# Key Messages for LEAs About the New Mathematics Framework for California Public Schools

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**The following key messages are meant to inform local educational agency (LEA) staff about the new** **California Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (Mathematics Framework).**

**What Has Changed in the *Mathematics Framework* and Why:**

* The Common Core State Standards for Mathematics remain the same. The 2023 Mathematics Framework was written to provide implementation guidance grounded in research and reflecting best practices across the globe and to support equitable and engaging teaching and learning of mathematics for all students.
* Across all tested grades, 35.54 percent of all students tested in 2023–24 met or exceeded the mathematics standard for their grade level. This is down from about 40 percent of students in the 2018–19 school year, before the start of the COVID-19 pandemic. However, we know that all of our children are capable of math achievement at much greater levels than reflected by current test scores, and we believe that every child can learn math.
	+ The differences between White and Asian students and other student groups are stark. Prior to the pandemic, except for White and Asian students, fewer than 32 percent of students in each student group met or exceeded the standard, and all groups lost ground between 2019 and 2022. Efforts to improve math achievement since 2022 have improved student test scores, but we want to make sure that every child’s achievement in math reflects their potential and supports them to thrive.

**How Educators Use *Mathematics Framework* to Design Learning Opportunities:**

* The Mathematics Framework names Three Dimensions of Systemic Change to support equitable outcomes for all students. These include an assets-based approach to instruction, active engagement through investigation and connection, and cultural and personal relevance.
* Within the framework, the Drivers of Investigation (Why), Standards for Math Practices (How), and Content Connections (What) of Mathematics underpin instructional design to enhance student opportunities for investigation and connection of mathematics concepts.
* The framework provides additional insight into the development of Number Sense, Standards for Mathematical Practice, Data Science, and Content Connections across the grades from transitional kindergarten through grade twelve (coherence). It guides educators in planning instruction around major mathematical concepts, or Big Ideas (rigor), and supports offering multiple opportunities for students to develop depth of understanding and mastery of the standards in authentic contexts (focus).
* The framework organizes instruction at each grade level into a number of Big Ideas that integrate rather than isolate multiple content standards, allowing teachers to guide students in connecting mathematical concepts within and across grade levels.
* The framework’s instructional approach connects learning to the “real world” through authentic examples and use of data, both heightening engagement and preparing all students for an increasingly data-driven world.