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California State Senate

EDUCATION



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AGENDA

Wednesday, June 24, 2026
9 a.m. -- 1021 O Street, Room 2100

MEASURES HEARD IN FILE ORDER

1. AB 302 Bauer-Kahan Pupil and parental communication: extracurricular activities: addictive feeds.
2. AB 2504 Bauer-Kahan Community colleges: artificial intelligence: pilot program.
3. AB 713 Solache Public postsecondary education: student employment.
4. AB 745 Irwin School districts: reorganization: state board approval: qualified special taxes.
5. AB 1534 Irwin Federal Workforce Pell Grant program: local workforce development boards: participant training requirement.
6. AB 1381 Muratsuchi Education-related positions: egregious misconduct: previous employment disclosures.
7. AB 2202 Muratsuchi Pupil achievement: Closing the Achievement Gap Commission.
- *8. AB 2526 Muratsuchi Special education local plan areas: apportionments: alternate assessments.
- *9. AB 2580 Muratsuchi Teacher credentialing: programs of professional preparation: California State University and community college partnerships.
10. AB 1547 Bains University of California: branch campus of a school of medicine in the County of Kern: feasibility study. (Urgency)
11. AB 1669 Pacheco Student health: medical leaves of absence: mental health.

*Consent Items

12.	AB 1728	Alanis	Community colleges: common course numbering system: firefighting education, law enforcement education, and modern policing degree program courses.
13.	AB 1831	Ahrens	California State University: executive compensation: restrictions.
14.	AB 2768	Ahrens	Student financial aid: waiver or deferment of fees and costs: foster youth.
15.	AB 2149	Garcia	Pupil achievement: closing the achievement gap: accountability report.
16.	AB 2225	Patel	Pupil achievement: Closing the Achievement Gap State Operations and Support Plan.
17.	AB 2555	Patel	English learners: reclassification.
18.	AB 2236	Berman	Postsecondary education: articulation agreements.
*19.	AB 2242	Davies	Pupil safety: sextortion informational poster.
20.	AB 2316	Hoover	School facilities: Charter School Facilities Program: undue financial burden.
21.	AB 2325	Alvarez	Teachers: bilingual teachers: Pathways to Bilingual Teaching Program.
*22.	AB 2332	Mark González	Dual language immersion: Dual Language Immersion Coordinator.
*23.	AB 2354	Gabriel	Pupil instruction: California Serves Program.
24.	AB 2374	Fong	Postsecondary education: Designation of California Asian American- and Native Hawaiian Pacific Islander-Serving Institutions.
25.	AB 2392	Fong	Public postsecondary education: generative artificial intelligence systems: procurement standards: training.
*26.	AB 2794	Higher Education	Postsecondary education: nonresident tuition: exemption: federal GI Bill.
*27.	AB 2422	Caloza	Student financial aid: delayed financial aid awards: extensions.
*28.	AB 2429	Blanca Rubio	Childcare: mental health consultation services.
29.	AB 2490	Valencia	Teacher credentialing: emergency career substitute teaching permit: alternative qualifications.
30.	AB 2514	Ransom	Pupil achievement: State of the Achievement Gap Dashboard.
31.	AB 2704	Addis	Fee Schedule Intensive Technical Support for Onboarding Program.

***Consent Items**

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 302 **Hearing Date:** June 24, 2026
Author: Bauer-Kahan
Version: June 11, 2026
Urgency: No **Fiscal:** No
Consultant: Therresa Austin

Subject: Pupil and parental communication: extracurricular activities: addictive feeds.

NOTE: This bill has been referred to the Committees on Education *and Privacy, Digital Technologies, and Consumer Protection*. A “do pass” motion should include referral to the Committee on *Privacy, Digital Technology, and Consumer Protection*.

SUMMARY

This bill, beginning with the 2027-28 school year, prohibits a local educational agency (LEA) from (1) excluding a pupil from participating in any extracurricular activity, including sports and clubs, due to the pupil not having or using addictive feeds and (2) using addictive feeds as the only means of contacting pupils or pupils’ parents or guardians.

BACKGROUND

Existing law:

- 1) Requires the governing board of a school district that maintains one or more schools containing any of grades 7 to 12, inclusive, as a condition for the receipt specified school funding allocations, to establish a school district policy regarding participation in extracurricular and cocurricular activities by pupils in grades 7 to 12, inclusive. Requires that the criteria applied to extracurricular and cocurricular activities ensure that pupil participation is conditioned upon satisfactory educational progress in the previous grade level. (Education Code (EC) § 35160.5)
- 2) Defines “extracurricular activity” for the purposes of #1 above as a program that has all of the following characteristics:
 - a) The program is supervised or financed by the school district.
 - b) Pupils participating in the program represent the school district.
 - c) Pupils exercise some degree of freedom in either the selection, planning, or control of the program.
 - d) The program includes both preparation for performance and performance before an audience or spectators.

- 3) Authorizes the governing board of a school district to adopt, as part of its policy on participation in extracurricular and cocurricular activities, provisions that would allow a pupil who does not achieve satisfactory educational progress, as specified, in the previous grade period to remain eligible to participate in extracurricular or cocurricular activities during a probationary period. (EC § 35160.5)
- 4) Provides that the parents and guardians of pupils enrolled in public schools have a right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as specified, including the following:
 - a) To be notified on a timely basis if their child is absent from school without permission.
 - b) To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of the school that their child attends on standardized statewide tests.
 - c) To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
 - d) To have access to the school records of their child.
 - e) To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
 - f) To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school. (EC § 51101)
- 5) Requires the governing board of each school district to annually notify the parent or guardian of a minor pupil regarding various rights or responsibilities of the parent or guardian relevant to the school environment. (EC § 48980)
- 6) Establishes the intent of the Legislature that opportunities for participation in athletics be provided on an equitable basis to all students. (EC § 49021)
- 7) Authorizes the governing board of a school district, a county board of education, or the governing body of a charter school to adopt a policy to limit or prohibit the use by its pupils of social media while the pupils are at a schoolsite or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education (COE) or charter school. (EC § 48901.8)

- 8) Defines “addictive feed” as an internet website, online service, online application, or mobile application, or a portion thereof, in which multiple pieces of media generated or shared by users are, either concurrently or sequentially, recommended, selected, or prioritized for display to a user based, in whole or in part, on information provided by the user, or otherwise associated with the user or the user’s device, unless any of the following conditions are met, alone or in combination with one another:
- a) The information is not persistently associated with the user or user’s device and does not concern the user’s previous interactions with media generated or shared by others.
 - b) The information consists of search terms that are not persistently associated with the user or user’s device.
 - c) The information consists of user-selected privacy or accessibility settings, technical information concerning the user’s device, or device communications or signals concerning whether the user is a minor.
 - d) The user expressly and unambiguously requested the specific media or media by the author, creator, or poster of the media, or the blocking, prioritization, or deprioritization of such media, provided that the media is not recommended, selected, or prioritized for display based, in whole or in part, on other information associated with the user or the user’s device, except as otherwise permitted by this chapter and, in the case of audio or video content, is not automatically played.
 - e) The media consists of direct, private communications between users.
 - f) The media recommended, selected, or prioritized for display is exclusively the next media in a preexisting sequence from the same author, creator, poster, or source and, in the case of audio or video content, is not automatically played.
 - g) The recommendation, selection, or prioritization of the media is necessary to comply with state law or regulation. (Health and Safety Code (HSC) § 27000.5)

ANALYSIS

This bill:

- 1) Prohibits an LEA from excluding a pupil from participating in any extracurricular activity, including sports and clubs, due to the pupil not having or using addictive feeds, beginning with the 2027-28 school year.
- 2) Prohibits an LEA from using addictive feeds as the only means of contacting pupils or pupils’ parent or guardians.

- 3) Defines “addictive feed” as meaning an internet website, online service, online application, or mobile application, or a portion thereof, in which multiple pieces of media generated or shared by users are, either concurrently or sequentially, recommend, select, or prioritize for display to a user’s device, in whole or in part, on information provided by a the user, or otherwise associated with the user or the user’s device, unless any of the following conditions are met:
- a) The information is not persistently associated with the user or the user’s device and does not concern the user’s previous interactions with media generated or shared by others.
 - b) The information consists of search terms that are not persistently associated with the user or user’s device.
 - c) The information consists of user-selected privacy or accessibility settings, technical information concerning the user’s device, or device communications or signals concerning whether the user is a minor.
 - d) The user expressly and unambiguously requested the specific media or media by the author, creator, or poster of the media, or the blocking, prioritization, or deprioritization of that media, provided that the media is not recommended, selected, or prioritized for display based, in whole or in part, on other information associated with the user or the user’s device, except as otherwise permitted by this chapter and, if the media is audio or video content, is not automatically played.
 - e) The media consists of direct, private communications between users.
 - f) The media recommended, selected, or prioritized for display is exclusively the next media in a preexisting sequence from the same author, creator, poster, or source and, if the media is audio or video content, is not automatically played.
 - g) The recommendation, selection, or prioritization of the media is necessary to comply with state or federal law.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Schools are increasingly reliant on social media and addictive feeds for communication and networking with students and families. Children are forced to join addictive platforms in order to participate in school clubs and activities that enrich their school experience. By forcing teens onto platforms which prey on them, schools are feeding into the increasing mental health crisis largely caused by social media usage. AB 302 prohibits schools from using addictive feeds as the sole form of communication with students or parents/guardians and ensures that students have access to after school clubs and activities without having to join potentially dangerous platforms.”

- 2) **Addictive feeds.** Consistent with existing law, this bill defines addictive feeds as websites, apps, and services in which multiple pieces of media generated or shared by users are, either concurrently or sequentially, recommend, select, or prioritize for display to a user's device, in whole or in part, on information provided by a the user, or otherwise associated with the user or the user's device. Addictive feeds or algorithms are often utilized by social media platforms to capture the attention of a user and prolong their engagement and total use or screen time.

In 2023, the U.S. Surgeon General issued an advisory about the effects of social media use on youth mental health. In the advisory, the Surgeon General issued a call for urgent action by policymakers, technology companies, researchers, families, and young people alike to gain a better understanding of the full impact of social media use, maximize the benefits and minimize the harms of social media platforms, and create safer, healthier online environments to protect children. The advisory stated the following:

- While social media may offer some benefits, there are ample indicators that social media can also pose a risk of harm to the mental health and well-being of children and adolescents.
- Children are affected by social media in different ways, including based on cultural, historical, and socio-economic factors. Among the benefits, adolescents report that social media helps them feel more accepted (58%), like they have people who can support them through tough times (67%), like they have a place to show their creative side (71%), and be more connected to what's going on in their friends' lives (80%).
- Studies have also shown a relationship between social media use and poor sleep quality, reduced sleep duration, sleep difficulties, and depression among youth.
- More research is needed to determine the full impact social media use has on nearly every teenager across the country.

According to a 2020 article in the Journal of Affective Disorders, *Is social media screen time really associated with poor adolescent mental health?*, a greater amount of time spent on social media was associated with an increased risk of self-harm, depression, and lower levels of self-esteem in 13–15-year-old girls. Findings were similar for weekday and weekend use.

Some research has suggested that there is likely a correlation between the increased use of technology and smartphone use and the increased rates of teenage anxiety and depression. A widely cited book by Dr. Jean Twenge, a professor of psychology at San Diego State, *iGen*, presents evidence of an increase in depression and suicide among American teenagers that may be caused by increased mobile device screen time and social media use.

- 3) **Examples of students being excluded.** This bill prohibits an LEA from excluding a student from participating in extracurricular activities, including clubs and sports, due to the student not having or using addictive feeds. The author's office has provided the following anecdotal examples of when students have been excluded or pressured due to their nonuse of platforms that utilize addictive feeds:
- A Southern California student was required to create an Instagram account in order to communicate with members of their high school baseball team. When their parent indicated that they did not approve of their child using the app, the parent was advised to start a profile on the student's behalf.
 - A Southern California student was required to create a SnapChat account in order to communicate with members of their high school water polo team.
 - A Northern California student shared that they were removed from their student leadership position due to them not having an Instagram account.

In these scenarios, it is not clear whether there was a formal policy enforced by the LEA requiring students to create social media accounts that use addictive feeds or if the requirement was more of an informal rule. Further, based on information provided by the author's office, it is not clear whether the two scenarios related to sports teams resulted in the student's ultimate removal from their respective teams. Because the requirements for membership or participation in a student club or sport are determined locally, it is difficult to quantify how widespread these exclusions are.

- 4) **Parent communications.** Generally, for matters involving an individual student, school administrators and LEA staff directly contact parents and guardians through traditional means of email, phone call, or written notice sent home with students. Recently, many schools have also launched dedicated school messaging services and apps to streamline and standardized communication between parents, teachers, and school leaders. For more general updates intended for broader audiences, LEAs may also maintain official social media accounts and pages to share updates, school news, and general reminders with students, their families, and community members.

This bill prohibits LEAs from using addictive feeds as the *only* means of *contacting* students and their parents or guardians. It does not prohibit LEAs from utilizing platforms that use addictive feeds, such as Facebook, Instagram, Twitter, to continue sharing general updates with parents and community members.

- 5) **Committee amendments to be taken in Senate Privacy and Digital Technology, and Consumer Protection Committee.** School clubs are typically student-led organizations that operate under the supervision of an advisor. Most schools have a formal process that students must follow to establish a club on their campus. This process often includes identifying an advisor, electing officers

and defining their duties, and drafting and adopting club bylaws and policies. Because students take up the helm of creating those policies and bylaws, they may inadvertently come into conflict with the prohibitions included within this bill.

The Committee staff recommends that the bill be amended to encourage LEAs to include information about the prohibitions established in this bill within its student handbook or a similar document made generally available to students and their parents or guardians.

6) **Prior and related legislation.**

SB 1412 (Rubio, 2026) provides that a parent or guardian of a student has the right to communicate with their child's teacher using a two-way telephonic service or a two-way audiovisual platform if the parent or guardian is unable to attend a meeting in person with a teacher. *SB 1412 is pending a hearing in the Assembly Education Committee.*

AB 1709 (Lowenthal, 2026) would prohibit social media accounts that use addictive feeds for youth under age 16 and creates an e-Safety Advisory Commission. *AB 1709 is pending a hearing in the Senate Privacy, Digital Technologies, and Consumer Protection Committee.*

AB 56 (Bauer-Kahan, Chapter 671, Statutes of 2025) requires, beginning on January 1, 2027, covered platforms to display to children mental health warning labels about the harms associated with social media when the child logs on to the platform and after extended use.

SB 976 (Skinner, Chapter 321, Statutes of 2024) (1) prohibits operators of "internet-based services or applications" from providing "addictive feeds," as those terms are defined, to minors without parental consent and from sending notifications to minors at night and during school hours without parental consent, as provided, beginning January 1, 2027; (2) requires operators to make available to parents a series of protective measures for controlling access to and features of the platform for their children; and (3) requires reporting on data regarding children on their platforms, as specified.

SUPPORT

Common Sense Media
Distraction-Free Schools California

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2504	Hearing Date:	June 24, 2026
Author:	Bauer-Kahan		
Version:	June 11, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Community colleges: artificial intelligence: pilot program.

NOTE: This bill has been referred to the Committees on Education and *Privacy, Digital Technologies, and Consumer Protection*. A “do pass” motion should include referral to the Committee on *Privacy, Digital Technologies, and Consumer Protection*.

SUMMARY

This bill, upon appropriation by the Legislature, requires the California Community Colleges Chancellor’s Office (CCCCO) to establish the Future of Creative Industries Pilot Program with the goal of supporting workers in the state’s creative and entertainment industries who have been or are at risk of being displaced by generative artificial intelligence (AI) by providing structured reskilling and upskilling opportunities through the California Community Colleges (CCC) system.

BACKGROUND

Existing law:

- 1) Establishes the CCCs, a postsecondary education system in this state, under the administration of the Board of Governors (BOG), and specifies that the CCC system consists of community college districts (CCDs). (Education Code (EC) § 70900)
- 2) Requires that a CCD be under the control of a governing board; requires the governing board of a CCD to establish, maintain, operate, and govern one or more CCCs in accordance with law; and requires CCDs to establish policies for and approve courses of instruction and educational programs. (EC § 70902)
- 3) Establishes the California Online Community College, under the administration of the BOG, for specified purposes, and requires the college to develop a Research and Development Unit to, among other things, focus on using technology, data science, behavioral science, machine learning, and AI to build out student supports. (EC § 75000 - 75012)

ANALYSIS

This bill:

- 1) Creates an article to be known, and may be cited, as the Future of Creative Industries Pilot Program.
- 2) Requires the CCCCO to establish the Future of Creative Industries Pilot Program, which shall be operative only upon an appropriation by the Legislature in the annual budget act or another statute for its purposes.
- 3) Requires the pilot program be developed in partnership with labor unions representing creative workers and with industry representatives.
- 4) Requires the pilot program be developed to achieve all of the following goals:
 - a) Supporting workers in the state's creative and entertainment industries who have been or are at risk of being displaced by generative AI, as specified, by providing structured reskilling and upskilling opportunities through the CCCs.
 - b) Ensuring that each participating CCD's program is designed and implemented in meaningful partnership with labor unions representing creative workers and with industry representatives so that curriculum and training models reflect the real tools, conditions, and career pathways of the workforce being served.
 - c) Establishing a coordinated, outcomes-driven model that CCCs and workforce systems can replicate across sectors facing AI-driven employment disruption.
- 5) Requires the CCCCO, by June 30, 2027, to establish eligibility criteria for CCCs seeking to apply to participate in the pilot program.
- 6) Requires the pilot program to be limited to up to 10 CCDs statewide, to be selected by the CCCCO.
- 7) Encourages the CCCCO, in selecting CCDs for participation in the pilot program, to ensure that there is equitable access to the pilot program between the northern, central, and southern regions of the state.
- 8) Requires the implementation of the pilot program commence by July 1, 2028.
- 9) Requires the CCCCO, by January 1, 2032, to submit a report to the Legislature evaluating the effectiveness of the pilot program at campuses maintained by CCDs participating in the pilot program.
- 10) Requires the submitted report to include, but not be limited to: the number of participants who completed the pilot program; a comprehensive list of the certificates or degrees awarded to participants who completed the pilot program; and outcomes and job placement rates of participants who completed the pilot program. Requires the specified data to be disaggregated by student demographics.

- 11) Requires the submitted report to include outcomes and legislative recommendations, and to be submitted in compliance with Section 9795 of the Government Code.
- 12) Requires that this program remains in effect until January 1, 2033, and repeals the program on that date.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 2504 supports and upskills professional staff within the creative and entertainment industries by creating the Future of Creative Industries Pilot Program. The introduction and rapid advancement of generative artificial intelligence (GenAI) is fundamentally reshaping California’s creative economy and the careers within it. Capable of producing text, images, video, and audio that emulates the expressive works used to train it, GenAI is driving early but significant disruption across these fields. The scale of what is at stake is far from abstract, these concerns were central to the 2023 Hollywood strikes, and a structural shift in production activity continues to deepen the challenge for the region’s creative workforce.”
- 2) ***This bill seeks a CCC pilot program to upskill and reskill workers displaced by generative AI.*** As a response to the recent rise of generative AI, including widespread and rapidly evolving large language models that can quickly generate text, images, and video, this bill aims to create a pilot program to help workers who have been displaced by AI, specifically in the creative and entertainment industries. The proposed pilot program would be developed in partnership with labor unions representing these workers and with industry representatives. This bill indicates that if this program proves successful, this type of pilot program may be able to be replicated across sectors facing AI-driven employment disruption.

