
SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	SB 1067	Hearing Date:	April 22, 2026
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Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Pupil instruction: math screenings.

SUMMARY

This bill (1) requires the State Board of Education (SBE) to appoint a panel of experts to create an approved list of screening instruments to assess pupils for math difficulties; (2) requires the appointed panel to adopt screening instruments based on specified criteria; (3) requires the governing board or body of an local educational agency (LEA) serving kindergarteners or pupils in grade 1 or 2 to adopt one or more screening instruments from the appointed panel's approved list; (4) requires LEAs to assess each pupil in kindergarten and grades 1 and 2 for math difficulties using the adopted screening instrument or instruments; (5) requires LEAs to provide pupils who have been screened and identified as experiencing math difficulties with appropriate supports and services to address the specific challenges identified by the screening; and (6) requires LEAs to annually report data related to the number of students identified with math difficulties to the California Department of Education (CDE).

BACKGROUND

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. (EC § 53008)
- 4) 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)

- 5) 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)
- 6) 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. 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. (EC § 53008)
- 7) 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)
- 8) 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)
- 9) 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)

ANALYSIS

This bill:

- 1) Establishes a series of findings and declarations related to the importance of universal screenings for math difficulties.
- 2) Requires, on or before April 30, 2027, the SBE to appoint a panel of experts for the purpose of creating an approved list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments for pupils in kindergarten and grades 1 and 2 to assess pupils for math difficulties, as specified.
 - a) Prohibits the SBE from appointing any person with a financial interest in the screening instruments under consideration.
 - b) States that the provisions of this bill do not prohibit the SBE from periodically reconstituting the expert panel or updating the review process.

- c) States that the provisions of this bill do not prohibit the expert panel from periodically amending the list of screening instruments at the request of the SBE.
 - d) Subjects the work of the panel of experts appointed by the SBE to the Bagley-Keene Open Meetings Act.
- 3) Requires the SBE to establish a review process, including how screening instruments will be evaluated against criteria, as specified, for the panel to use to evaluate and approve screening instruments.
- 4) Requires, on or before January 31, 2028, the appointed panel of experts to vote to approve a list of screening instruments, as specified, at a regularly scheduled public meeting.
- a) Requires that the list of approved screening instruments include screening instruments that are developed 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.
 - b) Requires the panel of experts to consider the time required to conduct each screening with the goal of minimizing the impact on instructional time as well as the timeliness of each instrument in reporting results to teachers, administrators, and parents.
 - c) Requires the panel of experts to collect information about the appropriate administration of each screening instrument, including the appropriate grade or grades for administration of each screening instrument.
- 5) Requires the SBE to consider the extent to which a screening instrument addresses the following factors when adopting evaluation criteria:
- a) Use of direct measurement supplemented by other pupil data to determine if a pupil is experiencing math difficulties.
 - b) Measurement of foundational math skills appropriate to the respective grade level, including, but not limited to, organizing and counting with numbers, comparing and ordering numbers, and learning to add and subtract, using numbers flexibly.
 - c) Evidence that the tool is normed and validated using a contemporary multicultural and multilanguage sample of pupils, with outcome data for pupils whose home language is a language other than English as well as those who are native English speakers.
 - d) Integration of relevant pupil demographic information, such as home language, English language fluency, and access to prekindergarten education, to more fully understand a pupil's performance.

