states public finance
21 system.

22 We are one nation. Education is a

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1 national interest, and if the Federal
2 Government is going to spend dollars, it ought
3 to make sure that those Federal dollars are
4 being spent equitably. Thank you.

5 MR. RETANA: So, thank you, John.
6 Last, but certainly not least, I'd like to
7 introduce Martha Infante, who is a bilingual
8 social studies teacher at the L.A. Academy
9 School in Los Angeles.

10 Talk about getting right into the
11 classroom. We've got a teacher here. She
12 obtained her Bachelor's degree in history at
13 the University of California, Los Angeles, in
14 1994. She received her teacher training
15 through the Los Angeles Unified District
16 intern program and is a frequent presenter in
17 both the gifted and social studies fields.

18 Martha has trained educators
19 nationwide and participated in international
20 study tours in Japan, China and Saudi Arabia.

21 As a 16 year veteran of public
22 schools, Martha became involved with education

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1 reform issues when her school was decimated by
2 lay-offs in 2009, reduction in force.

3 Since then, this UCLA graduate and
4 former California Council for Social Studies
5 teacher of the year has blogged frequently
6 about the important impact of Federal
7 education policy on the South Central Los
8 Angeles school community.

9 Let's give her a warm round of
10 applause, a teacher who is here to tell us a
11 little bit about what's going on in the
12 classroom. Thank you.

13 MS. INFANTE: Thank you very much.

14 Hello, everyone. My name is Martha Infante.
15 Thank you for the introduction. Thank you,
16 Congressman Honda, for the invitation. I do
17 think it's important to share, what's
18 happening in the actual classrooms of
19 California schools.

20 So, today, I'm going to talk about
21 that.

22 I am a member of the accomplished

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1 California teachers network, and so is David
2 Cohen, my colleague, and he spoke earlier this
3 evening, about what it's like to teach in Palo
4 Alto schools, and he shared the experiences of
5 the students, having a plethora of electives,
6 having very little teacher turnover at his
7 school, having a strong community of parents
8 who are there to supplement the budget, when
9 cuts happen.

10 And so, today, I want to share
11 with you, what is happening at my school, and
12 basically, it's the total opposite.

13 Just a little bit of my
14 background. I am from East Los Angeles. I
15 attended public schools since the 1970's. I
16 was very fortunate to participate in the
17 gifted and talented education program, and
18 received a robust arts education as well,
19 which is not the norm now.

20 I chose to become a public teacher
21 and to render my services to the hardest to
22 staff area in LAUSD, which is South Central

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1 Los Angeles, where I have worked for 20 years.

2 In this time, I have gained an
3 insight that I think would serve the purposes
4 of this committee, and I'm going to share some
5 of the experiences of my students, as well as
6 observations that I have made about various
7 programs that have been created to reverse
8 educational inequities that have existed in
9 schools for many years.

10 The state of education funding
11 today has hit schools like mine in a way that
12 very few have come to know. Increases in
13 class size are common and limited classroom
14 resources are the immediate obvious results.

15 However, it is the precipitous
16 state of the whole child that is affected in
17 the urban schools, when cuts hit hard and
18 often. Students with special needs, such as
19 autism and dyslexia appear in over-crowded
20 classrooms, but their needs go un-noticed by
21 the predominantly novice teachers, which tend
22 to be employed in hard to staff schools.

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1 Training to recognize the warnings
2 signs of emotionally disturbed students has
3 virtually ceased, due to the market decrease
4 in professional development funds, and even if
5 funding were available, it's usually geared
6 toward training and reading and math, as this
7 has been the focus of No Child Left Behind.

8 In the past year, our school
9 counselors' loads have doubled from 350
10 students per counselor to 700. With further
11 cuts looming, that number will surely rise.

12 Parents in my community are
13 workers and do not often have the time to
14 interact with the schools often, if necessary,
15 or to know the warning signs that they must
16 look for, to tell them that their child is at
17 risk.

18 As such, the school becomes the
19 last best hope for students, before they
20 become a danger to themselves.

21 In the past 12 months, I have
22 identified two students with Asperger's, a

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1 suicidal student, and a student being
2 physically abused at home.

3 These students had gone
4 unidentified by novice teachers on campus, and
5 missed by their counselor, due to the
6 tremendous strain of reduction and support
7 services in the last several years.

8 I shudder to think what would have
9 happened to these students if the teacher in
10 front of them had been a new teacher and at
11 the same time, realized that many such
12 students have already slipped through the
13 cracks.

14 My initial comments have focused
15 on support services by counselors and mental
16 health professionals, because all teachers
17 know that if a student's basic needs of safety
18 and security are not met, than learning is not
19 happening in the classroom.

20 However, even in the best of
21 times, when schools have been fully staffed in
22 this area, the issue of inequity continues to

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1 be prevalent. Staffing has been a constant
2 issue in schools like mine, because of
3 difficult working conditions, and the depth of
4 social, emotional and economic problems that
5 my students face have an impact on the
6 educators.

7 These conditions have been known
8 to defeat even the most valiant of educators
9 because all workers like to believe there is a
10 light at the end of the tunnel.

11 Working at urban schools sometimes
12 means surviving, not knowing if your
13 colleagues will return to work the next day,
14 whether your principal is there to make a
15 difference, or just passing through, and
16 learning to fend for yourself, when it comes
17 to acquiring the necessary resources to teach
18 students.

19 As a result, teacher turnover is
20 extremely high in urban schools, and the
21 learning curve is steep, with the rookie
22 teachers who are relegated to teach in these

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1 communities.

2 Burn-out is even higher at charter
3 schools, and I wonder whose children suffer
4 because of this.

5 To me, equity is not just a
6 funding issue. We have received generous
7 Title 1 funds in the past, yet, disparities
8 continue. Equity means acknowledging that
9 every school, every community and every
10 setting has its own unique needs that call for
11 individual solutions.

