

Equity. Access.  
Social Justice. Improvement.

## Gates Conference

Fresno Unified School District  
and  
University of California, Merced

# Fresno Unified At A Glance

## **Student Information**

- 74,155 Preschool – 12<sup>th</sup> Grade
- 3,200 preschool students
- 7,681 students receive special education services
- 16,180 English Learners (21.8% of students)
- More than 88% living in poverty
- 22% of students on grade level in Math and 31% in English Language Arts

## **Other Information**

- 100 school sites
- Member of California Office to Reform Education (CORE)
- Equity and Access Partnership with UC Merced started in 2009

## Equity & Access Guiding Principle

*All students are given an equal  
opportunity **to graduate**  
**with the greatest number of**  
**postsecondary choices** from  
the widest array  
of options*

*"It's always about everything, but not always with equal intensity and focus"*

# Equity and Access – Setting the Context

- Equity and Access, however termed or defined, is achievable only where practices and procedures leading to bringing the Golden Rule to life exist
- Equity and Access is about displaying data in real-time in such a way that they trigger a moral call to action *without* even where parent advocacy is lacking
- For Equity and Access as a body of work to have any viability, schools/districts have to self-impose accountability frameworks separate from state and federal ones – API and AYP do not inherently create such incentive
- Equity and Access and District Accountability act as a “check and balance” to ensure that “downdrafting” practices, procedures, traditions are identified and researched to determine the purpose of their continued use
- One thing *Equity and Access* is about: respecting value of data and establishing an accountability framework that is transparent; must allow us to look at data *BY STUDENT, BY NEED, BY INEQUITY!*

## 4-Step Equity and Access Theory of Action

1. Build real-time, interdependent, databases that allow us to measure levels of current or potential inequities;
2. Analyze extent to which current practices and procedures – as well as traditions - are leading to those inequities;
3. Establish goals and objectives to narrow or close equity gaps by negotiating thresholds/cutoff points;
4. Build monitoring tools that monitor whether school/district personnel meet the goals associated with individual areas of work.

## Major Features of the California Master Plan for Higher Education

The original Master Plan was approved in principle by The Regents and the State Board of Education (which at that time governed the California State University and California Community Colleges) and submitted to the Legislature. A special session of the 1960 Legislature passed the Donahoe Higher Education Act (Title 3, Division 5, Part 40, of the Education Code beginning at Section 66000), which included many of the Master Plan recommendations as well as additional legislation necessary to implement the plan. However, many of the key aspects of the Master Plan were never enacted into law.

The major features of the Master Plan as adopted in 1960 and amended in subsequent legislative reviews are as follows:

### 1. Differentiation of functions among the public postsecondary education segments:

\* UC is designated the State's primary academic research institution and is to provide undergraduate, graduate and professional education. UC is given exclusive jurisdiction in public higher education for doctoral degrees (with the two exceptions--see CSU below) and for instruction in law, medicine, dentistry, and veterinary medicine (the original plan included architecture).

\* CSU's primary mission is undergraduate education and graduate education through the master's degree including professional and teacher education. Faculty research is authorized consistent with the primary function of instruction. SB 724 (2006) authorized CSU to award a specific Doctor of Education (Ed.D.) in educational leadership. Other doctorates can be awarded jointly with UC or an independent institution.

\* The California Community Colleges have as their primary mission providing academic and vocational instruction for older and younger students through the first two years of undergraduate education (lower division). In addition to this primary mission, the Community Colleges are authorized to provide remedial instruction, English as a Second Language courses, adult noncredit instruction, community service courses, and workforce training services.

