Date of Hearing:

ASSEMBLY COMMITTEE ON EDUCATION
Darshana R. Patel, Chair
SB 1067 (Weber Pierson) – As Amended June 22, 2026

SENATE VOTE: 39-0

SUBJECT: Pupil instruction: math assessments

SUMMARY: Requires local educational agencies (LEAs) to annually assess, beginning in the 2028-29 school year, the mathematical knowledge and learning needs of kindergarten, first, and second grade students using a diagnostic assessment. Requires the State Board of Education (SBE) to approve criteria and guidance for selecting mathematics diagnostic assessments, considering specified factors, by July 31, 2027. Requires the California Department of Education (CDE) to post on its website a list of assessments that meet the SBE-developed criteria, from which LEAs must then select, by January 31, 2028. Specifically, **this bill**:

1) Requires the SBE, by July 31, 2027, to adopt criteria and guidance for selecting diagnostic assessments with which LEAs can assess students in kindergarten, first, and second grades for math knowledge. Defines the following:

    a) 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; and

    b) Kindergarten does not include transitional kindergarten.

2) Requires the math diagnostic assessments to be evidence-based and culturally, linguistically, and developmentally appropriate for the intended grade level. Requires the math diagnostics to assess a students' mathematics knowledge and learning needs, and identify students in need of additional support.

3) 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 foundational math skills appropriate to the respective grade level, as outlined in the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (2023 Mathematics Framework);

    b) Evidence that the tool is normed and validated using a contemporary multicultural and multilingual sample of students, with outcome data for students whose home language is a language other than English as well as those who are native English speakers;

    c) Integration of relevant student demographic information, such as home language, English language fluency, and access to prekindergarten education, to more fully understand a student's performance;

    d) Guidance and resources for educators on how to administer diagnostic assessments; interpret results; identify students in need of additional support; explain results to families

in the student's primary languages; and determine educational strategies, assessments and interventions that should be considered, specific to each type of student result. Requires this guidance to adhere to the following:

i) Be informed by the 2023 Mathematics Framework;

ii) Be informed by the knowledge of effective interventions for the specific needs of individual students; and

iii) Reflect a tiered interventions model aligned with Multi-Tiered Systems of Support.

4) Requires the CDE to post on its website the criteria and guidance developed by the SBE by July 31, 2027.

5) Requires the CDE, by January 31, 2028, to adopt and post on its website a list of diagnostic assessments that comply with the criteria and guidance developed by the SBE. Requires the list to include assessments for both English-speaking and non-English-speaking students, in primary languages of students in the state, to the extent that such assessments are available.

6) Authorizes the CDE to update the list of approved assessments periodically, as appropriate.

7) Requires LEAs serving students in grades kindergarten, 1st, and 2nd to adopt at a public hearing, on or before June 30, 2028, one or more of the approved diagnostic assessments from the list posted by CDE. Requires the adopted assessments to include assessments for both English-speaking and non-English-speaking students, in the primary languages of students in the LEA, to the extent that such assessments are available.

8) Authorizes an LEA to satisfy the requirement to adopt a diagnostic assessment by continuing to use an assessment, including a kindergarten readiness assessment, if its governing board or body self-certifies. Requires the self-certification to include findings by the governing board or body 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.

9) Requires, beginning with the 2028-29 school year, LEAs to annually assess each student in grades kindergarten, 1st, and 2nd with an approved math diagnostic assessment, unless the student's parent or guardian opts them out of the assessment in writing. Clarifies that this requirement also applies to students who enroll after the diagnostic assessment has been administered to other students.

10) Prohibits the math assessments from being considered an evaluation or diagnostic tool pursuant to the federal Individual with Disabilities Education Act (IDEA) or Section 504 of the federal Rehabilitation Act of 1973, and shall not be used to delay the child find process required under IDEA. Authorizes an LEA to use assessment results to recommend students for further assessment and evaluation to establish eligibility for special education and related services pursuant to IDEA or 504 plans.

11) Specifies procedures for students who do not speak sufficient English to be assessed:

a) Requires students to be assessed in their primary language, if an approved assessment in their primary language exists;

b) If an assessment is not available in at least one language in which the student is proficient, requires the student's foundational math skills to be evaluated through analysis of their developmental and educational history, math progress, home background, and evolving English language abilities;

c) Authorizes components of the approved assessments that do not require English language proficiency to be used in this evaluation; and

d) Requires students to be assessed with an approved assessment when they acquire sufficient English language fluency, or when an assessment in their primary language becomes available.