The author’s office indicates that upskilling or training displaced workers on how to use generative AI in their current positions or related positions is an important component of the bill, but states that the bill itself does not specifically prioritize upskilling or reskilling. According to the CCCC, they are not aware of any current coursework in the CCC system that is upskilling workers displaced by generative AI. This bill could lead to CCCs seeking to create those types of courses or certificates that reflect the real tools, conditions, and career pathways of the workforce being served.

- 3) ***The two-party agreement for the 2026 Budget Act includes funding for this purpose.*** Upon an appropriation by the Legislature in the annual budget act or another statute, the pilot program would be operative, and funding would be allocated to up to 10 CCDs statewide, with the CCCC ensuring equitable access to the pilot program between the northern, central, and southern regions of the state. The two-party agreement for the 2026 Budget Act includes \$15 million on a one-time basis for the Future of Creative Industries Pilot Program.
- 4) ***Committee amendments to be taken in the Senate Privacy, Digital Technologies, and Consumer Protection Committee. Committee staff***

recommends amendments to be taken in the Senate Privacy, Digital Technologies, and Consumer Protection Committee, and the author agrees, to do the following:

- a) *Clarify that the allocation of program funds would be to community colleges, not community college districts.*
- b) *Clarify that the implementation, which begins July 1, 2028, is for the local community colleges selected for the pilot program.*

5) *Related and Prior Legislation.*

AB 2544 (Gabriel, 2026) would require the Governor’s Office of Business and Economic Development to establish and administer a pilot program to develop a model for delivering high-quality, workforce-centered AI literacy instruction focused on careers in the entertainment industry. The bill would require the pilot program, among other things, to create a connected training pipeline that links learning directly to employment opportunities. This legislation is currently pending a hearing in the Assembly Committee on Economic Development, Growth, and Household Impact.

AB 2487 (Ahrens, 2026) would establish the Artificial Intelligence Education and Workforce Development Act to accomplish specified goals, including, among others, empowering and supporting CCC instructors in using and deploying AI responsibly in administrative and classroom settings, and strengthening the state’s AI and technology workforce pipeline by upskilling and educating all workers so they can benefit from AI. The author held AB 2487 in the Assembly Committee on Higher Education.

SUPPORT

Association of Talent Agents
California Arts Advocates
Faculty Association of California Community Colleges

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 713 **Hearing Date:** June 24, 2026
Author: Solache
Version: January 5, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: Public postsecondary education: student employment.

SUMMARY

This bill prohibits California public universities, beginning January 6, 2027, from disqualifying a student for employment due to their failure to provide proof of federal employment authorization.

BACKGROUND

Existing federal law:

- 1) Makes it unlawful for a person or other entity to:
 - a) Hire, recruit, or refer for a fee for employment in the United States an individual without authorization to work in the United States when the person or other entity knows the individual is not authorized to work in the United States.
 - b) Hire for employment in the United States an individual without complying with specified employment authorization verification processes, or, if the person or other entity is an agricultural association or employer or farm labor contractor, to hire, recruit, or refer for a fee an individual for employment without complying with specified employment authorization verification processes. (United States Code (USC) Title 8 § 1324a(a))
- 2) Establishes the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) and specifies that certain immigrants shall not be eligible for any state or local public benefit, except as provided.
 - a) Defines “state or local public benefit” to mean the following:
 - i) Any grant, contract, loan, professional license, or commercial license provided by an agency of a state or local government, or by appropriated funds of a state or local government.
 - ii) Any retirement, welfare, health, disability, public or assisted housing, postsecondary education, food assistance, unemployment benefit, or any other similar benefit for which payments or assistance are provided to an

individual, household, or family eligibility unit by an agency of a state or local government or by appropriated funds of a state or local government.

- b) Provides specified state or local public benefits that are exempt from the prohibition in (1). (USC, Title 8 § 1621)
- c) Specifies that a state may provide that undocumented immigrants who are not lawfully present in the United States are eligible for a state or local public benefit for which the individual would otherwise be ineligible under this Act only through the enactment of a state law after August 22, 1996, that affirmatively provides for that eligibility. (USC, Title 8 § 1621(d))

Existing state law:

- 1) Establishes the University of California (UC) as a public trust to be administered by the Regents of the UC; and grants the Regents full powers of organization and government, subject only to such legislative control as may be necessary to insure security of its funds, compliance with the terms of its endowments, statutory requirements around competitive bidding and contracts, sales of property and the purchase of materials, goods, and services. (California Constitution Art. IX, Sec. (9)(a))
- 2) Confers upon the California State University (CSU) Trustees the powers, duties, and functions with respect to the management, administration, and control of the CSU system and provides that the Trustees are responsible for the rule of government of their appointees and employees. (Education Code (EC) §§ 66606, 89500, et seq.)
- 3) Establishes the California Community Colleges (CCCs) under the administration of the Board of Governors of the CCC, as one of the segments of public postsecondary education in this state, and specifies that the CCC is comprised of community college districts (CCDs). (EC § 70900.)
- 4) Establishes the California Student Aid Commission (Commission) for the purpose of administering specified student financial aid programs. (EC § 69510, et seq.)
- 5) Authorizes the Cal Grant Program, administered by the Commission, to provide grants to financially needy students to attend college. The Cal Grant programs include both the entitlement and the competitive Cal Grant awards. The program consists of the Cal Grant A, Cal Grant B, and Cal Grant C programs, and eligibility is based upon financial need, grade point average, California residency, and other eligibility criteria, as specified in EC § 69433.9. (EC § 69430-69433.9)
- 6) Established AB 540 (Firebaugh, Chapter 814, Statutes of 2001), exempts California nonresident students, regardless of citizenship status, from paying nonresident tuition at California public colleges and universities who meet all of the following requirements:
 - a) Satisfied requirements of either (i) or (ii):

- i) A total attendance of, or attainment of credits earned while in California equivalent to, three or more years of full-time attendance or attainment of credits at any of the following:
 - (1) California high schools.
 - (2) California high schools established by the State Board of Education.
 - (3) California adult schools established by any of the following entities:
 - (a) A county office of education.
 - (b) A unified school district or high school district; and,
 - (c) The Department of Corrections and Rehabilitation.
 - (4) Campuses of the CCC.
 - (5) A combination of those schools set forth in (1) to (4), inclusive.
 - ii) Three or more years of full-time high school coursework in California, and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of California elementary and secondary schools.
- b) Satisfied any of the following:
- i) Graduation from a California high school or attainment of the equivalent.
 - ii) Attainment of an associate degree from a campus of the CCC; and/or,
 - iii) Fulfillment of the minimum transfer requirements established for UC or CSU for students transferring from a campus of the CCC.
- c) Stipulates that in the case of a person without lawful immigration status, the student must file an affidavit, as specified, stating that the student has filed an application to legalize the student's immigration status, or will file an application as soon as the student is eligible to do so. (EC § 68130.5)
- 7) Provides that a student who meets the nonresident tuition exemption AB 540 requirements or who meets equivalent requirements adopted by the UC is eligible to apply for any financial aid program administered by the state to the full extent permitted by federal law. (EC § 69508.5)

- 8) Requires the Commission to establish procedures and forms that enable students who meet the nonresident tuition exemption AB 540 requirements, or who meet equivalent requirements adopted by the UC Regents, to apply for, and participate in, all student financial aid programs administered by the State of California to the full extent permitted by federal law. (EC § 69508.5 (b))
- 9) Provides that a student attending a CCC, CSU, or UC who is exempt from paying nonresident tuition exemption AB 540 requirements is eligible to receive a scholarship derived from non-state funds received, for the purpose of scholarships, by the segment (i.e., CCC, CSU, or UC) at which the student is enrolled. (EC § 66021.7)
- 10) Establishes the DREAM Loan Program at UC and CSU campuses that elect to participate in the program. Under the program, an AB 540 student meeting specified requirements, including demonstrating financial need, may obtain a loan. (EC § 70033)
- 11) Makes it unlawful for an employer to discriminate against an employee or applicant because of their immigration status, unless the employer can show by clear and convincing evidence that it is required to do so in order to comply with federal immigration law. (California Code of Regulations (CCR) Title § 11028(f)(3))

ANALYSIS

This bill:

- 1) Prohibits the UC, CSU, and CCCs from disqualifying a student from being hired for an employment position due to their failure to provide proof of federal work authorization, except in either of the following cases:
 - a) Where that proof is required by federal law.
 - b) Where that proof is required as a condition of a grant that funds the particular employment position for which the student has applied.
- 2) Requires the UC, the CSU and CCCs to treat the prohibition on hiring undocumented noncitizen in the Immigration Reform and Control Act of 1986 as inapplicable because that provision does not apply to any branch of state government.
- 3) Provides that, to the extent student employment is considered a “benefit” for purpose of federal law, the provision of this bill constitutes authorization by the state to provide that benefit to undocumented individuals pursuant to the exception in the federal PRWORA.
- 4) Requires implementation of the bill’s provisions by January 2027.

- 5) Specifies that this bill applies to the UC, unless it is found to be inapplicable to the UC, in which case the bill is only to apply to the extent the UC Regents make it applicable by an appropriate resolution.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “California has a long-standing commitment to expanding access, affordability, equity, and student success in higher education. Since at least 2001, the Legislature has enacted multiple policies to support undocumented students, including eligibility for in-state tuition, access to state financial aid, loans, and grants. Despite these efforts, undocumented students continue to face significant financial and structural barriers that prevent them from fully accessing and completing higher education. One of the most significant barriers is the inability to access paid on-campus employment opportunities solely due to immigration status. AB 713 would remove this barrier by allowing all students, regardless of immigration status, to access on-campus jobs. By providing equal access to these opportunities, the bill would reduce financial and structural inequities, help students persist in higher education, and promote more equitable outcomes across California’s public higher education systems.”
- 2) **State support for undocumented students in higher education.** According to the California Student Aid Commission’s Renewing the Dream report, California is home to the largest population of undocumented college students in the nation, with nearly 100,000 students enrolled in higher education. Over the past two decades, the Legislature has adopted numerous policies intended to expand higher education access for undocumented students, including eligibility for resident tuition rates under AB 540, state financial aid programs, institutional aid, and Dream Resources Center support. Despite these efforts, undocumented students remain ineligible for most federal financial aid programs, including Pell Grants, federal work-study, and employment opportunities, and continue to face financial barriers while pursuing higher education.
- 3) **Efforts to create a path to campus employment.** This issue of campus employment opportunities for undocumented students has been the subject of ongoing discussion at the federal, state, and institutional levels. While some undocumented students have been able to obtain employment authorization through programs such as the federal Deferred Action for Childhood Arrivals (DACA), many students remain ineligible for work authorization. However, in 2017, the federal government rescinded DACA. Since the rescinding of the program, several federal courts have provided rulings that allow current DACA recipients to continue to enroll in the program. The Commission’s report notes that close to 200,000 undocumented Californians participated in DACA. However, a growing number of undocumented students entering college are ineligible for DACA and do not have work authorization. It further states that the lack of federal action over the past decade has accelerated the need for steps to support undocumented students. The author notes that the lack of federal action has prompted consideration of state-level approaches to expanding access to a campus employment opportunity. In recent years, the UC Regents considered creating employment opportunities for undocumented students but ultimately

delayed implementation. According to the author, recent state court decisions involving UC employment policies have renewed consideration of this issue and contributed to the reintroduction of this measure. One of the remaining barriers facing undocumented students is limited access to campus employment opportunities. Campus employment can provide students with income to help offset educational expenses while also offering professional experience, faculty mentorship, and opportunities to develop workplace skills. This bill seeks to expand access to those opportunities by prohibiting the public higher education segments from disqualifying a student from campus employment solely because the student lacks federal work authorization, except where required by federal law or grant conditions.

- 4) **Educational and professional experience.** In addition to providing income, many campus jobs offer students opportunities to gain research, instructional, administrative, and professional experience that may support academic achievement and career preparation. Expanding access to campus employment opportunities would allow undocumented students to participate more fully in educational and career preparation experiences.
- 5) **Guidance for students?** State statute encourages the establishment of Dream Resource centers and requires that public higher education institutions designate an individual on campus who is knowledgeable in financial aid, social services, state-funded immigration legal services, and other support services to assist undocumented students. However, services on each campus vary and can range from having a designated center that is independent, sharing a space, and/or having a point of contact. Additionally, in acknowledging the complexities undocumented students face and in recognizing the importance of sound legal advice, the state in the 2018-2019 Budget Act has allocated funds to support the provision of immigration legal services for students and staff at UC, CSU, or CCC campuses. In subsequent years, the CSU (\$7 million) and CCCs (\$10 million) received ongoing general fund allocations, but it is not clear if the UC's allocation was ongoing or one-time. It is important to recognize that each student's situation leading to undocumented status is individual, and any decision to pursue employment as an undocumented student should be made with appropriate guidance. This Committee has approved numerous measures to guide student decision-making through degree completion. This includes ensuring that students make informed academic and financial decisions that result in them achieving their academic goals. This bill is silent on the issue of providing legal guidance to undocumented students. *Seemingly, support services are available to students, but if this is to be a precedent-setting measure, is it reasonable to place sole responsibility on students to actively seek them out prior to employment?*
- 6) **Applicability to the UC.** Consistent with existing law, the bill recognizes the UC's constitutional autonomy and provides that, if the measure is determined not to apply to the UC, it would apply only to the extent that the Regents adopt it by resolution. Unlike most provisions of the Donahoe Higher Education Act, however, the bill first presumes applicability to the UC unless it is found to be inapplicable.

- 7) **Legal considerations.** The bill states that if any employment is deemed a “benefit” under federal law, the bill constitutes state authorization to extend that benefit to undocumented individuals, as allowed by the exception in the federal law (PRWORA). While this Committee appropriately considers policy that impacts educational institutions and students, federal employment law is generally not within this Committee’s purview. This bill was previously heard by the Senate Judiciary Committee on June 16, where it passed by a vote of 9 to 2. The Senate Judiciary analysis examines the legal arguments surrounding the proposal for UC, CSU, and CCC to employ undocumented students. Refer to the analysis by the Senate Judiciary Committee for a comprehensive discussion on legal considerations.

SUPPORT

California Immigrant Policy Center (co-sponsor)
CFT – A Union of Educators & Classified Professionals, AFT, AFL-CIO (co-sponsor))
Immigrants Rising (co-sponsor))
University of California Student Association (co-sponsor))
ACLU California Action
Alliance for a Better Community
Asian Americans Advancing Justice Southern California
Buen Vecino
Building Skills Partnership
Cal State Student Association
California Pan - Ethnic Health Network
California State University Employees Union
California Undocumented Higher Education Coalition
Californians Together
Coalition for Humane Immigrant Rights
College for All Coalition
Economic Mobility for All Coalition
EdTrust-West
Future Leaders of America
Grace Institute - End Child Poverty in CA
Immigrant Defenders Law Center
Institutional Solutions
Latino and Latina Roundtable of the San Gabriel and Pomona Valley
Los Angeles Urban Foundation
NextGen California
Northern California College Promise Coalition
Public Advocates
Puente Learning Center
Santa Cruz Community Ventures
Southern California College Attainment Network
Student Senate for California Community Colleges
uAspire
UAW Local 4811
UAW Region 6
UC Student Association
UnidosUS

Young Invincibles
One Individual

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 745 **Hearing Date:** June 24, 2026
Author: Irwin
Version: June 15, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: School districts: reorganization: state board approval: qualified special taxes.

NOTE: This bill has been referred to the Committees on Education and *Labor, Public Employment and Retirement*. A “do pass” motion should include referral to the Committee on *Labor, Public Employment and Retirement*.

NOTE: This bill has been amended to replace its contents and this is the first time the bill is being heard in its current form.

SUMMARY

This bill establishes a temporary alternative process for the reorganization of certain basic aid school districts by authorizing the State Board of Education (SBE) to approve a reorganization proposal based on legally binding agreements negotiated by the affected parties. The bill also provides employee protections following reorganization and authorizes successor districts to continue imposing existing qualified special taxes within their respective boundaries.

BACKGROUND

Existing law:

- 1) Establishes a process for the reorganization of school districts, including petitions, public hearings, county committee review, and approval by the SBE.
- 2) Authorizes SBE to approve a school district reorganization proposal if specified criteria are substantially met, including criteria related to enrollment, community identity, fiscal stability, educational programs, racial and ethnic integration, facilities, and the equitable division of assets and liabilities.
- 3) Authorizes SBE to approve a reorganization proposal under exceptional circumstances when it is not practical or possible to apply the statutory criteria literally.
- 4) Prohibits school district reorganization from affecting the classification of certificated employees or depriving classified employees of salary, leave, or other employment benefits they would have retained absent the reorganization.

- 5) Requires classified employees affected by certain district reorganizations to remain employees of the successor district for not less than two years and retain employment benefits they would have otherwise received.
- 6) Establishes procedures governing the allocation of district property, funds, and obligations following a school district reorganization.
- 7) Authorizes school districts to impose qualified special taxes, subject to voter approval and other statutory requirements.

ANALYSIS

This bill:

- 1) Authorizes, until January 1, 2030, SBE to approve the reorganization of a school district if:
 - a) The original district is an excess tax (basic aid) district with fewer than 10,000 pupils;
 - b) The petitioner is a city, county, special district, or local agency formation commission with more than 10,000 residents;
 - c) The affected parties have executed one or more legally binding agreements intended to effectuate the reorganization; and
 - d) SBE determines that the agreements satisfactorily address existing reorganization criteria and provide an exceptional circumstance sufficient to justify approval.
- 2) Specifies that SBE retains final authority to approve or deny the proposed reorganization.
- 3) Requires permanent and probationary certificated and classified employees who remain with the reorganized portion of a divided district to receive specified employment protections, including continued employment rights for not less than two years.
- 4) Requires collective bargaining agreements in effect immediately prior to reorganization to remain in force until expiration or renewal and to apply to employees of both successor districts.
- 5) Provides that the Public Employment Relations Board (PERB) retains jurisdiction over bargaining unit determinations resulting from the reorganization.
- 6) Authorizes successor districts created pursuant to the bill to continue imposing qualified special taxes previously imposed within the boundaries of the original district.

- 7) Makes the alternative reorganization approval process inoperative on January 1, 2030, while preserving any reorganization approved prior to that date.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “After nearly 20 years of intensive negotiations and community input-gathering, Santa Monica-Malibu Unified School District (SMMUSD) and the City of Malibu have unanimously settled on three agreements which support the equitable separation of the school district into two distinct school districts. The separation framework includes: 1) a Property Tax Revenue Sharing Agreement, which establishes a fair and sustainable allocation of property tax revenue; 2) an Operational Transfer Agreement, which provides for an equitable division of resources and assets; and 3) a Joint Powers Agreement, which creates a shared governance structure to coordinate and oversee the transition process.

“However, the State Board of Education (SBE) is currently considering a petition to separate the district that does not include consideration of these critical agreements. AB 745 simply provides the SBE the authority to account for these agreements when deciding on whether to allow SMMUSD to move forward with reorganization.

“Additionally, in the event the SBE approves reorganization, AB 745 will codify strong protections for teachers and classified staff and ensures all school employees enjoy the same rights and union protections as they currently do.”

- 2) ***The bill preserves SBE’s role in the reorganization process.*** Existing law requires SBE to evaluate whether a proposed school district reorganization satisfies numerous criteria related to educational programs, fiscal stability, community identity, facilities, integration, and the equitable division of assets and liabilities. Existing law also authorizes SBE to approve a proposal when it determines that exceptional circumstances justify approval.

