

July 7, 2023

Dr. Linda Darling-Hammond, President
California State Board of Education
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Via email only (sbe@cde.ca.gov)

Comments Regarding Item 11: Adoption of the 2023 Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve

Dear Members of the State Board of Education,

Thank you for the opportunity to comment on the *2023 Mathematics Framework for California Public Schools* (Mathematics Framework). This letter is signed by several of California's educational advocacy and research organizations, who have been working together for over two years to ensure that the Framework includes principles of equity and strategies to meet the needs of California's diverse student population. We believe that the updated Framework is asset-based and, if implemented properly, can help to close opportunity gaps in math instruction. We are also pleased to see the focus on equity in pedagogical approaches to teaching math still included from the previous version. Therefore, we write in support of approving the 2023 Mathematics Framework, with a modification to Chapter 13 that would ensure that instructional materials are aligned to English language development (ELD) standards.

We thank the writers, staff, and members of the Instructional Quality Commission and State Board of Education for incorporating many of the comments members of this coalition have provided over the past two years. The updated Framework offers a strong vision for math instruction that is focused on deeper learning and on ensuring there is clear support and equitable access to rigorous coursework for all students. In particular, we appreciate the following areas the Framework emphasizes:

- **Culturally Relevant and Asset-Based.** The Framework offers strategies and vignettes that can make math culturally relevant to students of color and multilingual students. These include strategies for drawing on students' experiences, elevating the assets of linguistically diverse students and families, and incorporating families in math learning. The vignettes also highlight the diversity of students and offer examples of how educators can meet the needs of students with diverse learning needs.
- **Supporting English Learners.** The Framework offers guidance on supporting English learners and leveraging the language assets of students. We support references to the English Language Arts/ELD Framework, ELD standards, strategies and scaffolds to support English learners (ELs), and assessment considerations. However, there is still an

area of opportunity to add language to Chapter 13, Category 1: Mathematics Content/Alignment with the Standards (lines 251-275), that would make alignment to ELD standards a key feature for instructional materials (please see letter submitted on June 6 that discusses this recommendation in more detail).

Understanding that a Framework serves as guidance to the field, we also emphasize the following areas of focus moving forward that would ensure the promise within the Framework is achieved.

- **Opportunity to Provide High Quality Instructional Materials.** LEAs still need additional guidance and support for ensuring they adopt high quality instructional materials. Therefore, we hope that guidance from the Framework can be elaborated on and additional support provided to support LEAs in their adoption process. It is our hope that within the state adoption process the selected reviewers come with various areas of expertise in meeting the needs of our highest-need students, including English learners, students with disabilities, and students of color. Similar guidance about the areas of expertise that LEAs should include in their review processes should also be provided to the field. Tools and resources that can help meet the needs of high-need students should also be incorporated within the state and LEA adoption processes. For example, there are rubrics and tools available that should be incorporated, such as [*Criteria for Review of Instructional Materials' Success in Addressing MLL Linguistic and Instructional Needs*](#), which was recently published by the California Curriculum Collaborative.
- **Support for Implementation.** While the Framework remains long, it does include many evidence-based instructional practices that can benefit LEAs, schools, and educators. Therefore, we hope that the state provides additional resources and supports to ensure the rich guidance in the Framework reaches the field and multiple audiences, including LEA leaders, educators, and families. These supports can include professional learning opportunities, tools, and resources. County offices of education must also play an important role in providing regional support and guidance to ensure equitable implementation. Key areas to consider are: 1) professional learning related to high-leverage instructional strategies, 2) support for districts in reviewing and updating policies around enrollment in rigorous math coursework, and 3) systems that provide equitable access for all students. Without support from the state and county offices, the promise included within the text of the Framework cannot be achieved.

Thank you again for the opportunity to provide feedback on the draft 2023 Mathematics Framework. As always, we are happy to provide additional details or answer any questions.

Sincerely,



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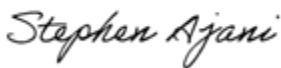
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