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North and South Foundation

Panacea Challenge

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### Diversity, Equity, and Inclusion

I tune out as the tiny voice from my computer continues to demonstrate another concept we need to study for the test. *I get it. Can you please move on to something else that I don't know how to do?* I am a sixth-grader, attending a math class meant for ninth-graders in school due to the GATE school I attended from first grade and a system in my middle school in which you can skip math courses. Two months later, I learned that the California Department of Education is planning on outlawing the option of skipping grades in math for “equity”. There will be revisions and a second public comment happening in July. A misleading legislation that prohibits high-level learners from taking enhanced courses in school. This leads to my topic, the CDE’s law about advanced courses should be removed to provide support to California's vulnerable mathematics framework. Throughout this essay, I will cover the benefits of my topic and how it connects to Diversity, Equity, and Inclusion (DEI).

Primarily, this new proposal should be revoked because it affects the learning of advanced scholars. Currently, students can take both Math 7 and 8 in 7th grade, allowing them to take Algebra 1 in 8th grade. Some schools include the option to skip multiple grades each year depending on test scores, allowing learning to happen in an even more effective manner. Without these benefits, parents will have to send their children to highly-priced private schools, which are

not accessible to some children. Advanced courses in public schools help smart children launch themselves into great positions without being held back by financial issues. Another argument that helped create this framework is that some people are racially overprivileged into joining advanced courses. However, there are many other ways to solve this issue, such as having more opportunities for students instead of abandoning the entire system altogether.

Additionally, those who need extra help in math are affected as well. When students at different levels are in the same class, the advanced students usually answer the questions fairly quickly, making others hesitant to ask questions because they are afraid of being perceived as unintelligent. However, when they are focused on, they are more likely to ask questions and truly learn instead of always being behind in class, further proving why this proposal should not be approved.

This may raise a question for you: How does this connect to DEI? After all, the CDE's law is to provide justice and equity. However, this statement opposes an equal education for all because most Californians will face a setback in their mathematics education. Students from private schools and other states will be more intelligent because they got an education that suits their needs. The reasons for diversity and inclusion go hand-in-hand. Changing this law benefits *all* students, representing a diverse population and representing everyone, no matter where their mathematics ability lies.

To conclude, future students of California will be severely affected if this law continues to be taken into consideration. Not only them, but other states, such as Virginia, are considering this idea. Without petitioning for change, we will be impairing an already weak educational system while affecting others. Please raise awareness about this issue, and fight against it before

it blows up into an even bigger problem. If you believe in the urgency to make a change, please show your support at: <http://chnng.it/pJ9fCT2DwT>. Education is the most powerful weapon you can use to change the world. Help protect education, and you will help change the world.

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