12) Authorizes an LEA to not screen a student if the LEA receives written consent of the parent or guardian and any of the following criteria are met:

a) The student has a current identification or diagnosis of dyscalculia or other disability;

b) The student is eligible for special education and related services pursuant to IDEA or a 504 plan; or

c) The student is currently being assessed for eligibility for special education and related services pursuant to IDEA or a 504 plan, and the student is being evaluated with diagnostic assessments that make the screening redundant.

13) Requires an LEA to provide parents or guardians with information about the assessment, according to the following. Encourages LEAs to provide this information with back-to-school materials provided at the beginning of the school year.

14) Requires assessment results be made available to parents and guardians in a timely manner, including information on how to interpret the results, notification when a student is identified as needing additional support, and any planned additional instructional support and interventions. Requires all notifications to parents and guardians to comply with existing translation requirements.

15) 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.

16) 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:

    a) Evidence-based math instruction focused on the student's specific needs;

    b) Progress monitoring;

    c) Early intervention, including targeted small-group instruction or supports provided through Multi-Tiered Systems of Support;

    d) One on one or small group tutoring; and

    e) Further evaluation or diagnostic assessment, if needed.

17) 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.

18) 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.

19) 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.

20) Requires the SBE, on or before July 31, 2028, to determine the information LEAs shall report to parents or guardians regarding assessment use and results, including information on student performance and supports.

21) Requires the CDE, by June 30, 2027, 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.

EXISTING LAW:

1) Requires the Instructional Quality Commission (IQC) to adopt basic instructional materials for use in kindergarten and grades 1 through 8, inclusive, for the governing boards of school districts to subsequently adopt. (Education Code (EC) 60200)

2) Requires the 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. (EC 33547.5)

3) 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:

a) Requires the panel to approve a list of screening instruments, including ones developed for English-speaking and non-English speaking pupils, in languages reflecting the primary languages of pupils in the state, to the extent such assessments are available;

b) Requires an LEA serving pupils in kindergarten through 2nd grade 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;

c) Requires LEAs to annually, beginning in the 2025-26 school year, assess students in kindergarten through 2nd grade for risk of reading difficulties using the adopted screening instruments, unless the student's parent or guardian opts out of the screening in writing. Specifies that, when determining when in the school year to administer each screening instrument, an LEA shall consider whether pupils have received sufficient instruction in foundational reading skills to support a valid assessment;

d) 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;

e) Requires LEAs to provide a student who has been identified as at risk for reading difficulties with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the pupil; and

f) 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)

FISCAL EFFECT: According to the Senate Appropriations Committee: This bill could result in Proposition 98 General Fund costs in the tens of millions of dollars each year. This estimate is based on the amount that has been provided so far for universal reading screenings:

- 1 million for the expert panel appointment and screening instrument development process;

- $65 million to support the necessary implementation costs such as training for educators to administer literacy screenings;

- $40 million proposed in the 2026-27 Governor's Budget to support continued implementation of student reading difficulties screenings.

The CDE estimates General Fund costs of $168,000 for 1.0 position needed for guidance development and potential system updates for statewide data reporting.

COMMENTS:

Need for the bill. According to the author's office, "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.

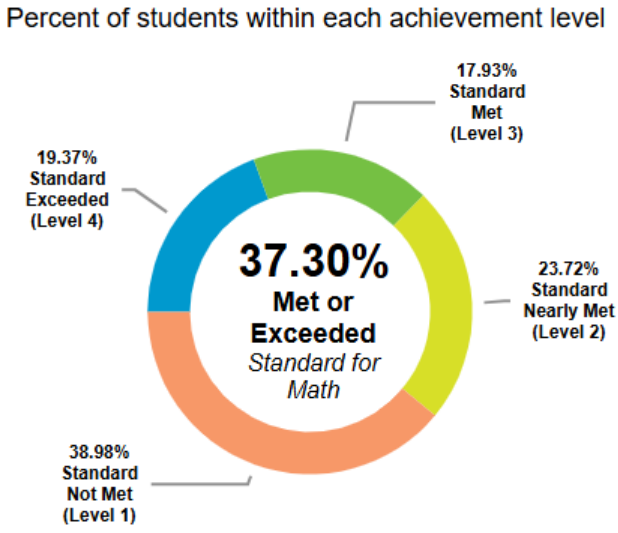
SB 1067 takes a proactive, prevention-focused approach by ensuring young students are assessed for early math challenges and receive timely, evidence-based support when it is most effective. At its core, this bill is about making sure every child builds a strong foundation in math, opening the door to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