### 2. The establishment of the principle of universal access and choice, and differentiation of admissions pools for the segments:

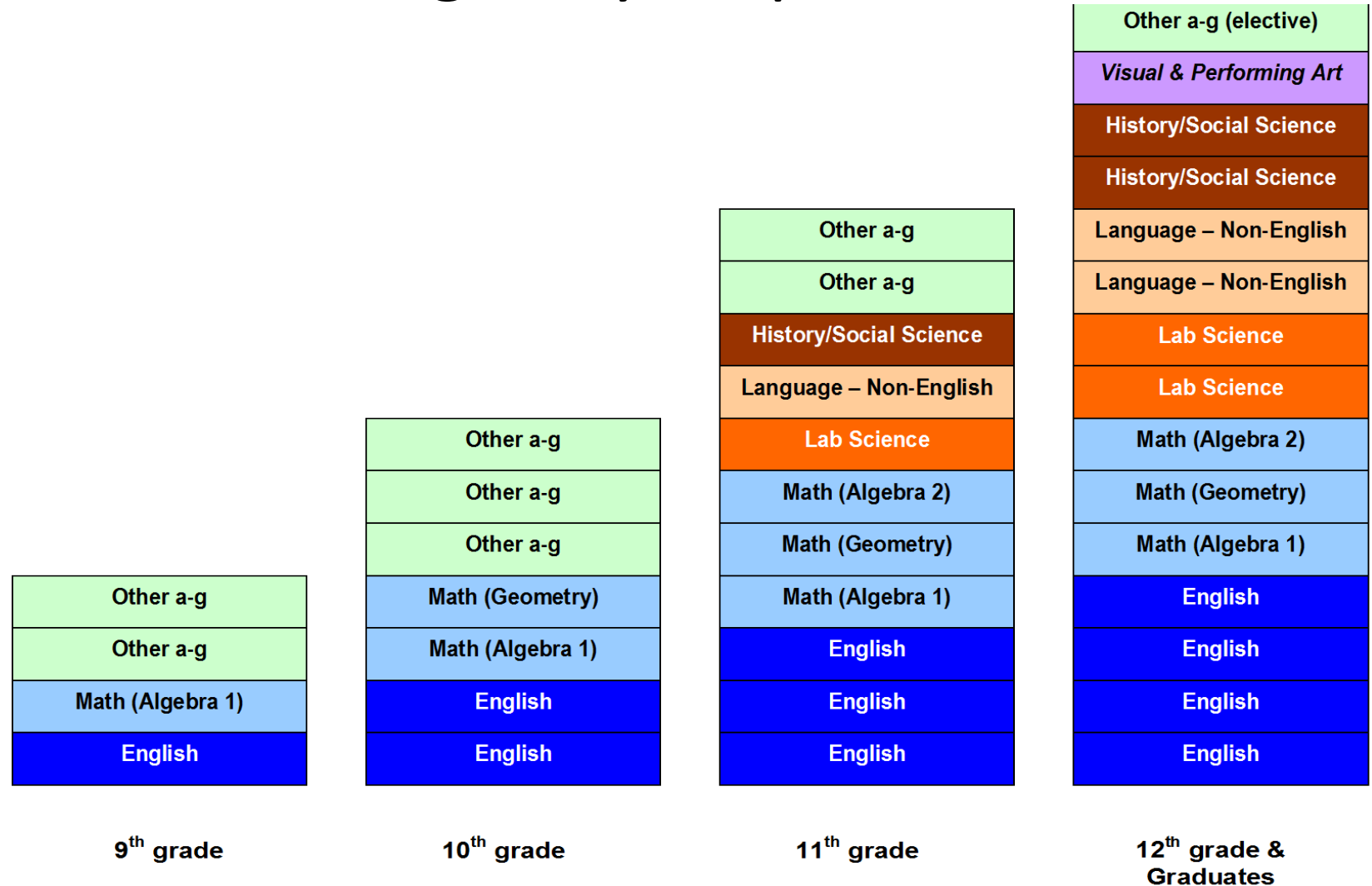
\* UC was to select from among the top one-eighth (12.5%) of the high school graduating class.

\* CSU was to select from among the top one-third (33.3%) of the high school graduating class.