- e) Guidance and resources for educators regarding how to administer screening instruments, interpret results, explain results to families, including in pupils' primary languages, and determine further educational strategies assessments, diagnostics, and interventions that should be considered and that are specific to each type of pupil result.
 - i) Specifies that guidance and resources provided shall be informed by the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve and the knowledge of effective interventions for the specific needs of individual pupils and shall reflect a tiered interventions model aligned with the Multi-Tiered Systems of Support (MTSS).
- 6) Requires the governing board or body of an LEA serving pupils in kindergarten or grades 1 or 2, on or before June 30, 2028, to adopt one or more screening instruments from the list of approved pursuant to #4 above, at a public meeting.
 - a) Requires that the screening instrument or instruments adopted provide assessments for both English-speaking pupils and non-English-speaking pupils, in languages reflecting the primary languages of pupils in the LEA, to the extent assessments in those languages are available.
- 7) Requires, beginning no later than the 2028-29 school year, and annually thereafter, LEAs serving pupils in kindergarten, or grades 1 or 2, to assess each pupil in kindergarten and grades 1 and 2 for math difficulties using the screening instrument or instruments adopted by the governing board, unless the pupil's parent or guardian opts out of the screening in writing.
 - a) Requires the LEA to conduct screenings early in the year to allow time for pupils to receive appropriate intervention.
 - b) States that the provisions of this bill do not restrict LEAs from providing additional pupil screenings or diagnostic evaluations, as appropriate.
- 8) Requires an LEA, if a pupil enrolls for the first time in kindergarten or grades 1 or 2 after the screening instrument or instruments have been administered to all pupils in a given grade in that school year, to assess the pupil using the adopted screening instrument or instruments within 45 calendar days of enrollment. Provides an exception to this requirement under the following circumstances:
 - a) The pupil's parent or guardian opts out of the screening in writing;
 - b) The pupil's parent or guardian provides documentation that the pupil has had a similar screening in their prior school for their current grade, and the parent or guardian was made aware of the results; or
 - c) The LEA has documentation that the pupil has had a similar screening in their prior school for their current grade, and the parent or guardian was made aware of the results.

- 9) States that assessments administered pursuant to this bill shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act (IDEA), or an evaluation to determine eligibility for a plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973.
 - a) States that assessments administered pursuant to this bill shall not be used to delay the child find process required under IDEA.
 - b) Authorizes LEAs to use the assessments administered pursuant to this bill to recommend that a pupil receive further assessment and evaluation to establish eligibility for special education and related services pursuant to IDEA, or to determine eligibility for a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.
- 10) States that pupils who do not speak sufficient English to be screened with an English language instrument shall be screened in their primary language if an approved screening instrument in their primary language is available.
 - a) States that if a screening instrument is not available in at least one language in which a pupil is proficient before the pupil can be screened, the pupil's foundational math skills shall be evaluated through an analysis of the pupil's developmental history, educational history, and math progress, taking into account the pupil's home background and evolving English language abilities.
 - b) States that when a pupil acquires sufficient English language knowledge and fluency to be able to be assessed using the approved screening instruments, or if a screening instrument in their primary language becomes available, the LEA shall assess that pupil using the appropriate screening instrument.
- 11) Authorizes an LEA to elect not to screen a pupil if the LEA receives written consent of the parent or guardian and any of the following criteria are satisfied.
 - a) The pupil has a current identification or diagnosis of dyscalculia or other disability.
 - b) The pupil is eligible for special education and related services pursuant to IDEA, or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.
 - c) The pupil is in the process of being assessed for eligibility for special education and related services pursuant to IDEA, or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make the screening required by this bill redundant.
- 12) Requires an LEA to provide the parents and/or guardians of the pupil eligible for screening, information about the screening, including dates of the screening and

instructions for how parents or guardians can opt out of the screening on behalf of their child, no later than 15 calendar days before the administration of the screening instrument or instruments.

- a) Encourages the LEA to provide information about screenings with other back-to-school materials at the beginning of the school year.
- 13) States that pupil's results from assessments administered pursuant to this bill shall be made available to the pupil's parent or guardian in a timely manner, but no more than 30 calendar days from the date the assessment was administered.
 - 14) States that screening results shall be used to identify pupils experiencing math difficulties, not as a diagnosis of a disability. 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.
 - 15) Requires LEAs to provide a pupil who has been screened and identified as experiencing math difficulties with supports and services appropriate to address the specific challenges identified by the screening instrument and other pertinent information about the pupil. Those supports and services may include, among other supports and services, any of the following:
 - a) Evidence-based math instruction focused on the pupil's specific needs;
 - b) Progress monitoring;
 - c) Early intervention;
 - d) One-on-one or small group tutoring;
 - e) Further evaluation or diagnostic assessment, if needed.
 - 16) Prohibits the results of an assessment administered pursuant to this bill from being used for any high-stakes purpose, including but not limited to, teacher or other school staff evaluation, accountability, pupil grade promotion or retention, identification for gifted or talented education, or identification as an individual with exceptional needs.
 - 17) Requires LEAs, on or before July 15, 2029, and on or before July 15 each year thereafter, to report to the CDE the number and percentage of pupils in each grade who have been identified as experiencing math difficulties through the screening pursuant to this bill and disaggregated by pupil group.
 - 18) Requires that notifications to parents or guardians provided pursuant to this bill comply with existing translation requirements.
 - 19) Defines the following terms:

