

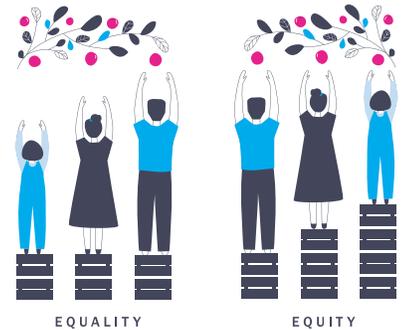


What is **EQUITY?**

In education, equity is “when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and makes progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities” (Fraser, 2008). The fundamental belief driving the pursuit of educational equity is that all students can succeed academically, socially, and emotionally under the right conditions.

Why Address Equity?

There are different aspects of equity in education, such as academic achievement or placement in special education or gifted and talented programs. Racial disparities in academic achievement are commonly called the achievement gap. This label implies the challenge lies within the student, when in reality it’s a lack of opportunity to effective instruction that causes the divide. It is more accurate to call this disparity the opportunity gap.



What’s the Difference Between Equality and Equity?

Equality comes from the concept of fairness, where everyone is entitled to the same level of access and can achieve if they so choose. When some children are excluded or not provided with the knowledge, skills, and/or resources necessary to participate fully in educational settings, they must overcome obstacles to access what others have. Equity is both a process and an outcome of ensuring each student has access to high-quality teachers, programs, and resources, and their learning environments reflect their whole selves.

CVESD’s Vision, Mission, and Values Reflect Equity

CVESD is working towards eliminating opportunity gaps by providing equitable educational experiences for each student. Supporting and fostering students’ excellence in academic pursuits occurs by focusing on the whole child—their race, culture, language, heritage, gender/expression, and experiences. The unique aspects of each individual are valued by educators and used to inform students’ learning and development.

Scan the QR code to learn more about differences between equity and equality.



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BOARD POLICY 0100

The Equity and Access for Every Child policy outlines the Board of Education's expectations of all District employees. The goal is to ensure every child is successful academically, socially, and emotionally. Highlights from each of the policy's 10 components are described below.



1. Student Progress

Schools carefully monitor students' learning and break down the results by race, gender, and sociocultural backgrounds. This information is shared with staff and the community four times per year.



2. Resources

Decisions about human and material resources are determined by state laws and student needs.



3. Access and Opportunity

Students are provided access to high-quality educational opportunities, including science, social studies, ethnic studies, math, literacy, and the arts in culturally responsive ways.



4. School Climate

Each school ensures a positive and inclusive school climate that welcomes and celebrates diverse learners. This includes social and emotional safety for every child.



5. Classroom Learning Environments

Each classroom environment is culturally and historically responsive to students and nurtures students' academic, social, and emotional well-being.



6. Curricular Materials

Standards-based curriculum and instructional materials accurately reflect the cultural heritage of students and portray a diverse range of role models, lifestyles, and career choices for students to aspire to.



7. Training

All employees are provided annual, ongoing, and mandatory training and professional development about culturally responsive instruction and culturally proficient practices.



8. Highly Qualified Staff

Students are provided highly qualified teachers and staff that reflect the demographics of the community.



9. Professional Development

Staff develops and deepens awareness of one's impact through implicit bias training. Staff understands and addresses microaggressions that members of marginalized groups experience in their day-to-day interactions.



10. Evaluation

The degree of, and impact of, culturally responsive practices, policies, and relationships towards equity and excellence for every student's achievement, wellness, and safety is determined through multiple measures at regular intervals.

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