12 Take the problem of staffing at my
13 school. Many studies show that teacher
14 quality is the most important in-school factor
15 that can improve education. Socio-economic
16 factors being the most important factors
17 overall, for under-served students, yet, few
18 programs have been successful in helping to
19 retain the most knowledgeable and capable
20 teachers in schools that need them the most.

21 Yes, there have been grants
22 offered periodically, but systemic changes

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1 have not been made to the way teachers are
2 assigned to schools, and how schools can work
3 to retain key staff.

4 The recent ACLU law suit against
5 the Los Angeles Unified School District
6 attempted to address the situation. This law
7 suit requested that high-need schools be
8 exempted from seniority case layoffs.

9 However, as is the case with many
10 educational policies, no attempt was made to
11 dialog with the teacher leaders, who would
12 have told the ACLU that exempting these
13 schools from layoffs was only a stop-gap
14 measure.

15 The ACLU won the law suit and 45
16 schools in LA Unified are now protected from
17 layoffs, but no programs are in place to
18 retain the most necessary and effective staff
19 members who can counter-act educational
20 inequity.

21 In other words, when the
22 conditions get to be too much to bear,

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1 teachers at my school will transfer to schools
2 like David's, in Palo Alto, where they will
3 likely serve out their careers.

4 My school was effective in
5 creating a successful teacher retention
6 program with very simple strategies, and we
7 reduced teacher turnover from 40 percent
8 yearly, to zero percent in 2009.

9 These simple strategies included
10 mentorships, pizza welcome parties, new
11 teacher photos and bio's placed in all the
12 staff members mailboxes, so, we could know who
13 they were and we could greet them by name,
14 even a new teacher welcome brunch at the
15 principal's house.

16 Our staff was celebrating the
17 solving of the quest to reduce turnover when
18 the budget cuts hit in 2009.

19 So, instead of losing zero
20 teachers, we lost 23 teachers that year, out
21 of a staff of 110.

22 The following year, we lost 12,

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1 and this year, we are slated to lose 28. The
2 number is higher this year, because of the
3 ACLU settlement, which did not take into
4 account, the individual unique needs of each
5 school community.

6 Because of our lower turnover
7 numbers, due to our program, our school did
8 not qualify for layoff protection, and
9 therefore, we were forced to absorb even
10 larger number -- a larger number of layoffs
11 than other schools that have no teacher
12 retention programs in place.

13 Again, you have to talk to the
14 people on the ground, and we can give you some
15 good ideas.

16 So, the last issue I'd like to
17 close with is the attention to -- in terms of
18 equity of the issue of challenging students,
19 students with special needs, English learners,
20 or those from disadvantaged homes, not only
21 require talented, experienced teachers, but
22 they require the knowledge that their school

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1 will provide a safe haven from the tumbles
2 they may face in their lives, when they are at
3 home.

4 They need to know that their
5 school will be there, and will not be closed
6 down. When I drive to school, I get a smile
7 on my face, seeing John walk to school with
8 his lop-sided gate, or Jerome, riding to
9 school on the back of his friends' bike. They
10 are rushing to school, at the un-Godly hour of
11 7:00 a.m., because they know that we offer
12 breakfast and shelter, which may be more than
13 they have available when they're not in
14 school.

15 It takes every ounce of ability
16 and resources to serve students such as these,
17 and yet in the last several years, the
18 concentration of such students at schools like
19 mine seems to be rising. Our school does not
20 have an admissions policy. We do not require
21 a 30 to 40 hour commitment from parents as a
22 condition for their child's enrollment.

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1 We do not expel a student if he
2 misses the opening week of school or refuses
3 to stay for after school classes. But other
4 schools do, and when these students are
5 removed from those schools, they are accepted
6 at the only schools left for them, the
7 traditional public schools.

8 It seems to me that if we're
9 really going to make an effort to increase
10 equity for students like John and Jerome, we
11 would require that all schools receiving
12 public funding are required and held
13 accountable for serving all students,
14 challenging or not, and building stronger
15 efforts to spread equity across schools.

16 Lastly, just please talk to
17 teachers. Talk to people in the community and
18 I think that will help provide lots of new and
19 valid insights into how we can spread equity
20 everywhere. Thank you very much.

21 MR. RETANA: So, one other great
22 round of applause for our three distinguished

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1 guests.

2 Now, we're going to take a couple
3 of questions from the Commissioners, if we
4 have a couple for our guests, and before
5 transitioning to our small group discussions.

6 So, yes, Mr. Cuéllar?

7 MR. CUÉLLAR: I want to thank all
8 of the presenters for some very thoughtful and
9 provocative and challenging commentary.

10 I wanted to ask Martha Infante a
11 question, because Martha, you highlighted one
12 of the challenges of the ACLU settlement,
13 which is that it can have unintended
14 consequences, probably not what they had in
15 mind, but this is what happens.

16 So, part of the reason we're all
17 here is that it's -- we have a gap between the
18 world we'd like to live and the world we live
19 in, and that prompts the question of, what we
20 should do in that interim period, while we're
21 working towards a different arrangement, where
22 these problems are better dealt with, and in

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1 that interim time, how do you think school
2 districts should handle the painful question
3 of letting teachers go, when there are no
4 resources?

5 It's not a scenario any of us want
6 to see, but when that does happen, how do you
7 mitigate the challenge and the damage?

8 MS. INFANTE: Well, I always want
9 to remember how we got to this position in the
10 first place.

11 We should not be experiencing this
12 type of layoff situation and we must never
13 forget that that is number one.

14 Having said that, to answer your
15 question, the issue of seniority based lay-
16 offs is very complicated and it's very debated
17 everywhere.