Key provisions of the bill. SB 1067 would require LEAs to conduct math assessments of kindergarten, first, and second grade students beginning in the 2028-29 school year. The goal of the assessments would be to ascertain students' mathematics knowledge and learning needs and identify students in need of additional support. Assessments for this purpose would be chosen in part by the SBE, which would set criteria that the assessments must adhere to; by the CDE, which would curate a list of assessments that the meet those criteria; and by each LEA, which would select an assessment from the CDE list, or continue to use a math assessment they currently use if they self-certify that it meets the SBE-developed criteria.

The bill is modeled in part after the universal reading screeners policy implemented in California in 2023, which aimed to identify students who experience difficulties with reading (SB 114 (Committee on Budget), Chapter 48, Statutes of 2023). However, recent author amendments have shifted the focus of SB 1067 to diagnostic assessments of a student's general math knowledge and skills rather than screening for math difficulties. The bill includes numerous provisions to accommodate students who are English learners, and clarifies that the results of the assessment are not a diagnosis of disability and cannot be used to establish eligibility for special education and related services.

Under SB 1067, LEAs would be responsible for communicating with parents and guardians about the assessments and providing additional support and instruction to students who could benefit from it, as identified by the assessment.

Mathematics

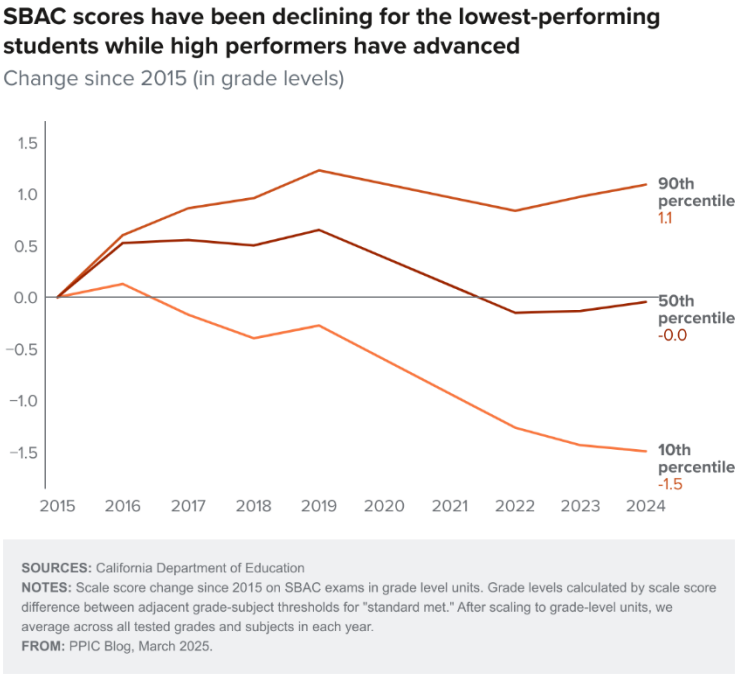


Source: California Assessment of Student Performance and Progress, Test Results at a Glance.

California math scores are low and display a widening achievement gap. The 2025 Smarter Balanced Assessments (SBAC), which assesses the English Language Arts (ELA) and mathematics proficiency of students in grades 3, 8, and 11, revealed that only 37% of test takers met or exceeded Common Core State Standards for math. This is lower than ELA, in which 49% of test takers met or exceeded standards.

After a significant drop in math achievement following COVID-19 (40% of test takers met or exceeded standards in 2019, compared to 33% in 2023), math achievement has increased in recent years and is now nearing pre-pandemic levels.

