

UNFINISHED BUSINESS

Bill No: SB 1067
Author: Weber Pierson (D), et al.
Amended: 8/17/26
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 4/22/26

AYES: Pérez, Ochoa Bogh, Cabaldon, Choi, Cortese, Gonzalez, Reyes

SENATE APPROPRIATIONS COMMITTEE: 7-0, 5/14/26

AYES: Cervantes, Seyarto, Cabaldon, Dahle, Grayson, Richardson, Wahab

SENATE FLOOR: 39-0, 5/19/26

AYES: Allen, Alvarado-Gil, Archuleta, Arreguín, Ashby, Becker, Blakespear, Cabaldon, Caballero, Cervantes, Choi, Cortese, Dahle, Durazo, Gonzalez, Grayson, Grove, Hurtado, Jones, Laird, Limón, McGuire, McNerney, Menjivar, Ochoa Bogh, Padilla, Pérez, Reyes, Richardson, Rubio, Seyarto, Smallwood-Cuevas, Stern, Strickland, Umberg, Valladares, Wahab, Weber Pierson, Wiener
NO VOTE RECORDED: Niello

ASSEMBLY FLOOR: 71-0, 8/24/26 - See last page for vote

SUBJECT: Pupil instruction: math screenings

SOURCE: EdVoice

DIGEST: This bill 1) requires the State Board of Education (SBE) to approve criteria for diagnostic assessments, considering specified factors, by July 31, 2027; 2) requires the California Department of Education (CDE) to post on its website an approved list of assessments that meet the SBE-developed criteria, from which local educational agencies (LEAs) must then select, by January 31, 2028; 3) requires LEAs to adopt one or more diagnostic assessments from the CDE published list by June 30, 2028; and 4) requires LEAs to annually assess, beginning in the 2028-29 school year, the mathematical knowledge and learning needs of kindergarten, 1st, and 2nd grade students using a diagnostic assessment

Assembly Amendments 1) replace all references to screenings and screening instruments with diagnostic assessments; 2) strike the requirement for the SBE to appoint an independent panel of experts to approve a list of mathematic diagnostic assessments and instead require the SBE to approve and post on its website, criteria and guidance for selecting specified mathematic diagnostic assessments; 3) require the CDE, on or before January 31, 2028, to publish a list of approved diagnostic assessments, and post additional guidance to assist LEAs in selecting diagnostic assessments from the approved list; 4) clarify provisions related to an LEAs use of diagnostic assessments that are not among the CDE's approved list; 5) remove requirements related to the time of year pupils must be assessed; 6) encourage LEAs to leverage existing state investments to support pupils identified through the diagnostic assessment; 7) require the SBE to develop requirements and procedures for LEAs to notify the CDE and parents and guardians of assessment use and results, as well as determine the information the CDE shall make available to the public; and 8) require the CDE to curate and maintain on its website, guidance and resources on evidence based support, as specified.

ANALYSIS:

Existing law:

- 1) Requires the Instructional Quality Commission (IQC), during the next revision of the mathematics curriculum framework, on or after January 1, 2025, to consider including that pupils in grade 8 be offered the opportunity to take Algebra I or Mathematics I course that is aligned to the content standards adopted by the SBE. (Education Code (EC) § 33547.5)
- 2) Requires the SBE, on or before January 31, 2024, to appoint an independent panel of experts for the purpose of creating an approved list of screening instruments for pupils in kindergarten and grades 1 and 2 to assess pupils for risk of reading difficulties, as specified. (EC § 53008)
- 3) Requires the above panel of experts to vote to approve a list of screening instruments that includes screening instruments that are developed both for English-speaking pupils and for non-English speaking pupils, in languages reflecting the primary languages of pupils in the state, to the extent assessments in those languages are available. (EC § 53008)
- 4) Requires the governing board or body of an LEA serving pupils in kindergarten and grades 1 and 2 to adopt one or more screening instruments from the list

approved by the panel of experts above to assess pupils for risk of reading difficulties, as specified. (EC § 53008)

