

Memo: SB 1067 Amendments Overview & FAQ

Overview

The core intent of this bill remains intact: to ensure that all elementary schools in California identify students in kindergarten and grades 1 and 2 who are struggling in math, and to provide students the timely and targeted support they need. The majority of amendments made to the bill achieve one of the following:

- Shift the framing of the bill to “assessment of math knowledge” rather than “screening for math difficulties,” while still identifying students in need of additional support;
- Connect early math assessment to later grades and to the broader instructional system;
- Maximize local flexibility while ensuring assessments achieve their stated aims.

FAQ

1. This bill changed from “screening” to “diagnostic assessment.” What’s the difference?

In dialogue with the State Board of Education and other interested stakeholder groups, the Author amended SB 1067 to provide schools with greater flexibility and more actionable information for educators. The previous version of the bill focused on universal screening to identify students at risk for math difficulties. The amended version requires schools to use diagnostic assessments to assess students’ math knowledge. The bill will still identify students who are far behind and need additional support; in addition, it will now also provide teachers with more detailed information about each student’s specific strengths, needs, and learning gaps. In this way, the assessment tools will both identify students who need intervention and better inform the instruction and supports those students receive.

2. How does the bill now connect to the larger math instructional system?

In addition to the universal assessment requirement in K-2, districts are now also “encouraged to use local assessments, statewide assessment data and formative assessment tools, and other measures of pupil progress to monitor pupils’ mathematics achievement and provide appropriate support to pupils *throughout elementary, middle, and high school*” (italics ours).

Districts are also now encouraged “to leverage existing state investments, including the Multi-Tiered System of Supports, mathematics coaching, professional learning opportunities, the Expanded Learning Opportunities Program established pursuant to Section 46120, and other resources to support pupils identified through assessments administered pursuant to this section.”

3. How will SB 1067 assessments be chosen/how does this maximize local flexibility?

The State Board of Education will establish criteria and guidance for selecting high-quality assessments, and the California Department of Education will develop a recommended list of assessments that meet those standards. School districts may continue using local assessment tools, including kindergarten readiness assessments, if they certify those tools meet the state’s criteria.

4. Will parents be notified of assessment results?

Yes. Parents will receive their students’ results, along with information about how to interpret the results, notification when a pupil has been identified as needing additional support, and any planned additional instructional supports and interventions.

5. Will schools be required to report their assessment results?

Yes. By July 31, 2028, the state board will determine the information districts must report to the California Department of Education regarding the math assessments, including information on student performance and provided supports.