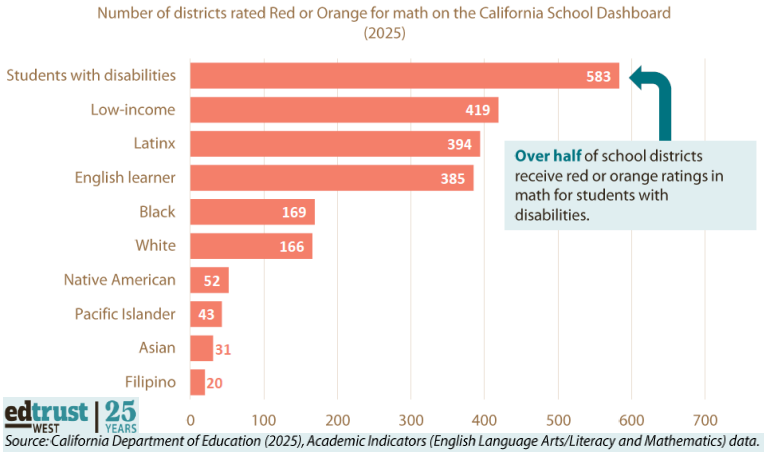
However, average math performance can mask differences between high and low performers, which currently appears to be growing. An analysis by the Public Policy Institute of California (PPIC) reveals that the achievement gap between the worst (bottom 10%) and best (top 10%) performers on the math SBAC has increased significantly since 2015, when the test was first administered *(Recent Test Results Show Widening Gap between High- and Low-scoring K–12 Students, PPIC, 2025)*. The authors found a similar trend in results from the National Assessment of Educational Progress. This data suggests there is a need to provide more targeted support to the lowest-achieving students.



Another PPIC analysis describes how income, race, and language proficiency are associated with math achievement (*California's K-12 Test Scores, PPIC, 2026).* The authors analyzed the 2025 SBAC results and noted the following disparities:

- 26% of low-income students met math standards, compared to 58% of high-income students.
- Math proficiency rates were highest in Asian (57%) and white (51%) students, and lowest for Latino (26%) and Black students (20%).
- 26% of students who had ever been an English learner met math standards, compared to 43% of students who had never been an English learner.

A small gender gap was also identified, with 39% of boys and 35% of girls meeting math proficiency. Geography also played a role: students in the Bay Area and parts of Southern California had the highest scores, while those in the Central Valley and northernmost areas were below average.



Another way to analyze equity in math achievement is by examining data from the California School Dashboard. The Dashboard tracks how LEAs perform on various state and local indicators, and allows users to examine performance by student subgroup. An analysis by EdTrsutWest found that 3 in 4 school districts had at least one student subgroup – most often students who have

disabilities or who are low-income, Latinx, or English learners – that rated red or orange, the Dashboard's lowest-performing tiers.

Universal early math assessments may be useful in the context of instructional support. Some evidence suggests that universal assessments in early education can help identify students struggling with math. However, identification of struggling students alone is likely insufficient to change their achievement trajectory.

The Institute of Education Sciences (IES) analyzed the impact of various interventions to support students struggling with math (*Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools, IES Practice Guide, 2009).* They found that screening all students for potential mathematics difficulties is supported by a "moderate" level of evidence (as opposed to "strong" or "low"), and recommend the following implementation guidelines:

- As a district or school sets up a screening system, have a team evaluate potential screening measures. The team should select measures that are efficient, reasonably reliable, and demonstrate predictive validity. Screening should occur in the beginning and middle of the year.

- Select screening measures based on the content they cover, with an emphasis on critical instructional objectives for each grade.

- Use the same screening tool across a district to enable analyzing results across schools.

The strongest recommendations made by the IES were focused on how to design and implement successful intervention strategies. Indeed, identifying struggling students is unlikely to be helpful if successful intervention strategies or support for those students are not also provided.

Alabama is commonly cited as an example of how to improve student math achievement, as they were one of the only states with higher math scores in 2025 than pre-pandemic levels. In 2022 Alabama passed the Numeracy Act, which required universal math screening and diagnostic assessments in kindergarten through 2nd grade. However, Alabama also implemented significant instructional support, including significant professional development focused on content knowledge, intensive support for the lowest-performing schools, and at least one dedicated math coach in every elementary school. Thus, the state exemplifies how math assessments in early education can be effective if embedded in the context of other support.

