

# Equity Audits: Why San Diego Unified Decided to Offer Orange Juice not Orange Drink

Ed Trust West Conference  
Paradise Point



#EdEquityForum2017

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# History of UC a-g in California

UC a-g Districts	Rationales
<p>Los Angeles Oakland San Francisco San Jose Unified East Side Union (East San Jose) San Diego</p> <p><u>The San Diego Way</u>: No Categorical Presumptions About Whole Groups Not Being Able to Meet Goals. Individual Determinations Through an Existing Program. Quality. Meaningful. Rigorous.</p> <p>“ Gone must be the days when some youth get orange juice and some get orange drink”</p>	<p>Prevention of Tracking—Overt or Unintentional</p> <p>Civil rights issue—access to a robust, meaningful curriculum/diploma</p> <p>Desire for Consistency Across the System</p> <p>Qualification Rates for CSU/UC were significantly lower for African American and Hispanic students</p> <p>Community College: Concerned about need for remediation</p>



# Transcript Audit Findings

- Trends identified with non grads
  - Newcomers
  - Special Education
  - Students who historically failed coursework (sometimes without a significant response/intervention over time)
- Sequencing towards and away from college readiness (gatekeeping)
- Offering coursework that tracked away from UC a-g core
  - Unifying Algebra
  - Earth Science instead of Physics



# Transcript Audit Findings

- Middle school mathematics determining high school course selections
- Students forced to take a third language because their home language is not offered—also blocks ability to provide intervention in ELA
- Dual enrollment access limited to 4 year projected students
- CTE coursework as elective not completer
- Transcript only weights AP/IB—does not include college or CTE college aligned coursework.



# Transcript Audit Findings

- Transcription errors: Out of country, out of district, suppression errors, pass/ no pass, students re-enrolled in coursework they already passed (including summer school)
- Impact of Fitness gram failure on course options



# Action Steps: Triage Vs. Systems Work

- Designed and built online tools for scheduling and credit checks
- Developed more Language Other than English (LOTE) proficiency exams and meet world language requirements (14 languages)
- Expanded online learning—innovation centers—middle level IM
- Re-trained counselors and registrars on graduation requirements
- Equity master schedule sessions with principals (Equity sequencing)
- Two CCTE conference to educate on data and sequences



# Action Steps:

## Triage Vs. Systems Work

- Removed courses that were not UC a-g and tracked away from graduation
- Requested and obtained BOE approval for college coursework and CTE college coursework aligned to college to be weighted on transcript (must be approved by UC for transfer credit—no coursework lower than 100)
- Partnered with Equal Opportunity Schools and National Equity Project
- Targeted summer school
- Tracking students individually (On track for graduation)