- 5) Requires LEAs serving pupils in kindergarten, or grades 1 or 2, beginning no later than the 2025-26 school year, and annually thereafter, to assess each pupil in kindergarten and grades 1 and 2 for risk of reading difficulties using the screening instrument or instruments adopted by the governing board or body of the LEA, unless the pupil's parent or guardian opts out of the screening in writing. (EC § 53008)
- 6) States that results from a screening instrument shall be used as part of a broader process that further evaluates pupil needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows for further diagnosis if concerns do not resolve. (EC § 53008)
- 7) Requires an LEA to provide a student who has been screened and identified as being at risk of having reading difficulties with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the pupil. (EC § 53008)
- 8) Defines "reading difficulties" to mean a barrier that impacts a pupil's ability to learn to read or improve reading abilities, including dyslexia. (EC § 53008)

This bill:

- 1) Requires the SBE, by July 31, 2027, to approve criteria and guidance for diagnostic assessments that LEAs can use to assess students in kindergarten, 1st, and 2nd grades for math knowledge.
- 2) Authorizes the SBE to approve grade-specific criteria for diagnostic assessments. Requires the SBE to consider multiple factors when developing assessment criteria, including the extent to which an assessment addresses the following factors:
 - a) Measurement of grade-level foundational math skills, as outlined in the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (2023).
 - b) Evidence that the tool is validated using a contemporary multicultural and multilingual sample of students, with outcome data for English learners and non-English learners;

- c) Integration of relevant student demographic information, such as home language and access to prekindergarten education, to more fully understand a student's performance;
 - d) Guidance and resources for educators on how to administer, interpret, and respond to diagnostic assessments, as specified.
- 3) Requires the math diagnostic assessments to be evidence-based; to be culturally, linguistically, and developmentally appropriate; to assess a student's mathematics knowledge and learning needs; and to identify students in need of additional support.
- 4) Requires the CDE to post on its website the SBE criteria and guidance by July 31, 2027.
- 5) Requires the CDE, by January 31, 2028, to post on its website the following:
- a) A list of approved diagnostic assessments that comply with the SBE criteria and guidance. Requires the list to include assessments for both English learners and non-English learners, in the primary languages of students in the state, to the extent possible. Authorizes the CDE to update the list of approved assessments periodically, as appropriate.
 - b) Guidance to assist LEAs in selecting diagnostic assessments from the CDE list, including but not limited to how LEAs may weigh the following factors:
 - i) The time it takes to complete the assessment;
 - ii) The time it takes for assessment results to become available to educators;
 - iii) The availability of digital and nondigital assessments, and for digital assessments, the data privacy protections in place; and
 - iv) The ability of the assessment to accommodate pupils with exceptional needs.
- 6) Requires LEAs serving students in grades kindergarten, 1st, and 2nd to adopt, on or before June 30, 2028, one or more diagnostic assessments from the CDE list. Requires LEAs to include assessments in the primary languages of students in the LEA, to the extent possible.
- 7) Authorizes LEAs to use an assessment not on the CDE list if its governing board or body self-certifies that the assessment meets all of the SBE criteria. Requires self-certification to include findings that the assessment has been

validated to assess students' math knowledge in the relevant grades and meets the SBE-developed criteria. Requires self-certification to be reported to the CDE by July 15, 2029, in a form and manner determined by the CDE.