The 2023 Mathematics Framework encourages conceptual understanding and consistent assessments. In 2023, the SBE adopted a new Mathematics Framework after multiple years of development and an extensive revision process, which included two 60-day field review periods in 2021 and 2022. The 2023 Mathematics Framework includes a shift away from memorization and rote skills and towards a more conceptual teaching and understanding of math. This shift was described by the California Collaborative for Educational Excellence in their *Overview of California's Approach to Mathematics Instruction* as follows:

> The 2023 Mathematics Framework prompts educators to structure the teaching of the state's rigorous standards around "Big Ideas" that integrate rather than isolate TK–12 math concepts. This approach encourages teachers to think about how the Big Ideas in mathematics connect both within and across grade levels in developmental progressions. The

> Mathematics Framework also aims to dispel myths around who can and who can't learn math and encourages development in students of a growth (rather than fixed) mindset, which bolsters perseverance, confidence, and achievement. It includes guidance to help educators make math instruction culturally and personally relevant and empowering. The Mathematics Framework describes and illustrates developmentally appropriate pedagogical approaches that increase engagement and achievement for all students, especially those who have been underrepresented in STEM careers. Additionally, the Mathematics Framework incorporates explicit guidance for planning assessment and instructional materials adoptions that are responsive to the needs of multilingual learners (representing 40 percent of California students and a majority of those entering kindergarten).

Chapter 12 of the 2023 Math Framework is dedicated to designing, implementing, and interpreting student assessments. This chapter encourages educators to consistently use formative assessments, which can be used during instruction to gauge students' learning and adjust ongoing teaching, and summative assessments, which typically occur at the end of a learning cycle to gauge students' acquisition of learning and skills. The Framework describes its approach to assessment as follows:

> In California, and nationwide, mathematics assessment is in transition, shifting from rote tests of fact-based skills to multidimensional measures of procedural skills, problem-solving capacity, and evidence-based reasoning. The shift reflects a growing alignment between how mathematics is being taught and how it is being tested – in turn reflecting shifting classroom, school, district, and state priorities. This chapter discusses California's evolving comprehensive assessment system, describing in detail the system's two primary forms of math assessments – formative and summative – and how they relate to math instruction and learning. It encourages educators, administrators, and policymakers to focus on assessment that engages students in continuous improvement efforts by using mastery-based approaches – notably, by assessing with rubrics and using self, peer, and teacher feedback. Such an approach reflects the important goal of achieving conceptual understanding, problem-solving capacity, and procedural fluency. It also promises to maximize the amount of learning each child is capable of while minimizing the sociocultural effects of narrow testing.

In 2025, the IQC completed the process of adopting instructional materials aligned to the Mathematics Framework for kindergarten through 8th grade, Algebra I, and Integrated Mathematics I.

Thus, the 2023 Mathematics Framework is only just now being implemented in classrooms, and it will require additional time – and resources – to see its full impact on math achievement. In order to support its rollout, assessments adopted pursuant to this bill should be aligned to the goals and recommendations of the 2023 Mathematics Framework.

Recent investments in California math education. In the years preceding and following adoption of the 2023 Mathematics Framework, California made several investments in math instruction and professional development. These include:

<u>2021-22 Budget:</u>

- $50 million one-time Proposition 98 funding for the California Collaborative for Educational Excellence to administer evidence-based professional development to educators in order to

support learning acceleration for California's diverse student population, particularly in mathematics, literacy, and language development.

- $37.7 million one-time Proposition 98 funding, available over three years, for the Early Math Initiative at the Fresno County Office of Education to develop, identify, and distribute early math resources, professional learning and coaching for educators, and mathematical learning opportunities for children.

2022-23 Budget:

- $85 million one-time Proposition 98 funding to create Pre-Kindergarten through 12th grade educator resources and professional learning to implement the 2023 Math Framework, the California Computer Science Standards, the Next Generation Science Standards, and the math and science domains of the California Preschool Learning Foundations. These funds also support the alignment of other state STEM educator support initiatives in both early and higher education to create a cohesive statewide continuum of instructional supports for STEM educators.

- $15 million appropriated to the Commission on Teacher Credentialing for the Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program to support the preparation of credentialed teachers to earn an authorization in mathematics or reading and literacy.

2024-25 Budget:

- Provided $20 million one-time Proposition 98 General Fund for a county office of education to work with the California Mathematics Projects, as well as other well-qualified governmental or non-profit providers, to develop and provide training aligned with the new California Mathematics Framework for mathematics coaches and leaders who, in turn, can provide training and support to mathematics teachers to deliver high-quality instruction.

2025-26 Budget:

- Provided $7.5 million one-time Proposition 98 General Fund for the Statewide Mathematics Network, administered by the CCEE, to convene literacy and mathematics lead agencies to support the implementation of evidence-based practices aligned to the Mathematics Framework and the use of data to support effective instruction.