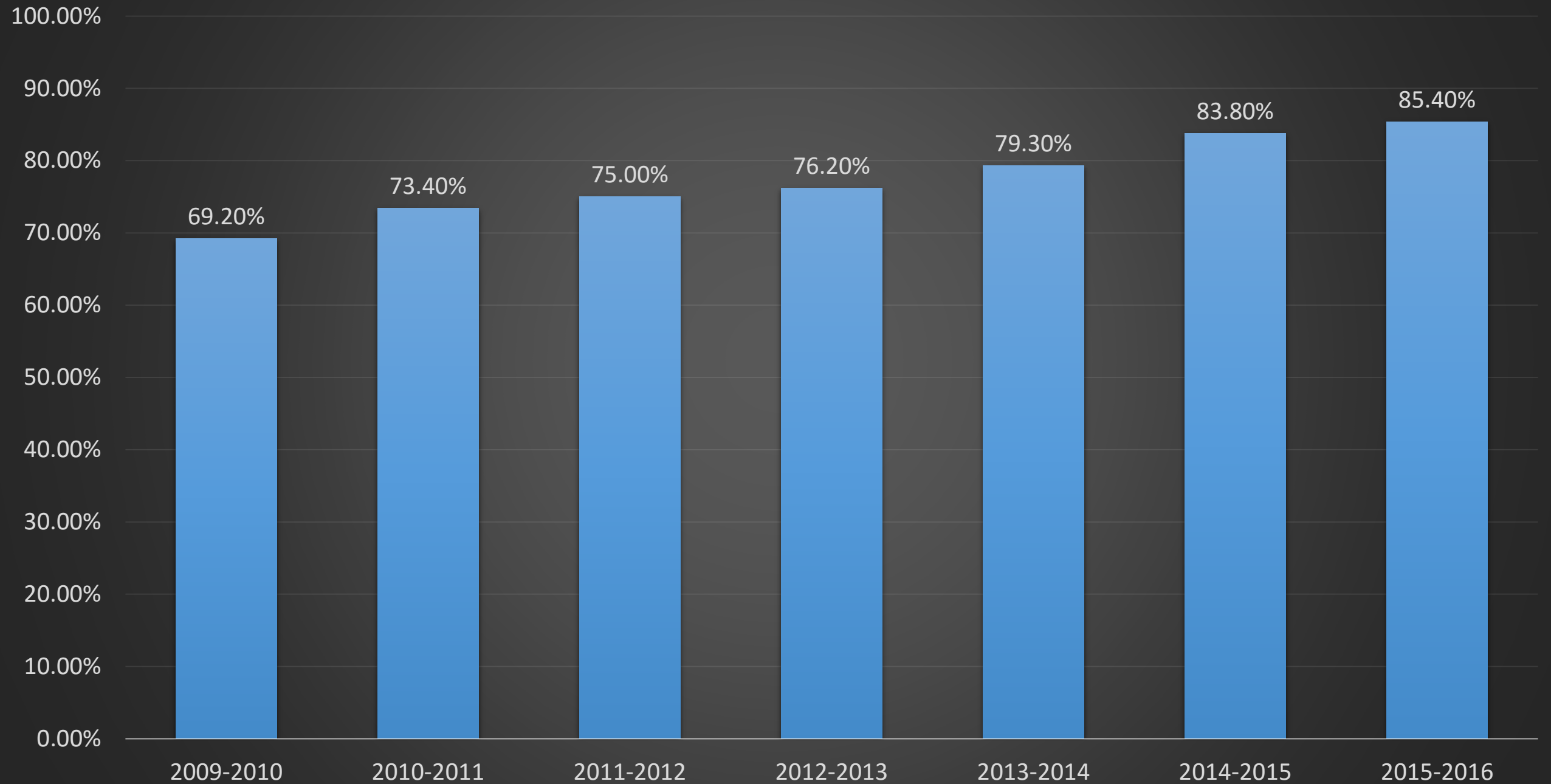
\* California Community Colleges were to admit any student capable of benefiting from instruction.

# California State University and University of California Minimum Admission Eligibility Requirements

- A-G On-Track = 15 or more A-G units completed with a "C" or better
- A-G GPA = 2.0 or higher (CSU)
- A-G GPA = 3.0 or higher (UC)
- SAT/ACT Score

