
SENATE COMMITTEE ON APPROPRIATIONS

Senator Sabrina Cervantes, Chair
2025 - 2026 Regular Session

SB 1067 (Weber Pierson) - Pupil instruction: math screenings

Version: April 8, 2026

Urgency: No

Hearing Date: May 4, 2026

Policy Vote: ED. 7 - 0

Mandate: Yes

Consultant: Lenin Del Castillo

Bill Summary: This bill 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 and adopt the screening instruments. This bill also requires local educational agencies (LEAs) serving kindergarteners or pupils in grade 1 or 2 to adopt one or more screening instruments from the approved list and assess those students for math difficulties using the adopted screening instrument or instruments.

Fiscal Impact:

- 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 California Department of Education (CDE) estimates General Fund costs of \$168,000 for 1.0 position needed for guidance development and potential system updates for statewide data reporting.

Background: Existing law 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.

Existing law 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. The law requires the panel to vote and 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.

Existing law 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. The law 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. It 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.

Proposed Law: This bill 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. It prohibits the SBE from appointing any person with a financial interest in the screening instruments under consideration but does not prohibit the SBE from periodically reconstituting the expert panel or updating the review process.

This bill 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.

This bill 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. It 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. The bill also 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. Further, the bill 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.

This bill requires the SBE to consider the extent to which a screening instrument addresses specified factors when adopting evaluation criteria, including the use of direct measurement supplemented by other pupil data to determine if a pupil is experiencing math difficulties and the 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.

This bill 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 approved list at a public meeting. It 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.

This bill 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. It requires the LEA to conduct screenings early in the year to allow time for pupils to receive appropriate intervention. 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, the LEA shall assess the pupil using the adopted screening instrument or instruments within 45 calendar days of enrollment, except as specified.

The bill provides that the 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.

This bill authorizes LEAs to use the assessments administered 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.

This bill 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, as specified.

This bill authorizes an LEA to elect not to screen a pupil if the LEA receives written consent of the parent or guardian if specified criteria are satisfied, including whether the pupil has a current identification or diagnosis of dyscalculia or other disability.

This bill 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.

This bill provides 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, and states that screening results shall be used to identify pupils experiencing math difficulties, not as a diagnosis of a disability. The bill also provides 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.

This bill 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: evidence-based math instruction focused on the pupil's specific needs; progress monitoring; early intervention; one-on-one or small group tutoring; and further evaluation or diagnostic assessment, if needed.

This bill prohibits the results of an assessment 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.

This bill 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.

Staff Comments: This bill establishes a process and timeline for adopting annual universal math screenings for students in kindergarten and grades 1 and 2, which is similar to what was recently established for universal reading difficulties screenings. 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. These screenings can also help provide educators with insights to determine which students need early interventions and support services.

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."

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