2026-27 Proposed Budget:

- Proposes $50 million one-time Proposition 98 General Fund for the Kern County Superintendent to augment the Mathematics Professional Learning Partnership, to support the California Mathematics Project, the Rural Math Collaborative, and provide mathematics coaching in LEAs with the highest need of support.

- Proposes $25 million in one-time competitive grants to create or expand teacher residency programs that support mathematics teachers, among others.

- Proposes $1.7 billion for the 2025-26 school year and $4.4 billion for the 2026-27 school in Proposition 98 General Funds for the Student Support and Professional Development Discretionary Block Grant, which can be used to provide standards-aligned professional

development for teachers on the Mathematics Framework for California Public Schools, among other allowable uses.

Early lessons from universal reading screener implementation. This bill establishes a process and timeline for adopting annual universal math assessments for students in kindergarten through 2nd grade. It is similar to, and was partly modeled on, the universal screenings for reading difficulties established in the state budget process (SB 114 (Committee on Budget), Chapter 48, Statutes of 2023).

In the 2023-24 Budget, the Legislature began its rollout of universal reading difficulties screening by requiring an independent panel of experts, appointed by the SBE, to develop selection criteria and create an approved set of screening instruments. This panel ultimately approved four reading screeners; LEAs were required to adopt one or more and begin annually screening students in kindergarten through 2nd grade by the 2025-26 school year. If a student is screened and identified to be at risk for reading difficulties, the law requires LEAs to provide the student with supports and services to address the specific challenges identified.

As 2025-26 was the first year of the reading screener roll-out, data surrounding its early implementation is not yet available. However, initial feedback has emphasized the need for professional development for educators on how to administer the screenings, interpret and act on the results, and communicate with parents and guardians about the screener's use.. There has also been a call to increase support for evidence-based interventions, so educators have the tools needed to intervene when the screener identifies a student as struggling. Anecdotal evidence suggests that administering the screener takes a significant amount of time away from instruction, and in some schools substitute teachers had to be hired to cover classrooms while educators were administering screeners. Some districts also reported that the required screeners overlapped with tools they were already using, creating duplication of effort rather than coherence.

Since 2023, $66 million has been appropriated from Proposition 98 General Funds to support the implementation of the reading screenings, and an additional $40 million has been proposed in the 2026-27 budget.

As universal math assessments go into effect, responding to these emerging lessons from the universal reading screenings – particularly the need for professional development and intervention support – may smooth implementation.

Arguments in support. According to the organization EdVoice, "Since math learning is cumulative, students who struggle early with foundational math skills continue to fall further behind unless they receive the targeted support they need.

Early math diagnostic assessments are developmentally appropriate tools that give teachers information about each student's math knowledge, including their strengths, weaknesses, and learning gaps, so they can identify which students may need additional support and tailor instruction accordingly. A strong research base shows that when students are identified early and given evidence-based support, they can make meaningful and lasting gains.

The bill also strengthens support for students and families in several ways. Districts must provide parents with information about how to interpret their child's results, notification when a student

has been identified as needing additional support, and a description of any planned instructional supports and interventions. The bill encourages districts to continue monitoring students' progress and providing support as students move through elementary school and into the middle and high school years. And it encourages districts to leverage existing state investments, including Multi-Tiered System of Supports, math coaching, professional learning, and Expanded Learning Opportunities Program resources, to meet the needs identified through the assessment.

At least 20 states have already incorporated early math assessments into broader math improvement strategies, and California has rolled out universal screening for reading difficulties in kindergarten through grade 2. Extending a similar early-identification approach to math is the logical next step.

Arguments in opposition. According to the California Mathematics Council, "Absent dedicated funding for professional learning, staffing, instructional materials, and data infrastructure, LEAs will struggle to translate screening results into meaningful action, risking a shift toward compliance rather than improved student outcomes. In the early grades, frequent assessments without clear instructional follow-through can also contribute to student anxiety, fatigue, and negative self-perception. Research consistently shows that improving mathematics outcomes depends not just on policy or tools, but on building strong instructional and workforce capacity. As highlighted in the research brief, *Mathematics in California: Gaps, Capacity, and Implementation*, as part of *Getting Down to Facts III*, progress is most effective when supports are sustained, specialized, and embedded in educators' day-to-day practice. California has begun making these critical investments through professional learning, instructional coaching, and supports tied to the Mathematics Framework, but many are time-limited. At this pivotal moment, the state should prioritize sustaining and deepening these efforts rather than introducing new mandates that risk diluting focus and straining capacity.