This bill does not exempt a proposal from SBE review, waive the existing criteria, or require SBE to approve any particular reorganization. Rather, it authorizes SBE to consider legally binding agreements negotiated by the affected parties when determining whether the statutory criteria have been satisfactorily addressed and whether exceptional circumstances exist sufficient to justify approval. SBE would retain final authority to approve or deny the proposed reorganization.

- 3) ***District reorganization and statewide policy considerations.*** The principal policy question raised by this bill is whether the Legislature should create a statutory pathway intended to facilitate the division of an existing school district. California has generally sought to promote efficient administration of public education through school district structures capable of spreading administrative costs across larger student populations and supporting a broad range of educational programs and services.

At a time when many school districts are experiencing enrollment declines, rising costs, and increasing fiscal pressures, the Committee may wish to consider whether facilitating the creation of additional school districts is consistent with broader statewide interests in administrative efficiency, fiscal stability, and long-term sustainability.

- 4) **Local control and fiscal equity.** Supporters argue that Malibu's geographic isolation, unique community characteristics, and desire for greater local control justify the creation of a separate school district. These considerations have long been recognized as relevant factors in school district organization decisions.

At the same time, district boundaries serve not only governance purposes, but also fiscal purposes. The Committee may wish to consider the extent to which the state should facilitate the separation of a property-wealthy community from an existing school district and whether negotiated revenue-sharing agreements are sufficient to address concerns regarding the long-term fiscal impacts of such a separation on the remaining district.

- 5) **Implications for future reorganization proposals.** Although the bill is narrowly drafted and appears intended to address a specific reorganization proposal, the Committee may wish to consider the precedent created by establishing a new statutory pathway for district separation. Future communities seeking greater local control or independence from larger districts may point to this proposal as a model for obtaining legislative approval of a reorganization.

The question before the Committee is therefore not solely whether the proposed Santa Monica-Malibu separation should proceed, but also whether the Legislature wishes to establish a framework that could be relied upon in future efforts involving other districts.

- 6) **Employee protections.** The bill includes provisions intended to provide stability for employees during the transition to successor districts. Specifically, the bill extends certain employment protections to certificated and classified employees affected by a qualifying reorganization and preserves existing collective bargaining agreements until expiration or renewal. These provisions appear intended to minimize workforce disruption and provide continuity during implementation.

SUPPORT

City of Malibu
Santa Monica-Malibu Unified School District

OPPOSITION

California Federation of Teachers
California Teachers Association

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1534 **Hearing Date:** June 24, 2026
Author: Irwin
Version: June 15, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: Federal Workforce Pell Grant program: local workforce development boards: participant training requirement.

NOTE: This bill has been referred to the Committees on Education and *Labor, Public Employment and Retirement*. A “do pass” motion should include referral to the Committee on *Labor, Public Employment and Retirement*.

SUMMARY

This bill establishes state consumer protection standards for public postsecondary institutions seeking to participate in the federal Workforce Pell Grant program for short-term workforce training programs. It further modifies Workforce Innovation and Opportunity Act (WIOA) requirements by requiring local workforce development boards to ensure that at least 50 percent of participants receive workforce training services beginning in 2028.

BACKGROUND

Existing federal law:

- 1) Establishes the federal Pell Grant to provide aid to students who demonstrate financial need. The Pell Grant award can be used for tuition and fees, books, and supplies, transportation, and living expenses for the equivalent of up to six years of full-time enrollment. The maximum Pell Grant for the 2025-26 academic year (which covers the period from July 1, 2025 – June 30, 2026) is \$7,395. The minimum Pell Grant award for the same time frame is \$740. (United States Code (USC) Title 20 § 1070)
- 2) Establishes the federal Workforce Pell Grant program (via H.R. 1, Public Law 119-21), beginning July 1, 2026, to provide federal Pell Grant funding for eligible students enrolled in short-term workforce training programs aligned with high-skill, high-wage, or in-demand industries.

Existing state law:

- 1) Establishes the Donahoe Higher Education Act, setting forth the mission of the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC); and, defines “independent institutions of higher education” as nonpublic higher education institutions that grant

undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in California and are accredited by an agency recognized by the United States Department of Education (USDE). Specifies that for purposes of any code or statute, a national or regional accrediting agency recognized by the USDE as of January 1, 2025, shall retain that recognition until July 1, 2029, provided that the accrediting agency continues to operate in substantially the same manner as it did on January 1, 2025. (Education Code (EC) § 66010, et seq.)

- 2) Establishes California Student Aid Commission (CSAC) as the state agency charged with administering state financial aid programs to qualifying students enrolled in qualifying institutions of higher education throughout the State. Existing law requires CSAC to prescribe the use of standardized student financial aid applications for California. (EC § 69433 and § 69510, et seq.)
- 3) Establishes the Labor and Workforce Development Agency to coordinate workforce development programs and support workforce policy in California. (Government Code § 15550, et seq.)

ANALYSIS

This bill:

- 1) Prohibits a public postsecondary educational institution from disbursing Workforce Pell Grant program funds to students enrolled in the institution's short-term programs, and from advertising, marketing, or informing students about the availability of those funds, unless the institution has met both of the following:
 - a) Obtained authorization from CSAC, on behalf of the Governor, as prescribed.
 - b) Obtain approvals and meet all federal requirements.
- 2) Prohibits CSAC from authorizing public postsecondary educational institutions to receive Workforce Pell Grant program funds for a short program if it does any of the following:
 - a) Partners, contracts, or affiliates with an entity, including an institution or organization, that is not accredited by an accrediting agency recognized and approved by the USDE to provide, or offer to provide, instruction for the short-term program, unless one of the following applies:
 - i) The institution partners, contracts, or affiliates with the entity for the purpose of offering instruction for a registered apprenticeship program.
 - ii) The short-term program has a contract education agreement with a participating community college that meet the specified requirements.

- iii) The entity and institution disclose that the entity is a company that is separate from the institution and describes all of the services that the entity is contracted to provide for the institutions in the manner specified.
 - iv) The entity is not paid using incentive compensation or tuition sharing with the institution.
 - v) The entity does not participate in, or exercise authority over, the institution's governance or decision-making process on factors including the design or development of core curriculum or instruction, admission standards, determining enrollment targets, or creation of new short-term programs.
- b) Offers or affiliates with a company that offers financing for the short-term program using a private educational loan, including the specified types of financing.
 - c) Charges tuition and fees to a student for the short-term program that is more than the maximum amount of Workforce Pell Grant programs funds available for a student in the short-term program. The prohibition does not apply if the portion of tuition and fees that exceeds the maximum Workforce Pell Grant program amount is paid on behalf of the student by the specified third parties.

California Priority Jobs Credentials List

- 3) Authorizes CSAC to use the California Priority Jobs Credentials List to determine whether a short-term program satisfies the following requirement:
 - a) Provides an education aligned with the requirements of high-skill, high-wage, or in-demand industry sectors or occupations.
 - b) Meets the hiring requirements of employers in high-skill, high-wage, or in-demand industry sectors or occupations.
 - c) Leads to a recognized postsecondary credential that is stackable and portable across more than one employer or prepares students enrolled in the short-term program for employment in an occupation for which there is only one recognized postsecondary credential and that awards the credential upon completion.
- 4) Authorizes the Labor and Workforce Development Agency to enter into a data-sharing agreement with the Office of Cradle to Career Data to the extent it is necessary to establish and maintain the California Priority Jobs Credential List.
- 5) Modifies WIOA Adult and Dislocated Worker program provisions by changing the requirement for at least 30 percent of funds to be spent on training services to at least 50 percent of enrolled participants receiving training services, effective 2028.

- 6) Makes other conforming and technical changes.
- 7) State various findings and declarations related to the federal Workforce Pell Grant program and workforce training opportunities.
- 8) States that it is the Legislature's intent to expand access to high-quality workforce training opportunities by defining standards for short-term programs to be eligible for the federal Workforce Pell Grant program and requiring an increase in participants that receive workforce training services under the federal WIOA program.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "Californians looking to gain new skills or advance in their careers by enrolling in short-term workforce training programs may be eligible for new financial assistance. The federal government is set to begin rolling out Workforce Pell Grants for eligible Californians seeking to enroll in short-term programs lasting eight to 15 weeks. These programs will lead to industry-recognized credentials in sectors like healthcare, IT and skilled trades, and will train participants for high-wage and in-demand jobs.

"As states prepare to implement this historic expansion of aid, proper safeguards are necessary to ensure these programs deliver real opportunities for students and their families and prevent them from wasting their lifetime-limited Pell Grant eligibility. AB 1534 includes important consumer protection measures that protect students from risky private loans and require programs to charge reasonable costs and fully disclose partnerships with unaccredited organizations."

- 2) **Federal Workforce Pell program.** The Congress enacted H.R. 1, in the Summer of 2025. Among the many provisions contained in the measure is a section that expands Pell Grant eligibility to students enrolled in short-term, career-focused training programs that meet defined quality requirements and lead to industry-recognized credentials. The workforce training programs tend to be between 8 and 14 weeks in length and are intended to provide rapid pathways to employment in high-demand industries. This expansion is commonly referred to as "Short-Term Pell" or "Workforce Pell."

According to the National Governors Association and America Achieves, in their Workforce Pell: An Overview for Governors March 2026 policy memo, "the Congressional Budget Office estimates that over the next ten years, the federal government will invest approximately \$1.5 billion in Workforce Pell Grants of about \$2,200 per recipient, although awards will vary as they are prorated based on program length and student need. However, research on such short-term programs demonstrates that while some programs deliver strong labor market returns, many do not. This new funding stream represents an opportunity for Governors to drive resources to the strongest programs to address critical workforce development needs and better align postsecondary training to high-skill, high-wage, and in-demand jobs through their implementation decisions."

The Workforce Pell goes into effect on July 1, 2026, the USDE proposed regulations in March 2026, and is expected to finalize regulations later this Spring. Presently, the draft regulations leave Governors with considerable leeway in the details of implementation.

- 3) **Workforce Pell and existing state financial aid programs.** As mentioned, Workforce Pell is designed to support short-term workforce training programs that may be completed in as little as eight weeks and can be up to 15 weeks in duration. California's primary state financial aid programs under Cal Grant generally support students enrolled in degree and longer-term certificate programs. Specifically, Cal Grant C supports occupational and technical training programs that are at least four months in length. To that end, Workforce Pell is filling a gap in student aid not covered under the Cal Grant program. This bill establishes additional state participation standards for Workforce Pell but does not modify eligibility for existing state financial aid programs.
- 4) **Consumer protection measures.** This bill aims to create state-level consumer protection standards intended to protect Workforce Pell recipients enrolling in short-term programs. The proposed requirements are applicable to UC, CSU, and CCCs seeking to participate in the Workforce Pell program. Among other provisions, the bill restricts tuition and fee levels, limits the use of certain private financial arrangements, establishes conditions governing third-party partnerships, and requires participating programs to demonstrate alignment with workforce needs. Specifically, this measure prohibits institutions from charging tuition and fees that exceed the maximum available Workforce Pell award, unless the excess amount is paid by an employer, labor-management partnership, or another third-party that does not require repayment by the student. It also prohibits participation by institutions that offer or affiliate with providers of private education loans, income share agreements, or similar credit products. The bill would also require CSAC to deny authorization to institutions that do not satisfy specified requirements. The proponents of this measure argue that restricting tuition levels limits reliance on private educational loans and income share agreements, and that imposing requirements for third-party partnerships and alignment with workforce needs helps ensure students are participating in quality programs that will lead to meaningful employment opportunities related to their field of study/training.
- 5) **Third-Party providers and tuition-sharing arrangements.** This bill further prohibits UC, CSU, and CCCs from receiving authorization to participate in the Workforce Pell if it compensates a third-party provider through tuition sharing or incentive compensation arrangements. The sponsors of the bill argue that these compensation models may create incentives to prioritize enrollment growth over student outcomes and can blur the lines between public institutions and for-profit education providers. Proponents point to recent disputes involving online program manager (OPM) partnerships with public and private institutions, including the University of Southern California and 2U, and Caltech and Simplilearn, and a 2023 State Auditor review of UC's use of OPMs as issues that may arise from these types of partnerships. The UC audit identified 52 UC contracts with OPMs in effect at that time, none of which involved undergraduate programs. Of those contracts, 30 were with five UC campuses, of which 15

pertained to continuing education provided through campus extension units. This bill does not prohibit institutions from partnering with OPMs or other third-party providers. Rather, it restricts certain compensation arrangements and limits the role third-party entities may play in academic and institutional decision-making. Institutions may continue to contract with third-party providers if the partnership satisfies the bill's specified conditions. This bill also preserves the institution's responsibility for academic decision-making by prohibiting third-party entities from exercising authority over curriculum development, admissions standards, enrollment targets, or the creation of new short-term programs.

- 6) **Related budget activity.** Trailer bill language to the 2026-27 Budget Act includes a proposal related to implementation of the federal Workforce Pell Grant program. The proposal would establish a process for CSAC, in consultation with the California Workforce Development Board, to determine whether short-term programs offered by UC, CSU, and CCCs meet federal and state eligibility requirements for participation in Workforce Pell. The proposal would also require participating institutions to report program and student outcome data and would establish various oversight and reporting requirements.

This bill attempts to address the same federal Workforce Pell Grant programs but would establish additional requirements related to institutional participation, student protections, and certain contractual and financial arrangements. Committee staff understands, and at the time this analysis was drafted, that conversations around trailer bill language are still ongoing. As currently drafted, both the budget proposal and this bill apply only to programs offered by the CCCs, CSU, and UCs. With regard to CSAC responsibilities, this bill would not create a separate approval process but instead would establish additional standards and conditions that CSAC would be required to apply when making authorization determinations.

SUPPORT

The Institute for College Access & Success (sponsor)
 California Competes: Higher Education for a Strong Economy
 Campaign for College Opportunity
 Children Now
 EdTrust-West
 San Jose-Evergreen Community College District

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1381 **Hearing Date:** June 24, 2026
Author: Muratsuchi
Version: June 11, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Education-related positions: egregious misconduct: previous employment disclosures.

NOTE: This bill has been referred to the Committees on Education and *Privacy, Digital Technologies, and Consumer Protection*. A “do pass” motion should include referral to the Committee on *Privacy, Digital Technologies, and Consumer Protection*.

NOTE: This bill has been amended to replace its contents and this is the first time the bill is being heard in its current form.

SUMMARY

This bill requires the Commission on Teacher Credentialing (CTC) to create a certificated employee section within the statewide misconduct data system established pursuant to SB 848 (Pérez, Chapter 460, Statutes of 2025). The bill requires the database to identify credential holders for whom CTC has received specified complaints or reports alleging egregious misconduct and requires prospective employers to review the database and obtain underlying records from reporting entities during the hiring process.

BACKGROUND

Existing law:

- 1) Establishes the Committee of Credentials (COC) within the CTC and authorizes the COC to investigate allegations of misconduct involving credential applicants and holders and recommend adverse credential action where appropriate.
- 2) Requires school districts, county offices of education, charter schools, state special schools, and private schools to report specified allegations of misconduct involving credential holders to the CTC.
- 3) Prohibits school employers from entering into agreements that prevent mandatory reporting of egregious misconduct to the CTC or that authorize the removal of credible complaints, substantiated investigations, or discipline related to egregious misconduct from personnel files.
- 4) Requires applicants for certificated positions to disclose prior school employment and requires prospective employers to contact prior school employers regarding

credible complaints, substantiated investigations, or discipline related to egregious misconduct.

- 5) Requires the CTC, pursuant to SB 848 (Pérez), to develop a statewide data system for classified employees and private school employees that includes records relating to substantiated investigations of egregious misconduct and employees who separate from employment during a pending investigation.
- 6) Requires local educational agencies (LEAs) and private schools, before hiring certain employees covered by the statewide data system, to review the database and obtain information regarding prior substantiated misconduct investigations.

ANALYSIS

This bill:

- 1) Requires the CTC to create a certificated employee section within the statewide data system established pursuant to SB 848 (Pérez, Chapter 460, Statutes of 2025).
- 2) Requires the certificated employee section of the database to include the name, date of birth, credential number, and reporting entity associated with a credential holder for whom CTC has received specified complaints, information, indictments, or mandatory misconduct reports.
- 3) Requires the database to identify the school district, county office of education, charter school, state special school, or private school that submitted the report to the CTC.
- 4) Requires reporting entities identified in the database to provide copies of relevant records to prospective employers upon request.
- 5) Requires prospective employers, beginning July 1, 2027, to review the certificated employee section of the statewide data system during the hiring process.
- 6) Requires prospective employers to contact any reporting entity identified in the database and obtain relevant records before hiring a certificated employee.
- 7) Makes conforming changes to the certificated employee reference-check provisions established by existing law.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Current law requires school employers to contact an applicant’s previous employers to determine whether the individual was the subject of credible complaints, substantiated investigations, or discipline for egregious misconduct. This process can be burdensome for school districts, may delay hiring decisions, and failures in information-sharing can have serious consequences for student safety.

“AB 1381 addresses this issue by creating a database within the Commission on Teacher Credentialing’s data reporting system that allows prospective school employers to identify entities that have filed misconduct reports regarding an applicant. By providing a centralized way to locate existing misconduct information that is already required to be shared, AB 1381 helps streamline the hiring review process and supports informed, timely hiring decisions that prioritize student safety.”

- 2) ***Existing process for reviewing misconduct by credential holders.*** Existing law establishes the COC within the CTC to review allegations of misconduct involving credential applicants and holders. School employers are required to report specified instances of misconduct to the CTC, which may then initiate a COC review. Following an investigation, the COC may recommend adverse credential action, including suspension or revocation of a credential. Unlike a local employment investigation, however, the COC process is generally confidential while a matter is under review, with final actions becoming public only after the review process is complete.
- 3) ***Existing reference check requirements.*** Existing law requires applicants for certificated positions to provide prospective employers with a complete list of prior school employers. School employers considering a certificated applicant must contact prior school employers and inquire whether the applicant was the subject of credible complaints, substantiated investigations, or discipline related to egregious misconduct. Existing law also requires school employers that have reported egregious misconduct to the CTC to disclose that fact and provide supporting information upon inquiry from a prospective employer. Similar requirements apply to classified employees and private school employees. Accordingly, current law already contemplates that hiring employers will receive information regarding prior misconduct concerns through employer-to-employer communication, even where no adverse credential action has occurred.
- 4) ***The AB 218 report and legislative response.*** In 2024, the Fiscal Crisis and Management Assistance Team (FCMAT) issued its report to the Legislature regarding the fiscal impacts of childhood sexual assault claims under AB 218 (Gonzalez, Chapter 861, Statutes of 2019). Among other recommendations, the report called for expanded employee screening, stronger work-history verification requirements, creation of an electronic database of school employee work history, and reporting of egregious misconduct information to a state entity in a manner accessible to school employers. The report expressed concern that existing hiring practices did not always provide prospective employers with sufficient information to identify individuals who had engaged in serious misconduct. In response, the Legislature enacted SB 848 (Pérez), which strengthened employee screening requirements, expanded reference-check obligations, prohibited certain settlement agreements related to misconduct, and established a statewide misconduct data system.
- 5) ***The statewide misconduct database established by SB 848.*** SB 848 (Pérez) requires the CTC, contingent upon an appropriation, to develop a statewide data system for classified employees and private school employees. Under current

law, LEAs and private schools are required to report employee hiring and separation information, the initiation and disposition of investigations of egregious misconduct, and employees who separate from employment during an active investigation. Prospective employers must review the database before hiring covered employees. In addition, SB 848 (Pérez) authorized the COC to review records from the database, including substantiated reports and cases involving separation during an investigation. The Legislature therefore created a new statewide employee-screening system for noncredentialed employees while also linking that system to the existing credential discipline framework.