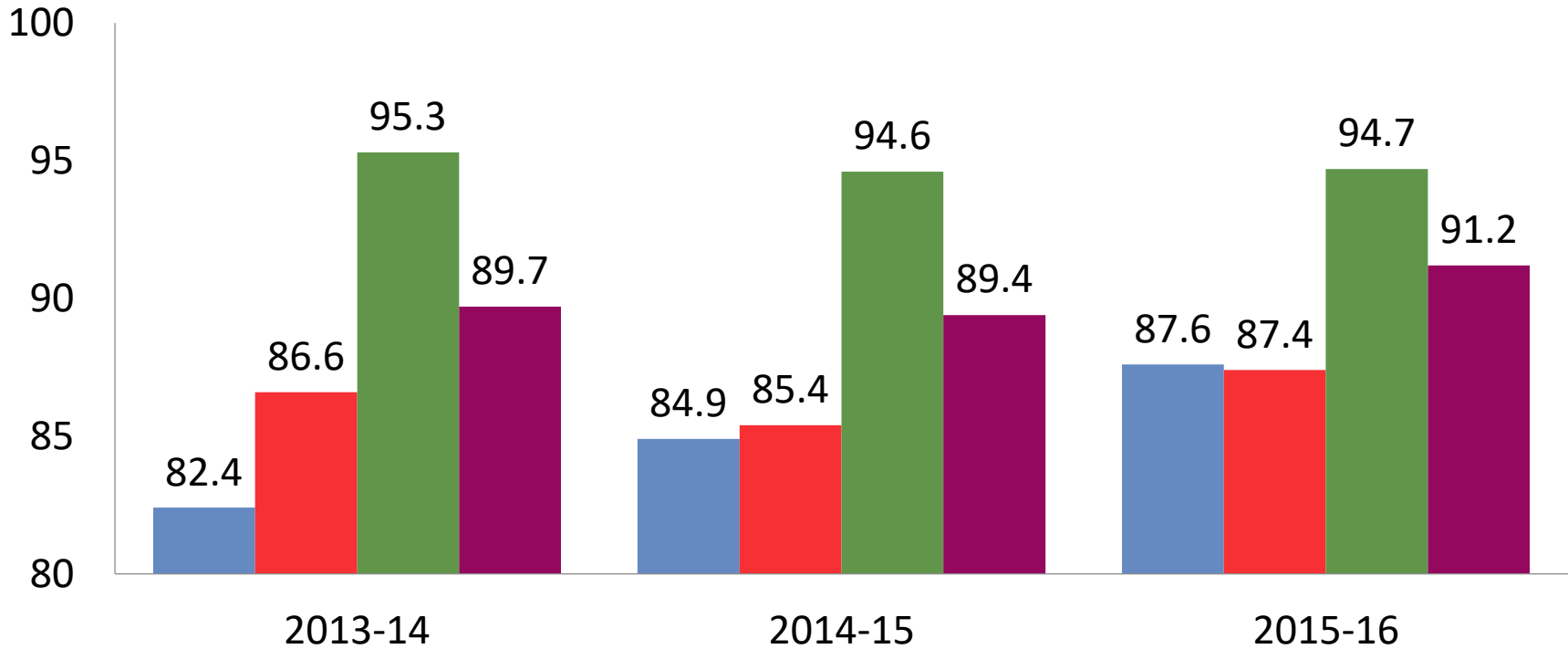
# Outcomes

- Higher Graduation Rates Overall
- Higher “UC a-g with a C” college readiness rates overall
- Higher college coursework enrollment and college credit earnings





# Graduation Rate



■ Hispanic or Latino, of Any Race ■ African American, Not Hispanic  
■ White, Not Hispanic ■ SDUSD

