

To: State Board of Education President Dr. Linda Darling-Hammond

Re: Support for the Mathematics Framework Revised Draft for SBE Consideration

The California Mathematics Council (CMC) believes that all students have the capacity to become mathematically competent and confident when provided a rigorous and challenging mathematical program supported by high expectations.

We, the leadership of the California Mathematics Council, wholeheartedly endorse the key points in the Revised Draft *Mathematics Framework*, publicly posted on June 26, 2023. Educators, districts, schools, parents, and families are eager to have guidance about how to support all students in mathematics, especially as we are striving to support all learners to develop deep mathematical understanding and accelerate learning post-pandemic. In 2022, CMC wrote a [letter supporting](#) the earlier draft of the *Mathematics Framework*, which has been co-signed by 66 organizations and 2,830 individuals to date.

CMC strongly urges the State Board of Education to adopt the Revised Draft *Mathematics Framework* as it serves as a foundational document for schools and districts to build upon as they strengthen their mathematics programs to ensure success in math for all students. The Revised Draft *Mathematics Framework* recommends research-based approaches that:

- Provide access and future success for all students through creating a meaningful and rigorous mathematics experience beginning with early childhood education.
- Ensure equitable outcomes through instructional design that includes teaching big ideas, using open tasks, teaching toward social justice, supporting students' questions and conjectures, and prioritizing reasoning and justification.
- Broaden the mathematics pathways offered so more students can learn algebra, geometry, probability, and statistics through an integrated or traditional approach, followed by taking higher-level math coursework through a high school course sequence that allows for more student choice of rich and challenging courses that align with their evolving interests and aspirations.
- Shift from the use of remedial classes to a focus on acceleration and enrichment opportunities to better support all students.

The purpose of the Revised Draft *Mathematics Framework* is to provide guidance to educators and districts throughout the state as they implement the *California Common Core State Standards for Mathematics* ([California State Board of Education, 2013](#)) through instructional practices that foster access and equity. This entails responsiveness to students' backgrounds, experiences, cultural perspectives, traditions, and knowledge ([National Council of Teachers of Mathematics, 2014](#)). The Revised Draft *Mathematics Framework* ambitiously advocates for a rigorous mathematics education experience that provides all students with content that expands their views about mathematics, highlights its relevance to their lives, and instills the importance of learning it. Furthermore, it emphasizes a pedagogy that ensures access to rigorous mathematics for all students, regardless of race, gender, culture, religion, background, disability, or learning needs. The Framework also promotes a safe and inclusive learning environment that celebrates the diversity of mathematics and mathematicians.

The leadership of the California Mathematics Council fully supports and respects the aims of the Revised Draft *Mathematics Framework*, which relies on educational research to guide decision-making and places significant focus on social justice. Therefore, CMC urges the State Board of Education to adopt the Revised Draft *Mathematics Framework*.

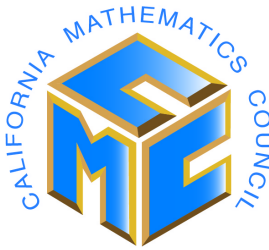
Thank you for your attention to this matter.

Sincerely,



Bruce C. Grip
President of the California Mathematics Council

2022–2023 CMC State Board



References

California State Board of Education. (2013). *California Common Core State Standards for Mathematics*. Retrieved from <https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

National Council of Teachers of Mathematics. (2014). *Access and Equity in Mathematics Education*. Retrieved from <https://www.nctm.org/Standards-and-Positions/Position-Statements/Access-and-Equity-in-Mathematics-Education/>