- 6) ***Has SB 848 revealed a visibility gap for credentialed employees?*** Prior to the enactment of SB 848 (Pérez), credentialed employees were generally subject to more robust statewide misconduct oversight than classified employees due to the existence of the COC process. Following enactment of SB 848 (Pérez), however, classified employees and private school employees will be subject to a statewide misconduct database that prospective employers may review during the hiring process. By contrast, prospective employers hiring credentialed employees generally remain dependent upon reference checks, publicly available credential information, and any disclosures provided by prior employers. Supporters of this bill may therefore argue that a gap now exists whereby hiring employers have access to a statewide screening system for classified employees and private school employees, but not for credentialed employees. Viewed in that light, this bill can be understood as an attempt to extend the statewide database concept established by SB 848 (Pérez) to credential holders.
- 7) ***A different reporting threshold than the one established by SB 848.*** While this bill builds upon the statewide data system established by SB 848 (Pérez), it does not simply extend the same reporting framework to credentialed employees. Under SB 848(Pérez), information is entered into the database as the result of an employer investigation of egregious misconduct and the resulting disposition of that investigation. By contrast, AB 1381 would require the credentialed employee section of the database to identify individuals for whom the CTC has received specified complaints, information, indictments, or misconduct reports. Consequently, the bill would establish a reporting threshold for credentialed employees that differs from the threshold currently applicable to classified employees and private school employees. The Committee may wish to consider whether the objective of providing hiring employers with additional information regarding credentialed employees could be achieved by extending the reporting framework established by SB 848 (Pérez) to credential holders, rather than creating a separate reporting standard based upon complaints and reports received by the CTC.
- 8) ***Existing law already contains largely parallel reference-check requirements.*** Existing law contains substantially similar hiring disclosure and reference-check requirements for certificated employees under Education Code Section 44939.5 and classified/private school employees under Education Code Section 44051. In both cases, applicants must disclose prior school employment, and prospective employers must contact prior employers regarding credible complaints, substantiated investigations, or discipline related to egregious

misconduct. The primary distinction is that SB 848 (Pérez) additionally requires LEAs and private schools, prior to hiring certain employees, to review the statewide misconduct database established pursuant to Education Code Section 44052. As a result, the principal policy difference between the two frameworks is not the reference-check process itself, but the existence of a statewide database review requirement for noncertificated employees and private school employees.

To the extent the Committee determines that hiring employers should have access to a credentialed employee component of the statewide database, it may wish to consider whether that objective could be accomplished by extending the existing database review requirements in Education Code Section 44052 to certificated positions, rather than establishing a separate reporting and disclosure framework based upon complaints and reports received by the CTC.

- 9) ***Relationship to SB 1083 (Pérez).*** This Committee previously heard SB 1083 (Pérez, 2026), which proposes significant revisions to the statewide misconduct database framework established by SB 848 (Pérez). Among other changes, SB 1083 (Pérez) would eliminate the requirement that all investigations be reflected as “pending” in the database, limit notification requirements primarily to situations in which an employee separates from employment before an investigation is completed, and establish additional procedural protections for employees whose information may be entered into the system. As discussed in the analysis of SB 1083 (Pérez), the bill reflects an ongoing legislative effort to calibrate the balance between timely information-sharing, employee due process, and the risk of employment consequences arising from unproven allegations. This bill raises many of the same policy considerations because it would expand the statewide data system to credential holders while simultaneously adopting a different reporting threshold than the one currently applicable to classified employees and private school employees.
- 10) ***Implementation status and capacity at the CTC.*** SB 848 (Pérez) requires the CTC to develop the statewide misconduct data system by July 1, 2027, contingent upon an appropriation. The Governor’s proposed 2026-27 budget includes \$1.4 million General Fund and 10 positions for the CTC to begin implementation of the database. However, the CTC has indicated that workload and staffing needs remain uncertain and are dependent upon the final scope of statutory requirements. The CTC has also identified potential needs for additional legal staffing, data-system refinements, and statutory clarifications related to reporting triggers, evidentiary standards, privacy concerns, and integration with existing credential discipline processes. The Committee may wish to consider whether expanding the database to include credential holders is best evaluated as part of the broader implementation and refinement process currently underway.

SUPPORT

Association of California School Administrators (sponsor)

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2202	Hearing Date:	June 24, 2026
Author:	Muratsuchi, et al.		
Version:	May 18, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Pupil achievement: Closing the Achievement Gap Commission.

SUMMARY

This bill establishes a Closing the Achievement Gap (CTAG) Commission to serve as an advisory body to the State Board of Education (SBE).

BACKGROUND

Existing law:

- 1) Establishes the single multiple measures public school accountability system, which must measure the overall performance of numerically significant pupil subgroups in schools, including charter schools, school districts, and county offices of education (COEs). Numerically significant pupil subgroups include: ethnic subgroups, socioeconomic disadvantaged pupils, English learners, long-term English learners, pupils with disabilities, foster youth, and homeless youth. (Education Code (EC) § 52052)
- 2) Establishes a single system for providing support (System of Support) to local educational agencies (LEAs) and schools for programs established by the federal Every Student Succeeds Act to do all of the following:
 - a) Support the continuous improvement of pupil performance within the state priorities;
 - b) Address the gaps in achievement between pupil subgroups;
 - c) Improve outreach and collaboration with stakeholders to ensure that the goals, actions, and services described in school district and COE local control accountability plans (LCAPs) reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations. (EC § 52059.5)
- 3) Requires LEAs to adopt and annually revise LCAPs. (EC §§ 47604.33, 52060, and 52066)
- 4) Requires LCAPs to address how the district will address and improve in eight state priority areas, including pupil achievement as measured by, among other things, the percentage of pupils who have successfully completed courses that

satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU), or the completion of career pathways. (EC § 52060)

- 5) Establishes the California Collaborative for Educational Excellence (CCEE), whose purpose is to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in their LCAPs. The CCEE is required to achieve this purpose by facilitating continuous improvement for LEAs within California's system of public school support. (EC § 52074)
- 6) Requires, for any school district for which one or more pupil subgroups meets specified criteria, the county superintendent of schools to provide technical assistance for a minimum of two years following the identification that shall be focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs. (EC § 52071(c))
- 7) Requires the SBE to determine all questions of policy within its powers. (EC § 33030)
- 8) Requires the SBE to adopt rules and regulations not inconsistent with the laws of this state for its own government, for the government of its appointees and employees, for the government of the day and evening elementary schools, the day and evening secondary schools, and the technical and vocational schools of the state, and for the government of other schools, excepting the UC, the CSU, and the California Community Colleges, as may receive in whole or in part financial support from the state. (EC § 33031)
- 9) Establishes the Center to Close Achievement Gaps, to be located in the CSU system, with a mission to provide resources and assistance to LEAs in order to eliminate gaps in academic achievement between subgroups of pupils enrolled in kindergarten and grades 1 to 12, inclusive, as identified on the California School Dashboard through both of the following: providing professional preparation of educators in the CSU system and serving as a resource for LEAs on strategies for closing achievement gaps. (EC § 89420 - 89426)

ANALYSIS

This bill:

- 1) Establishes the CTAG Commission as an advisory body to the SBE for the following purposes:
 - a) Advising the SBE and the California Department of Education (CDE) on the existing board and department policies and practices related to closing the achievement gap.
 - b) Making recommendations for improving the support that the state provides to LEAs to close the achievement gap.

- c) Using the Closing the Achievement Gap State Operations and Support Plan (CTAG Plan), as specified, as a guiding document for reviewing and developing the Commission's priorities and recommendations.
- 2) Requires that the CTAG Commission consist of 18 members, as follows:
- a) Six voting members consisting of all of the following:
 - i) The President of the SBE or the president's designee.
 - ii) The Superintendent of Public Instruction (SPI) or the SPI's designee.
 - iii) The Executive Director of the Commission on Teacher Credentialing (CTC) or the executive director's designee.
 - iv) The Executive Director of the CCEE or the executive director's designee.
 - v) One parent of a child enrolled in a California public school appointed by the President pro Tempore of the Senate.
 - vi) One parent of a child enrolled in a California public school appointed by the Speaker of the Assembly.
 - b) Eleven voting members appointed by the Governor as follows:
 - i) One governing board member from a school district with 2,500 or less units of average daily attendance (ADA).
 - ii) One governing board member from a school district with 2,501 or more units of ADA.
 - iii) One governing member from a county board of education.
 - iv) One administrator from a school district with 2,500 or less units of ADA.
 - v) One county superintendent of schools.
 - vi) One certificated employee employed by a school district or a COE.
 - vii) One classified employee employed by a school district or COE.
 - viii) One charter school educator.
 - ix) One representative from an education equity organization.
 - x) One special education local plan area (SELPA) administrator.

- c) One nonvoting pupil member appointed by the Governor. Specifies that the pupil member shall have an advisory vote.
- 3) Requires that the members appointed to the Commission by the President pro Tempore of the Senate, the Speaker of the Assembly, and the Governor reflect geographic demographic, and LEA-type diversity, and serve no more than one four-year term, based on the calendar year.
- 4) Requires the President pro Tempore of the Senate, the Speaker of the Assembly, and the Governor to appoint members following an application process for gubernatorial appointments on their respective internet websites.
- 5) Requires that the appointments be made, to the greatest extent practicable, in alternating even- and odd-numbered years so that no more than one-half of the appointed persons expire at the end of a calendar year.
- 6) Requires that a vacancy on the Commission be filled for the remainder of the unexpired term of the position vacated in the same manner as the original appointment.
- 7) Requires the CTAG Commission to annually elect a chair and vice chair from among its members by a majority of the voting members of the Commission.
- 8) Specifies that nine voting members shall constitute a quorum and that the Commission shall act by a majority of the members present at a meeting. Authorizes the Commission, in the absence of a quorum, to discuss business but prohibits them from taking action on any item of business.
- 9) Requires the CTAG Commission to meet at least two times annually in the first year after its creation, and as needed thereafter, upon the call of the chair or the SBE, consistent with the CTAG Plan, as specified.
- 10) Authorizes the Commission to establish subcommittees or ad hoc committees as needed to perform its duties, as specified.
- 11) Specifies that members of the Commission shall serve without compensation but shall be reimbursed by the state for necessary and reasonable travel and per diem expenses incurred in the discharge of the member's duties.
- 12) Requires the CTAG Commission to do all of the following:
 - a) Consult with the CCEE to identify and assess the state's efficacy in providing assistance and support to LEAs identified as part of the statewide system of support (SSOS), as specified.
 - b) Identify opportunities to strengthen continuous improvement support, which shall include the development of a program, to be known as the Statewide Improvement Pathways Program, that provides examples of best practices and programs that can be scaled and modified to adapt to the needs of LEAs.

- i) The Statewide Improvement Pathways Program shall identify LEAs and programs that have demonstrated measurable progress and proven strategies to close the achievement gap.
 - ii) Requires the Statewide Improvement Pathways Program, in identifying examples of best practices, to include assessments of promising practices, programmatic coherence for closing the achievement gap, and instances where the state acted in a supportive, rather than compliance-oriented, manner with respect to LEA support.
 - c) Identifying opportunities to strengthen the CCEE, which shall be bolstered to become a central hub for best practices and programs to serve the needs of LEAs.
 - i) Requires the CTAG Commission, in consultation with the CCEE and other state entities, to develop and recommend recurring mechanisms to collect, synthesize, and present findings from differentiated assistance (DA) and direct technical assistance outcome reviews and other implementation studies.
 - d) Continually assess the extent to which there are gaps in state support for LEAs in their efforts to close achievement gaps. Requires that this assessment include feedback from LEA staff to reflect their experiences within the SSOS.
 - e) Identify instances where state educational agencies are operating primarily as a compliance monitor on ways that inhibit LEAs abilities to serve pupil needs.
 - f) Evaluate the extent to which state statutes, the implementation of those statutes, regulations, and state initiatives, including, but not limited to the LCAP and related Local Control Funding Formula (LCFF) accountability tools, help close the achievement gap, and develop recommendations for improvements.
 - g) Review existing LEA and school accountability requirements and recommend modifications for enabling LEAs to address the achievement gap.
- 13) Requires the CTAG Commission to, on or before December 1, 2028, and every two years thereafter, submit a report to the Governor, the appropriate policy and fiscal committees of the Legislature, the SBE, and the CDE with recommendations and proposed actions that the state can take to help and support LEAs in closing the achievement gap. Requires that the report also contain a status of recommendations from prior years, if applicable.
- 14) Requires the SBE to consider reports submitted by the Commission, including the recommendations and proposed actions contained in the report, as agenda

- items at a regularly scheduled public meeting or at a meeting of the SBE that includes public discussion and consideration.
- 15) Requires the CDE to post reports submitted by the CTAG Commission on the CDE's internet website.
 - 16) Makes a series of findings and declarations related to the existence of persistent pupil achievement gaps between pupil populations in California and the need for stronger alignment and accountability across state educational entities, programs, reports, and mandates.
 - 17) States the intent of the Legislature that a commission dedicated to closing the achievement gap is established and adheres to the following:
 - a) Uses the CTAG Plan, as specified, as the Commission's guiding document.
 - b) Assesses the efficacy of the state's support to LEAs identified under the SSOS, as specified.
 - c) Evaluates whether current law, regulations, and statewide initiatives, including LCAPs, are effective in closing the achievement gap.
 - d) Provides recommendations for coordinated state action to help LEAs improve pupil achievement.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Despite billions in targeted funding, performance for our most vulnerable subgroups, including Black, Latino, and low-income students, as well as foster and homeless youth, remains stubbornly low. The current fragmented approach has failed to move the needle at the pace our students deserve. We cannot continue to identify disparities year after year without a coordinated, state-level strategy to eliminate them. AB 2202 establishes the Closing the Achievement Gap Commission to move the state from a culture of monitoring to a culture of action. If we expect our local school districts to close the gap, the state must be held accountable for providing the resources, administrative flexibility and alignment they need to succeed."
- 2) ***The Closing the Achievement Gap legislative package.*** This bill is one of four bills sponsored by the California School Boards Association in the 2025-26 Legislative Session that seek to establish "a comprehensive state-level operations and support plan that clearly defines how the state will help LEAs close achievement gaps."
 - a) AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes, among other things, specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting

the state's public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals.

- b) AB 2149 (Garcia, 2026) would require the Legislative Analyst's Office (LAO) to annually assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet the performance targets proposed to be established in the CTAG Plan; and
- c) AB 2514 (Ransom, 2026) would require the working group established by AB 2225 to include recommendations for the development of a State of the Achievement Gap Dashboard within the CTAG Plan.

This bill would require a newly established CTAG Commission to use the CTAG Plan developed pursuant to AB 2225 (Patel, 2026) as its guiding document.

- 3) **California Collaborative for Educational Excellence.** This bill requires the CTAG Commission to consult with the CCEE to identify and assess the state's efficacy in providing assistance and support to LEAs identified as part of the SSOS and identify opportunities to strengthen the CCEE as a central hub for best practices and programs to serve the needs of LEAs. The CCEE was established as part of the LCFF to advise and assist LEAs in achieving the goals set forth in their LCAP by facilitating continuous improvement for LEAs within the SSOS. The CCEE provides universal, targeted, and intensive supports and resources for LEAs through the work of their three Centers for Educational Excellence:
 - a) The Center for Teaching, Learning, and Leading (TTLC) – Builds capacity and support for LEAs currently receiving and in need of direct technical assistance to effectively address the systemic and instructional needs of students historically underserved.
 - b) The Center for Innovation, Instruction, and Impact (I3) – Implements a statewide approach to improving LEAs' capacity by collaboratively developing, delivering, sharing, and spotlighting research-based practices that demonstrate the power to improve outcomes.
 - c) The Center for Transformative Systems (TSEE) – Facilitates the development of a shared vision for implementation of the SSOS that develops coordinated actions resulting in equitable educational outcomes.
- 4) **California's Statewide Systems of Support.** The SSOS was established as part of the LCFF to provide varying levels of assistance to meet the unique needs of LEAs. This system ensures that all educational agencies have access to the resources and support they need to improve student outcomes. The purpose of the SSOS, as articulated in statute, is to build the capacity of LEAs in each of the following ways:

- a) Based on the results of the Dashboard, support continuous improvement of student performance in each of the eight state priority areas.
- b) Address the gaps in achievement between student groups; and
- c) Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services described in school district and COE LCAPs reflect the needs of students and the community, especially for historically underrepresented or low-achieving groups.

The SSOS is based on a three-level framework:

- Level 1 - Universal Support: This foundational level of support is available to all districts, charters, COEs, and SELPAs in California. This level of support is available to all and at no cost. Universal supports include access to tools and resources, professional learning, and services provided by various technical assistance providers within the SSOS, coordinated by the CCEE and the CDE.
- Level 2 – Targeted/Supplemental Assistance or DA: Targeted support is available to LEAs with an identified area of need that meet the eligibility requirements set by the SBE. In this level, COEs, the CDE, and the Geographic Lead Agencies (Geo Leads) provide DA for eligible LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups. Targeted supports often include specialized professional learning, coaching, consultation, and/or strategic planning.
- Level 3 – Intensive (Direct Technical Assistance): Intensive support is provided to districts and charters identified as requiring an extra level of hands-on partnership, often due to persistent performance challenges and a lack of improvement over three out of four consecutive years. Intensive supports often involve a collaborative process with the CCEE, COE, SELPA, the CDE, and/or Geo Leads to determine the most effective support strategies. This tier of support may include identifying a technical assistance provider with relevant expertise to work closely with the district or charter to improve student outcomes.

Outside of the three levels of support, a referral to the SPI may occur with approval from the SBE if the LEA has failed or is unable to implement the recommendations of the CCEE or the inadequate performance of the LEA is either so persistent or acute as to require intervention by the SPI.

- 5) ***Existing advisory bodies to the SBE.*** This bill creates a new advisory body to the SBE to, among other things, assess the efficacy of the state’s support to LEAs identified under the SSOS; evaluate whether current law, regulations, and statewide initiatives, including LCAPs and LCFF accountability tools, are effective in closing the achievement gap; and provide recommendations for coordinated state action to help LEAs improve pupil achievement. SBE currently has a

handful of advisory commissions, committees, and panels—each with specifically defined roles. They include the following:

- a) The Advisory Commission on Charter Schools (ACCS) advises the SBE on its role of ensuring that charter schools realize higher student achievement within the context of sound educational programs and practices, proper financial management, and other specific requirements of law.
- b) The Advisory Commission on Special Education (ACSE) advises the SBE, the SPI, the Legislature, and the Governor in new or continuing areas of research, program development, and evaluation in California special education. This focuses on student outcomes, incarcerated youth, interagency agreements, and integrated services.
- c) The Instructional Quality Commission (IQC) advises the SBE on matters related to curriculum and instruction. This includes developing and recommending curriculum frameworks and evaluation criteria for instructional materials, as well as advising and making recommendations on implementing the state’s academic content standards, professional development, pupil assessments, and academic accountability systems alignments to the standards.
- d) The California Practitioners Advisory Group (CPAG) advises the SBE on ongoing efforts to establish a single coherent local, state, and federal accountability system and reviews any state rules and regulations relating to Title I of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, in order to advise the state in carrying out its Title I responsibilities. This work includes providing input on LCFF and LCAP implementation and template design, Dashboard components, the SSOS, and DA eligibility criteria.

The Committee may wish to consider that some of the advisory roles envisioned for the CTAG Commission established by this bill may overlap with those of existing SBE advisory bodies.