- a) States that “kindergarten” does not include transitional kindergarten, as specified.
- b) “Local educational agency” means a school district, county office of education, or charter school.
- c) “Math difficulties” means not demonstrating the foundational math skills at the respective grade level, including but not limited to, number sense in kindergarten and grades 1 and 2, as described in the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, the ability to organize and count with numbers, compare and order numbers, and learning to add and subtract, using numbers flexibly.
- d) “Screening instrument” means a brief tool administered by an appropriately trained school employee, including, but not limited to, a certificated teacher of record, measuring discrete areas to identify pupils experiencing math difficulties.

STAFF COMMENTS

- 1) ***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.”

- 2) ***What is a math screener?*** Math screening instruments, or math screeners, are a type of brief assessment tool used to evaluate whether a student is performing at grade level or experiencing difficulties with foundational math skills. Screeners can be administered at different intervals, ranging from three times a school year to once annually. They can be conducted in one-on-one or group settings, depending on the tool. Taken together, these screenings can help provide educators with insights to determine which students need early interventions and support services.
- 3) ***Recent investments and advancements in reading difficulties screenings.*** This bill establishes a process and timeline for adopting annual universal math screenings for students in kindergarten and grades 1 and 2—similar to what was established through the state budget process for universal reading difficulties

screenings. In the 2023-24 Budget, the Legislature began its universal reading difficulties screening rollout by first requiring an independent panel of experts appointed by the SBE to develop selection criteria and create an approved set of screening instruments for LEA use by December 31, 2024. LEAs were then required to adopt one or more of the four screening instruments that were approved by the panel by June 30, 2025, and begin annually screening students in kindergarten and grades 1 and 2 by the 2025–26 school year. Like the proposed universal math screening, 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.

Since the initial \$1 million appropriation for the expert panel appointment and screening instrument list development process, the Legislature has appropriated a total of \$65 million in one-time Proposition 98 General Funds to specifically support necessary implementation costs, including training for educators to administer literacy screenings.

Since August, initial implementation feedback has emphasized the need for continued investments in educator professional development to provide student reading supports. Without ongoing training, educators may feel underprepared to appropriately administer screenings, interpret screening results, communicate results and findings with families, and integrate the solutions into individualized evidence-based interventions or enhanced Tier 1 instruction.

The Governor’s 2026-27 Budget Proposal includes an additional \$40 million to support continued implementation of student reading difficulties screenings. It also proposes statutory changes to adjust the timeline of when the annual screenings should be administered.

- 4) ***The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (Mathematics Framework)***. In 2023, the SBE adopted a new Mathematics 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 Mathematics 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 Mathematics 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 Mathematics 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 on instruction for linguistically and culturally diverse English learners who are developing mathematical proficiency, informed by the California English Language Development Standards (CA ELD Standards) and the CDE's guidance for integrating the CA ELD Standards into mathematics teaching.
- 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 Mathematics 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 process for what will ultimately be a universal math screening requirement for students in kindergarten and grades 1 and 2, to identify which of those students are experiencing math difficulties. In the context of this bill, a student experiencing math difficulties means a student who is not demonstrating the foundational math skills needed at the respective grade level as described in the Mathematics Framework. During the SBE adoption process, the screening instruments themselves are also evaluated based on how well they provide Mathematics Framework-informed implementation guidance and resources to educators.