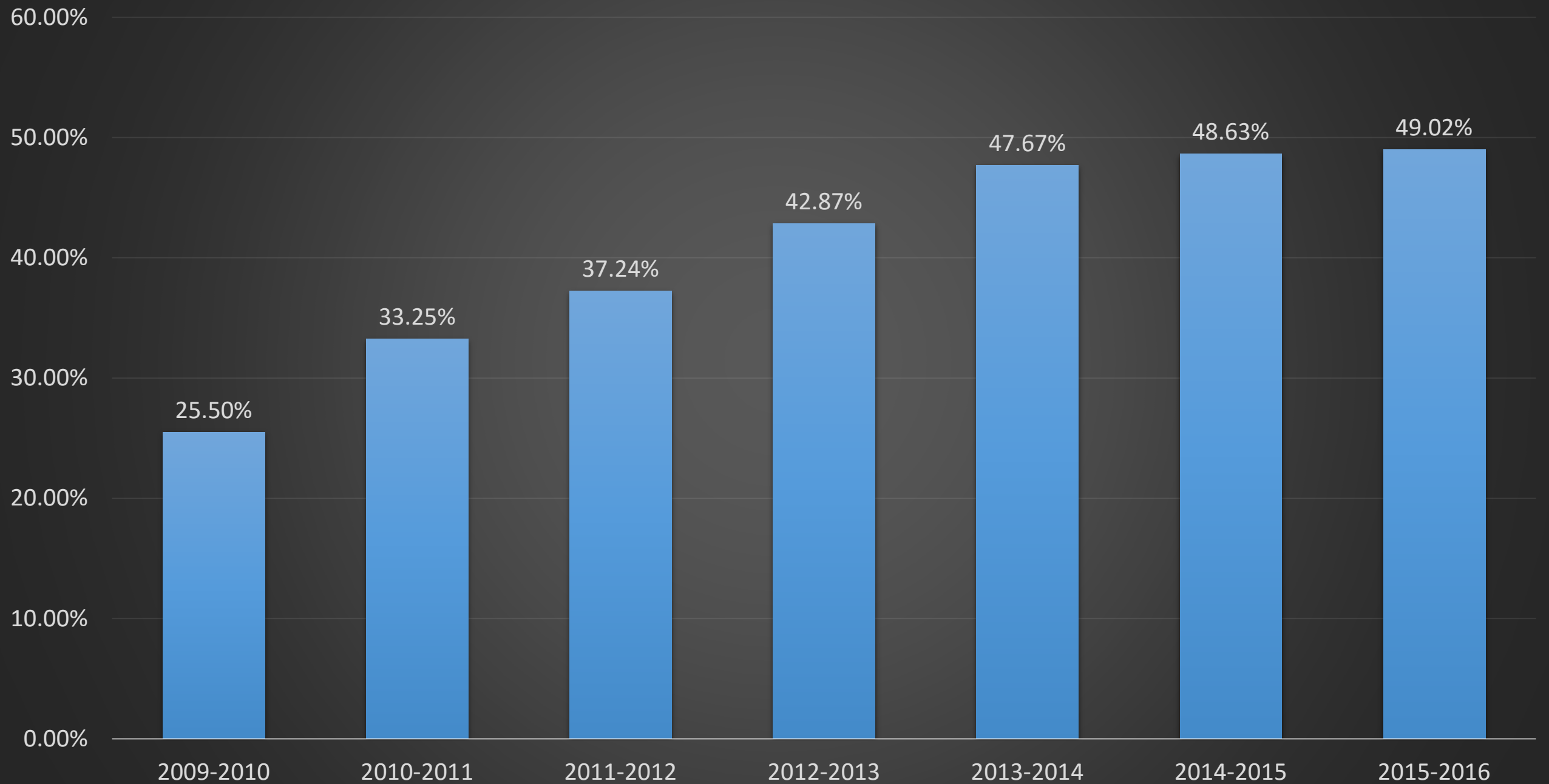


# FUSD Four Year Cohort Graduation Rate





# FUSD Graduation Cohort A-G Rate



# Conditions for Readiness

- **Deep commitment from K-12 and Higher Education** - UC Merced continues to allow the Associate Vice Chancellor for Educational and Community Partnerships to serve as Associate Superintendent of Equity and Access in Fresno Unified
- **Leverage Technical and Research Capacity for real time data access** – UC Merced staff and programmers are able to do immediate action research and program the complexities required to track college readiness
- **Strong internal partnerships** – FUSD counseling team remained a multi-year engaged partner during the implementation of the college going work
- **Redesign existing programs as appropriate** – long-standing summer school program redesigned to support students who were subject borderline or significantly behind in college going credits