- 6) **Statewide Improvement Pathways Program.** This bill requires the CTAG Commission to develop a new Statewide Improvement Pathways Program that identifies LEAs and programs that have demonstrated measurable progress and proven strategies to close the achievement gap, and identifies instances in which the state acted in a supportive, rather than compliance-oriented, manner with respect to LEA support.

As previously discussed, the CCEE’s primary role as a state agency is to assist LEAs in need of support. As part of this assistance, the CCEE maintains several targeted resource hubs and collections to help LEAs find information on state-funded initiatives, professional development opportunities, evidence-based best practices, and contacts for SSOS partners.

The CCEE also collaborates with LEAs and partner organizations to host Open Door Sessions—highlighting LEAs, educational practitioners, and strategies that have improved student learning and outcomes by leveraging and integrating state supports and initiatives.

The Committee may wish to consider whether developing a new Statewide Improvement Pathways Program would be duplicative of programs and initiatives currently led by the CCEE, and whether establishing a new program could lead to further confusion and competing guidance.

- 7) **Practical effect.** This bill seeks to address the frustrations felt by LEAs that the existing system of state supports is fragmented, piecemeal, and lacks state-level accountability. It does so by establishing a new commission to provide the SBE and the Legislature with policy recommendations to eliminate disparities in academic performance among pupil subgroups and to identify gaps in state support for LEAs in their efforts to close achievement gaps. As discussed above, California’s existing education system has several facets that aim to improve student outcomes by providing direct assistance to LEAs and convening experts to recommend evidence-based strategies for historically underserved students.

The Committee may wish to consider the following:

- *Are the roles envisioned for the new CTAG Commission sufficiently distinct from existing bodies to warrant creating a new entity in an already fragmented ecosystem?*
- *Would the creation of a new CTAG Commission substantively guide policy to close student achievement gaps, or would it add yet another layer of bureaucracy?*
- *How would the CTAG Commission compel the SBE or the legislature to align new proposals with the CTAG Plan?*

- 8) **Arguments in support.** The California School Boards Association, the sponsor of this bill, states in their letter of support submitted to this Committee:

“This legislative package proposes that the state, similar to local school district and county office of education boards, must adopt clear goals, measurable benchmarks and transparent and understandable reporting to the public on the state’s progress towards a more aligned state system that improves outcomes for California students. This north star would guide the state’s public education entities and serve as a common throughline to a shared goal of closing achievement gaps. Together, they represent a landmark effort by the Legislature to help further focus and align the state’s policy, fiscal and operational efforts to support schools and establish a new level of shared accountability between state entities and local educational agencies for closing achievement gaps. The goal of these measures is to create the conditions needed to close achievement gaps by aligning state policy, funding and oversight around a clear operations and support plan that empowers LEAs.”

9) **Committee amendments.**

- *Specify that the provisions of this bill shall only become operative if AB 2225 is enacted and becomes effective on or before January 1, 2027.*
- *Resolve the following drafting error related to the appointment application process bill: (2) The President pro Tempore of the Senate, the Speaker of the Assembly, and the Governor shall appoint members following an application process for gubernatorial appointments on their respective internet websites.*

10) **Prior and related legislation.**

AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes, among other things, specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting the state's public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals. *AB 2225 is set for the same hearing as AB 2202 in this Committee.*

AB 2149 (Garcia, 2026) would require the LAO to assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet its performance targets to be established pursuant to AB 2225 (Patel, 2026). *AB 2149 is set for the same hearing as AB 2202 in this Committee.*

AB 2514 (Ransom, 2026) would require the working group and CTAG Plan to be established by AB 2225 (Patel, 2026) to include recommendations for the development of a State of the Achievement Gap Dashboard. *AB 2514 is set for the same hearing as AB 2202 in this Committee.*

SB 153 (Committee on Budget and Fiscal Review, Chapter 38, Statutes of 2024) established the LCFF Equity Multiplier to provide additional funding to LEAs for allocation to schoolsites with prior year nonstability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%.

SB 77 (Committee on Budget and Fiscal Review, Chapter 53, Statutes of 2019) established the Center to Close Achievement Gaps. This bill required the center to seek to fulfill its mission and improve the capacity of teachers, education specialists, and school administrators to close gaps in academic achievement through both of the following: strengthening professional preparation on effective instructional practices, effective school leadership practices, effective LEA leadership practices, and the use of data and continuous improvement strategies; and serving LEAs as a clearinghouse for evidence-based strategies and promising practices for closing academic achievement gaps.

SUPPORT

California School Boards Association (sponsor)
ABC Unified School District
Alisal Union School District
American Association of University Women - California
Anaheim Union High School District
Antioch Unified School District
Brentwood Union School District
Calexico Unified School District
California Association of Suburban School Districts
California Chamber of Commerce
California Charter Schools Association
California State PTA
Castro Valley Unified School District
Chowchilla Elementary School District
Contra Costa County
Downey Unified School District
El Monte Union High School District
El Rancho Unified School District
Fresno County Office of Education
Huntington Beach Union High School District
Irvine Unified School District
Jefferson Union High School District
Legislative Action Committee - San Mateo County School Boards Association
Liberty Union High School District
Long Beach Unified School District
Los Angeles County School Trustee Association
Los Angeles Unified School District
Monterey County Office of Education
Monterey County Superintendent of Schools
Moreno Valley Unified School District
Mount Pleasant Elementary School District
Napa Valley Unified School District
Needles Unified School District
Newark Unified School District
Newport-Mesa Unified School District
Parlier Unified School District
Perris Elementary School District
Placer County Office of Education
Pleasanton Unified School District
Rim of the World Unified School District
Rincon Valley Union School District
Ripon Unified School District
San Benito County Board of Education
San Francisco Unified School District
San Lorenzo Unified School District
San Lorenzo Valley Unified School District
San Ramon Valley Unified School District
Santa Clara County Office of Education

Santa Cruz City Schools
Santa Paula Unified School District
Santa Rosa City Schools
Scotts Valley Unified School District
Sierra Sands Unified School District
Solana Beach School District
Soledad Unified School District
South Monterey County Joint Union High School District
Spreckels Union School District
Turlock Unified School District
Val Verde Unified School District

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2526	Hearing Date:	June 24, 2026
Author:	Muratsuchi		
Version:	April 21, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Special education local plan areas: apportionments: alternate assessments.

SUMMARY

This bill expands eligibility for the state's low-incidence disability special education funding program, contingent upon an additional appropriation. Specifically, the bill would allow funding to be generated not only by pupils with statutorily defined low-incidence disabilities (hearing impairments, vision impairments, and severe orthopedic impairments) but also by pupils who are eligible to take California's alternate assessments due to significant cognitive disabilities.

BACKGROUND

Existing law:

- 1) Defines "low-incidence disability" as a severe disabling condition with an expected incidence rate of less than 1% of total statewide enrollment, including hearing impairments, vision impairments, severe orthopedic impairments, and combinations thereof.
- 2) Requires the state to provide specialized services and equipment for pupils with low-incidence disabilities.
- 3) Establishes a low-incidence disability funding program to support special education and related services required by the individualized education programs (IEPs) of pupils with low-incidence disabilities.
- 4) Requires the annual per-pupil low-incidence entitlement to be calculated by dividing the annual appropriation by the statewide count of pupils with low-incidence disabilities reported through the California Longitudinal Pupil Achievement Data System (CALPADS) in the prior year.
- 5) Requires the resulting per-pupil amount to be multiplied by the number of pupils with low-incidence disabilities in each Special Education Local Plan Area (SELPA) to determine each SELPA's allocation.
- 6) Requires the Superintendent of Public Instruction (SPI) to apportion those funds to SELPAs for purposes of providing special education and related services required by the IEPs of pupils with low-incidence disabilities.

- 7) Requires California to administer alternate statewide assessments to pupils with the most significant cognitive disabilities when determined appropriate by the pupil's IEP team.

ANALYSIS

This bill:

- 1) Retains the existing low-incidence disability funding formula unless the Legislature provides an additional appropriation for purposes of expanding the program.
- 2) Establishes an alternative funding calculation that becomes operative only upon an appropriation that increases funding above the amount that would otherwise be provided under current law.
- 3) Requires the revised calculation to include both:
 - a) Pupils with low-incidence disabilities; and
 - b) Pupils eligible to take the alternate assessments pursuant to Education Code Section 60640.
- 4) Requires the statewide per-pupil entitlement, upon appropriation, to be calculated using the combined statewide count of:
 - a) Pupils with low-incidence disabilities; and
 - b) Pupils eligible to take alternate assessments.
- 5) Requires each SELPA's allocation, upon appropriation, to be based on the sum of:
 - a) Its pupils with low-incidence disabilities; and
 - b) Its pupils eligible to take alternate assessments.
- 6) Requires the SPI, upon appropriation, to apportion funds for purposes of providing special education and related services required by the IEPs of both groups of pupils.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Over ten years ago, California led the nation by adopting the Local Control Funding Formula (LCFF) to ensure students with the greatest needs received the most resources. While we've made great strides, we have left a massive hole in that formula: our students with disabilities.

Right now, school districts across California are facing a silent crisis. Special education costs are rising faster than state funding, our local schools are forced to dip into their general funds pulling billions of dollars away from art, music, and smaller class sizes just to meet legal mandates.”

- 2) ***Expanding a historical funding program to a broader group of students with intensive support needs.*** The state’s low-incidence disability funding program was established in 1985 and is one of the few remaining special education funding programs tied directly to specific disability categories. Funding is currently generated only by pupils who are blind, deaf or hard of hearing, deaf-blind, or who have severe orthopedic impairments. These disability categories were selected because they occur infrequently and often require specialized equipment, services, and instructional supports that may not be adequately reflected in broader special education funding formulas.

This bill would expand the program beyond those traditional disability categories by allowing funding to also be generated by pupils eligible to take California’s alternate assessments. Eligibility for alternate assessments is based not on a student’s disability label, but rather on whether the student has the most significant cognitive disabilities as determined by the IEP team. As a result, the bill would represent a modest shift away from a disability-category approach toward one that is more closely tied to student support needs.

- 3) ***Bill only becomes operative if the Legislature provides additional funding.*** The bill does not redistribute existing low-incidence disability funding among a larger population of students. Instead, the revised formula becomes operative only if the Legislature appropriates additional funding specifically to support the expanded eligibility population. As drafted, the bill therefore establishes a framework for a future funding augmentation rather than creating an immediate entitlement.

This structure avoids reducing funding currently generated by pupils with low-incidence disabilities while providing the Legislature flexibility to determine whether, and at what level, additional funding should be provided.

- 4) ***Raises broader questions regarding how California funds high-cost special education services.*** The bill highlights a longstanding policy discussion regarding whether California’s special education finance system adequately reflects the costs associated with educating students with the most intensive needs. While the state’s primary special education funding formula (AB 602, author, year) is largely driven by overall average daily attendance (ADA) rather than disability type or severity, several categorical funding streams remain targeted to particular populations or services.

In addition to the low-incidence disability program, the state also provides funding through the Extraordinary Cost Pool, which reimburses certain exceptionally high-cost placements and services. Demand for Extraordinary Cost Pool funding currently exceeds available resources and LEAs continue to rely heavily on local unrestricted funds to meet special education obligations.

The Committee may wish to consider whether expanding the low-incidence disability program is the most effective mechanism for addressing costs associated with students who have significant cognitive disabilities, or whether broader reforms to the state's special education finance system may ultimately be warranted.

- 5) ***Reflects ongoing discussions about aligning special education funding with student need rather than disability category.*** Recent special education policy reforms have increasingly focused on student needs and required supports rather than specific disability labels. For example, California's special education teacher credential structure has moved away from disability-specific credentials toward credentials organized around support needs.

Proponents argue that students eligible for alternate assessments often require extensive and intensive services similar in scope and cost to those required by students currently generating low-incidence disability funding. Legislative analyses note that approximately 1% of students receiving special education services take alternate assessments and that these students frequently represent some of the highest-cost special education placements.

By expanding eligibility based on functional need rather than disability category alone, the bill continues a broader policy trend toward aligning resources with the intensity of services required by students.

- 6) ***Proposal aligns with broader budget discussions regarding special education funding adequacy.*** The policy goal underlying this bill is currently being considered in the context of broader state discussions regarding special education finance. The Governor's 2026-27 Budget proposes significant new investments in special education, including a \$1.8 billion ongoing augmentation to the AB 602 formula in addition to the \$509 million equalization augmentation proposed in January. Together, those proposals would increase statewide special education funding by approximately \$2.4 billion over the 2025 Budget Act level and raise the statewide AB 602 funding rate to approximately \$1,340 per ADA.

In addition, the Assembly Budget Subcommittee approved actions to augment funding for the low-incidence disability and Extraordinary Cost Pool programs, including placeholder language reflecting an \$80 million increase for those programs.

These proposals reflect growing legislative concern regarding the increasing costs associated with serving students with disabilities and the corresponding reliance of LEAs on unrestricted local funds to meet federal and state special education obligations. In that context, this bill can be viewed not as a standalone funding proposal, but as part of a broader discussion regarding whether existing special education funding mechanisms appropriately target resources toward students with the most intensive service needs.

SUPPORT

Alameda County Office of Education
Bayshore Elementary School District
Belmont-Redwood Shores School District
Brisbane School District
Burlingame School District
California Association of School Business Officials
California School Funding Coalition
California Teachers Association
Coalition for Adequate Funding for Special Education
Design Tech High School
Fresno County Office of Education
Fresno Unified School District
Jefferson Union High School District
La Honda-Pescadero Unified School District
Los Angeles Unified School District
Morgan Hill Unified School District
Oak Grove School District
Pacifica School District
Ravenswood City School District
San Francisco Unified School District
San Luis Obispo County SELPA District
San Mateo County SELPA
Santa Barbara County SELPA
Santa Clara County Office of Education
Schools for Sound Finance
Sonoma County SELPA
South East Santa Clara SELPA
West Contra Costa Unified District SELPA

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2580 **Hearing Date:** June 24, 2026
Author: Muratsuchi
Version: June 15, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Teacher credentialing: programs of professional preparation: California State University and community college partnerships.

SUMMARY

This bill requires the Chancellor of the California Community Colleges (CCC) and the Chancellor of the California State University (CSU) to jointly develop, by July 1, 2027, a plan to expand teacher preparation partnerships between CCC districts and CSU campuses, with a particular focus on increasing access to teacher preparation programs in rural communities and creating concurrent enrollment opportunities for community college students pursuing teaching credentials.

BACKGROUND

Existing law:

- 1) Establishes the CCCs and the CSU as separate segments of public higher education with distinct missions under the California Master Plan for Higher Education.
- 2) Authorizes community college districts (CCDs) to offer associate degrees, transfer pathways, and other programs designed to prepare students for transfer to four-year institutions.
- 3) Designates CSU as California's primary public institution responsible for preparing teachers and recommending candidates for California teaching credentials through Commission on Teacher Credentialing (CTC)-approved educator preparation programs.
- 4) Requires educator preparation programs leading to a teaching credential to be approved and accredited by the CTC.
- 5) Establishes various transfer and degree pathways between CCC and CSU, including Associate Degrees for Transfer (ADT), intended to facilitate student transfer and degree completion.

ANALYSIS

This bill:

- 1) Requires the Chancellor of CCC and the Chancellor of CSU, on or before July 1, 2027, to jointly develop a plan to increase professional teacher preparation partnerships between CSU campuses and CCDs.
- 2) Requires the plan to address the expansion of CSU online teacher preparation programs offered in partnership with CCDs to increase access to teaching careers in rural communities.
- 3) Requires the plan to address the expansion of educator preparation pathways that allow community college students pursuing a teaching credential to concurrently enroll in CSU teacher preparation coursework.
- 4) Provides that implementation of the plan is contingent upon an appropriation in the annual Budget Act or another statute.
- 5) Repeals these provisions on January 1, 2033.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California’s teacher shortage continues to disproportionately impact rural and underserved communities, where students often lack access to qualified, fully credentialed educators. AB 2580 is intended to expand pathways into the teaching profession by strengthening partnerships between community colleges and California State University campuses. By increasing access to online teacher preparation programs and creating opportunities for dual enrollment, this measure will make it easier for students, especially those in rural areas, to pursue a teaching career without leaving their communities. Strengthening these pathways is essential to building a more equitable and sustainable teacher workforce for the state.”
- 2) ***Strengthening the teacher preparation pipeline through increased coordination between CCC and CSU.*** California has long relied on CSU as the state’s primary producer of credentialed teachers, while community colleges serve as a key entry point into higher education for many prospective educators. According to the author, strengthening coordination between the two segments could reduce barriers for students pursuing teaching careers, particularly those who begin their postsecondary education at a community college. The bill seeks to encourage greater alignment among the segments by requiring the development of a plan to expand partnerships and improve pathways into teacher preparation programs.
- 3) ***Focus on rural teacher workforce challenges.*** The bill specifically directs the segments to consider expansion of online teacher preparation opportunities designed to serve students in rural communities. Rural school districts often face unique educator workforce challenges, including smaller applicant pools, geographic isolation, and limited proximity to institutions offering educator preparation programs. By examining opportunities to expand online delivery models and local partnerships, the bill seeks to identify strategies that may allow prospective teachers to complete preparation requirements while remaining in

their home communities, potentially increasing the likelihood that they ultimately teach in those areas.

- 4) ***Concurrent enrollment concept raises implementation questions.*** The bill directs the segments to explore opportunities for community college students pursuing teaching credentials to concurrently enroll in CSU teacher preparation coursework. While the concept could accelerate students' progress toward credential attainment and strengthen transfer pathways, it may also raise practical questions regarding admissions status, tuition and fee responsibilities, financial aid eligibility, course availability, academic advising, and coordination between institutions. The bill does not prescribe a particular model, instead leaving those considerations to be addressed through the planning process developed by the two segments.
- 5) ***Planning requirement without guaranteed implementation.*** The bill requires development of a plan but does not itself establish any new educator preparation programs, transfer pathways, or enrollment authorities. Any implementation activities resulting from the plan would be contingent upon a future appropriation. As a result, the bill primarily serves as a planning and coordination measure intended to identify opportunities for expanded partnerships and access to teacher preparation programs rather than directly implementing those changes in statute.
- 6) ***Existing efforts to improve teacher preparation pathways.*** California has undertaken numerous efforts in recent years to strengthen educator workforce pipelines, including investments in teacher residencies, classified school employee credentialing pathways, Golden State Teacher Grants, educator apprenticeship programs, and transfer pathways intended to improve access to teacher preparation. To the extent the segments develop the plan required by this bill, the Committee may wish to consider how any recommended partnerships or concurrent enrollment models would complement and align with existing state workforce initiatives, rather than duplicating efforts already underway.

SUPPORT

Faculty Association of California Community Colleges
Small School Districts Association

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1547 **Hearing Date:** June 24, 2026
Author: Bains
Version: January 6, 2026
Urgency: Yes **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: University of California: branch campus of a school of medicine in the County of Kern: feasibility study.

SUMMARY

This bill, an urgency measure, requires the University of California (UC), by January 1, 2028, to complete a feasibility study for the establishment of a UC medical school branch campus in Kern County.

