

Date of Hearing: August 5, 2026

ASSEMBLY COMMITTEE ON APPROPRIATIONS

Buffy Wicks, Chair

SB 1067 (Weber Pierson) – As Amended July 2, 2026

Policy Committee: Education

Vote: 8 - 0

Urgency: No

State Mandated Local Program: Yes

Reimbursable: Yes

SUMMARY:

This bill requires the State Board of Education (SBE), by July 31, 2027, to approve criteria and guidance for selecting evidence-based, culturally, linguistically, and developmentally appropriate mathematics diagnostic assessments for pupils in kindergarten and grades one and two that the California Department of Education (CDE) must post to its website. The bill also requires, by June 30, 2028, the governing board or body of an LEA serving pupils in kindergarten and grades one and two, to adopt one or more diagnostic assessments from the list published by CDE or self-certify it has adopted an assessment meeting the criteria established by the SBE and begin administering the assessment beginning with the 2028-29 school year.

The bill requires CDE, by January 31, 2028, to adopt approved diagnostic assessments pursuant to the adopted criteria and post them on its website along with additional implementation guidance for local educational agencies (LEAs). An LEA may excuse a pupil from the assessment under specified circumstances, such as having been identified for special education and related services under federal law.

FISCAL EFFECT:

- 1) One-time Proposition 98 General Fund costs of an unknown but likely significant amount, possibly in the hundreds of thousands to millions of dollars statewide, for LEAs to adopt an approved diagnostic assessment and update associated notifications and guidance to parents. Ongoing Proposition 98 General Fund costs potentially in the millions to tens of millions of dollars annually, to administer the assessments and provide appropriate supports to students. To the extent an LEA already administers a compliant math assessment in the early grades and dedicates resources towards targeted interventions then costs would be lower.

The Budget Act of 2026 includes \$4.4 billion in one-time Proposition 98 General Fund discretionary resources to LEAs via the Student Support and Professional Development Block Grant that could be used to support implementation of this bill by LEAs.

- 2) One-time costs of approximately \$1 million for CDE to determine, adopt, and post approved diagnostic assessments based on SBE-adopted criteria.

COMMENTS:

- 1) **Purpose.** According to the author:

Math learning is cumulative, and when students fall behind in the early grades it becomes much harder to catch up—too often turning small gaps into lifelong barriers, with the greatest impacts on low-income students and students of color.

SB 1067 takes a proactive, prevention-focused approach by ensuring young students are assessed for early math challenges and receive timely, evidence-based support when it is most effective. At its core, this bill is about making sure every child builds a strong foundation in math, opening the door to lasting academic achievement, meaningful career pathways, and lifelong success in California's innovation economy.

- 2) **Background.** Recent standardized test scores for California students display a concerning lack of mathematics proficiency, with only 37% of students meeting or exceeding Common Core State Standards for math in 2025, compared to 49% of students on the English Language Arts standards. Even more concerning are the disparities among different student subgroups. For example, according to a Public Policy Institute of California (PPIC) analysis, math proficiency was at 57% and 51% for Asian and white students, respectively, while at 26% for Latino students and 20% for Black students. This bill attempts to improve these disparities by requiring LEAs to implement assessments in the early elementary school grades to identify students who may be struggling with math proficiency.

The state has made significant investments towards improving math proficiency in recent years, including \$50 million appropriated within the education omnibus trailer bill, AB 126 (Committee on Budget), Chapter 65, Statutes of 2026, to augment the Mathematics Professional Learning Partnership (MPLP) and increase support for education training and implementation of the new mathematics curriculum framework. Originally established in 2023, the MPLP helps LEAs build capacity for mathematics coaching, teaching, and leadership to help increase access for all kindergarten through grade 12 students to high-quality math instruction. The program develops and delivers educator training and resources and also provides grants and mini-grants to support regional partnerships focused on building capacity for coaching, teaching, and leadership. To date, the Legislature has appropriated a total of \$50 million to support the MPLP in addition to the \$50 million included in the Budget Act of 2026.

Standardized testing for math under current law, via the California Assessment of Student Performance and Progress (CAASP), is administered beginning in the third grade. This bill requires the administration of approved diagnostic assessments for mathematics proficiency for students in grades kindergarten and one and two and requires an LEA to provide targeted individual intervention to students as needed based on assessment results, perhaps facilitating a synergy between existing math proficiency resources such as the MPLP and improved early identification of students requiring additional supports.