

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imab-cfird-sep24item01

# California State Board of Education September 2024 Agenda Item 15

## Subject

California Digital Learning Integration and Standards Guidance: Update and Approval of the Revision of Section B: Standards Guidance for Mathematics.

## Type of Action

Action, Information

## Summary of the Issue(s)

Senate Bill 114, Chapter 48, Statutes of 2023, Section 118, appropriates $100,000 to the Superintendent of Public Instruction for allocation to the Sacramento County Superintendent of Schools/Sacramento County Office of Education (SCOE), in consultation with the Executive Director of the State Board of Education (SBE) and the California Department of Education (CDE), to update the California Digital Learning Integration and Standards Guidance (DLISG) on mathematics to be in alignment with the SBE-adopted *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve* (*Mathematics Framework*).

## Recommendation

The CDE recommends that the SBE take the following action: approve the proposed revised DLISG document that has updated guidance throughout Section B: Standards Guidance for Mathematics to be in alignment with the recently adopted *Mathematics Framework*.

## Brief History of Key Issues

### Overview of Original Document

The purpose of the DLISG is to develop distance learning curriculum and instructional guidance for mathematics, English language arts, and English language development. This guidance includes a framework for addressing critical standards, guidance and resources for formative and diagnostic assessment, guidance on recommended aggregate time for instruction and independent work by grade span, and guidance on embedding social-emotional supports for pupils into distance learning curricula. The DLISG is intended to reflect that the curriculum and instructional guidance is meant for use whether learning is taking place in a distance learning environment, hybrid learning environment, or when educators are using technology for instruction in a face-to-face learning environment.

As described on the DLISG web page at <https://www.cadlsg.com/about-the-guide/>, the document is organized into three sections, Sections A, B, and C. **Section A** delves into how technology can facilitate pedagogical practices that have the potential to lead to student growth as lifelong, empowered learners. Specifically, this section covers the importance of equitable access for students when learning moves to digital environments. **Sections B and C** are based on the *California Common Core State Standards* and the teaching and learning guidance in the state frameworks. These sections focus on standards guidance and serve as companion documents to the *Mathematics Framework,* and the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

Throughout all sections, the DLISG supports the effective integration of digital learning in an in-person classroom setting, a hybrid setting, and a virtual environment and incorporates interviews, vignettes, and spotlights featuring illustrative examples of classroom practice. The vignettes and interviews showcase California educators and provide examples of topic-specific, recommended strategies and resources for educators as they teach within, and design, digital learning environments. Supplemental materials are also available via the appendices, including a Glossary of Key Terms, references, a robust literature review, and a Digital Tools Matrix, which includes names and descriptions of tools as well as cases that illustrate how educators can incorporate them within their learning environments. Beyond the document itself, the DLISG web page also includes a variety of additional resources, including a collection of video interviews, an e-publication, informational webinar recordings, and links to the entire document and individual sections.

### Need for Updates to Section B (Mathematics)

When the DLISG was adopted by the SBE in May of 2021, Section B: Mathematics was crafted around the Big Ideas proposed in a draft version of the Mathematics Framework. Since the DLISG’s adoption, the Mathematics Framework underwent additional edits based on input from the Instructional Quality Commission (IQC) and the second of two 60-day field review periods. While not exhaustive, feedback was extensive, with over 700 edits suggested from the IQC that were incorporated in an updated draft throughout the winter of 2021–22. Following this process, a second 60-day field review occurred in spring of 2022, which resulted in an additional 900 individual public comments being submitted and producing hundreds of line edits. Many of the edits involved clarifying and strengthening guidance around meeting the needs of high-achieving learners, as well as those who need greater assistance, and affirming two high school pathways: Traditional and Integrated.

Due to a need for additional capacity and expertise, the CDE and SBE staff worked with the Region 15 Comprehensive Center at WestEd to review the public comments and suggest additional edits to the draft to address many of the critiques and suggestions for improvement. After incorporating the additional edits into the final draft, the *Mathematics Framework* was subsequently adopted by the SBE on July 12, 2023. Due to the content modifications throughout the editing and approval process of the *Mathematics Framework*, the DLISG, specifically Section B: Mathematics, required editing to ensure unity in guidance between the two documents. Since SCOE was the lead agency charged with the creation of the DLISG in 2021, the CDE re-established this partnership and enlisted them to conduct the review and necessary updates to the mathematics section of the DLISG.

After a thorough review of the 2021 SBE-adopted DLISG, many of the determined updates fell into four categories:

1. High School Pathways: To reflect the multiple high school pathways, the titles of the courses were expanded, including but not limited to, Mathematics 1 and Mathematics 2.
2. Content Connections and Big Ideas: The largest area of updates included ensuring that all updated Content Connections and Big Ideas from the *Mathematics Framework* were present throughout Section B of the DLISG.
3. Figures and Tables: Due to the updated naming of course pathways and Big Ideas, many figures and tables were replaced to match the *Mathematics Framework.* Additionally, to better facilitate cross-referencing between documents, all figures and tables replicated from the *Mathematics Framework* clearly include their DLISG and *Mathematics Framework* figure or table numbers.
4. Vignettes: There were replacements of select vignettes for grades three/four and grade eight to further emphasize the Big Ideas and to remove references to outdated technology.

Outside of these four major categories, the additional edits throughout Section B: Mathematics were primarily technical in nature.

**Summary of Previous State Board of Education Discussion and Action**

January 13, 2021:The SBE received a Distance Learning Curriculum and Instructional Guidance Project Update (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item02.docx>).

This current SBE item pertains to the same document as the original, with a name change to reflect a more appropriate usage of the content after a return to in-person learning due to distance learning caused by the pandemic (Distance Learning Curriculum and Instructional Guidance to Digital Learning Integration and Standards Guidance).

February 18, 2021: The SBE received a Distance Learning Curriculum and Instructional Guidance Project memoranda with an outline of content (<https://www.cde.ca.gov/be/pn/im/documents/feb21memocfird01.docx>).

May 12, 2021: The DLISG document was adopted by the SBE (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item02.docx>).

July 12, 2023: The SBE adopted the Mathematics Framework (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/jul23item11.docx>).

## Fiscal Analysis

None

## Attachment(s)

* Attachment 1: Draft revised California Digital Learning Integration and Standards Guidance, Section B (137 pages)