BACKGROUND

Existing law:

- 1) Establishes the UC as a public trust to be administered by the Regents of the UC; and, grants the Regents full powers of organization and government, subject only to such legislative control as may be necessary to insure security of its funds, compliance with the terms of its endowments, statutory requirements around competitive bidding and contracts, sales of property and the purchase of materials, goods and services. (California Constitution Article IX, § (9)(a))
- 2) Establishes UC, California State University (CSU), and California Community Colleges (CCC) as the three segments of public higher education. (Education Code (EC) § 66010, et seq.)
- 3) Grants the UC the exclusive jurisdiction in public higher education over instruction in the profession of law and over graduate instruction in the professions of medicine, dentistry, and veterinary medicine. Stipulates that the UC has the sole authority in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the CSU to award joint doctoral degrees in selected fields. Mandates that the UC be the primary state-supported academic agency for research. (EC § 66010.4)
- 4) Creates the UC San Francisco (UCSF), San Joaquin Valley Regional Campus Medical Education Endowment Fund. Stipulates that upon appropriation by the Legislature, moneys in the endowment fund must be allocated to the UC to support the annual operating costs for the development, operation, and maintenance of a branch campus of the UC San Francisco, School of Medicine in the San Joaquin Valley. (EC § 92162, et seq.)
- 5) Requires, upon appropriation by the Legislature and a determination by the Controller of sufficient funds in the endowment fund, that moneys in the fund to

be used to cover the UC's estimated costs of applying for and obtaining approval and accreditation from the Liaison Committee on Medical Education (LCME), as provided. (EC § 92162, et seq.)

- 6) Requires moneys in the endowment fund to initially be invested with the goal of achieving capital appreciation to create a balance of \$500 hundred million to generate ongoing earnings to cover the estimated annual operating costs associated with the development, operation, and maintenance of the branch campus, and, upon the determination of the Controller that the endowment fund balance is \$500 hundred million, requires moneys in the endowment fund to be invested to generate earnings to fund annual operating costs associated with the development, operation, and maintenance of the branch campus. (EC § 92162, et seq.)
- 7) Creates the UC Kern County Medical Education Endowment Fund in the State Treasury to support potential development of a UC medical school in Kern County. Funds received by the UC or the Controller, for specified purposes of the fund must be deposited into the UC Kern County Medical Education Endowment Fund. Defines "endowment fund" as the UC Kern County Medical Education Endowment Fund. (EC § 92168, et seq.)

ANALYSIS

This bill:

- 1) Requires the UC, by January 1, 2028, to do both of the following:
 - a) Complete a feasibility study and reasonably attempt to consult with the specified local stakeholders, to determine the steps necessary to establish a branch campus of an existing UC medical school in Kern County, and include in the feasibility study a comprehensive analysis of the requirements, challenges, and opportunities related to establishing a branch campus of an existing UC medical school in Kern County, including, but not limited to, all of the following:
 - i) The identification of potential sites for the branch campus of a medical school.
 - ii) An assessment of construction and infrastructure needs for the branch campus of a medical school and an assessment of the ability to comply with all the resource requirements of the LCME.
 - iii) Recommended recruitment strategies for qualified faculty and staff.
 - iv) An evaluation of the ability to comply with the accreditation requirements of the LCME as a branch campus.
 - v) Development of a medical education curriculum.
 - vi) A financial analysis, including, but not limited to, projected costs

and potential funding sources.

- vii) A review of graduate medical education opportunities in the Kern County and recommendations on how to ensure that graduates of the branch campus of a medical school in Kern County have access to a medical residency in Kern County.
- b) Submit the feasibility study, including detailed findings, recommendations, and an implementation timeline to the Governor and the Legislature, as specified and available on its website.
- c) Declares the bill an urgency measure in order to address the significant adverse health impacts of the shortage of physicians serving the residents of Kern County.
- d) States various findings and declarations relating to the need for health care professionals in Kern County.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “With some of the lowest ratios of healthcare providers in the state and a declining number of medical students from rural backgrounds, urgent action is needed to ensure access to quality care. By requiring a feasibility study for a UC medical school in Kern County, AB 1547 paves the way for expanding medical education in the region, ultimately helping to train and retain doctors who understand and are committed to serving rural populations. This investment is essential to building a healthier future for some of California’s most underserved communities.”
- 2) **UC Medical Education in the Central Valley.** The UCSF Fresno was established in 1975 as a graduate medical education campus of the UCSF School of Medicine, with support from the Legislature and the Veteran’s Administration, to address the severe shortage of physicians in California’s San Joaquin Valley. Today, UCSF Fresno is the largest academic physician training program between San Francisco, Sacramento, and Los Angeles. Further, as a way for UC Merced (UCM) to begin to build partnerships with existing UC medical schools and facilitate its involvement with academic medicine, UCM partnered with the UC Davis (UCD) School of Medicine to help develop a new medical education program focusing on the health needs of the region. UCD, in partnership with UCSF Fresno and UCM, launched the San Joaquin Valley Program in Medical Education (PRIME) in 2010 to recruit and prepare students for future careers in medicine within the San Joaquin Valley. The San Joaquin Valley extends 250 miles from the San Joaquin Valley in the North to Kern County in the South. San Joaquin Valley PRIME students complete their basic sciences/pre-clinical education at UCD, then complete most of their required third-year core clerkships at UCSF Fresno, with options for selecting the amount of time spent in the fourth year at UCSF Fresno or UCD. In 2018-19, management and oversight of the San Joaquin Valley PRIME program transitioned from UCD to UCSF.

In 2020, the UCSF School of Medicine received a base budget augmentation of 15 million in ongoing state support to develop an eight-year baccalaureate/M.D. program based in the San Joaquin Valley in partnership with UCSF Fresno regional campus and UCM. Built on the success of the San Joaquin Valley PRIME program, San Joaquin Valley PRIME + was designed for students from the San Joaquin Valley region who wish to remain in the area for both college and medical school, which will increase the likelihood of practicing there upon graduation. In fall 2023, the inaugural class of 15 students, all of whom have deep ties to the San Joaquin Valley, enrolled in an enhanced baccalaureate degree program at UCM, designed to prepare them for success in medical school. This new track will enable UCM to build the capacity to offer the classroom-based medical school curriculum, which the students will complete during the first 18 months of medical school starting in fall 2027. Students will complete their clinical experiences during the remaining 2.5 years of medical school at the UCSF Fresno regional campus.

According to UC, both San Joaquin Valley PRIME and San Joaquin Valley PRIME+ represent the first part of a three-phased approach to expanding medical education in the San Joaquin Valley. During phase two, the goal is to increase enrollment from 12 to 15 students to 50 per year starting in 2027, which will result in 200 total students enrolled in the program by 2030. Phase three has the goal of establishing an independent medical school at UCM.

The UC has made several efforts to expand physician training opportunities in the San Joaquin Valley, the feasibility study required by this bill would provide additional information regarding whether a branch medical school campus in Kern County could serve as a viable strategy for increasing medical education capacity and addressing regional workforce needs in that county.

- 3) **Feasibility of a new medical school in Kern County.** A substantial barrier for establishing a new medical school is ensuring sufficient, ongoing resources can support the operating budget of a high-quality UC medical education program. Existing law creates the UC Kern County Medical Education Endowment Fund in the State Treasury to support potential development of a UC medical school in Kern County. The author contends that while existing law established an endowment fund in support of a UC Kern medical school, a pathway towards the creation of the campus is not identified. This bill requires the completion of a feasibility study regarding the establishment of a branch campus of an existing UC medical school in Kern County, including an analysis of potential sites, infrastructure needs, accreditation requirements, faculty recruitment strategies, curriculum development, financial needs, and graduate medical education opportunities.
- 4) **Related and Prior legislation.**

AB 1852 (Bains, 2026), in part, creates a fallback mechanism for establishing a public medical school in Kern County if, by July 1, 2027, the UC Office of the President has not taken formal, verifiable steps to establish a school of medicine in Kern County. Further, the measure authorizes CSU Bakersfield and the Kern Community College District, acting through a newly authorized local public

agency called the Kern Medical Education Authority, to establish and operate a medical school in Kern County, subject to accreditation. AB 1852 failed passage in the Assembly Higher Education Committee.

AB 58 (Soria, 2025), in part, would have requested the UC to submit a report to the Legislature, on or before August 31, 2026, on the financial requirements necessary to expand the current UCSF and UCM medical education collaboration, the San Joaquin Valley PRIME+ program, and to transition the program into a fully independent medical school operated by UCM. AB 58 was held on suspense in the Assembly Committee on Appropriations.

AB 730 (Arambula, 2025), in part, would have, by July 1, 2026, and each July 1 thereafter, appropriated \$15,000,000 from the General Fund to the UC Regents for allocation to the UCM Medical Education Collaborative, as defined. AB 730 was held on suspense in the Assembly Committee on Appropriations.

AB 1361 (Bains, 2025), in part, would have required the UC, by January 1, 2027, to complete a feasibility study, in consultation with local voluntary stakeholders, including, but not limited to, the Kern County Medical Society, the Kern Medical Hospital Authority, Kern Family Health Care, at least one labor union representing UC patient care and technical employees, and at least one labor union representing health care workers in the County of Kern, to determine the steps necessary to establish a UC medical school in Kern County. AB 1361 was held on suspense in the Assembly Committee on Appropriations.

AB 2357 (Bains, Chapter 959, Statutes of 2024) in part, establishes the UC Kern County Medical Education Endowment Fund for the purposes of supporting the operating costs associated with establishing a branch campus of an existing UC medical school in Kern County.

AB 3081 (Arambula, 2023) would have appropriated \$15 million from the General Fund to the Regents of the UC on or before July 1, 2025, and each July 1 thereafter, for allocation to the UCM Medical Education Collaborative, and requires UCM Medical Education Collaborative, as a condition of receiving the appropriation, to develop a program, consistent with its mission, and in conjunction with the health facilities of its medical residency programs, to identify eligible medical residents and to assist those medical residents in applying for physician retention programs. AB 3081 was held on suspense in the Assembly Committee on Appropriations.

AB 2202 (Gray, Chapter 756, Statutes of 2018), which, in part, established the UCSF San Joaquin Valley Regional Campus Medical Education Endowment Fund to support the annual operating costs of a branch campus of UCSF School of Medicine in the San Joaquin Valley.

AB 174 (Gray, 2015), SB 841 (Cannella, 2014), and SB 131 (Cannella, 2015) *Valley PRIME Programs*, all of which would have appropriated funds for the San Joaquin Valley PRIME Program, were held on suspense in the Senate Committee on Appropriations.

SUPPORT

California Academy of Family Physicians
County of Kern
CPCA Advocates
Kern County Superintendent of Schools Office

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1669 **Hearing Date:** June 24, 2026
Author: Pacheco
Version: June 15, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: Student health: medical leaves of absence: mental health.

SUMMARY

This bill requires, commencing with the 2027-28 academic year, private and public postsecondary educational institutions to adopt a written policy allowing students to take a voluntary medical leave of absence for at least a period of up to one academic year and specifies criteria for inclusion in the adopted policy.

BACKGROUND

Existing federal law:

- 1) Section 504 of the Rehabilitation Act states no person with a disability in the United States will be denied benefits or be subjected to discrimination based on their disability in any program or activity that receives federal financial assistance. This applies to postsecondary education institutions who receive federal funding and therefore, the institutions are subject to the regulations promulgated by the Federal Government to address and prevent discrimination of people with disabilities. (United States Code (USC), Title 29, Chapter 16, Subchapter V, Section 794, colloquially known as "Section 504 of the Rehabilitation Act)
- 2) The Americans with Disabilities Act prohibits discrimination against people with disabilities in everyday activities. Establishes people with disabilities as a protected class and prohibits discrimination in the same manner as prohibitions against racial or sex discrimination. This law guarantees that people with disabilities have the same employment opportunities, ability to access goods and services, and the ability to participate in state and local government programs. (USC Title 42, Chapter 126)

Existing state law:

- 1) The Unruh Civil Rights Act, states all people in California are free and equal and no matter their sex, race, color, religion, ancestry, national origin, disability, medical condition, genetic condition, marital status, sexual orientation, citizenship, primary language, or immigration status and are entitled to the full and equal accommodations, advantages, facilities, privileges, or services in all business establishments of every kind. (Civil Code § 51)

- 2) Defines disability for the Equity in Higher Education Act to mean a mental or physical disability. (Education Code (EC) § 66260.5)
- 3) Prohibits a postsecondary education institution that receives state funding from discriminating against anyone on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any characteristic listed or defined in Section 11135 of the Government Code (this includes medical conditions) or any other characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, including immigration status. (EC § 66270)
- 4) Each postsecondary education institution in the state of California is prohibited from requiring a graduate student from taking a leave of absence or withdrawing from the program or limiting the student's graduate studies based on the fact the student is pregnant or experiencing pregnancy-related issues. A postsecondary education institution is required to provide reasonable accommodations to the pregnant graduate student so the student may complete their graduate program. Provides the terms and conditions for leaves of absence for graduate students, who are pregnant or have recently given birth and provides a separate leave of absence for non-birthing partners. Current law also requires the policies regarding pregnancy protections to be posted in various locations on campus and requires employees to be trained on the policies. (EC § 66281.7)

ANALYSIS

This bill:

- 1) Requires, commencing with the 2027-28 academic year, a postsecondary educational institution adopt a written policy to allow a student to take a voluntary medical leave of absence for a period to be determined by the institution or for a period of up to one academic year, whichever is longer.
- 2) Requires that the adopted policy adhere to all of the following requirements:
 - a) Not require the submission of an official notice of withdrawal, as defined, nor send an official notice of withdrawal, as defined, to a student who takes a medical leave of absence and does not deny a student returning from medical leave of absence the ability to enroll in courses or a program of study that they were previously eligible for. The bill specifies that these provisions are not to be interpreted as prohibiting an institution from imposing conditions upon a student's return to campus after taking a medical leave of absence if, before taking the absence, the student posed a direct threat to the health or safety of others.
 - b) Allow an enrolled student in good academic standing who voluntarily takes a medical leave of absence to return to the student's program of study in good academic standing following the medical leave of absence.
 - c) Allow for a medical leave of absence to exceed the period allowed under

the adopted policy if there is a medical necessity, as determined by the student's physician or medical provider. An institution is authorized to require documentation from the student's physician or medical provider before granting an extension of the medical leave absence.

- d) Include procedures for how students may notify the institution of the need to take a medical leave of absence.
 - e) Consider whether a student who takes a medical leave of absence may be permitted on campus and may participate in campus activities during the medical leave of absence. The bill requires that in making this consideration, an institution's primary concern be student safety and is prohibited from modifying any requirements for participation in campus activities for a student who takes a medical leave of absence.
- 3) Requires the institution, if it has an existing leave of absence policy, to ensure the policy adheres to the requirements of the bill.
 - 4) Requires, after the medical leave of absence policy is adopted, the institution to do all of the following, as applicable:
 - a) Provide, as part of established campus orientations, with a copy of the policy to students at all campuses of their respective segments.
 - b) Post the policy on the institution's website.
 - c) Notify students and faculty of the location of the policy on the institution's website by sending an email at the beginning of each academic semester or term.
 - d) For an institution with an on-campus medical center, require the medical center to provide a copy of the policy to a student upon request or when otherwise, appropriate.
 - e) Require the registrar's office and the campus administrator's office to provide a copy of the policy to a student who requests information on withdrawing from the institution.
 - 5) Provides that, if upon implementation of the bill's provisions conflicts with federal law or regulations, that provision is to be rendered inoperative for the duration of the conflict and without affecting the whole.
 - 6) Provides that the bill is not to be construed or implemented in a manner that would prevent an institution from adjudicating, pursuant to the institution's adjudication procedures, an alleged violation of the student code of conduct by a student who has taken, or is currently on, a medical leave of absence from the institution.
 - 7) Defines all of the following terms for the purposes of the bill:

- a) “Adjudication procedures” to mean a postsecondary educational institution’s established process to determine if a student has violated the student code of conduct and the established process to respond when violations are sustained.
 - b) “Medical” to includes health- and mental health-related issues, including, but not limited to, anxiety, depression, eating disorders, and substance use disorders.
 - c) “Postsecondary educational institution” to mean a campus of the University of California (UC), the California State University (CSU), or the California Community Colleges (CCC), a private postsecondary educational institution, as defined in Section 94858, or an independent institution of higher education, as defined in Section 66010.
 - d) “Student” to mean an undergraduate or graduate student, as recognized by the postsecondary educational institution, that is enrolled in coursework at the institution.
 - e) “Student code of conduct” to mean any rules or policies adopted by a postsecondary educational institution regarding the expectations or standards of student behavior on campus, including, but not limited to, standards related to academics, athletics, and sex discrimination.
- 8) States various findings and declarations related to student mental health challenges.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “Nearly half of college students endure mental health challenges, including 37% who struggle with depression and nearly one-third who experience anxiety. While research indicates that poor mental health impedes academic performance, college students don’t always have easy access to appropriate tools or institutional support to manage these challenges. In some situations, the best solution for a student may be to take a leave of absence from school to focus on their mental or physical health.

“However, not all California colleges and universities offer a clear leave-of-absence framework. While some schools allow a student to take a medical leave of absence, others require that a student facing a mental health crisis completely withdraw. In some cases, students must reapply with no guaranteed pathway to readmission.

“AB 1669 gives students the flexibility to step away when necessary to focus on medical or mental health treatment by creating a clear, equitable, and protected pathway for students to return to their studies where they left off – without having to face academic consequences or reapply. The bill supports student health and well-being while helping more students stay on track to complete their education.”

- 2) **Establishes minimum standards for medical leaves of absence.** Typically, once admitted students are expected to enroll in consecutive academic terms unless approved to take a leave of absence. A leave of absence is essentially a pause in enrollment, whereas a withdrawal is generally treated as leaving the institution. Institutions have policies allowing students to take leaves of absence for various reasons including medical or mental health reasons. For example, at CSU, Long Beach students may take an educational leave for personal, educational, financial, medical, or other reasons for up to two semesters. UC Davis permits students to temporarily suspend academic work at UC Davis during the academic term. The leave is permitted for three consecutive quarters; the student must apply for the leave by the 10th day of instruction or withdraw and then re-apply for admission. The author argues that those policies vary across institutions. Some institutions permit students to take a medical leave and return to their studies, while others may require students to withdraw and subsequently seek readmission. This bill establishes minimum requirements for voluntary medical leave policies, including protections related to enrollment status, academic standing, return to study and notice to students. The bill attempts to provide students with a more consistent process for taking a medical leave of absence across public and private postsecondary institutions.
- 3) **Community college withdrawal policies.** CCCs operate as an open access system and generally permit students to reenroll after leaving the institutions without a selective admissions process. The Board of Governors of the CCC adopts regulations governing community college operations, including student withdrawal policies. Under current Title 5 regulations, students may withdraw from courses during designated withdrawal periods and may receive an Excused Withdrawal (EW) at any time when illness, accident, or other circumstances beyond the student's control prevent course completion. An EW does not count against enrollment attempts or academic progress calculations. This bill establishes a separate framework specifically for institutional medical leaves of absence and specifies that students taking a medical leave may not be treated as withdrawal from the institution. This is in addition to existing CCC withdrawal policies which already provide students with relatively flexible withdrawal and reenrollment pathways.
- 4) **Return to enrollment following a medical leave of absence.** The bill prohibits an institution from denying a returning student the ability to enroll in courses or a program of study for which the student was previously eligible. The bill also requires institutions to permit students in good academic standing who take a voluntary medical leave to return to their program in good academic standing. Some institutions require students to withdraw rather than take a leave. Proponents of this measure contend that while some institutions provide a formal leave process that preserves a student's pathway back to the institution, others may require students to withdraw and subsequently seek readmission or reentry into their program of study. This bill seeks to establish minimum safeguards for students who temporarily step away from their studies due to medical or mental health challenges.
- 5) **Student mental health challenges.** The Health Minds Network conducts an annual national study of student mental health. The 2024-2025 survey included

84,000 student responses from 135 colleges and universities. According to their report, approximately 37 percent of college students have symptoms of depression, 33 percent report symptoms of anxiety, 50 percent have lifetime diagnoses of mental disorders, and 38 percent receive some form of mental health services. The author also cites research findings that nearly one half of college aged individuals experienced a psychiatric disorder during the previous year. Research cited by the author further shows that mental health challenges may affect students' daily functioning, academic performance, and educational motivation. Seemingly, a temporary leave of absence may provide students with an opportunity to address medical or mental health challenges and return prepared to continue their studies.