Many LEAs currently use formative assessments, ongoing data review, and targeted interventions to monitor student progress and provide support. A statewide screening mandate would duplicate existing systems while limiting local flexibility and professional judgment. Educators are best positioned to use multiple measures to understand student learning and progress.

California's students deserve a mathematics education system grounded in strong instruction, well-prepared educators, and equitable access to high-quality learning experiences. The state has already begun building that system, and those efforts deserve the time and investment needed to take hold. We respectfully urge the Legislature to prioritize instructional and workforce capacity based on research that will result in meaningful and lasting improvement in student outcomes. For these reasons, we respectfully oppose SB 1067."

Recommended Committee Amendments. Staff recommends that the bill be amended to:

- Require the CDE to release guidance for LEAs when selecting from approved diagnostic assessments, which may include, but not be limited to, consideration of the following factors:
    - The time it takes to complete the assessment, and whether assessments can be incorporated into regular classroom instruction time;
    - The time it takes for assessment results to become available to educators;

  - The availability of digital and non-digital assessments, and for digital versions, the data privacy protections in place; and

  - The ability of the assessment to accommodate students with exceptional needs.

- Clarify that the SBE, may, at their discretion, adopt grade-specific criteria for diagnostic assessments, to accommodate differing needs and expectations for kindergarten, first, and second grade students.

- Require the SBE and the CDE to solicit stakeholder input when developing the criteria, guidance, and list of diagnostic assessments, and allow for public comment.

- Clarify that LEAs may use a diagnostic assessment that is not on the CDE-developed list, provided they submit a self-certification to the department verifying that the assessment has been validated to assess the relevant grade levels and meets all of the SBE-developed criteria.

- 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.

- Make conforming changes regarding the parent or guardian opt-out.

- Making conforming changes regarding the terminology to describe English learners and English language proficiency.

Related legislation. AB 126 (Committee on Budget) of the 2025-26 Session would prohibit LEAs from conducting reading screening assessments before the 91st day of the schoolyear, and require the CDE to disseminate guidance regarding the ideal time of year to assess students in kindergarten through 2nd grade for reading difficulties.

SB 1410 (Ochoa Bogh), Chapter 476, Statutes of 2024, requires the IQC, when the mathematics curriculum framework is next revised, to consider including that students in 8th grade be offered the opportunity to take an Algebra I or Mathematics I course that is aligned to the content standards adopted by the SBE.

SB 1115 (Limon), of the 2023-24 Session, would have required the CDE, on or before January 1, 2026, to identify and recommend professional learning programs for certificated and classified staff that support pupil development in mathematics and literacy. This bill was held in the Senate Appropriations Committee.

SB 114 (Committee on Budget), Chapter 48, Statutes of 2023, requires LEAs to annually screen students in kindergarten, first, and second grade for reading difficulties using screening instruments approved by an SBE-appointed expert panel and adopted by the CDE.

REGISTERED SUPPORT / OPPOSITION:

Support

21st Century Alliance
Anawakalmekak
Bell Resident Club

Black American Political Association San Diego
Black Parallel School Board
California Hawaii State Conference of the NAACP
California State Parent Teacher Association
Center for Community Action and Environmental Justice (CCAEJ)
Charles Armstrong School
Decoding Dyslexia CA
Designated Exceptional Services for Independence (DESI)
Edvoice
El Centro Del Pueblo
Elevate California
Ensemble Learning
Equitable Literacy for All
Excelined in Action
Families in Schools
Fenton Charter Public Schools
First 5 California
Gumball Foundation
Hawley Special Education Law Advocacy
House of Haven
Innovate Public Schools
Kipp Public Schools Northern California
LA Comadre Network
Latinos in Action California
Literacy to Equity Collective
Maywood Education Fair
Mi Escuelita: Spanish for Kids Educational Services
Mt. Diablo Unified School District
National Council on Teacher Quality
New Economics for Women
Ollin Law
Our Voice: Communities for Quality Education
Partnership for Los Angeles Schools
Plaza Community Services
Proyecto Pastoral At Dolores Mission
San Mateo County School Boards Association Legislative Action Committee
Scholarship Association for ESL Students
Speducational
State Superintendent of Public Instruction Tony Thurmond
Teach for America
Teach for America Southern California Regions
Third District Parent Teacher Association
Unidosus
Walnut Park Civic Engagement Project
Watts of Power Foundation
Yo Soy Tu Voz

Opposition

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

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