- 8) Requires, beginning with the 2028-29 school year, LEAs to annually assess kindergarten, 1st, and 2nd grade students with an approved math diagnostic assessment.
- 9) Prohibits math assessments from being considered an evaluation or diagnostic tool pursuant to the federal Individuals with Disabilities Education Act (IDEA) or Section 504 of the federal Rehabilitation Act of 1973, and from being used to delay the IDEA child find process. Authorizes an LEA to use assessment results to recommend students for further assessment to establish special education eligibility and related services pursuant to IDEA or 504 plans.
- 10) Specifies procedures for students who do not have sufficient English proficiency to be assessed.
- 11) Authorizes an LEA to not screen a student if the LEA receives written consent of the parent or guardian, and the student has a current identification or diagnosis of dyscalculia or other disability, or is eligible or currently being assessed for special education and related services pursuant to IDEA or a 504 plan.
- 12) Requires an LEA to provide parents or guardians with information about the assessment. Requires assessment results be made available to parents and guardians in a timely manner, including specified information.
- 13) Requires assessment results be used to assess students' math knowledge and identify students who need additional support, not as a diagnosis of a disability. Requires results to be used as part of a broader process that accomplishes the following;
 - a) Further evaluates student needs and progress;
 - b) Identifies supports for classroom instruction;
 - c) Enables targeted individual intervention as needed; and
 - d) Allows for further diagnosis if concerns do not resolve.
- 14) Requires LEAs to provide supports and services to students whose assessment results indicate they may benefit from additional instructional support or

intervention, which may include but may not be limited to specified interventions.

- 15) Encourages LEAs to leverage existing state investments, including Multi-Tiered Systems of Support, mathematics coaching, professional learning opportunities, the Expanded Learning Opportunities Program, and other resources to support students identified through assessments.
- 16) Prohibits assessment results from being used for any high-stakes purpose, including but not limited to teacher or staff evaluation, accountability, student grade promotion or retention, identification for gifted or talented education, or identification as an individual with exceptional needs.
- 17) Encourages LEAs to use local assessments, statewide assessment data, and formative assessment tools, and other measures of student progress to monitor student math achievement and provide appropriate support through elementary, middle, and high school.
- 18) Requires the SBE, on or before July 31, 2028, to determine the information and process by which LEAs shall notify the CDE of assessment results, and the information the CDE may make available to the public.
- 19) Requires the CDE, by April 30, 2028, to curate and maintain on its website guidance and resources on evidence-based support and intervention and Tier 1 instructional strategies aligned with the 2023 Mathematics Framework.
- 20) Requires the SBE and CDE to solicit stakeholder input when developing the criteria, guidance, and list of diagnostic assessments, and allow for public comment.
- 21) Defines the following terms:
 - a) “Assessment” or “diagnostic assessment” means a tool used to identify pupils’ specific knowledge, skills, strengths, and learning gaps to inform instruction and supports, administered by an appropriately trained school employee, including, but not limited to, a certificated teacher of record, and may include a kindergarten readiness assessment.
 - b) “Kindergarten” does not include transitional kindergarten, as defined in existing statute.
 - c) “Local educational agency” means a school district, county office of education, or charter school.

Comment

Need for the bill. According to the author, “California is in the midst of a math achievement crisis that is limiting students’ long-term academic and career opportunities and widening equity gaps across our state. As a legislator, I believe it is our shared responsibility to ensure that future generations have the foundation they need to succeed and to contribute meaningfully to sustaining California’s leadership in innovation and growth. 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 screened 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.”

The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (Framework). In 2023, the SBE adopted a new Framework after an extensive revision process. The Framework is important guidance designed to help educators align classroom teaching with California’s rigorous math learning standards. The purpose of the revised Framework is to support excellence in math teaching and learning through curriculum and instructional approaches grounded in research and reflective of best practices across the globe. The revised Framework provides guidance for mathematics learning for all students at all levels of math, including calculus, and ensures students have a wide variety of options, including pursuing science, technology, engineering, and math (STEM) in college or seeking other careers that benefit from quantitative knowledge and reasoning. Notable highlights of the new Framework include the following:

- Guidance to help educators structure the teaching of state math standards around “Big Ideas” that integrate math concepts across grade levels and through developmental progressions and encourage students to connect with their learning through “real-world” examples and problem solving.
- Guidance to help educators make mathematics instruction culturally relevant and empowering, thus allowing students to see themselves in the curriculum and in math-related careers.

- Guidance to help educators incorporate data science into math instruction throughout grade levels and encourage students to become proficient at understanding and using data, with the goal of helping students identify misleading data and use data to make informed decisions.
- Guidance on strategies that support learning recovery for students, such as providing additional support and expanded learning time; providing personalized learning; and including one-on-one or small group tutoring.

