

THE STEEP ROAD TO RESOURCE EQUITY IN CALIFORNIA EDUCATION

A few years in, The Local Control Funding Formula has reversed inequitable spending patterns, but has not eliminated substantial gaps in access for many students LCFF was intended to serve. Students in higher poverty schools have limited and less equitable access to college-preparatory courses and support staff.



The Education Trust–West

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2X

STUDENTS IN AFFLUENT HIGH SCHOOLS ARE MORE THAN TWICE AS LIKELY TO HAVE ACCESS TO AN ON-SITE LIBRARIAN AS STUDENTS IN HIGH POVERTY SCHOOLS



65%

ONLY 65% OF ENGLISH CLASSES ARE A-G APPROVED IN HIGH SCHOOLS IN HIGH POVERTY AREAS COMPARED TO 76% OF CLASSES IN AFFLUENT AREAS



FEWER THAN HALF

OF HIGH POVERTY HIGH SCHOOLS OFFER COMPUTER SCIENCE COURSES COMPARED TO OVER HALF OF AFFLUENT HIGH SCHOOLS OFFERING THESE COURSES



LESS LIKELY

SCHOOLS IN HIGH POVERTY AREAS ARE FAR LESS LIKELY TO OFFER CALCULUS OR PHYSICS COURSES



The next frontier for LCFF involves dramatically rethinking how resources are allocated at the district level. Learn more in The Education Trust-West's latest report on LCFF, *The Steep Road to Resource Equity in California Education*.

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