18 I got involved in education reform
19 because my school was decimated by the lay-
20 offs, and it's easy to paint a simple picture,
21 "Oh, we lost our best teachers, we lost some
22 good teachers, we lost some average teachers,

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1 we lost some poor teachers.”

2 So, to me, it doesn't seem that
3 seniority was the issue. You know, my theme
4 has been, every school community has its own
5 unique needs and so, for us, a problem was
6 turnover. We found a way to solve that issue.

7 It seems to me that if you're
8 going to come up with solutions, you wouldn't
9 dismantle the school that is already making
10 solid and innovative progress, because I
11 haven't heard of any other school reducing
12 turnover to zero, in difficult hard to staff
13 communities, like mine.

14 So, we talk about looking at data
15 and data, data, data, that's all we live in.
16 No one looked at that data. No one looked to
17 see why that number was shrinking and what our
18 school was doing.

19 So, you know, asking questions and
20 looking at different data, maybe.

21 MR. CUÉLLAR: Thank you.

22 MR. RETANA: Perhaps one more

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1 question? We'll do two more questions.

2 MS. ALI: Okay, because I think
3 it's hugely important, and John, as you know,
4 the comparability proposals in ESEA are
5 absolutely designed to ensure that the
6 principals of supplement plan to actually
7 become a little more than rhetoric, and as you
8 mentioned, it is a very heavy lift.

9 You may also know that outside of
10 that condition of Federal funding, to ensure
11 equity once the money goes to the district,
12 our proposal for the reauthorization of the
13 Elementary and Secondary Education Act is also
14 about reporting for the first time, inter-
15 district inequities and developing plans on
16 how to solve them, and in addition, through
17 recovery money, reporting, as well as the
18 civil rights data collection, we are now, for
19 the first time, beginning to collect data at
20 the school site level.

21 My question is, so, at least two
22 of the pots that you touched on, we are -- we

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1 have ambitious proposals to do something about
2 that. That's Title I, and we talked a lot,
3 both earlier today and just now, about
4 leveraging Title I dollars. I think our
5 proposal does that to a great extent. We'd
6 love to hear advice on how to move further,
7 faster.

8 What else? All right, given that
9 historically, the Federal Government's
10 contribution is anywhere from eight to ten
11 cents on the dollar, how do you use and
12 leverage that ten cents, to ensure that where
13 the super majority of the money flows from,
14 i.e., state, is done in an equitable way?

15 MR. AFFELDT: Yes, so, I think my
16 proposal was basically saying that's good,
17 that the Federal Government is leveraging
18 districts, to try to spend equitably between
19 schools, and that closing that loop hole.

20 The loop hole that we're talking
21 about is, the -- legislation took out counting
22 teachers' salaries, when you count it up, you

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1 know, how much does a poor school spend,
2 versus non-poor, and they have to be the same,
3 and if you take out 80 percent of the
4 calculation, then you're -- you know, you've
5 really skewed the ball game.

6 So, the loop hole will be closed,
7 but teachers' salaries will be included in
8 that, and since, as Martha was saying, you
9 know, more experienced teachers, they have
10 higher salaries. It's hard to get them at the
11 hard to staff schools. You end up spending a
12 lot more money, and you know, not on the
13 neediest kids.

14 So, that's good, but -- I think
15 the thing that the reauthorization should look
16 at is saying, "California, you don't get your
17 \$5 billion unless you are making progress on
18 closing that gap between districts."

19 MS. ALI: Yes, yes, and -- again,
20 that's the one, and we are talking about
21 transparency as a very first step for what we
22 have been doing, right?

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1 MR. AFFELDT: Yes.

2 MS. ALI: And that is, having
3 states report and develop plans on how they're
4 going to do just that, as a condition of
5 Federal funds, right?

6 MR. AFFELDT: Okay.

7 MS. ALI: So, the proposal
8 attempts to get at that.

9 The question is, again, that's
10 Title I dollars, \$5 billion, huge, big chunk
11 of money for California. What we've seen over
12 the last two years in particular is there are
13 additional pots of money that could be
14 leveraged.

15 MR. AFFELDT: Yes, right.

16 MS. ALI: There are policies that
17 can be leveraged. What are your thoughts
18 about, you know, how would we -- how to
19 incentivize - as Jason said, the country to
20 roll out a kind of results based budgeting.
21 How does that work?

22 MR. AFFELDT: Yes, I mean, I don't

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1 think you have to limit the incentives to
2 Title I. You could say, you know, get any of
3 our Federal dollars in education, if you don't
4 do that.

5 I mean, but California did a lot
6 to try to get \$700 million for Race to the Top
7 and they came up empty handed, but they -- and
8 as you said, 37 states passed laws for a few,
9 you know, hundred million dollars.

10 So, if you've got \$5 billion or
11 \$10 billion, I think you really have a
12 tremendous amount of leverage that you can do
13 it, and yes, I think that you are, really, and
14 I know you, personally care about this issue,
15 and are moving things, I appreciate that,
16 getting school level expenditure reporting.
17 That's key, that transparency.

18 That's going to start the
19 conversation. We've done some of that work
20 together here in California, you and I, and
21 you can certainly include in that, the kind of
22 reforms that Jason is talking about.

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1 School based budgeting or weighted
2 student formula or make sure that, you know,
3 you -- I mean, it's sort of the poverty index
4 I was talking about, and on this district
5 level.

6 Your high poverty districts should
7 get more state and local money before we give
8 you our Federal money, and you can take it
9 down to the school level. Your high poverty
10 schools within the district should be, you
11 know, money should be following those kids
12 down at the school level, too.

13 MS. ALI: And so, as John Mockler
14 told us earlier, though, that didn't work.

15 MR. AFFELDT: Sorry?

16 MS. ALI: Right, when we -- and we
17 should move on, but when we had conditions on
18 Title I dollars and incentives on Title I
19 dollars, over time, to try and get at that,
20 where California, as John Mockler shared, got
21 enormously short changed, because it wasn't
22 doing that, that didn't incent states to move

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1 in the right direction. It penalized those
2 states that didn't.

