RE: CA Math Framework changes:

1. CA should be using 2023 reality and awareness and NOT guidelines emerging from 2019. Everything has changed since 2019. CA needs to go back to the drawing board ASAP. “The guidelines are based on statutory requirements, feedback from focus group meetings in August of 2019, student focus groups in September and October 2019, information provided by the Instructional Quality Commission and the State Board of Education, and public comment.”
2. Although this is a laudable goal it has NOTHING to do with teaching math. “The CFCC shall include ample concepts and strategies throughout the grade-level chapters to support universal access and ensure access, equity, and inclusion for all students.“
3. NAEP math scores have plunged in CA. CA fails to include discussion of bringing up those students who do not have proficiency in basic math as the NAEP proves.
4. The insertion of equity discussion does not belong in Math class but rather in social sciences.
5. There is NO provision to bring up math proficiency but rather to create math class as a discussion class on equity.
6. UDL contractual agreement to teach math is not going to raise math scores or math competency.
7. NAEP scores lowest in a decade. Where is the math proficiency component in the math framework.
8. More significantly, perhaps, the amount of 13-year-olds deemed proficient or better in [math](https://www.nationsreportcard.gov/mathematics/nation/achievement/?grade=8) went from 34 percent in 2019 to just 26 percent today.
9. In math scores went from terrible to worse: 41 percent proficient in 2019, to just 36 percent proficient in 2022
10. The NAEP reading proficiency was also stunningly low: 37 percent in 2019, down from 40 percent in 1998.
11. Students will continue to fail if CA refuses to address actual proficiency in math and reading. CA fails to provide the plan for students who are failing and provide for those students who are able to proficient and able to take advanced classes.