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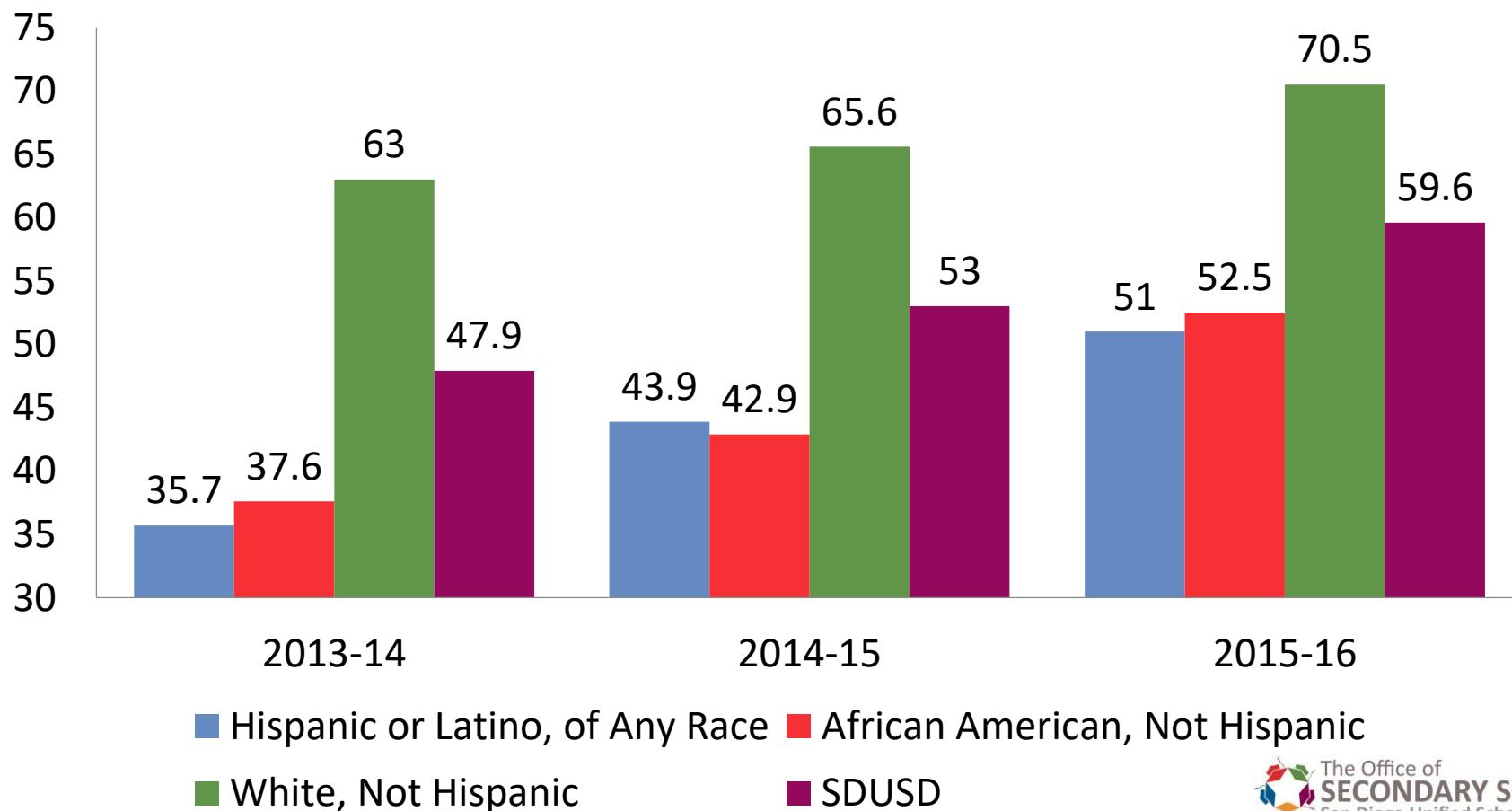
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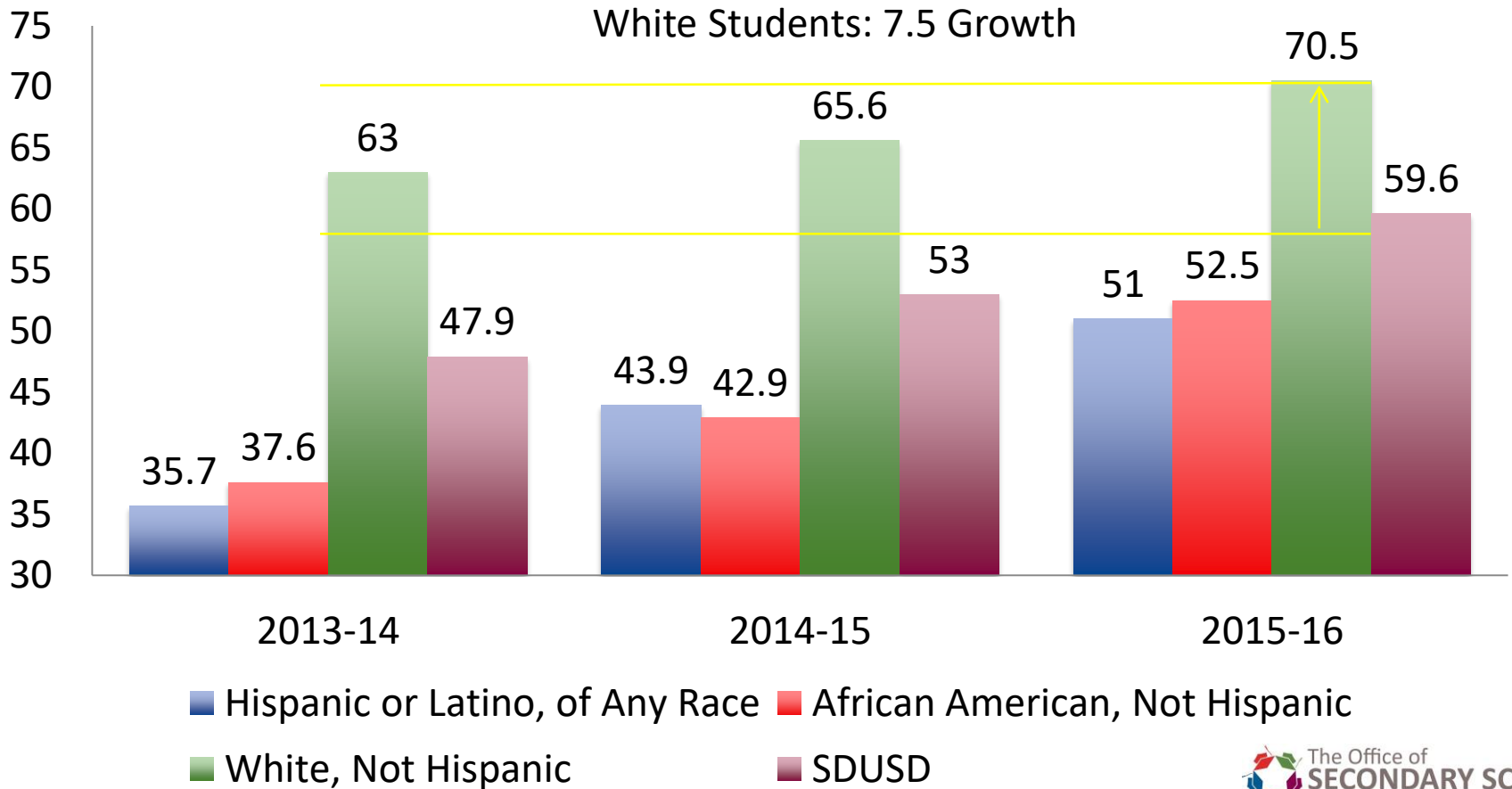