3 MR. AFFELDT: Yes, well, I think
4 that was as different question about, will you
5 spend more, and the state said, "You know, I'm
6 not going to spend billions more for your few
7 cents there."

8 But if you're saying, you don't
9 get this 10 percent, unless you do a better
10 job of figuring out how you're going to even
11 things out, I think it's more leverage, to
12 even -- to do that, than it is to get a state
13 to increase substantially.

14 MS. ALI: Okay.

15 MR. RETANA: We'll take one more
16 question.

17 MR. SCIARRA: I have a question
18 for Jason. Jason, Martha described the
19 serious deficits in her school, which probably
20 is relatively common across a lot of the high
21 poverty schools in her district.

22 So, my question to you is, how do

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1 we make sure that as we work on trying to make
2 sure that resources within districts are
3 better distributed and more transparent and
4 all of that, that we don't lose sight of the
5 bigger -- we don't allow that to be an excuse
6 or to lose sight of the bigger, much, much
7 bigger problem, which is the deep inadequacies
8 in resources, state and local, provided
9 through state finance system to districts?

10 MR. WILLIS: That's a really big
11 question. But I appreciate that, and I -- we
12 realize, here in California, and I've been
13 going through this as a budget officer and
14 now, a CFO in Stockton, that these are
15 extraordinarily painful times in California.

16 I think it would be a joke, if
17 anybody said to me that we have an adequate
18 level of funding here, in California. That's
19 just completely unreasonable.

20 Having said that, and while we do
21 need to fight for getting those additional
22 amounts of resources, I think it's also our

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1 obligation and our duty, to be able to prove
2 to the public, to parents, to other community
3 members, that -- to dig into their pockets and
4 commit dollars to K-12, as well as other
5 public agencies, to be able to show that we're
6 using our dollars as effectively as possible.

7 I think, you know, just from the
8 basis of thinking about the way that we budget
9 the idea of staffing, is a very archaic
10 method.

11 We've been using it for decades,
12 50, 60, 70 years. I would surmise that this
13 country and the work that we're doing and the
14 direction we're going in, adapting to issues
15 like globalization is very -- we're a very
16 different place than we were 50 or 60 or 70
17 years ago.

18 And so, David, to your question,
19 yes, we do need to be fighting for those
20 appropriate, adequate resources, but I think
21 in the same conversation, in some -- and it's
22 something we haven't been able to figure out,

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1 what that conversation looks like, myself. We
2 need to be able to talk about how do you more
3 effectively use resources that are out there,
4 to be able to drive student achievement?

5 I think Martha talked about this
6 earlier, that, you know, we talk about data
7 and sometimes, it's not always the sexiest
8 thing to talk about, but it is extraordinarily
9 useful, and we need to be doing more of it.

10 We need to be looking at it, just
11 as much on the resource side, in terms of how
12 we allocate time of adults, which is the
13 majority of our system, on how we allocate
14 resources, as we are looking at measures of
15 student achievement, and improving on those
16 measures.

17 CONGRESSMAN HONDA: I know that
18 was the last question, but I want to ask a
19 question about -- let me just make a couple of
20 statements, here.

21 Observations, like Martha, who
22 spent close to 30 years in education, so,

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1 you've seen things happen. Being on the
2 school board, you've seen certain things
3 happening, like parents hiring lawyers to sue
4 the district, to get the kind of special Ed
5 that they need for their child, the district
6 having attorneys to defend the decision of the
7 school district, and the irony is that you
8 have two groups of folks who are advocates for
9 children, fighting with each other, right.

10 It's all about resources and
11 funding. We find ourselves, sometimes, in a
12 box that we have to work in, state kinds of
13 mandates, separation of states from Feds, and
14 Feds contributing maybe ten cents to the
15 dollar, at best.

16 All of our ADA differs in
17 different parts of the state, and between
18 states.

19 So, the question I think we need
20 to sort of step back and say, other paradigms
21 that we should be stepping out of and looking
22 at expanding the paradigms and asking

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1 questions that we should be asking, that will
2 create a larger pie, rather than fighting for
3 a slice of the pie that we have, in front of
4 us, and I remember in the 60's, you know, some
5 of those activists in Oakland used to say, "We
6 have to expand the pie, not fight over the
7 same piece of pie."

8 I think we're faced with that,
9 right now, and with allocations and resources
10 that are dwindling, school people are forced
11 to make due for that year, and most of the
12 times, they do, and at the end of the year,
13 everybody says, "Look, they made it. There
14 must be more to cut."

15 That has happened year after year
16 after year. So, we know it has to stop. I
17 think that with the proposal, this action
18 should just be stopped now. I think we'd get
19 100 percent, right?

20 And so, then, what -- where do we
21 go? I mean, do we fight within the confines
22 of the walls that we've been given, or should

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1 we step back and ask the larger question, what
2 else can we do, and I think that one of these
3 ideas that I heard in the past year or year
4 and a half, was -- and I'll paraphrase it for
5 myself, why is it that Federal Government is
6 so -- you know, is only at 10 percent of a
7 child's education?

8 Why don't we just look at
9 partnerships and not look at the separation
10 between the states and the Feds that
11 supposedly is based upon the Constitution, and
12 I think that's debatable.

13 Yes, well, we can do that, too,
14 but let's stick to the issue of what we can
15 do, okay. We can look at ways that I think,
16 the Federal Government has a larger role.

17 Someone said that if children are
18 our national priorities, should not the
19 Federal Government have a greater role in
20 addressing that national priority?

21 And so, I think that through our
22 discussion, we might want to step outside of

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1 the box and ask ourselves questions, because
2 we're from Silicon Valley, you know, we ask
3 the question, why not, or what if?

