



# Student Voices: From Student Voices to System Change

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# Mission

EdTrust-West is committed to dismantling the racial and economic barriers embedded in the California education system.

Through our research and advocacy, EdTrust-West engages diverse communities dedicated to education equity and justice and increases political and public will to build an education system where students of color and multilingual learners, especially those experiencing poverty, will thrive.



# ASSETS & ASPIRATIONS | Most students recognize the value of math



sample: nearly 90,000 high school students across 14 U.S. states (2022–2023)

Nearly **3 in 5** high school students across the nation agree that it is **important** for everyone to **learn math**.

**7 in 10** students have, at some point, considered themselves a **math person** — and those who develop that identity typically form it in elementary school.



sample: 434 middle and high school U.S. students (grades 5–12)

# LEARNING | Students want meaningful, relevant, and empowering math learning experiences

Most U.S. high school students express **determination and belief** in their math ability, though many lack **supportive conditions** to fully engage.

**70%**

agree they can be good at math if they work hard.

**61%**

often or always keep trying in math when the work gets hard.

**47%**

say they work on interesting problems in their math class.

**46%**

feel comfortable asking questions in math class when they do not understand.

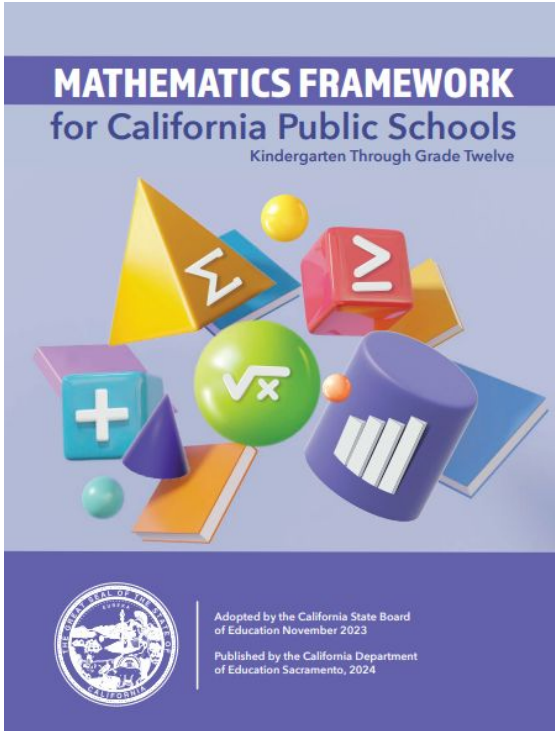
sample: nearly 90,000 high school students across 14 U.S. states (2022–2023)

Many students describe wanting "real math" with everyday relevance tied to financial skills, independence, and their future goals.

"Math is important but we're being taught the wrong kind of math."

"Math and high school are difficult. Empathy, understanding, and compassion are what we need to learn."

# 2023 MATH FRAMEWORK



**Curriculum frameworks provide guidance for implementing the standards.**

## LEA Leaders

Guidance on instructional strategies, course progression, and instructional materials

## Educators

Examples and strategies for instruction

## Coaches

Strategies for implementing effective professional learning

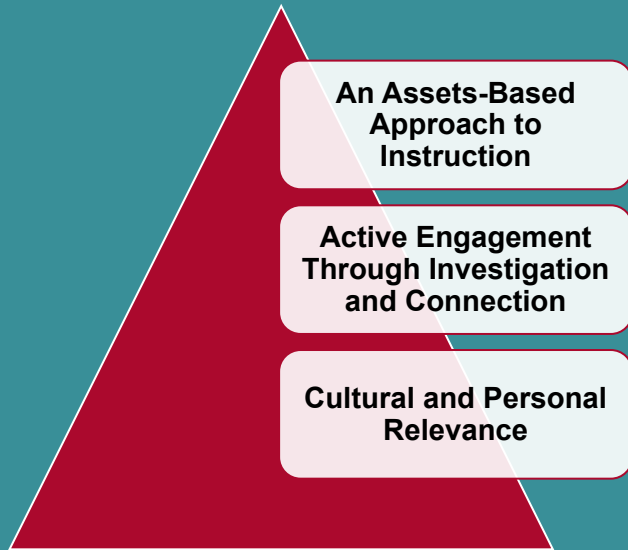
## Families

Course-level expectations and examples of student work

## Curriculum Developers

Course material expectations, appropriate instructional approaches, and assessment practices