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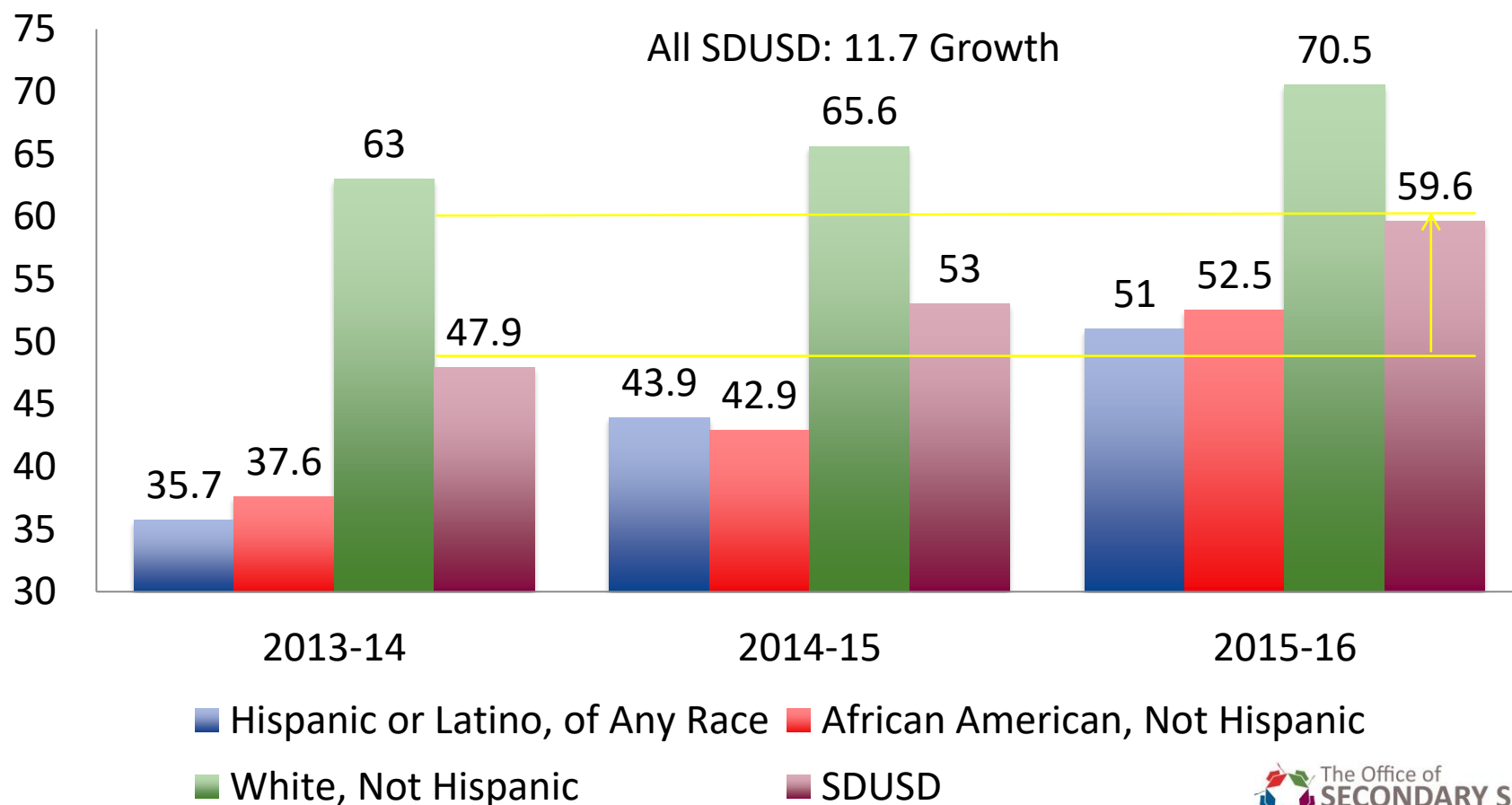
# UC 'A-G' Graduates