4 So, let me just leave you with
5 that idea and turn it over to Alberto, again.

6 Thank you.

7 MR. RETANA: Thank you. So, there
8 is a lot of texture here, and I'm going to
9 throw this off a little, facilitators. So,
10 pay attention, please.

11 What we're going to do is, we're
12 all going to write a 500 page essay, each, and
13 see where it goes. [laughter]

14 Certainly, the context that has
15 been laid out is a challenging one, with the
16 budget clearly being communicated.

17 I think that as the Commissioner
18 said, it's something that all of us should be
19 thinking about in our small break outs, is
20 sort of this gap that we're in, of where we
21 are and where we want to be, and how we make
22 decisions in this space, of wanting more and

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1 spending better.

2 So, what we'd like for you to do
3 in your break outs, is think about the sort of
4 the presentations of what is happening in the
5 classroom, sort of unintended consequences,
6 sort of the challenges and decisions. Actually
7 the thing that really got me inspired is
8 starting with what Jason said, is something
9 that's working, so easy to get caught up in.

10 All of that is not working, and we
11 forget about, where are those promising
12 practices, like what's happening in Oakland
13 and how can we replicate and make those
14 stronger and have those stories to tell?

15 So, in your break outs, what I'd
16 like for you to do is, we're going to spend 20
17 minutes in your break out, and you're going to
18 ask yourselves, what is it that we could do
19 different to address this issue of equity,
20 both in terms of what's real and in terms of
21 longer term vision?

22 What we were going to do was spend

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1 15 minutes on what is not working and 15
2 minutes on what is working, but I think we all
3 know what isn't working.

4 So, I want to push you to think
5 about what needs to happen different. With
6 that said, if you feel the urge to talk about
7 what is not working, that's important, because
8 we've got to capture that sometimes.

9 But I really want to push this
10 conversation to think about what we could be
11 doing different, both in terms of what could
12 really happen in the short term, what's
13 possible, and then, what can happen in the
14 long term?

15 Let me ask, how many of you are
16 parents? Raise your hands. I feel like this
17 is a critical conversation now.

18 We've certainly heard about the
19 teacher and our researchers and our experts
20 and our elected officials, but this is in your
21 hands. It's your babies. It's your
22 education, your children's education, and so,

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1 let's really take this time to make that
2 happen.

3 Those of you in the back, who are
4 not at a table, we'd like for you to leave.
5 No, I'm just kidding. We'd like for you to
6 join a table. There are some tables over
7 here, on the far right, that could take some
8 more folks. If you can squeeze in, and be --
9 there are some seats right there, that are
10 available, ask you to be patient, and then in
11 about 15 minutes, I am going to give you a
12 five minute warning.

13 So, please, you've got 20 minutes.

14 Thank you.

15 (Whereupon, the above-entitled
16 matter recessed for break out sessions.)

17 MR. RETANA: Okay, get your final
18 words out, your final 30 seconds.

19 Maybe we can end with a unity
20 clap. First and foremost, I wanted to talk
21 about Martha Infante, again. Where is Martha
22 at? There she is.

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1 The reason I wanted to point to
2 Martha Infante is because I failed to mention
3 in the introduction of her bio, it wasn't in
4 her bio, but that -- and this is absolutely
5 the best part of tonight, I think, she is a
6 graduate of Roosevelt High School. So, she
7 did say she's from East LA.

8 But she is a graduate from
9 Roosevelt High School, and the reason I bring
10 that up, because not only is she a teacher,
11 and that she is committed to this issue, but
12 she is from the community. She is from the
13 neighborhood and she is still involved, and
14 that's the kind of model that we need across
15 this country.

16 So, if we can give her another
17 round of applause for that.

18 The other thing I wanted was --
19 pardon me?

20 (Off microphone comment)

21 MR. RETANA: She does a blog,
22 that's right. So, we can start following her,

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1 and I'm sure she's on Twitter.

2 The other thing I wanted to do,
3 before we start the report backs, and we'll do
4 this again a little later, but I just want to,
5 once again, thank Congressman Honda and his
6 staff, for putting all the energy, doing the
7 outreach, getting you all here. Give him a
8 round of applause.

9 I also want to take the moment to
10 thank all the facilitators from the Bay area,
11 that chose to come here tonight, to help with
12 this conversation.

13 There is no need to have a bunch
14 of Feds at your table. I think sometimes,
15 it's more empowering when you have your own
16 community there with you.

17 Last, but not least, I also want
18 to just take a moment to thank the Federal
19 staff of the Department of Education staff,
20 Office for Civil Rights staff that really
21 helped pull this together, Ida and Steve and
22 the rest of you. So, give them a round of

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1 applause.

2 Now, let's get to the nitty-
3 gritty, right? Let's get to the ideas, what
4 you all have to share.

5 This can be a tough part, because
6 we have about 15 tables, and if we all do our
7 part, and are focused and focus on our themes,
8 we can really do this smoothly.

9 I have faith that that's going to
10 happen and we have -- we're going to start
11 with the back table, and the way this is going
12 to work is, we have a microphone, and we're
13 going to go from table to table, and then in
14 2014, when we get over here, just playing. Go
15 table to table.

16 If an idea has already been
17 mentioned, I would like for you to just give
18 love and say, "You know what? We agree with
19 that table, thank you very much for saying,
20 what we were going to say."

21 There is no need to repeat what
22 has already been said, if it's already been

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1 said.

2 So, let me repeat that. Just
3 kidding. All right, so, with that, we'll
4 start with the back table. Thank you.

5 MS. MARTINEZ: Hello, my name is
6 Marissa Martinez and I'm a counselor and San
7 Jose City College, and what we came up with at
8 our table is, building on the best practices.

9 There are many, many school
10 districts that really have good practices, and
11 we don't duplicate and we don't honor that.

