



Dr. Akilah Weber Pierson

— REPRESENTING SENATE DISTRICT 39 —

# SB 1067

## UNIVERSAL MATH SCREENER

### AT A GLANCE



**37%**

of California K-12 students are at grade level in math



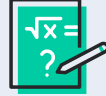
**43rd**

in the nation in 4th-grade math achievement



**1 in 8**

incoming UC freshmen need remedial math



**2028–29**

School year when K-2 screening begins

*Early identification. Early support.*

*Stronger math outcomes.*

### ★ SUPPORTED BY

EdVoice (Sponsor)

Secretary of State Shirley N. Weber, Ph.D.

State Superintendent of Public Instruction Tony Thurmond

California State PTA

Teach For America

Professor Ben Clarke, University of Oregon College of Education

Alice Klein, Ph.D., developmental researcher on early mathematical intervention

Dr. Charles Wilkes, UC Davis

National Center for Learning Disabilities

San Mateo County School Boards Association

21st Century Alliance

Bell Resident Club

Black Parallel School Board

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 Council on Teacher Quality

New Economics for Women

Ollin Law

Partnership for Los Angeles Schools

Proyecto Pastoral at Dolores Mission

Scholarship Association for ESL Students

SpEducational

Teach Start

Walnut Park Civic Engagement Project

Watts of Power Foundation

Yo Soy Tu Voz

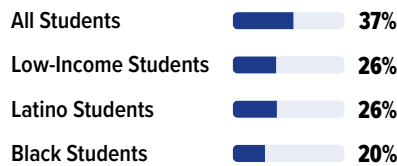
### ✓ SUMMARY

SB 1067 addresses California's math achievement crisis by requiring annual K-2 screenings to identify students early and provide evidence-based intervention when it matters most. By getting students on track early, the bill will help more students build the foundational math skills they'll need for long-term success in school, work, and life.

### ! THE PROBLEM

California is facing a crisis in math achievement. Significant achievement gaps persist, and too many students are not mastering foundational math skills in their early years of school. Math learning is cumulative and students who struggle early rarely catch up without extra help.

#### PERCENT AT GRADE LEVEL IN MATH (2025)



These challenges contribute to lower rates of advanced coursework, high school graduation, college enrollment, and entry into STEM careers.

### 💡 THE SOLUTION

Universal screening in K-2-paired with timely, evidence-based intervention—is an essential strategy to improve math achievement.



#### Identify Early

Screen all K-2 students to find math difficulties before they grow.



#### Intervene Early

Provide evidence-based interventions when they are most effective.



#### Align Efforts

Align math and literacy strategies to support whole-child success.



#### Proven Impact

States using screening and intervention are seeing results.

### i BACKGROUND

In 2023, California adopted a revised Mathematics Framework and in 2025 adopted new K-8 math instructional materials—the first statewide adoption in more than 10 years. While these investments are critical, California still lacks a consistent statewide approach to identifying students with early math difficulties and providing timely, evidence-based intervention.

### LEARN MORE

[sd39.senate.ca.gov/sb-1067](https://sd39.senate.ca.gov/sb-1067)

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**SB 1067**

# UNIVERSAL MATH SCREENER

*Early identification. Early support.*  
*Stronger math outcomes.*



## WHAT THE BILL DOES



### 01 | Universal Screening

Beginning in the 2028-29 school year, all students in kindergarten through second grade will be screened at least once per year, unless parents opt out in writing.



### 02 | State-Approved Screening Tools

The State Board of Education will appoint an expert panel to develop a list of approved screening instruments and establish a review process to evaluate their reliability, developmental appropriateness, and cultural and linguistic suitability. The process will also consider the time required to administer the screener and the timeliness of reporting results.



### 03 | District Selection of Screener

Local educational agencies will select the screening instruments best suited to their students from the state-approved list.



### 04 | Screening English Learners

English Learners will be screened in their primary language whenever feasible.



### 05 | Timing of Screening

Screening will occur early in the school year to allow sufficient time for intervention. Students who enroll after the school year begins must be screened within 45 days of enrollment.



### 06 | Communication With Parents

Parents will receive screening results no later than 30 days after the assessment, along with guidance on interpreting the results.



### 07 | Guided Intervention and Support

Students identified as having math difficulties will receive evidence-based interventions tailored to their needs, which may include targeted instruction, progress monitoring, early intervention programs, one-on-one or small group tutoring, and further diagnostic assessment, if needed. Screening results will not be used for high-stakes decisions, including student retention or teacher evaluation.



### 08 | Aggregate Data Reporting

School districts will report annually to the State Department of Education the number and percentage of students screened, disaggregated by grade level and student groups.



“ SB 1067 will ensure California takes a proactive approach to identifying math gaps by screening students early, before they fall behind, and connecting them with the evidence-based support they need to succeed.”

— SENATOR AKILAH WEBER PIERSON, M.D.