## Three Dimensions of Systemic Change That Support Mathematics Instruction



## Five Components of Equitable and Engaging Teaching for All Students



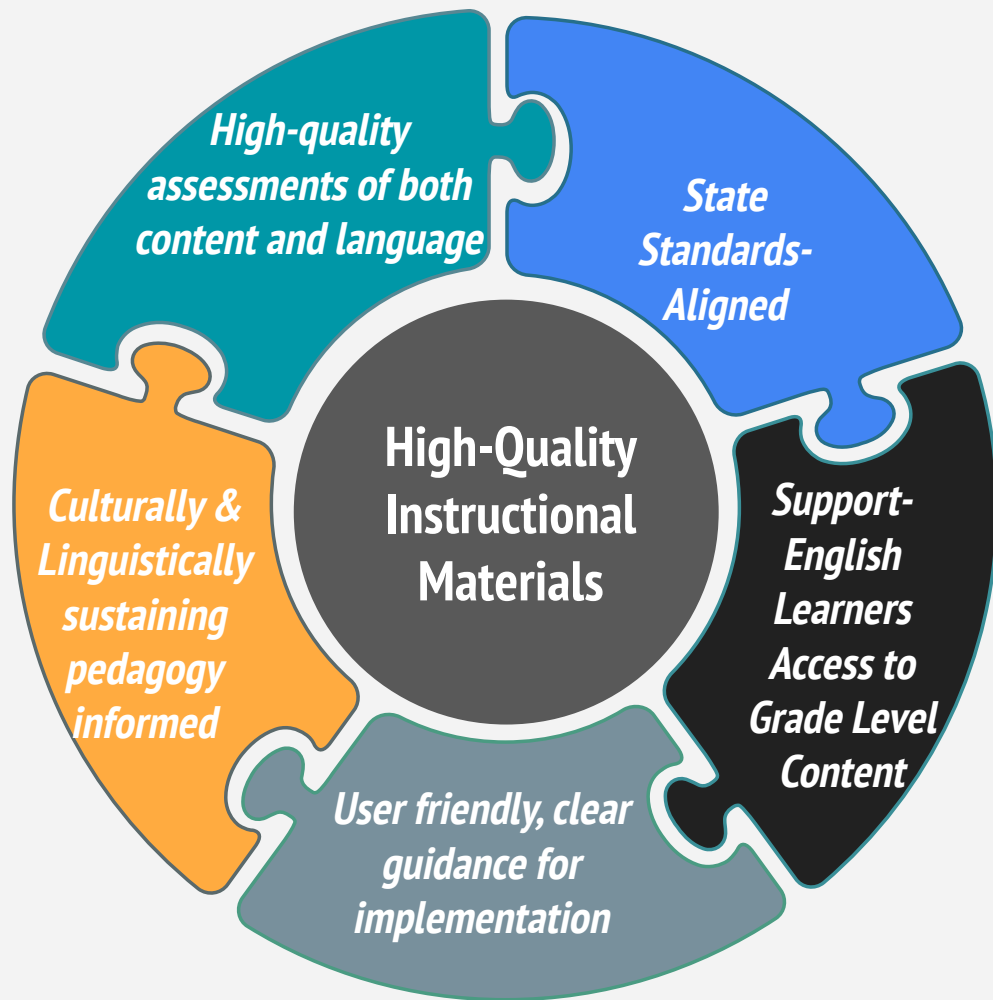
**Pedagogical Shifts** signaled in the CA 2023 Mathematics Framework that **collectively contribute** to a student-centered, inquiry-based approach aiming to make mathematics more meaningful, engaging and accessible to **ALL students**.

# 2023 Math Framework Highlights

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- **Reinforces deeper learning and student engagement:** Focus on inquiry and investigations, social justice connections, and recommended course progressions.
- **Emphasizes linguistic diversity as an asset and key feature of learning:** Including references to ELA/ELD Framework, ELD standards, scaffolds, and examples of strategies to support ELs.
- **Added emphasis on family engagement and strategies,** including “Role of Parents, Guardians, and Families” in Chapter 10.
- **Assessment considerations include strategies for authentic assessment and for English learners.**

# Defining high-quality instructional materials



# Math Instructional Materials California Adoption Timeline

SBE adoption  
of the  
Mathematics  
Framework  
  
July 2023

Math  
Adoption  
Materials  
Review cycles  
2024-2025

SBE Action  
on Program  
Recs  
November  
2025

List of SBE  
Materials  
available  
for LEAs  
  
2026

Build  
Capacity  
regarding  
HQIM and  
ML/EIs  
2026

LEAs adopt  
HQIM for  
Mathematics  
  
2026-2027

Implementati  
on of new  
Mathematics  
materials



We are here