12 So, in always keeping the --
13 what's the best interest of the student at
14 heart, and that's what we -- we have a lot of
15 people in education that really care, and
16 we've got to duplicate that.

17 So, that's what we came up with,
18 building on best practices, okay.

19 MR. RETANA: Excellent, thank you.

20 MR. SORICH: Hi, my name is Jason
21 Sorich, Principal in Alumrock School District
22 some of the things that our group came up with

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1 was, incentivizing progress that can be made
2 at each site, rather than punishing and
3 incentivizing, based on the unique needs of
4 each school, so schools can come up with
5 different ideas, districts can come up with
6 different ideas that can earn incentives, and
7 of course, establishing a minimum threshold
8 based on equities that the money goes to the
9 students and the children that need it the
10 most, with incentives attached on top of that.

11 MR. RETANA: Thank you.

12 MR. BENEVINTO: My name is Bob
13 Benevinto. I'm from the Morgan Hill Unified
14 School District. I'm on the Board of
15 Trustees.

16 The topic that we focused on
17 mostly here was that of collaboration. We
18 felt as though it was important to have the
19 collaborative effort at the site, amongst the
20 teachers who plan their weekly sessions in
21 some type of collaborative fashion, not to be
22 redundant.

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1 For the principals and the site
2 supervisors, to be involved with those
3 collaborations, and for the district offices
4 and the curriculum coordinators to be involved
5 with those programs, such that we're building
6 a progressive program, keeping all of the
7 sites involved.

8 MR. RETANA: Thank you.

9 MS. GALLO: I'm Melissa Gallo.
10 I'm a parent and teacher in San Jose Unified
11 School District, and what our group came up
12 with is pushing real funding decisions to the
13 school site level, so that a body like the
14 school site council can decide how best to use
15 the money to meet the needs of their students.

16 The Federal Government can help by
17 creating an incentive structure that does not
18 create a larger bureaucracy, but encourages
19 participation in this model.

20 MR. RETANA: Thank you.

21 MR. Mvirhead: My name is Ben
22 Mvirhead. I'm a student at Santa Clare High

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1 School.

2 Our group came up with -- we
3 highlighted two things.

4 The first was SCA-5, a Bill
5 proposed by Sumitian, that would lower the
6 requirement for it to pass a parcel tax to 55
7 percent, and the second was eliminating
8 unfunded Federal mandates, where the example
9 we came up with was special Ed
10 requirements, which are put on by the Federal
11 Government, and then turns out, we have no
12 money to pay for them. So, they take away
13 from the school district money.

14 MR. BOLCE: Hi, I'm Don Bolce with
15 the Santa Clara County Office of Education.

16 We talked about the inequities of
17 funding between districts, among districts
18 here in Santa Clara County, and the great
19 range of funding that they receive, and we
20 thought about using the leverage of the
21 Federal money to sort of stimulate, making
22 that more equitable.

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1 You know, having the same sort of
2 impact, that that little bit of Federal money
3 did on -- with accountability, you know, use
4 it to do good.

5 MR. RETANA: Thank you.

6 MS. IRVING: Good evening. My
7 name is Yvette Irving. I'm director of
8 secondary curriculum and instruction unified
9 and also a parent of two students in San Jose
10 Unified.

11 Our group also echoes the idea of
12 providing incentive funding to sites,
13 districts and schools, based on a growth
14 model, where each school is held accountable
15 to each individual child's growth versus to an
16 arbitrary target, as which exists currently.

17 MR. RETANA: Thank you.

18 MS. DIETZGEN: Hello, I'm Jan
19 Dietzgen, a retired teacher, and we had a
20 fabulous discussion over the Oakland
21 situation, because we had Vincent Matthews
22 here, who had worked as -- in the district,

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1 but now is superintendent of San Jose Unified
2 and had Benito, who is also doing his PhD on
3 the very subject.

4 So, we discussed a lot about it,
5 and we came up with the idea that we have to
6 be able to have the ability to take what's
7 good from what's working, and be able to use
8 that, and we discussed that.

9 MR. RETANA: Thank you.

10 MS. YICK: Hello, my name is
11 Eleanor Yick. I'm a retired educator and
12 after much discussion, I think our table came
13 closest to consensus on agreeing on the need
14 for -- or the desire to have a weighted
15 student formula with school based budgeting.

16 MS. BENNETT: Hello my name is
17 Tameeka Bennett. I am community organizer
18 with Peco, California, who is also onboard
19 with public advocates in ensuing California
20 for equitable funding and education, and my
21 group came up with withholding Federal dollars
22 in California, if they do not do what needs to

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1 be done, in terms of funding schools
2 equitably.

3 MR. SAMET: Hi, my name is Mark
4 Samet. I'm an activist with Lynden LaRoche.

5 We agreed that the main thing --
6 well, one thing that we agreed on was that we
7 need to bring back autonomy to the principals
8 and actually, giving the principals the
9 ability to decide where funds go, like the
10 charter schools.

11 But the big thing that people
12 agreed to was, we need to create more pie, and
13 we're in a collapsing economy. The best way
14 to do that right now is, I think, with the
15 glass legislation of Franklin Roosevelt, which
16 is now in the Congress and I'd like to say
17 that the Congressman should actually get
18 behind this Bill.

19 It's an absolute imperative,
20 because if we don't deal with the national
21 crisis, we're kidding ourselves with these
22 budget issues, and we're dealing with less and

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1 less.

2 So, a lot of people are concerned
3 about this, how do we create more taxes or how
4 do we raise the taxes, so that we can give
5 more to the schools? Everyone wants more
6 education for the young people, but really,
7 this has to be dealt with on a national level,
8 and people have to understand what the
9 national solution is.

