



July 7, 2023

Instructional Quality Commission
1430 N Street, Room 3207
Sacramento, CA 95814

Dear Members of the State Board of Education:

The Center for Equity for English Learners (CEEL) at Loyola Marymount University would like to extend our gratitude to the IQC committee and the writers for the diligent work in the revision of the various chapters of the Mathematics Framework. We acknowledge the inclusion of connections to equity and access to effective asset-based instructional practices with considerations for the cultural and linguistic diversity population of students in California.

Our Center appreciates the opportunity to comment on the revision of the Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve. CEEL **serves the unique academic, social, and language needs of linguistically and culturally diverse students in California.** CEEL provides high-quality services including research and evaluation, policy and advocacy, and professional learning.

During the last review cycles, CEEL has partnered with several organizations to lead advocacy efforts for equity and access in our joint focus on English Learners. As such, CEEL has co-signed letters jointly submitted by Californians Together and other organizations. Collectively, we have included comments and suggestions to recommend that chapters incorporate relevant pedagogical practices framed within principles of equity and access for Multilingual/English Learners and historically marginalized groups of students.

Our Center has also submitted written and oral comments that have signaled the need to include specific practices and content to ensure that linguistically and culturally sustaining, asset-based best practices are embedded in professional learning and advance language development strategies and scaffolds that support Multilingual/English Learners and increase access to the mathematical content and practices.

We appreciate the inclusion of several of our Center and our partner coalition's recommendations, especially in chapters 2, 12 and 13. Overall, we are pleased to see the inclusion of more assets-oriented views of multilingual students and their funds of knowledge as well as references to the ELA/ELD Framework.

We respectfully continue to offer our support and provide a few specific comments regarding these chapters.

Chapter 2: Teaching for Equity and Engagement

The introduction of this chapter includes elevated language related to various student groups including English Learners. There is emphasis on content about California's diversity, cultural relevance, and equity in building mathematical identities of students, including a focus on



building a culture of access and equity emphasized under Three Dimensions of Systemic Change that Support Mathematics Instruction. Component 3, Teach Toward Social Justice, explicitly calls out and includes examples such as *Exploring Measurements and Family Stories*.

Chapter 12: Mathematics Assessment in the 21st Century

The chapter includes stronger guidance to developing positive math identities, which was strengthened by connecting these to chapter 2 and student cultural, linguistic, and academic diversity. This chapter includes several recommendations to intentionally plan for multiple means of expression based on language proficiency, and home language in addition to highlighting references to the ELA/ELD Framework to address considerations for ELs.

Chapter 13: Instructional Materials to Support Equitable and Engaging Learning of the California Common Core State Standards for Mathematics

The chapter includes mentions and inclusion of EL & content/language development considerations in the criteria. We respectfully reaffirm our support to the following main recommendations aligned to the recommendations offered in the coalition letter:

1. **Ensure that Alignment to Standards includes both Math and English Language Development (ELD) Standards** under category 1 for adoption criteria.
2. **Elevate role of criteria under Category 4, “Access and Equity”** so that considerable strengths in these areas serve as a gatekeeper for adoption.
3. **Prominently reference Chapter 2:** Reference the guidance from Chapter 2 around teaching for equity, which emphasizes to leaders the importance of evaluating and selecting quality instructional materials that support teachers in meeting the needs of culturally and linguistically diverse students.
4. **Include Specific Guidance for Districts to Consider in their Adoption Process,** including types of audiences and expertise to include, and considerations for students learning in a language other than English.

Guiding the implementation of the Mathematics Framework and the Math Materials upcoming adoption:

Implementation of the Framework

Our Center recognizes the significant role of the Mathematics Framework in establishing the guidance for Publishers and Local Educational Agencies (LEAs) in the development and selection of materials that are high quality instructional materials (HQIM) which grant access to all student populations including Multilingual/English Learners. Nevertheless, implementation of the math framework must be supported at all levels. There is a great need for advocacy and coordination with statewide leadership groups and the CDE to provide guidance to districts to achieve an articulated and cohesive approach to implement the newly adopted Mathematics Framework.



We recommend that the SBE determine specific guidance for teachers, administrators, and leaders at all levels through County Offices of Education and organizations with local impact in order to provide professional learning towards an implementation of the framework and the adoption of HQIM for effective mathematics instruction for Multilingual/English Learner students.

Key considerations:

Districts and schools should consider the local context, including the cultural and linguistic make-up of students and families.

These considerations will help LEAs ensure that materials can best serve the needs of all students, including low-income students, English learners, homeless students, foster youth, and students with disabilities. Therefore, the review committee should include representatives with expertise in the Math standards, the ELD standards, special education, family engagement, student voice, and other representatives that can ensure that the adopted materials best meet the needs of all students within the local context.

Guidance Materials in Students' Home Languages. With the goal of ensuring that half of CA's students are enrolled in a program leading to the State Seal of Biliteracy outlined in CA Global 2030, districts and schools are encouraged to consider bilingual materials that are in English and in the additional home languages of students. This will strongly support students who are English learners, newcomer students, dual language learners, and students enrolled in dual language programs. For students in dual language programs, Math instructional materials in English and in the second language of instruction should be provided to educators and students.

As we approach the July 12, 2023, State Board of Education meeting, we urge the SBE members to vote to adopt the current draft of the Mathematics Framework, and to consider the recommendations included in this letter.

Thank you again for the opportunity to submit comments and recommendations throughout the revision processes for the Mathematics Framework.

Sincerely,

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