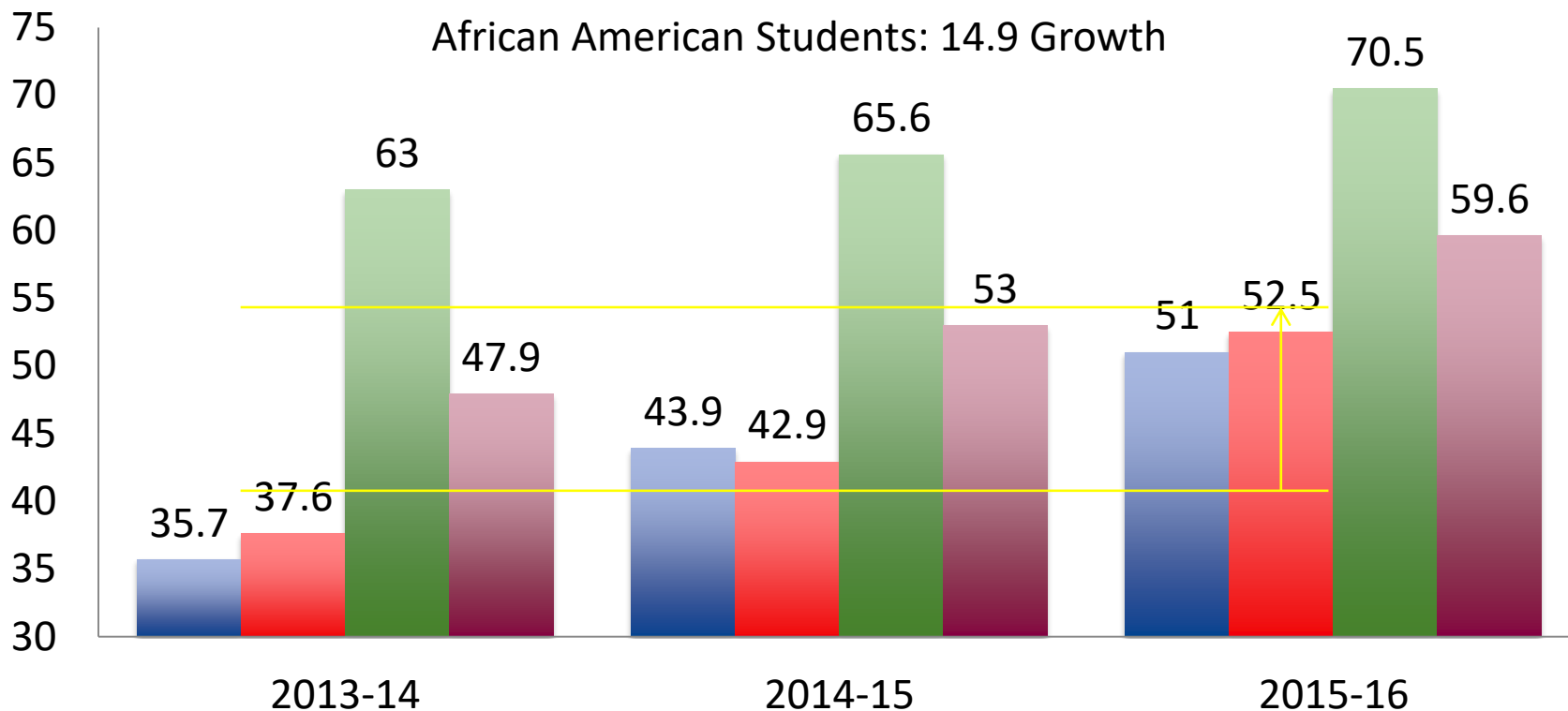
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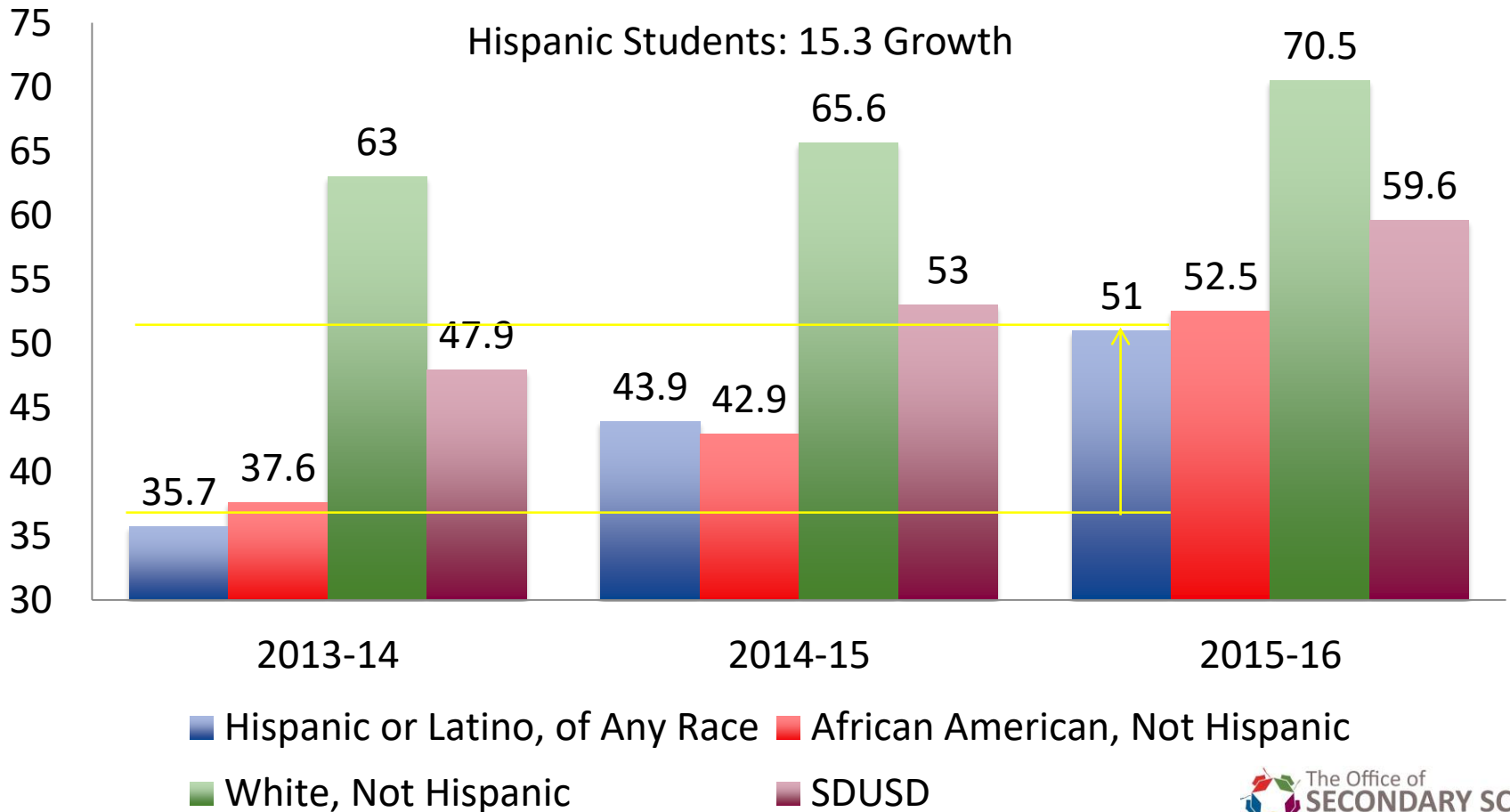