10 Stop with bail outs and go with
11 the people.

12 MS. PILLSBURY: Hi, my name is
13 Diana Pillsbury. I'm a student at Santa Clara
14 University.

15 So, we didn't come up with any
16 definitive solution, but we did talk about
17 collective responsibility, which is that in
18 public education, we all have a responsibility
19 that every child in the United States should
20 and really will, receive a quality education
21 one day.

22 So, what that means is that we

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1 can't be so focused on our own personal needs,
2 on our own local needs. We need to think
3 nationally. We need to think about that
4 individual communities have responsibilities,
5 not just to their communities, but to their
6 state and to their country, and that means
7 that we are going to have some difficult
8 conversations in the future, about wealthier
9 neighborhoods needing to help some of the
10 lower income neighborhoods.

11 We have to talk about it. It's
12 unpleasant, but we have a public education
13 system not a private one, and we have that for
14 a reason, because we think everyone in this
15 country has potential. So, thank you.

16 MR. COX: Hi, I'm Chris Cox. I
17 teach in the Department of Sociology here at
18 San Jose State University, and our group came
19 up with a couple of things.

20 The basic thing is, we need more
21 money. That's the simple part. The more
22 complicated part is, with a larger pie, we

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1 need to have more funding getting actually
2 into the classroom and we need more teacher
3 input on where funding should go, so, that we
4 can have you know, manageable class sizes,
5 appropriate resources within the classroom, to
6 actually do the job of educating students, and
7 part of that involves coming from an ethic
8 where we realize that, you know, right now,
9 the debate is framed, in terms of us being in
10 a tug-of-war, but we need to realize that
11 we're actually all on the same side, and that
12 is that we want the outcome to be quality
13 education for the students of California and
14 for the United States.

15 MS. SERRANO: Hi, my name is
16 Abigail Serrano, a teacher at East Side Union
17 High School District here in San Jose.

18 Something that our table came up
19 with is that a country as resourced as ours,
20 there is no reason for such poor schools, and
21 so, we were talking about looking at what is
22 working in other countries, and really,

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1 thinking about what's working well, and
2 looking at sound educational research, and not
3 just bowing down to political whim.

4 Also, investing in teachers,
5 looking at partnerships with the community and
6 making sure that those partnerships with the
7 community has sustainability, and really
8 professionalizing the teaching profession,
9 again. Thank you.

10 MS. KITCHENER: Hello, my name is
11 Monica Kitchener and I'm representing a group
12 of parents in East San Jose.

13 Our group had great ideas, but we
14 focused on the money allocation being --
15 allocated, being done early on and that's with
16 replicating the model, the Harlem Children's
17 Zone, with the baby college, educating the
18 babies, but also, educating the parents, so
19 that when that child walks into kindergarten,
20 they're already -- they're ready for school,
21 if not ahead of the game. Thank you.

22 MR. RETANA: All right, that's

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1 everyone. Round of applause.

2 Okay, so, a couple of things.
3 One, be sure to submit all of the papers and
4 the comment cards in to your facilitator.
5 We're going to record all of that and we're
6 going to take it.

7 Before I turn this over to our
8 Assistant Secretary, I just have to make one
9 comment. It's hard, not to, and that is this.

10 Maybe it's to the point that you
11 raised, about withholding dollars, or
12 professionalizing the profession, even on this
13 notion of withholding dollars.

14 What is it going to take, to get
15 there? If you think about historically, what
16 it's taking, it's taking people, not just
17 coming together in meetings like these, but
18 willing to take it to the next level and build
19 a movement.

20 I'm not talking about replicating
21 the same kind of movement as 50 years ago or
22 100 years ago. But if we're ever really going

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1 to get there, if we ever really want our
2 Commission to move and our country to move and
3 all of that, we have to do that movement work.

4 And so, hopefully, we can continue
5 to do that, and so, with that, I'm going to
6 turn it back over to our Assistant Secretary,
7 and then over to our Commissioner, to close
8 out. Thank you all, so much for your ideas.

9 MS. ALI: I just want to echo
10 Alberto's thanks. We know how very busy you
11 are, and that you took the time to spend so
12 much of your time with us this evening, it's
13 hugely important, not just to me and the
14 Commissioners, but to the Secretary, to the
15 President and our Administration.

16 We are deeply committed to using
17 all of the tools within our disposal, to
18 impact this issue of fiscal equity, in
19 particular, but equity across the board, as we
20 talked a little bit about, this evening, on
21 things like our reauthorization proposal, on
22 things like data collection, where we have the

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1 leverage now, we are using it.

2 But the purpose of this Commission
3 is in part, to get us smarter, because there
4 is so much we don't know about both, the
5 appropriate role of the Federal Government and
6 what can be done that has never been tried
7 before.

8 I, for one, and I'm sure I can
9 speak on behalf of everyone on this panel,
10 learned so much from you tonight. I hope this
11 is not the end of a conversation, but the
12 beginning of one, and that you will continue
13 to provide feedback to myself, to the
14 Commissioners and the Commission at large.

15 This Commission's report is due in
16 December, and we need it to be hard hitting
17 and based on the truth about what is happening
18 in America's schools. Without a forum like
19 this, we can't get there.

20 So, thank you, keep it up, as
21 Alberto said, this is a movement. We also
22 have colleagues locally. The Office for Civil

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1 Rights, as the Congressman mentioned, we have
2 pulled some folks together, to ensure that
3 this Commission is staffed properly and
4 appropriately.

5 But the Office for Civil Rights
6 has nearly 700 people around the country.
7 They're working to ensure our students are
8 free from discrimination in our nation's
9 schools.

10 Gayle, right there in the back, is
11 one of our lead attorneys in the Chicago
12 office -- in the San Francisco office, and so,
13 this tells you what kind of planes I've been
14 on lately.

15 But I hope that you will also go
16 to Gayle and her team, because rigorously
17 enforcing our nation's civil rights laws, as
18 the Secretary and President have said, is
19 hugely important, if we are to really move the
20 dial on equity, and that's now and today, and
21 we're here for you, to do just that.

