

# The State of Educational Opportunity in California

Commemorating the 50<sup>th</sup> Anniversary of the  
*March on Washington*



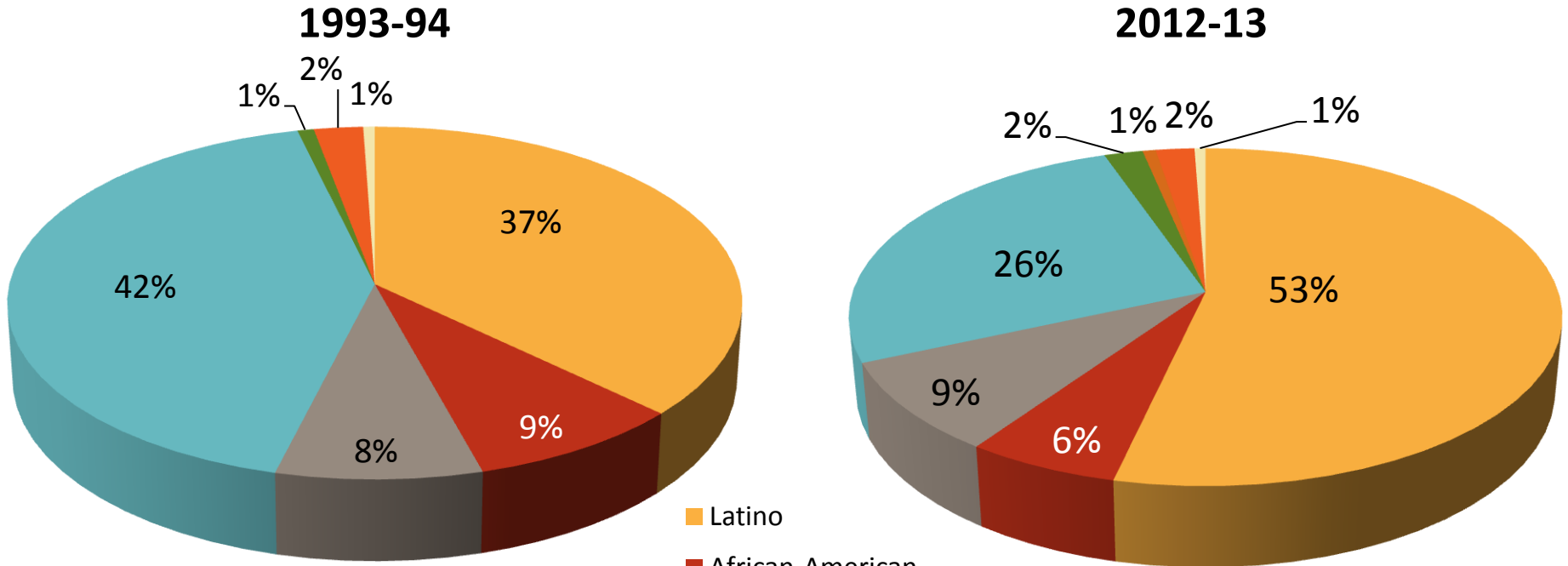
The Education Trust—West

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The Education Trust—West

# The New Majority: Changing Demographics



<b>Total Enrollment</b>	5.3 million
<b>% low-income*</b>	44%
<b># English learners</b>	1.2 million

<b>Total Enrollment</b>	6.2 million
<b>% low-income*</b>	59%
<b># English learners</b>	1.4 million

- Latino
- African-American
- Asian
- White
- Multiple/No Response
- American Indian
- Filipino
- Pacific Islander

\*Defined as the percentage of students eligible for free or reduced-price meals.  
 Source: California Department of Education, 2013