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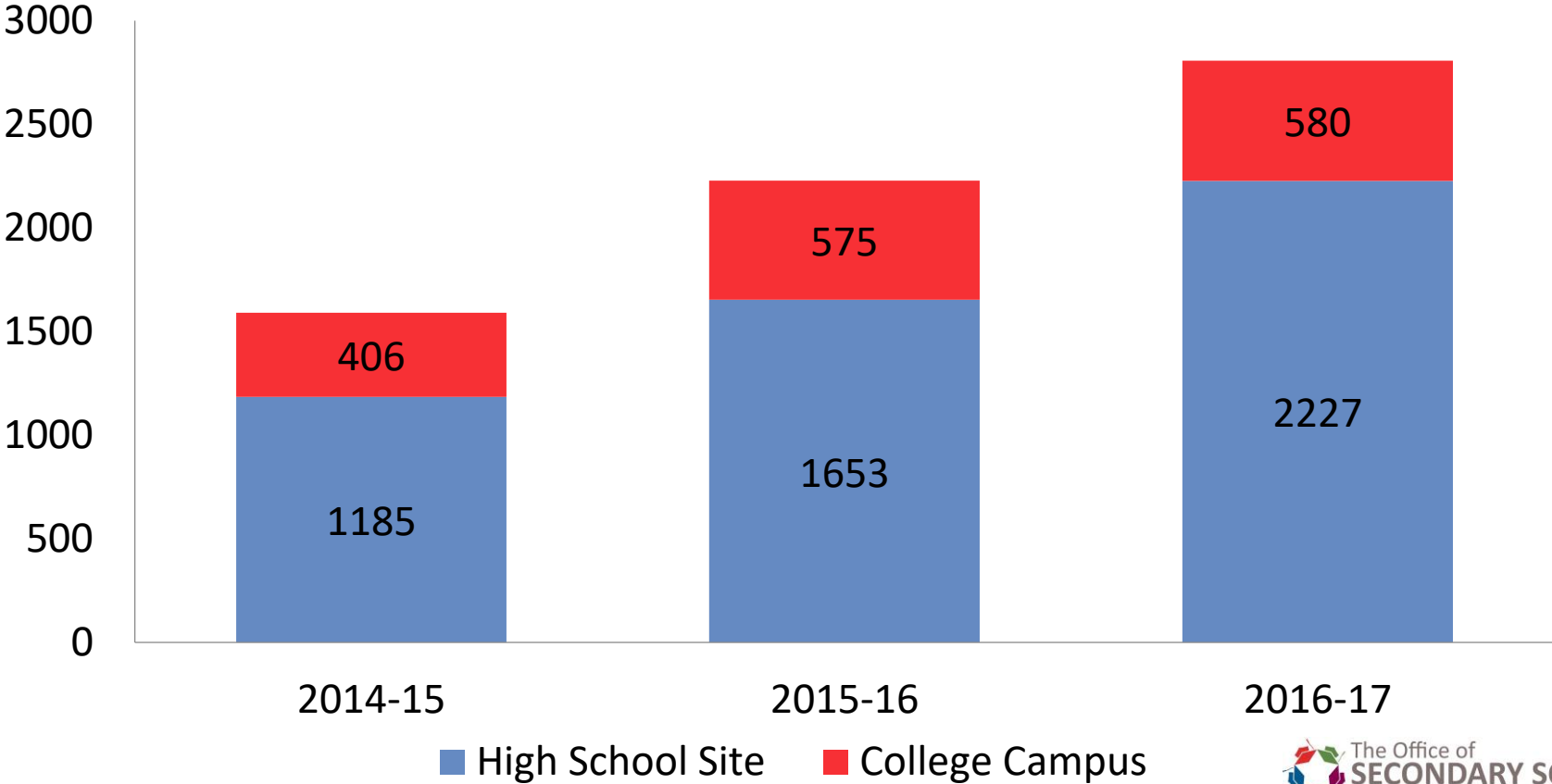