- 5) **California's recent investments in math support and intervention.** California has made several investments in supporting math instruction and professional development in the years preceding and following the adoption of the new Mathematics Framework. These include:

2021-22 Budget:

- a) Provided \$50 million one-time Proposition 98 General Fund for the California Collaborative for Educational Excellence (CCEE) to administer evidence-based professional development for educators that can support learning acceleration for California's diverse student population, particularly in mathematics, literacy, and language development.
- b) Provided \$37.7 million in one-time Proposition 98 General Fund, 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:

- c) Provided \$85 million one-time Proposition 98 General Fund to create Pre-Kindergarten through 12th grade educator resources and professional learning to implement the California 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 (e.g., University of California (UC) Subject Matter Projects, Early Math Initiative, etc.) with this work, to create a cohesive statewide continuum of instructional supports for all STEM educators.
- d) Provided \$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:

- e) 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:

- f) 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.
 - g) Provided \$30 million one-time Proposition 98 General Funds for the Mathematics Professional Learning Partnership, for the Kern County Superintendent of Schools to support educator training and mathematics coaching in LEAs, including expanding upon collaboration with the Rural Math Collaborative and training mathematics coaches who can be deployed in schools and LEAs with the highest need of support.
- 6) ***Arguments in support.*** In their letter of support submitted to this Committee, the bill sponsor, EdVoice, states, in part, the following:

“California is facing a math achievement crisis,¹ and it starts in early grades. Research tells us that children enter kindergarten with widely differing levels of exposure to foundational math skills, such as number recognition, counting, and quantity.² Because math learning is cumulative, students who fall behind early rarely catch up without targeted support.³ This is reflected in California’s own data: in 2025, 46% of third-grade students met math standards, compared with just 33% of eleventh-grade students. Studies show that students who don’t master foundational math skills early are far more likely to struggle later in school and far less likely to take advanced math coursework or attend college.

“SB 1067 focuses attention on the first years of school, when gaps emerge and targeted support can change learning trajectories.⁵ The bill requires annual early math screening for all students in kindergarten through grade 2, as well as targeted support for students who are identified as having math difficulties. Much as a vision screening identifies a child who may need glasses, a math screening identifies a student who may need additional instructional support. According to the National Council of Teachers of Mathematics, math screeners are short, quick to administer, and cause minimal disruption to instruction.⁶ SB 1067 requires school districts to select state-approved screeners that are evidence-based and culturally, linguistically, and developmentally appropriate; it also prohibits results from being used to label students, assess teachers, or for any other high-stakes purpose.”

- 7) **Arguments in opposition.** In a joint letter in opposition submitted to this Committee, the Association of California Administrators (ACSA), California County Superintendents, Kern County Superintendent of Schools (KCSOS), and the Riverside County Office of Education (RCOE) highlight, in part, the following concerns:

“A screening mandate is only as effective as the systems that support it. Without dedicated funding for professional development, staffing, intervention materials, and data infrastructure, LEAs will struggle to translate results into meaningful action. Absent these supports, the requirement risks becoming a compliance exercise rather than a tool for improving student learning.

“California’s Mathematics Framework (adopted July 2023) emphasizes integrated, reasoning-based instruction across TK–12. With substantial state investment already underway, implementation is still in its early stages. Most math screeners focus narrowly on number sense and computation, which may conflict with the Framework’s broader goals and create competing priorities for districts.

“We urge the Legislature to prioritize full implementation of the Mathematics Framework and allow time for these investments to demonstrate results before introducing new mandates. The state has committed significant funding to math education through 2028, and those efforts should be given the runway needed to succeed.”

8) ***Prior and related legislation.***

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, 2024) 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. *SB 1115 was held in the Senate Appropriations Committee.*

SB 691 (Portantino, 2023) would have required LEAs serving students in kindergarten to grade 2 to annually screen all students for risk of dyslexia using state-approved instruments, unless objected to in writing by a student's parent or guardian, beginning in the 2024-25 school year. *SB 691 was amended into a different bill after being heard in the Senate Education Committee.*

SUPPORT

EdVoice (sponsor)

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

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

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

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

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