# The 2025 Challenge

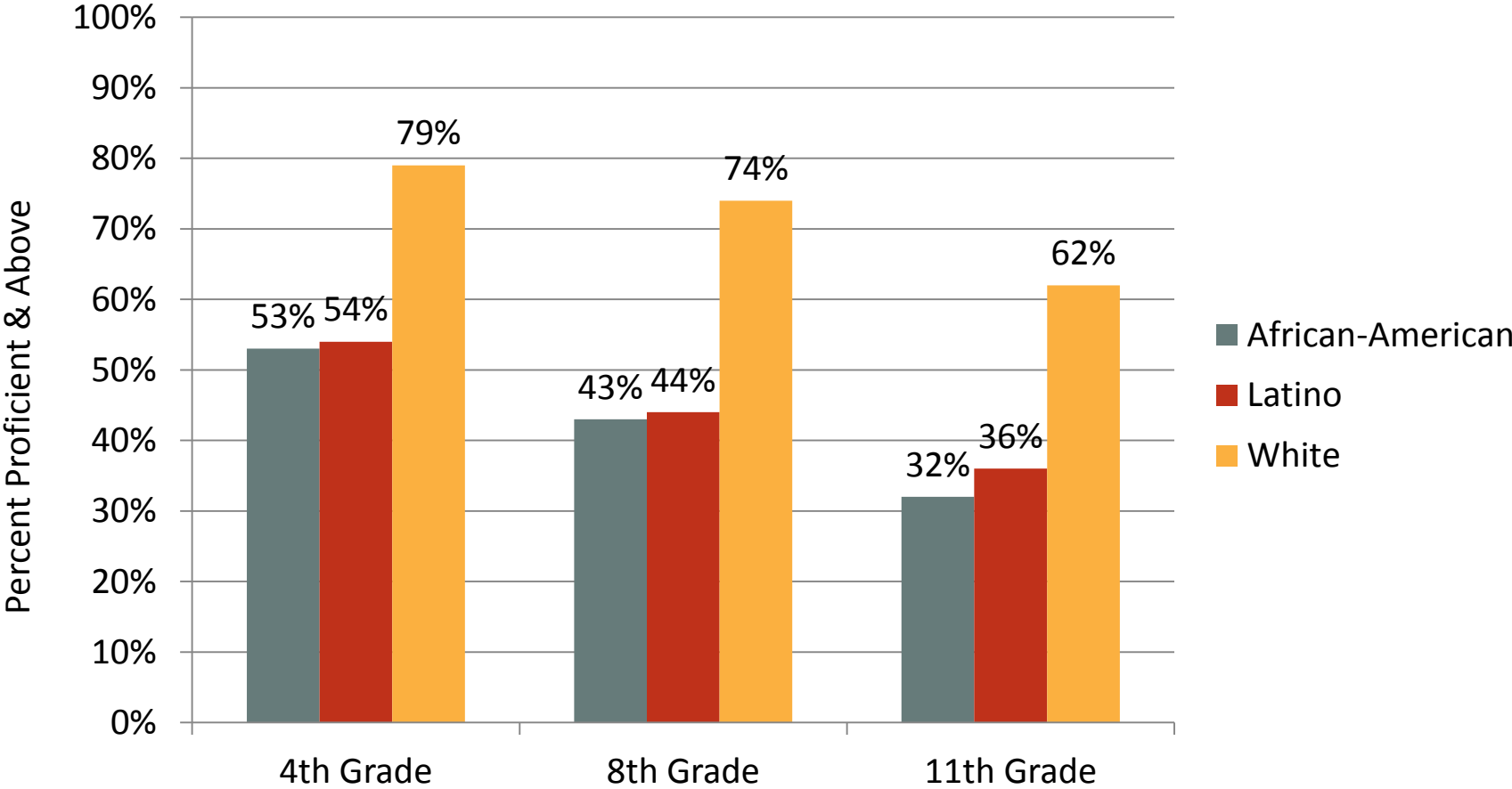
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- 5½ million new college degrees and technical certificates by the year 2025
- 2.3 million degrees and certificates short