In 2025, the IQC completed the process of adopting Framework-aligned instructional materials for three types of programs: basic grade-level for kindergarten through grade 8, Algebra I, and Integrated Mathematics I.

This bill develops a timeline and infrastructure to support schools in their efforts to provide targeted early math supports to students:

- a) By July 31, 2027, requires the SBE to approve, and the CDE to publish, Framework informed criteria and guidance for selecting evidence-based, culturally, linguistically, and developmentally appropriate diagnostic assessments for pupils in kindergarten and grades 1 and 2;
- b) By January 31, 2028, requires the CDE to publish an approved list of diagnostic assessments to assess pupils' mathematics knowledge and learning needs and identify pupils in need of additional support;
- c) By June 30, 2028, requires the governing board or body of an LEA to adopt one or more diagnostic assessments from the approved list, or adopt a self-certified equivalent that meets specified criteria;
- d) Beginning no later than the 2028-29 school year, requires LEAs serving students in kindergarten or grades 1 or 2 to assess the mathematics knowledge of each pupil in those grade levels using a locally adopted diagnostic assessment.
- e) By April 30, 2028, requires the CDE to curate and maintain online guidance and resources on evidence-based support and intervention and Tier 1 instructional strategies aligned with the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.

Ultimately, if the results of the diagnostic assessment indicate that a student may benefit from additional instructional support or intervention, the LEA must then provide the student with supports and services that address the specific challenges

identified by the diagnostic assessment and other pertinent information about the student.

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: Yes

According to the Assembly Appropriations Committee:

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

SUPPORT: (Verified 8/24/26)

EdVoice (source)

State Superintendent of Public Instruction Tony Thurmond

21st Century Alliance

Bell Resident Club

Black Parallel School Board

California State PTA

California-Hawaii State Conference of the NAACP

Center for Community Action and Environmental Justice

Charles Armstrong School

Decoding Dyslexia CA

Delta Kappa Gamma International - Chi State

Designated Exceptional Services for Independence

El Centro Del Pueblo

Elevate California

Ensemble Learning

Families in Schools
Fenton Charter Public Schools
Gumball Foundation
Hawley Special Education Law Advocacy
Innovate Public Schools
KIPP Public Schools Northern California
La Comadre Network
Latinos in Action
Legislative Action Committee - Santa Clara County School Boards Association
Maywood Education Fair
Mi Escuelita Bilingue
National Center for Learning Disabilities
National Council on Teacher Quality
New Economics for Women
Ollin Law
Partnership for Los Angeles Schools
Proyecto Pastoral at Dolores Mission
San Mateo County School Boards Association
Scholarship Association for ESL Students
SpEducational
Teach for America
Teach Start
Walnut Park Civic Engagement Project
Watts of Power Foundation
Yo Soy Tu Voz

OPPOSITION: (Verified 8/24/26)

Association of California School Administrators
California County Superintendents
California Mathematics Council
California Teachers Association
Californians Together
Kern County Superintendent of Schools Office
Office of the Riverside County Superintendent of Schools

ASSEMBLY FLOOR: 71-0, 8/24/26

AYES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Arambula, Ávila Farías, Bains, Bauer-Kahan, Berman, Boerner, Bonta, Bryan, Calderon, Caloza, Carrillo, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Flora, Fong, Gabriel, Garcia, Gipson, Jeff Gonzalez, Hadwick, Haney,

Harabedian, Hart, Hoover, Irwin, Jackson, Johnson, Krell, Lackey, Lee, Lowenthal, Macedo, Muratsuchi, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Celeste Rodriguez, Michelle Rodriguez, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Soria, Stefani, Ta, Tangipa, Valencia, Wallis, Wicks, Wilson, Rivas

NO VOTE RECORDED: Bennett, Mark González, Kalra, McKinnor, Rogers, Solache, Ward, Zbur

Prepared by: Therresa Austin / ED. / (916) 651-4105
8/24/26 20:58:56

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