- 6) **Student conduct on campus.** While the bill establishes minimum protections for students taking a medical leave of absence, it does not prohibit institutions from imposing conditions on a student's return when the student poses a direct threat to the health and/or safety of others prior to taking leave. The bill further clarifies that institutions retain authority to investigate and adjudicate alleged violations of student conduct policies while a student is on a medical leave of absence. These provisions attempt to preserve existing campus safety and disciplinary processes.

SUPPORT

Cal Voices
California Alliance of Child and Family Services
California Behavioral Health Association
California Hospital Association
California Youth Empowerment Network
Mental Health America of California
University of California Student Association

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1728	Hearing Date:	June 24, 2026
Author:	Alanis		
Version:	March 19, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Community colleges: common course numbering system: firefighting education, law enforcement education, and modern policing degree program courses.

SUMMARY

This bill requires the common course numbering (CCN) system for the California Community Colleges (CCCs), by July 1, 2030, to include specified firefighting courses, law enforcement education courses, and courses for the modern policing degree program.

BACKGROUND

Existing law:

- 1) Establishes the CCCs, a postsecondary education system in this state, under the administration of the Board of Governors (BOG), and specifies that the CCC system consists of community college districts. (Education Code (EC) § 70900)
- 2) Requires the CCCs, by July 1, 2027, to adopt a CCN system for all general education requirement courses and transfer pathway courses, and requires each CCC campus, by July 1, 2027, to incorporate CCNs from the adopted system into its course catalog. (EC § 66725.5)
- 3) Establishes the Commission on Peace Officer Standards and Training (POST) within the Department of Justice to set minimum standards relating to physical, mental, and moral fitness for the recruitment and training of peace officers, develop training courses and curriculum, and establish a professional certificate program that awards different levels of certification based on training. (Penal Code (PC) §§ 830 - 832.10 and 13500, et seq.)
- 4) Requires the Commission on POST, stakeholders from law enforcement, the California State University (CSU), and community organizations to serve as advisors to the California Community Colleges Chancellor's Office to develop a modern policing degree program. (PC § 13511.1)
- 5) Requires the State Fire Marshal establish or cause to be established a program of fire prevention training for fire prevention inspectors employed by local fire protection agencies, and requires the training program be conducted on a regional basis located near such agencies which employ or contract with such inspectors. (Health and Safety Code § 13105.5)

ANALYSIS

This bill:

- 1) Requires the specified CCN system—for the purpose of streamlining training for public safety employees, streamline transfer from two- to four-year postsecondary educational institutions, and reduce excess credit accumulation—by July 1, 2030, to include all of the following courses:
 - a) Firefighting courses that align with the curriculum, standards, and certification requirements established by the Office of the State Fire Marshal's State Fire Training.
 - b) Law enforcement education courses that align with the curriculum, standards, and certification requirements established by the Commission on POST.
 - c) Courses that fulfill the course requirements established for the modern policing degree program, as provided.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “By including fire and law enforcement courses in the Common Course Numbering system, students will more easily be able to locate these courses across California Community Colleges. Many of the students enrolled in these programs are first responders furthering their education, so establishing consistency in required coursework will prevent them from taking redundant classes and allow for a smoother transfer process.”
- 2) ***Decades of CCN efforts led to AB 1111 (Berman, Chapter 568, Statutes of 2021).*** Efforts to create a CCN system go back decades, with legislation requiring CCN beginning in 1983. At the core of CCN is 1) the numbering of comparable courses the same across the CCC system and 2) ensuring that these comparable courses articulate consistently across the CCC system and to transfer institutions. Articulation is the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. In the ideal framework of CCN, courses that have the same course number and content would articulate to a “receiving” institution in the same way. Several efforts in the past 5 years to create and promote CCN systems are described below:
 - a) CCN Task Force/workgroup. The 2021 Budget Act appropriated \$10 million on a one-time basis to establish a workgroup that supports the development and implementation of a CCN system for the CCC system, for the purpose of easing student course selection, promoting timely program completion, and streamlining the transfer process. The provisional language further states that, to the extent feasible, the workgroup is required to align the proposed CCN system with course numbering systems at the CSU and the University of California (UC).

- b) AB 1111. A few months after the 2021 Budget Act created a CCN workgroup, the Governor signed AB 1111, which required that the CCN system would be based on the work produced by the workgroup, and the workgroup required by the 2021 Budget Act became the AB 1111 CCN Task Force. Subsequently, the 2022 Budget Act provided an appropriation of \$105 million one-time for the implementation of AB 1111.

AB 1111 required the CCCs to adopt a CCN system for all general education requirement courses and transfer pathway courses. Though the focus is on the CCC system and assigning the same course number to comparable courses across all CCCs, the goal of CCN to “streamline transfer from two- to four-year postsecondary educational institutions” implies that there would need to be intersegmental collaboration for this effort to meet its full potential.

- 3) ***The current CCN system does not apply to all CCC courses.*** The CCN system required by AB 1111 is intended to apply specifically to general education requirements and transfer pathway programs. This bill expands the current CCN system by including the following public safety courses that are delivered at CCC campuses:

- a) Firefighting courses that align with the curriculum, standards, and certification requirements established by the Office of the State Fire Marshal’s California State Fire Training.
- b) Law enforcement education courses that align with the curriculum, standards, and certification requirements established by the Commission on POST.
- c) Courses for the modern policing degree program, as specified.

- 4) ***Committee amendments.*** The author indicates they do not intend to make changes to the current CCN system required by AB 1111 and that they intend to create a CCN infrastructure specific to certain public safety courses. *Committee staff recommends, and the author’s office agrees, to the following amendments:*

- a) *Remove the language in the current bill version that amends the current CCN system (EC § 66725.5).*
- b) *Require the CCCs, in a new code section, to develop and report to the Legislature an implementation and funding plan to establish a CCN and alignment system for career technical education public safety courses focused on regional, agency-compliant, and professional standards.*
- c) *Require that there is a phased implementation for the courses that are specified in the current version of this bill.*
- d) *Require that this new system is complementary to the current CCN system.*

- e) *Indicate that implementation of the plan is contingent upon availability of funding.*

5) *Related and Prior Legislation.*

AB 3290 (Committee on Higher Education, Chapter 440, Statutes of 2024) extends the implementation deadline by which the CCCs are required to a) adopt a CCN system and b) incorporate common course numbers from the adopted CCN system into its course catalog by three years, from July 1, 2024, to July 1, 2027.

AB 1111 (Berman, Chapter 568, Statutes of 2021) requires, by July 1, 2024, the CCCs adopt a CCN system and requires the CCN system to be student-facing and ensure that comparable courses across all CCCs have the same course number.

AB 128 (Ting, Chapter 21, Statutes of 2021) appropriated \$10 million on a one-time basis to establish a workgroup that supports the development and implementation of a CCN system for the community college system, and required the workgroup, to the extent feasible, to align the proposed common course number system with course numbering systems at the CSU and UC.

SB 1415 (Brulte, Chapter 737, Statutes of 2004) requires the CCCs and the CSU, and authorizes the UC and the private postsecondary institutions, by June 1, 2006, to adopt a CCN system for their 20 highest-demand majors.

SUPPORT

None received

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1831	Hearing Date:	June 24, 2026
Author:	Ahrens		
Version:	June 4, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: California State University: executive compensation: restrictions.

SUMMARY

This bill revises the California State University's (CSU's) executive compensation framework by requiring the CSU Board of Trustees to adopt a new policy governing presidential compensation, prohibiting compensation increases for certain executive positions during years in which tuition increases are approved, and prohibiting executive and management compensation increases when represented employees do not receive salary increases.

BACKGROUND

Existing law:

- 1) Establishes the CSU and vests the CSU Board of Trustees with broad authority over the management, administration, and control of the university system.
- 2) Authorizes the CSU Board of Trustees to establish, classify, and adjust salaries for academic, administrative, and nonacademic employees, and requires the Board to consider the competitiveness of compensation relative to comparable educational institutions, public agencies, and private employers when recruiting and retaining qualified personnel.
- 3) Requires actions regarding compensation for the Chancellor, vice chancellors, campus presidents, and other principal officers, as well as executive compensation policies, to occur in open session.
- 4) Requires salary determinations and compensation policies to be made within available resources and consistent with applicable collective bargaining agreements.
- 5) Authorizes the CSU Board of Trustees to establish tuition and fee levels for the CSU system, subject to statutory requirements and public meeting procedures.

ANALYSIS

This bill:

- 1) Requires the CSU Board of Trustees, on or before July 1, 2027, to repeal the executive compensation policy adopted in November 2025.
- 2) Requires the Board of Trustees to adopt a replacement executive compensation policy that:
 - a) Aligns the initial salary of campus presidents with their prior experience in comparable leadership positions and with compensation levels at comparable higher education institutions; and
 - b) Conditions annual salary increases for campus presidents on meeting or exceeding institutional and systemwide performance goals established by the Chancellor and the Board of Trustees, including goals related to enrollment, employee evaluations, fundraising, student retention and graduation, student engagement, equity outcomes, and career readiness.
- 3) Prohibits compensation increases for the Chancellor, vice chancellors, and executive presidents during any fiscal year in which the Board of Trustees authorizes a tuition increase.
- 4) Prohibits compensation increases for the Chancellor, vice chancellors, executive presidents, and Management Personnel Plan (MPP) employees during any fiscal year in which represented employees do not receive salary increases.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "...enough is enough: CSU administrators are public civil servants and should not be getting rich on the backs of California families. It is outrageous that the California State University system is approving massive pay increases for administrators already making more than our Governor or the U.S. President while raising student tuition and fees, cutting classes and student services, and not honoring pay agreements made with their staff. AB 1831 (Ahrens) will rein in out-of-control CSU administrator compensation and center the focus of CSU management on California students and families being able to access affordable, quality public higher education."
- 2) ***Where is the appropriate balance between legislative oversight and trustee authority?*** The Legislature has historically granted the CSU Board of Trustees broad statutory authority over personnel and compensation matters, including the authority to establish compensation policies and determine salaries necessary to recruit and retain qualified employees. This bill would place specific statutory limitations on how the Board may exercise that authority in the future.

Supporters argue that executive compensation decisions at a public university system are matters of statewide concern, particularly when they occur alongside tuition increases or disputes regarding employee compensation. Opponents contend that compensation policies are core governance functions that should remain within the discretion of the Board of Trustees, which is responsible for

balancing labor market conditions, recruitment needs, institutional performance, and fiscal constraints.

The Committee may wish to consider the extent to which executive compensation policies should be prescribed in statute rather than established through the Board's existing public governance processes.

- 3) ***The bill largely codifies principles already incorporated into CSU's recently adopted executive compensation policy.*** In November 2025, the Board of Trustees adopted a revised executive compensation policy following a public review process that included a study of executive compensation at peer institutions. The Board concluded that CSU presidential compensation had become increasingly disconnected from the broader higher education market due to a prior policy that generally limited salary growth based on predecessor salaries rather than current market conditions. The revised policy shifted toward a market-based framework that considers institutional complexity, candidate qualifications, and national benchmarking when establishing compensation levels. It also established performance-based compensation opportunities tied to institutional and systemwide goals.

Many of the concepts contained in subdivision (a) of this bill, including consideration of comparable institutions, candidate experience, and performance-based evaluations, are generally consistent with elements already reflected in the Board's current policy. As a result, the practical effect of this provision may be less about directing an immediate change in compensation practices and more about placing those principles into statute. The Committee may wish to consider whether statute is necessary where the Board has already adopted similar standards through its existing governance process, and whether doing so could limit the Board's flexibility to respond to future labor market conditions or evolving institutional needs.

- 4) ***The tuition-related compensation restriction would effectively create a multi-year executive compensation freeze under current CSU policy.*** The Board of Trustees approved a five-year tuition plan in 2023, providing for annual systemwide tuition increases through the 2028-29 academic year. The Board justified the tuition increases as part of a broader strategy to provide greater revenue stability and address ongoing costs associated with enrollment growth, student support services, financial aid, facilities, and employee compensation.

Because subdivision (b) prohibits compensation increases for the Chancellor, vice chancellors, and executive presidents during any fiscal year in which tuition is increased, the bill would effectively preclude compensation growth for those positions throughout the remainder of the currently authorized tuition schedule. As a practical matter, the bill would establish a compensation freeze for those positions for multiple years unless the Board were to modify or discontinue the existing tuition plan.

Supporters view this restriction as an important accountability mechanism that ensures executive compensation does not increase while students are being asked to pay more. Opponents argue that tuition policy and executive

compensation serve different purposes and are driven by distinct considerations, including state funding levels, enrollment trends, and labor market conditions.

The Committee may wish to consider whether a multi-year executive compensation freeze is an intended outcome of the bill and whether that outcome appropriately advances the measure's policy objectives.

- 5) ***The bill treats executive compensation differently than compensation for other CSU employees.*** Subdivision (b) prohibits compensation increases for the Chancellor, vice chancellors, and executive presidents during any fiscal year in which the Board of Trustees authorizes a tuition increase. The provision does not apply to represented employees, faculty, or most other CSU employees.

This distinction suggests that the bill is not based on the premise that tuition increases should preclude all employee compensation growth within the CSU. In fact, tuition revenues are generally used to support a broad range of university operations, including employee compensation, student services, financial aid, and other institutional priorities. Rather, the bill reflects a judgment that executive compensation should be treated differently from compensation provided to other employee groups when students are asked to pay higher tuition.

One possible rationale for this distinction is that executive leadership has far greater influence over institutional budget priorities and recommendations presented to the Board of Trustees. However, tuition authority ultimately rests with the Board as a whole, and tuition decisions are typically influenced by numerous factors, including state funding levels, enrollment trends, collective bargaining obligations, and broader fiscal conditions.

The Committee may wish to consider whether the bill appropriately identifies the employees most responsible for tuition-related decisions and whether the proposed distinction between executive and non-executive compensation is supported by the governance structure through which tuition decisions are made.

- 6) ***The labor-related compensation restriction appears to respond to a recent dispute regarding employee compensation.*** Subdivision (c) of this bill would prohibit compensation increases for executive and management personnel during any fiscal year in which represented employees do not receive salary increases.

This provision appears to reflect ongoing disputes regarding compensation for represented employee groups following the 2025-26 budget cycle. CSU and certain labor organizations have disagreed over whether budget conditions triggered provisions of existing collective bargaining agreements relating to salary increases and step advancements. At the same time, the university authorized one-time compensation payments for nonrepresented employees while negotiations regarding represented employee compensation remained unresolved.

Supporters argue that executive and management compensation should not increase when represented employees do not receive comparable salary growth.

Opponents note that the Board has generally sought to align executive salary adjustments with broader employee compensation practices and contend that the bill would codify what is largely an existing governance norm while reducing flexibility to address future circumstances.

The Committee may wish to consider whether executive compensation should be statutorily tied to collective bargaining outcomes and whether compensation decisions for one group of employees should be contingent upon the resolution of negotiations involving another group of employees.

- 7) ***Executive compensation presents competing policy considerations.*** The debate surrounding executive compensation in public higher education often reflects competing policy objectives. On one hand, public institutions are expected to demonstrate fiscal stewardship, maintain public confidence, and ensure that compensation decisions reflect institutional priorities, affordability, and employee morale. On the other hand, universities compete in a national labor market for experienced executive leaders and may face recruitment and retention challenges if compensation levels significantly diverge from comparable institutions.

This bill seeks to prioritize accountability by linking executive compensation decisions to tuition actions, employee compensation practices, and performance outcomes. The Committee may wish to consider whether the bill appropriately balances those accountability objectives with the Board of Trustees' responsibility to recruit and retain leadership necessary to oversee a university system serving nearly half a million students statewide.

SUPPORT

California Faculty Association (sponsor)
California Federation of Labor Unions
California School Employees Association
California State University Employees Union
Teamsters California

OPPOSITION

California State University

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2768	Hearing Date:	June 24, 2026
Author:	Ahrens		
Version:	June 15, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Student financial aid: waiver or deferment of fees and costs: foster youth.

SUMMARY

This bill, commencing with the 2027-2028 academic year, requires California State University (CSU), each community college district, and private and independent institutions of higher education that receive state financial assistance and requests University of California (UC) to waive or defer the unpaid portion of enrollment fees and other costs for current or former foster youth upon initial enrollment until the student has received an initial disbursement of their financial aid award.

BACKGROUND

Existing law:

- 1) Establishes the CSU, under the administration of the Trustees of the CSU, the UC, under the administration of the Regents of the UC, the California Community Colleges (CCC), under the administration of the Board of Governors of the CCC, and independent institutions of higher education, as defined, as four segments of postsecondary education in the State. (Education Code (EC) § 66010.4, et seq.)
- 2) Requires the CSU and each CCD, and requests the UC to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority in that system for registration for enrollment to a foster youth, former foster youth, homeless youth, or former homeless youth. Defines “foster youth” and “former foster youth” as a person in California whose dependency was established or continued by a court of competent jurisdiction, including a tribal court, on or after the youth’s 13th birthday and who is no older than 25 years of age at the commencement of the academic year. (EC § 66025.9)
- 3) Requests CCC campuses to give priority housing to foster and homeless youth and priority access to year-round housing at no extra cost during breaks. (EC § 76010)
- 4) Requires CSU campuses to give priority housing to foster and homeless youth and priority access to year-round housing at no extra cost during breaks. (EC § 90001.5)

- 5) Requires UC campuses to give priority housing to foster and homeless youth, and priority access to year-round housing at no extra cost during breaks subject to the UC Regents issuing a resolution of approval. (EC § 92660)

ANALYSIS

This bill:

- 1) Requires, commencing with the 2027-2028 academic year, requires CSU, each community college district, private postsecondary educational institutions, and independent institutions of higher education to receive state financial assistance, and the UC is requested to waive or defer the unpaid portion of enrollment for current or former foster youth upon initial enrollment until the student has received an initial disbursement of their financial aid award. Enrollment fees and costs include, but are not limited to, all of the following:
 - a) Registration fees, including a statement of intent to register.
 - b) Mandatory campus fees.
 - c) Campus housing and meals, including any required deposits.
 - d) Health insurance.
 - e) Books, supplies, materials, and equipment that may be required for enrolled courses, except if an institution is unable to waive or defer these costs, it must provide the student with clear information regarding available campus resources, institutional programs, or community-based assistance to help the student cover those costs.
 - f) Any associated costs of a summer course or program required to be taken for the student's chosen major.
- 2) Encourages community college districts to use existing funding sources to implement the provisions of the bill, including NextUP Program funding and Student Equity and Achievement Program funding.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "This bill holds deep personal significance for me, as I have firsthand experience navigating the foster care system and facing homelessness. My journey through the community college system and higher education played a transformative role in my life, providing me with the opportunities and support needed to build the career I have today. I am profoundly grateful for the access and resources that made this path possible.

"At the same time, my experiences have shown me that there are still gaps in support for students facing similar challenges. Many foster youth encounter barriers that make it difficult to navigate higher education, from financial instability to a lack of consistent guidance and resources. I believe there is more we can do

to ensure these students not only access college but also succeed once they are there.