22 This man needs no introduction.

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1 You all know Tino Cuéllar. He is a phenomenal
2 professor at Stanford Law School. Recently,
3 Stanford's regain was our Administration's
4 loss, because he held a very senior position
5 in the Domestic Policy Council, that is also
6 represented on this Commission as an Ex-
7 Officio member, and I turn it to you Tino, to
8 close us out. Thank you.

9 MR. CUÉLLAR: Fellow
10 Californian's, thank you for sitting through
11 all of this. I've been told that I have about
12 an hour to talk, but I know we have a lot of
13 teachers in the audience, and I'm a good
14 student, and I just have to tell you, I was so
15 impressed, not only that you had incredible
16 ideas, but all of you got it down to one
17 sentence, and that's a lesson.

18 I want to acknowledge my fellow
19 Commissioners, but especially say a thank you
20 to Congressman Mike Honda, who was
21 instrumental in getting this Commission off
22 the ground, and I think we all need to give

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1 him a round of applause.

2 He is a former teacher and he
3 still has a lot to teach us.

4 I want to just tell you an image
5 that I have in my mind, that sums up why I
6 think what we're doing here is so important,
7 and why I'm so grateful that you were willing
8 to devote your time to this.

9 Almost a year ago exactly, I'd had
10 a very tough week, working in the
11 Administration. It was one of those days
12 where I didn't feel like everything was going
13 our way. You know, we had tried very hard on
14 a bunch of issues that I cared about, some of
15 them were coming out okay, and others, clearly
16 were getting caught up in the complexity of
17 what is our American democracy.

18 So, I got on a plane and flew
19 across the country to give a commencement
20 address, at Rio Hondo Community College, near
21 Los Angeles, and Rio Hondo, in Spanish, as you
22 know, means deep river, and I got to tell you,

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1 when I got out there and I saw 5,000 people
2 standing next to each other, not just the
3 students who were graduating, but the parents
4 and the grandparents and the teachers and the
5 professors, it absolutely stirred my heart.

6 But the thing that touched my
7 heart the most was something that happened,
8 just a few minutes before I went out to the
9 field to give the speech.

10 The Community College Chancellor
11 was full of pride, showing me what he built on
12 the campus, what he had helped build together
13 with students and a lot of other people, how
14 the campus was changing, all of the people
15 that were being served by the community
16 college.

17 And he took me to an area that was
18 right outside the textbook bookstore, and
19 there was woman there, she couldn't have been
20 more than about 24 years old, and she was
21 balancing a textbook, with one hand, with her
22 left hand, reading the textbook and she had a

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1 baby in the other hand, and I got to tell you,
2 even though it was California, it was pouring
3 rain, and she was there, doing her reading and
4 she was there, working so hard, to make the
5 future work for her and for her kid.

6 And I just thought to myself,
7 whatever else we do, let us never forget what
8 that woman is doing, because every student
9 deserves to be met with that same amount of
10 energy and determination that they're willing
11 to put in, and I fear that we're failing her.

12 We're failing millions and
13 millions of people like her, and the reason
14 we're here is because you're not going to let
15 that happen. You're not going to let that
16 happen, and we are not going to let that
17 happen.

18 That is why we need your ideas.
19 That is why we need to think about how to
20 incentivize progress, that's how we need to
21 think about what works at the Harlem
22 Children's Zone and how we can bring that to

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1 places across the country. That's how we have
2 to think about how to get the strong teachers
3 we need in the classrooms.

4 But I also have to tell you that
5 we need your help in another way, and that's
6 to make sure that nobody is mistaken in
7 ignoring what the risks are if we just let
8 this slide.

9 I'll just mention to you, what I
10 think the three risks are, and why you need to
11 share this with everybody you know.

12 America is a special place and
13 people around the world look to us. They know
14 that we're not a perfect country. No country
15 is perfect. No person is perfect. But we're
16 a special place. They look to us as an
17 example.

18 We are going to lose that place,
19 very soon, if we don't solve this problem.

20 Second, some people would say this
21 is the most important point. If we don't
22 solve this problem, if we ignore equity in

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1 education, our economy will get smaller, our
2 incomes will get smaller. We will be less
3 well off, and that's going to hurt, and let's
4 never forget that.

5 But this is what I care about the
6 most, and that's the third point. America
7 stands for something. We're a country that
8 delivers a promise to people, and the promise
9 is very simple, and it's the promise that I
10 think immigrants are thinking about, when they
11 take their naturalization oath and they become
12 citizens, and the promise is, we don't
13 guarantee you success, but we guarantee you a
14 fair chance to succeed, and we're in danger of
15 losing that, and once we lose that, it's very
16 hard to see how we can ever get it back.

17 So, the time has come for us to
18 write the next chapter in the story, and the
19 chapter depends on solving this problem and it
20 depends on you, it depends on remembering the
21 great and extraordinary things this country
22 has done. It depends on remembering how we

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1 rebuilt Europe with the Marshall plan, how we
2 de-segregated the Armed Forces, when people
3 thought that that couldn't be done.

4 But it depends on you remembering
5 every single day that this is not a problem
6 that we can let slide and making sure that you
7 convince everybody around you, that if there
8 is some kid in the Valley who is not learning
9 how to read, that's not their problem, that's
10 our problem. Thank you very much, for being
11 here tonight.

12 CONGRESSMAN HONDA: Okay, you
13 heard it, you heard it, and I couldn't add
14 anything to that, except it's us, and remember
15 that movie "Waiting for Superman"? We don't
16 have to wait for Superman. We're going to do
17 it and we're going to make it happen, and it's
18 starting here tonight. So, thank you very
19 much, and have a good evening.

20 (Whereupon, the above-entitled
21 matter concluded at approximately 8:15 p.m.)
22

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