# K-12 EDUCATION PIPELINE

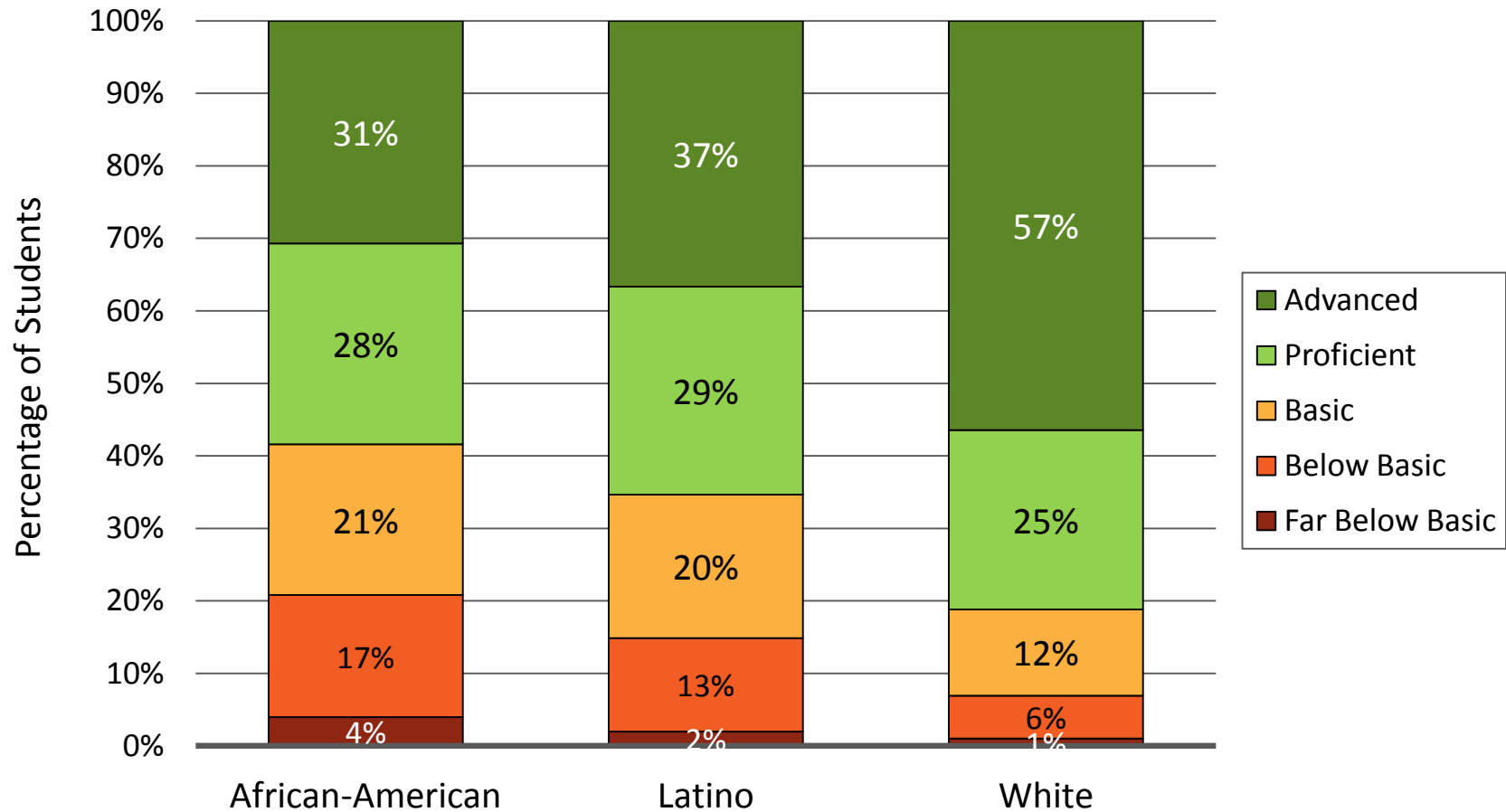
How well does our K-12 college and career pipeline work for students of color in California?

# CST English-Language Arts Proficiency, by Grade and Ethnicity (2013)



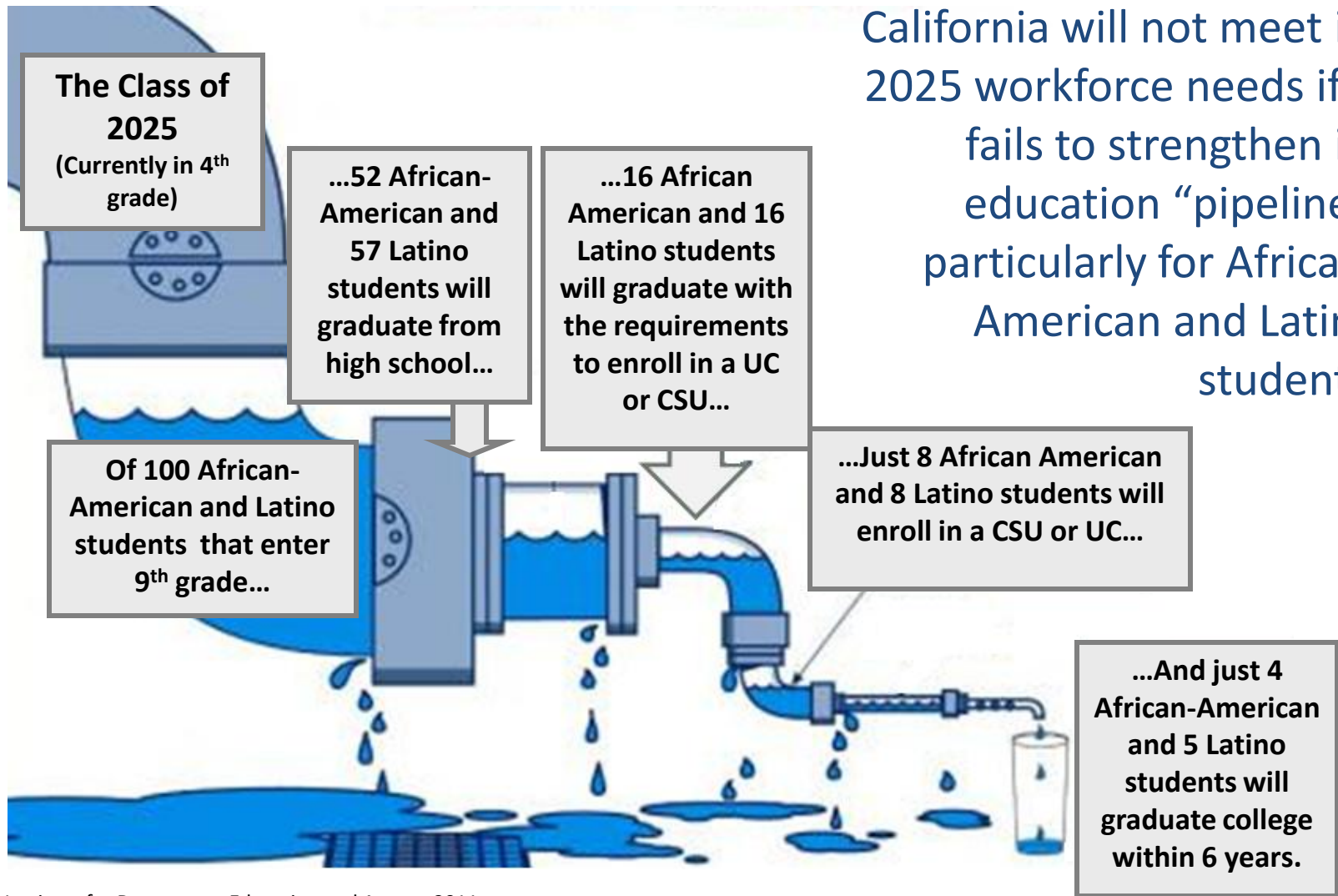
Source: California Department of Education, 2013

