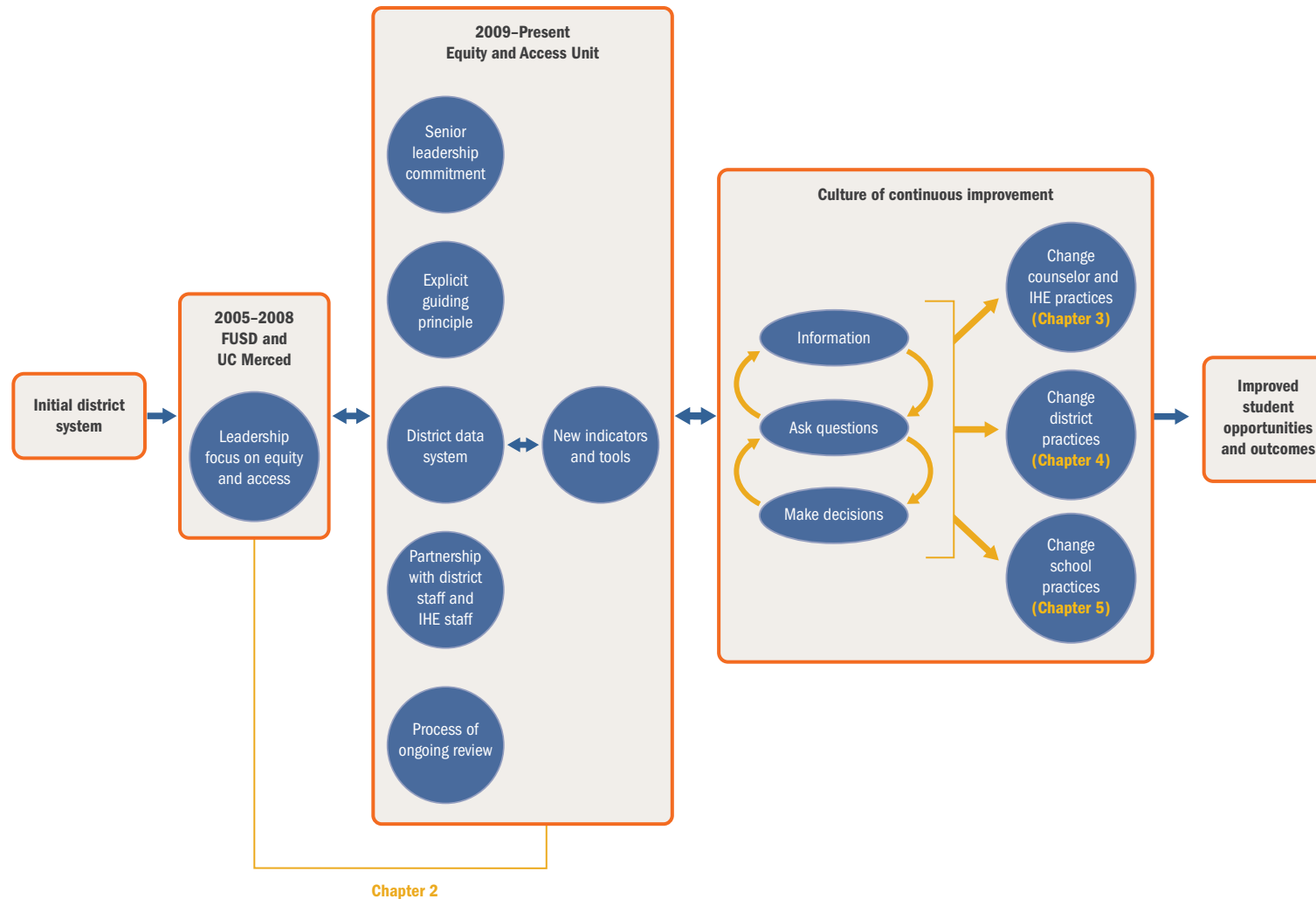


Improving Equity and Access in Fresno

LESSONS FROM A K12–HIGHER EDUCATION PARTNERSHIP

Conceptual Framework for FUSD's Equity and Access Work



There are many reasons that many people want to walk away from [Equity and Access] work—because other things have to be done first. Common Core, LCFF has to be figured out, School Quality Improvement Index, the new accountability model—whatever you want to put in there. They use it as reasons to hold off or to forestall doing this. I would argue—and put us up as a shining example of—it's exactly the time that you should be exploring, trying to implement [Equity and Access], when things are in flux in a period of change so that you can actually root this work in the DNA of the district, in the way they operate going forward. I would argue that the period of change is exactly the time that you should be leaning in to try to establish very firmly that this is about kids and their choices and options downstream. It's about eliminating every single gap that we possibly can while we have them in our care because that's what we're getting paid for. It's never easy. But I am here to say that for anybody who says it can't or shouldn't be done because of changing conditions, I'm living proof in a very, very difficult place to do business, that it can and should be done.

Michael E. Hanson, Superintendent
Fresno Unified School District