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# UC 'A-G' Graduates



# SDUSD Students Enrolled In College Courses



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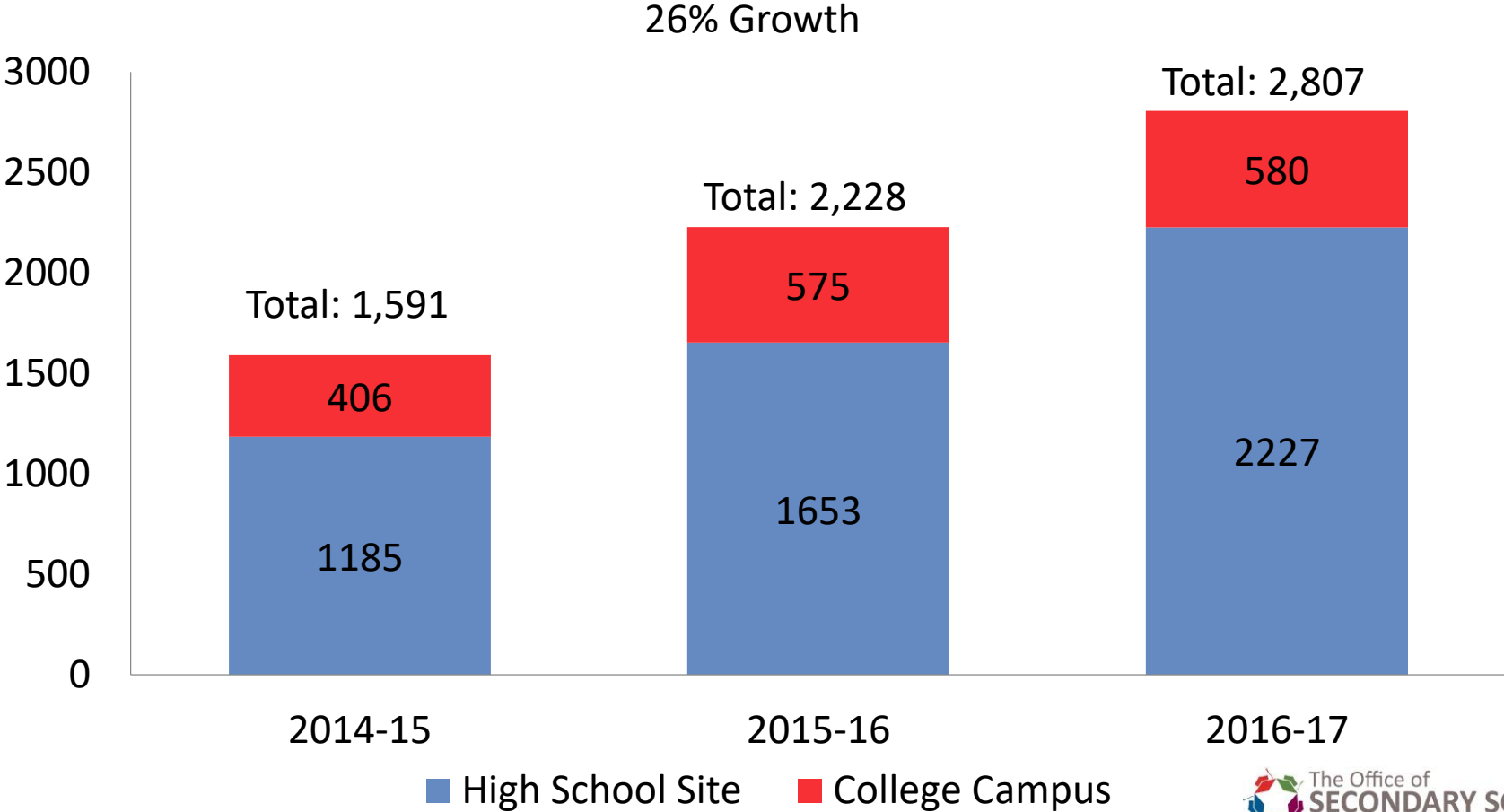
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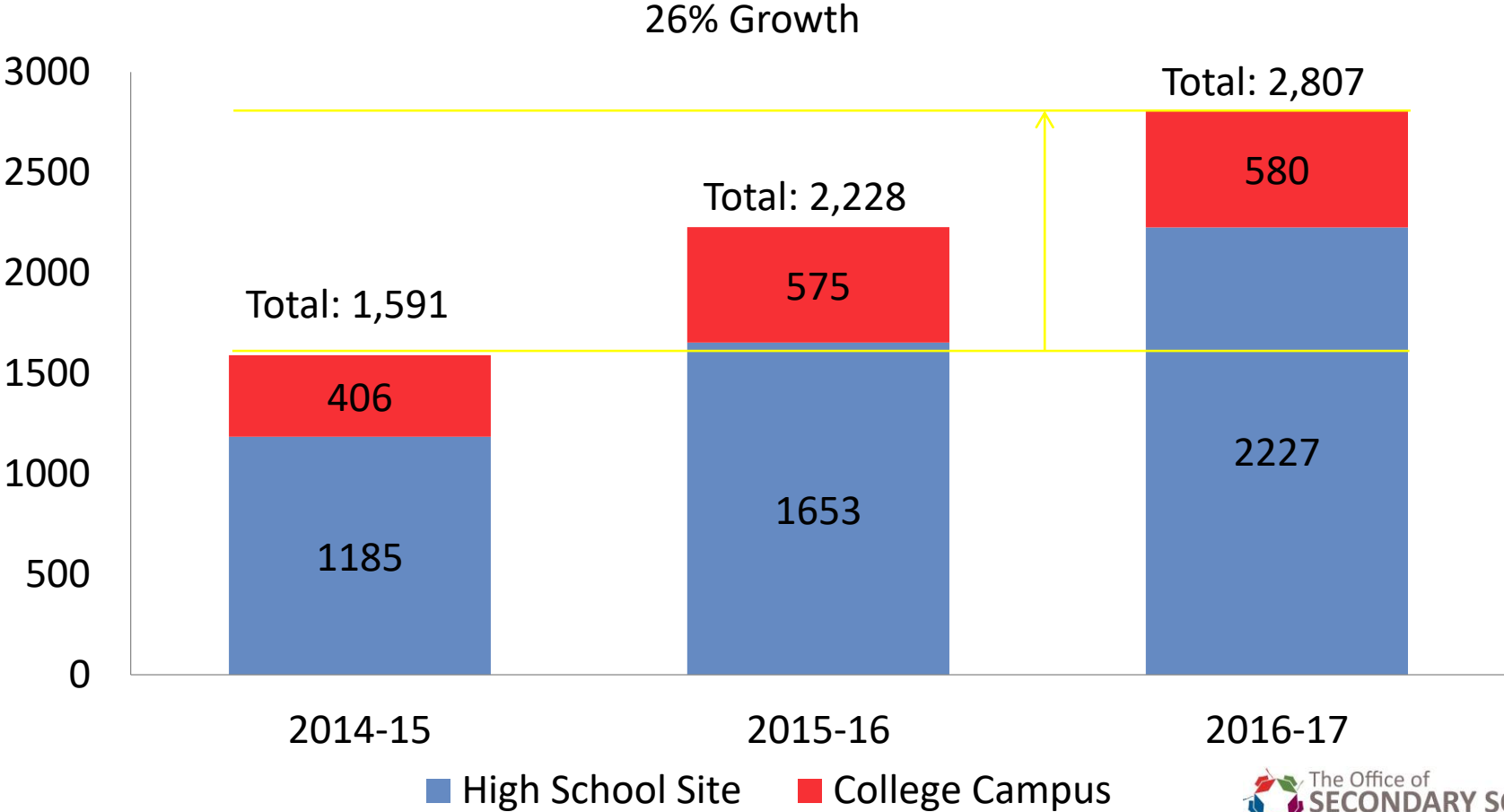
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# CTE ARTICULATED STUDENTS ENROLLED IN A CITY, MESA, AND MIRAMAR COLLEGE COURSE

	2011-12		2012-13		2013-14		2014-15	
City College/ ECC	306	10%	268	9%	218	7%	105	5%
Mesa College	444	15%	401	14%	377	13%	293	14%
Miramar College	195	7%	208	7%	159	5%	138	7%
All Colleges	789	26%	736	25%	543	18%	451	21%

Source: CATEMA and SDCCD Student Information System

