

CONCURRENCE IN SENATE AMENDMENTS

AB 2071 (Hoover)

As Amended June 22, 2026

Majority vote

SUMMARY

Requires the California Department of Education (CDE) to develop a plan to expand digital wellness instruction in California public schools on or before January 1, 2028.

Senate Amendments

- 1) Requires the plan to include recommendations for age-appropriate instructional resources, rather than age-appropriate curriculum frameworks.
- 2) Requires the plan to include recommended resources for elementary schools, in addition to middle schools and high schools.

COMMENTS

Existing digital wellness resources. Digital wellness has not previously been defined by the CDE or in California statute. However, many of the key concepts and skills identified by the author as digital wellness fall under existing definitions of media literacy and digital citizenship. The CDE maintains several resources on its website. A brief selection includes:

- 1) Examples of media literacy education at the elementary, middle, and high school levels;
- 2) Ready-made media literacy curricula from 12 different organizations, including national programs and California standards;
- 3) Links to digital citizenship curricula and ready-made lesson plans for students in grades kindergarten through twelve; and
- 4) Lessons, units, videos, and other supporting materials on topics relating to distance learning, media literacy, digital citizenship, and information literacy. Many of the provided collections are searchable by grade or topic.

A study of the California curriculum development and adoption process is underway. Senate amendments replaced recommendations for digital wellness curriculum frameworks with digital wellness instructional resources.

The Legislature has vested the Instructional Quality Commission (IQC) and the State Board of Education (SBE) with the authority to develop and adopt state curriculum and instructional materials. The IQC develops curriculum frameworks in each subject by convening expert panels, developing drafts, and holding public hearings to solicit input. Changes are frequently made in response to public comment. The SBE then adopts the frameworks in a public meeting. The SBE also adopts, in a public process, instructional materials aligned to those frameworks for grades K-8. School district governing boards and charter schools then adopt instructional materials aligned to these standards and frameworks. This process has traditionally occurred on a regular schedule, giving schools a predictable timetable to plan and budget for changes to the

curriculum. Local adoption of new curricula involves significant local costs, including resources for professional development.

The 2025-26 budget, through AB 121 (Committee on Budget), Chapter 8, Statutes of 2025, included \$1 million to study the processes by which other states develop curriculum guidance and make recommendations about how to improve California's processes.

According to the Author

In today's digital landscape, you cannot consider mental health concerns without considering the impact of digital media. Digital literacy is directly contributing to our ongoing mental health crisis, and students deserve access to the tools and education needed to prepare them for safe digital citizenship. As a state, we are failing to meet students at this critical moment in their development. With the right skills, students are empowered to navigate digital spaces with confidence and discernment.

Arguments in Support

According to the National Association of Pediatric Nurse Practitioners, "California's young people are navigating an increasingly complex digital landscape characterized by social media algorithms, AI-generated content, cyberbullying, online misinformation, and smartphone overuse — often with little formal guidance from their schools. Research increasingly links unhealthy or excessive technology use with anxiety, depression, sleep disruption, and other mental health challenges among adolescents.

California schools already require mental health instruction in health education courses, but that mandate does not consistently address the digital environments where many of today's mental health challenges originate. AB 2071 helps close this gap by ensuring students learn practical skills for navigating technology safely, critically, and mindfully. We believe digital wellness is vital for students' health and academic success."

Arguments in Opposition

None on file.

FISCAL COMMENTS

According to the Senate Appropriations Committee, pursuant to Senate Rule 28.8, negligible state costs.

VOTES:

ASM EDUCATION: 9-0-0

YES: Patel, Hoover, Alvarez, Bonta, Castillo, Garcia, Lowenthal, Pellerin, Zbur

ASM APPROPRIATIONS: 14-0-1

YES: Wicks, Hoover, Aguiar-Curry, Caloza, Dixon, Fong, Mark González, Krell, Pacheco, Pellerin, Sharp-Collins, Solache, Ta, Tangipa

ABS, ABST OR NV: Arambula

ASSEMBLY FLOOR: 75-0-5

YES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Arambula, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Caloza, Carrillo, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Flora, Fong, Gabriel, Gallagher, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Johnson, Kalra, Krell, Lackey, Lowenthal, Macedo, McKinnor, Muratsuchi, Nguyen, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Ramos, Ransom, Michelle Rodriguez, Rogers, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

ABS, ABST OR NV: Jackson, Lee, Ortega, Quirk-Silva, Celeste Rodriguez

SENATE FLOOR: 39-0-1

YES: Allen, Archuleta, Arreguín, Ashby, Becker, Blakespear, Cabaldon, Caballero, Cervantes, Choi, Cortese, Dahle, Durazo, Gonzalez, Grayson, Grove, Hurtado, Jones, Laird, Limón, McGuire, McNerney, Menjivar, Niello, Ochoa Bogh, Padilla, Pérez, Reyes, Richardson, Rubio, Seyarto, Smallwood-Cuevas, Stern, Strickland, Umberg, Valladares, Wahab, Weber Pierson, Wiener

ABS, ABST OR NV: Alvarado-Gil

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