# CST 4<sup>th</sup> Grade Mathematics Proficiency, by Ethnicity (2013)



Source: California Department of Education, 2013

# Pipeline to College



California will not meet its 2025 workforce needs if it fails to strengthen its education “pipeline,” particularly for African-American and Latino students.

Sources: UCLA Institute for Democracy, Education and Access, 2011  
Chronicle of Higher Education, 2010

# Fixing the Pipeline: Local Control Funding Formula

- “Equal treatment for children in unequal situations is not justice.” – Governor Jerry Brown, January 2013 State of the State speech
- LCFF recognizes that students with additional learning needs – low-income, English Learner and foster youth students - also need additional financial resources.
- LCFF will fix between district inequities but it will not intra-district inequities



# Local Control Must Be Truly Local

How districts fund schools is just as important as how the state funds school districts:

- School-level spending can vary greatly *within* districts and has often not been correlated to student need.
- Teacher spending gaps are the key source of within-district spending differences.
- Salary averaging hides inequities in funding between a district's schools.

# How Much Funding Reaches Schools?

## Revenue – Expenditure Gap

District	State and Local Revenue Per Student	Average School-Level Expenditure Per Student	Revenue-Expenditure Gap
Long Beach Unified	\$7,367	\$3,761	\$3,606
Fresno Unified	\$7,634	\$3,437	\$4,197
San Bernardino City Unified	\$8,208	\$3,918	\$4,290
Sacramento City Unified	\$7,914	\$3,227	\$4,687
Oakland Unified	\$9,420	\$4,251	\$5,169
San Diego Unified	\$8,201	\$3,016	\$5,185
San Francisco Unified	\$9,876	\$4,428	\$5,448

Sources: 2009-10 Civil Rights Data Collection, Office for Civil Rights, U.S. Department of Education. California Department of Education, 2009-10 Free and Reduced-Price Meals Program and 2009-10 English Learner Enrollment.

# High Poverty Schools Are Underfunded: Teacher Salary Gap

District	Least Disadvantaged Schools	Most Disadvantaged Schools	Teacher Salary Gap
Fresno Unified	\$73,102	\$69,444	-\$3,658
San Francisco Unified	\$62,930	\$59,018	-\$3,912
Sacramento City Unified	\$71,251	\$67,049	-\$4,202
Oakland Unified	\$56,883	\$52,282	-\$4,601
San Diego Unified	\$70,007	\$65,301	-\$4,706
Long Beach Unified	\$78,034	\$72,237	-\$5,797
San Bernardino City Unified	\$68,006	\$61,362	-\$6,644

Sources: 2009-10 Civil Rights Data Collection, Office for Civil Rights, U.S. Department of Education. California Department of Education, 2009-10 Free and Reduced-Price Meals Program and 2009-10 English Learner Enrollment.

# Ensuring School Funding Equity

- **Assurances:** Dollars should be equitably distributed to schools *within* districts, so that dollars flow to schools and the high-need students generating the funds.
- **Transparency:** Districts should be required to account for and report district and school-level expenditures transparently. The state should develop uniform accounting guidelines to enable comparison of spending across categories.
- **Community involvement:** Spending decisions must be made in collaboration with each school's community of stakeholders. Site-based budgeting practices should be emphasized.

# Questions & Discussion

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Also visit, [www.edtrustwest.org](http://www.edtrustwest.org)  
for more background on education  
finance reform

