

THIRD READING

Bill No: SB 1067
Author: Weber Pierson (D), et al.
Amended: 4/8/26
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 APPROPRIATIONS COMMITTEE: 7-0, 5/14/26
AYES: Cervantes, Seyarto, Cabaldon, Dahle, Grayson, Richardson, Wahab

SUBJECT: Pupil instruction: math screenings

SOURCE: EdVoice

DIGEST: 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).

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) 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.
- 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.
- 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 languages 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, as specified, at a public meeting.
- 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.
- 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 specified circumstances.
- 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.
- 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.
- 11) Authorizes an LEA to elect not to screen a pupil if the LEA receives written consent of the parent or guardian and satisfies specified criteria.
- 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.

- 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.
- 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.

Comment

- 1) *Need for this 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 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.

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

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 and a total of \$65 million to support the necessary implementation costs such as training for educators to administer literacy screenings. The 2026-27 Governor’s Budget proposes an additional \$40 million 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.

SUPPORT: (Verified 5/14/26)

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

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 5/14/26)

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
One Individual

Prepared by: Therresa Austin / ED. / (916) 651-4105
5/16/26 10:17:46

**** **END** ****