“This bill reflects my commitment to strengthening those support systems. By addressing these gaps, it aims to make the college more accessible, navigable, and equitable for foster youth. Ultimately, it aligns with my goal of helping create a more supportive and empowering environment so that students with backgrounds like mine have every opportunity to thrive.”

- 2) **Who is eligible?** The bill applies to current and former foster youth, as defined in current law. Under that definition, an eligible student is a person whose dependency was established or continued by a court on or after the youth’s 13th birthday and who is no older than 25 years of age at the commencement of the academic year. This definition aligns eligibility for this benefit with other higher education programs and services available to foster youth.
- 3) **Financial barriers facing foster youth.** According to the author, foster youth often lack family financial support, savings, or access to credit to bridge the gap between when college costs are due and when financial aid is disbursed. While financial aid programs such as the Chafee Grant, Cal Grant, and tuition waivers are available to eligible foster youth, students may still be required to pay enrollment deposits, housing costs, fees, and other expenses before receiving their first financial aid disbursement. According to the 2024 NextUp report, foster youth often lack caregivers who can assist with the complexities of college admissions and financial aid. Once enrolled, they frequently face limited access to critical resources such as stable housing and financial support. These barriers contribute to disproportionate rates of poverty, housing insecurity, and homelessness, which in turn negatively impact academic performance, credit accumulation, and eligibility for financial aid. A 2023 study, *Housing Insecurity and Homelessness Among College Students*, reports that housing insecurity and homelessness show a strong, statistically significant negative relationship with college completion rates, persistence, and credit attainment. This bill seeks to address those upfront financial costs by requiring institutions to waive or defer specified costs associated with college attendance until financial aid is disbursed.
- 4) **Existing supports for foster youth.** Existing law provides various supports to foster youth pursuing higher education, including priority registration, tuition assistance, financial aid, and priority access to campus housing. Current law also requires public higher education institutions to provide priority access for year-round campus housing at no extra cost during campus breaks. This bill expands those benefits by addressing a period of transition into college and the timing of enrollment related costs that foster youth may encounter when first enrolling in college.
- 5) **Costs eligible for waiver or deferral.** The bill requires public higher education institutions and private institutions receiving state assistance to waive or defer various costs during a foster youth’s initial enrollment, including enrollment fees, mandatory campus fees, housing and meal costs, health insurance, and required summer program expenses. The bill also includes books, supplies, materials, and equipment required for enrolled courses. Unlike many enrollment related

charges that are directly billed by an institution, books and supplies are often obtained through third party vendors and may not be costs that a campus can readily waive or defer. The bill permits institutions that are unable to waive or defer these costs to instead provide information regarding available campus resources, institutional programs or community based assistance. The author may wish to further clarify that health insurance costs apply to campus sponsored health insurance costs assessed by the institution.

- 6) **NextUp.** The NextUp Program provides traditional student support services such as orientation, in addition to outreach and recruitment, consultation and eligibility verification, consultation and referrals for students deemed ineligible, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services.

Existing law requires the CCC Board of Governors to report biennially, describing its efforts to serve students who are current and former foster youth, and include:

- a) A review on a campus-by-campus basis of the enrollment, retention, transfer, and completion rates of foster youth, including categorical funding of those programs.
- b) Recommendations on whether and how the program under this article can be expanded to all community college districts and campuses.

The 2020 report recommends that programs place a strong emphasis on student outreach, growth, and retention by expanding the wraparound support services and individualized case management. This bill encourages community colleges to use NextUP funds to defer or waive costs associated with the implementation of this bill's requirements.

- 7) **Related legislation.**

AB 2766 (Ahrens, 2026) requires, instead of requests, housing priority at a CCC be granted to foster and homeless youth, and requires a CCC, CSU and requests UC to waive or defer housing costs for foster and homeless youth until they have received their financial aid disbursement. It further expands priority registration for enrollment to foster youth to include those enrolled in the NextUp program at a CCC. AB 2766 was heard and passed by this Committee on June 10 and is currently awaiting a hearing in the Senate Human Services Committee.

SUPPORT

Office of the Riverside County Superintendent of Schools (sponsor)
 Alameda County Office of Education
 Alliance for Children's Rights
 Aspiranet
 California Association of School Counselors

California Community Colleges, Chancellor's Office
California County Superintendents
CFT – A Union of Educators & Classified Professionals, AFT, AFL-CIO
Children Now
County of Santa Clara
Faculty Association of California Community Colleges
Institute for College Access & Success; the
Los Angeles County Office of Education
Los Angeles Unified School District
San Diego Unified School District
San Jose-Evergreen Community College District
University of California

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2149 **Hearing Date:** June 24, 2026
Author: Garcia
Version: April 13, 2026
Urgency: No **Fiscal:** No
Consultant: Therresa Austin

Subject: Pupil achievement: closing the achievement gap: accountability report.

NOTE: This bill has been referred to the Committees on Education and *Appropriations*.
A “do pass” motion should include referral to the Committee on *Appropriations*.

SUMMARY

This bill requires the Legislative Analyst’s Office (LAO) to report to the Legislature and the Governor, on or before December 1, 2028, and annually thereafter, on the state’s progress in closing pupil academic achievement gaps, as a component of the assessment of the state budget.

BACKGROUND

Existing law:

- 1) Establishes the single multiple measures public school accountability system, which must measure the overall performance of numerically significant pupil subgroups in schools, including charter schools, school districts, and county offices of education (COE). Numerically significant pupil subgroups include: ethnic subgroups, socioeconomic disadvantaged pupils, English learners, long-term English learners, pupils with disabilities, foster youth and homeless youth. (Education Code (EC) § 52052)
- 2) Requires Local Control and Accountability Plans (LCAPs) to address how the district will address and improve in eight state priority areas, including pupil achievement as measured by, among other things, the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU), or the completion of career pathways. (EC §52060)
- 3) Requires local educational agencies (LEAs) to adopt and annually revise LCAPs. (EC § 47604.33, 52060, and 52066)
- 4) Establishes a single system for providing support (System of Support) to LEAs and schools and for programs established by the federal Every Student Succeeds Act to do all of the following:
 - a) Support the continuous improvement of pupil performance within the state priorities;

- b) Address the gaps in achievement between pupil subgroups; and
 - c) Improve outreach and collaboration with stakeholders to ensure that the goals, actions and services described in school district and COE LCAPs reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations. (EC § 52059.5)
- 5) Establishes the California Collaborative for Educational Excellence (CCEE), whose purpose is to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in their LCAPs. The CCEE is required to achieve this purpose by facilitating continuous improvement for LEAs within California's system of public school support. (EC § 52074)
 - 6) Requires, for any school district for which one or more pupil subgroups meets specified criteria, the county superintendent of schools to provide technical assistance for a minimum of two years following the identification, that shall be focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs. (EC § 52071(c))

ANALYSIS

This bill:

- 1) Requires the LAO, on or before December 1, 2028, and annually thereafter, to assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps as a component of the assessment of the state budget. Requires the LAO to include within that report, recommendations on actions that the state can take to meet its specific goals and benchmarks to support LEAs in closing the achievement gap, as specified.
- 2) Requires the LAO to include in the report, but not be limited to, all of the following:
 - A review and assessment of whether the prior year's adopted budget aligns with the Closing the Achievement Gap State Operations and Support Plan (CTAG Plan), as specified.
 - An assessment of new and existing unfunded mandates or state requirements on LEAs and whether those mandates and requirements contribute to, or interfere with, LEAs' ability to close the achievement gap, including whether those mandates and requirements align with the CTAG Plan.
 - An evaluation of state supports and the efficacy of state-run and state-directed programs aimed at improving pupil outcomes and closing the achievement gap.
 - Any barriers that LEAs face in closing the achievement gap

- 3) Requires the LAO to consult with education stakeholders to develop each annual report required pursuant to #1 and #2 above.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “As an educator, I believe that we must address the pupil accountability gap in our schools. We can no longer afford to treat the achievement gap as a localized problem for LEAs to solve in isolation. AB 2149 ensures that every state dollar and every new mandate is scrutinized for its efficacy in advancing equity, ultimately ensuring that the state’s massive investment in public education translates into measurable progress for every child.”
- 2) ***The Closing the Achievement Gap legislative package.*** This bill is one of four bills sponsored by the California School Boards Association in the 2025-26 Legislative Session that seek to establish “a comprehensive state-level operations and support plan that clearly defines how the state will help LEAs close achievement gaps.” The other bills are as follows:
 - a) AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes, among other things, specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting the state’s public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals.
 - b) AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the State Board of Education (SBE); and
 - c) AB 2514 (Ransom, 2026) would require the working group established by AB 2225 to include recommendations for the development of a State of the Achievement Gap Dashboard within the CTAG Plan.

This bill requires the LAO to annually report to the Legislature and the Governor on the state’s progress in closing pupil academic achievement gaps, which shall include a review and assessment of whether the prior year’s adopted budget aligns with the CTAG Plan.

- 3) ***The role of the LAO.*** The LAO provides nonpartisan fiscal and policy analysis to the Legislature and the public to ensure that the executive branch is implementing legislative policy in a cost efficient and effective manner. Their responsibilities include analyzing the annual Governor’s budget, reviewing requests by the administration to make changes to the budget after it is enacted; preparing special reports on the state budget and topics of interest to the Legislature; estimating the fiscal effects of all proposed initiatives and analyzing all measures that qualify for the ballot; and forecasting state revenues and expenditures

- 4) **Prior LAO report on student academic achievement gaps.** In the Fall of 2019, the Legislature tasked the LAO with convening a work group and submitting a report on the topic of student academic achievement. The published report included an examination of data on K-12 student achievement gaps; an inventory of funding provided for disadvantaged and low-performing students; an assessment of existing state efforts to serve those students; and legislative recommendations for improving student outcomes.

This bill requires the LAO to annually publish a similar report with recommendations on actions that the state can take to meet its specific goals and benchmarks to support LEAs in closing the Achievement Gap that also includes:

- a) A review and assessment of whether the prior year's adopted budget aligns with the CTAG Plan;
- b) An assessment of new and existing unfunded or partially funded mandates or state requirements on LEAs, and whether those mandates and requirements contribute to, or interfere with, an LEA's ability to close the achievement gap, including whether those mandates and requirements align with the CTAG Plan;
- c) An evaluation of state support efforts and the efficacy of state-run and state-directed programs aimed at improving pupil outcomes and closing the achievement gap;
- d) Any barriers that LEAs face in closing the achievement gap.

The Committee may wish to consider that while the LAO has published similar one-time reports in the past, it is not clear whether it has the capacity to conduct an annual report of this scope in addition to the existing responsibilities.

- 5) **School mandates.** As noted in the LAO's most recent report on K-12 Mandates, state law tasks the Commission on State Mandates with determining whether new state laws or regulations affecting local governments and LEAs create state-reimbursable mandates. Typically, the process for determining whether a law or regulation is a state-reimbursable mandate takes several years.

The LAO is required to analyze any new mandates identified by the Commission as part of the LAO's annual analysis of the state budget. State law requires that this analysis include a report on the annual state costs for new mandates and recommendations to the Legislature as to whether the new mandates should be repealed, funded, suspended, or modified.

The state reimburses school districts and COEs for mandated activities either through the state's traditional claims-based process, or from the K-12 mandates block grant. Under the state's traditional mandate reimbursement process, districts submit claims for the actual cost of performing each mandated activity. The State Controller's Office (SCO) pays claims from funds appropriated in the state budget. The SCO audits some claims and reduces payments accordingly.

As an alternative to the claims-based process, the state created a K-12 mandates block grant in 2012-13. Districts and COEs can elect to receive reimbursement through the block grant, which provides upfront per-student funding in lieu of submitting claims. Currently, all active K-12 mandates are included in the block grant. Virtually all districts and COEs participate in the block grant rather than the traditional claims-based process.

This bill requires the LAO to include in an annual report on student achievement gaps, an assessment of new and existing unfunded or partially funded mandates or state requirements on LEAs, and whether those mandates and requirements contribute to, or interfere with, an LEA's ability to close the achievement gap.

The Committee may wish to consider whether an annual report may place the LAO in a position of opining on funded or unfunded mandates before the Commission has made an official determination.

- 6) **Arguments in support.** The California School Boards Association, the sponsor of this bill, states in their letter of support submitted to this Committee:

“This legislative package proposes that the state, similar to local school district and county office of education boards, must adopt clear goals, measurable benchmarks and transparent and understandable reporting to the public on the state’s progress towards a more aligned state system that improves outcomes for California students. This north star would guide the state’s public education entities and serve as a common throughline to a shared goal of closing achievement gaps. Together, they represent a landmark effort by the Legislature to help further focus and align the state’s policy, fiscal and operational efforts to support schools and establish a new level of shared accountability between state entities and local educational agencies for closing achievement gaps. The goal of these measures is to create the conditions needed to close achievement gaps by aligning state policy, funding and oversight around a clear operations and support plan that empowers LEAs.”

- 7) **Committee amendments.**

- *Specify that the provisions of this bill shall only become operative if AB 2225 is enacted and becomes effective on or before January 1, 2027.*

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

AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes, among other things, specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting the state’s public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals. *AB 2225 is set for the same hearing as AB 2149 in this Committee.*

AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the SBE. *AB 2220 is set for the same hearing as AB 2149 in this Committee.*

AB 2514 (Ransom, 2026) would require the working group and CTAG Plan to be established by AB 2225 (Patel, 2026) to include recommendations for the development of a State of the Achievement Gap Dashboard. *AB 2514 is set for the same hearing as AB 2149 in this Committee.*

SB 153 (Committee on Budget and Fiscal Review, Chapter 38, Statutes of 2024) established the Local Control Funding formula Equity Multiplier to provide additional funding to LEAs for allocation to schoolsites with prior year nonstability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%.

SB 77 (Committee on Budget and Fiscal Review, Chapter 53, Statutes of 2019) established the Center to Close Achievement Gaps. This bill required the center to seek to fulfill its mission and improve the capacity of teachers, education specialists, and school administrators to close gaps in academic achievement through both of the following: strengthening professional preparation on effective instructional practices, effective school leadership practices, effective LEA leadership practices, and the use of data and continuous improvement strategies; and serving LEAs as a clearinghouse for evidence-based strategies and promising practices for closing academic achievement gaps.

SUPPORT

California School Boards Association (sponsor)
ABC Unified School District
Alisal Union School District
Anaheim Union High School District
Antioch Unified School District
Brentwood Union School District
Calexico Unified School District
California Chamber of Commerce
California Charter Schools Association
California State PTA
Castro Valley Unified School District
Chowchilla Elementary School District
Contra Costa County
Downey Unified School District
El Monte Union High School District
El Rancho Unified School District
Fresno County Office of Education
Huntington Beach Union High School District
Irvine Unified School District
Jefferson Union High School District
Legislative Action Committee - San Mateo County School Boards Association
Liberty Union High School District

Long Beach Unified School District
Los Angeles County School Trustee Association
Los Angeles Unified School District
Monterey County Office of Education
Monterey County Superintendent of Schools
Moreno Valley Unified School District
Mount Pleasant Elementary School District
Napa Valley Unified School District
Needles Unified School District
Newark Unified School District
Newport-Mesa Unified School District
Parlier Unified School District
Perris Elementary School District
Placer County Office of Education
Pleasanton Unified School District
Rim of the World Unified School District
Rincon Valley Union School District
Ripon Unified School District
San Benito County Board of Education
San Francisco Unified School District
San Lorenzo Unified School District
San Lorenzo Valley Unified School District
San Ramon Valley Unified School District
Santa Clara County Office of Education
Santa Cruz City Schools
Santa Paula Unified School District
Santa Rosa City Schools
Scotts Valley Unified School District
Sierra Sands Unified School District
Solana Beach School District
Soledad Unified School District
South Monterey County Joint Union High School District
Spreckels Union School District
Turlock Unified School District
Val Verde Unified School District

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2225	Hearing Date:	June 24, 2026
Author:	Patel, et al.		
Version:	June 17, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Pupil achievement: Closing the Achievement Gap State Operations and Support Plan.

SUMMARY

This bill convenes a working group to develop a Closing the Achievement Gap State Operations and Support Plan (CTAG Plan), that includes, among other things, specific goals and benchmarks for the state to support school districts, county offices of education (COEs), and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting the state's public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals.

BACKGROUND

Existing law:

- 1) Establishes the single multiple measures public school accountability system, which must measure the overall performance of numerically significant pupil subgroups in schools, including charter schools, school districts and COEs. Numerically significant pupil subgroups include: ethnic subgroups, socioeconomic disadvantaged pupils, English learners, long-term English learners, pupils with disabilities, foster youth, and homeless youth. (Education Code (EC) § 52052)
- 2) Requires Local Control and Accountability Plans (LCAPs) to address how the district will address and improve in eight state priority areas, including pupil achievement as measured by, among other things, the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU), or the completion of career pathways. (EC § 52060)
- 3) Requires local educational agencies (LEAs) to adopt and annually revise LCAPs. (EC §§ 47604.33, 52060, and 52066)
- 4) Establishes a single system for providing support (System of Support) to LEAs and schools and for programs established by the federal Every Student Succeeds Act to do all of the following:

- a) Support the continuous improvement of pupil performance within the state priorities;
 - b) Address the gaps in achievement between pupil subgroups;
 - c) Improve outreach and collaboration with stakeholders to ensure that the goals, actions and services described in school district and COE LCAPs reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations. (EC § 52059.5)
- 5) Establishes the California Collaborative for Educational Excellence (CCEE), whose purpose is to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in their LCAPs. The CCEE is required to achieve this purpose by facilitating continuous improvement for LEAs within California's system of public school support. (EC § 52074)
- 6) Requires, for any school district for which one or more pupil subgroups meet specified criteria, the county superintendent of schools to provide technical assistance for a minimum of two years following the identification that shall be focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs. (EC 52071(c))

ANALYSIS

This bill:

Working group

- 1) Requires, on or before July 1, 2027, the Superintendent of Public Instruction (SPI), with the approval of the executive director of the State Board of Education (SBE), to select, and thereafter contract with, one or more research or nonprofit organizations that have experience assessing governance structures, improving strategies to close pupil academic achievement gaps, and working with stakeholders throughout the state.
- 2) Requires, on or before September 1, 2027, the organization or organizations selected pursuant to #1 to convene a working group and meet at least once per month until the Closing the Achievement Gap State Operations Plan (CTAG Plan) is submitted to the Governor and the Legislature. Requires that the working group consists of the following voting members:
 - a) The Speaker of the Assembly or the Assembly Member's designee.
 - b) The President pro Tempore of the Senate or the Senator's designee.
 - c) The SPI or the SPI's designee.
 - d) The President of the SBE or the SBE's designee.

- e) The Secretary of the California Health and Human Services Agency, or the secretary's designee.
- f) The executive director of the Commission on Teacher Credentialing (CTC) or the executive director's designee.
- g) Five members appointed by the Governor, as follows:
 - i) One school district board member
 - ii) One school district superintendent
 - iii) One public high school teacher
 - iv) One classified public school employee
 - v) One parent of a public school student
- h) Four members appointed by the Senate Rules Committee, as follows:
 - i) One county board of education member
 - ii) One public school district chief business official
 - iii) One public elementary or middle school teacher
 - iv) One representative of a public school equity advocacy organization
- i) Four members appointed by the Speaker of the State Assembly, as follows:
 - i) One county superintendent of schools.
 - b) One charter school educator.
 - c) One representative of a school district that is a frontier school district, as specified, and has an average daily enrollment of 2,500 pupils or less.
 - d) One special education local plan area (SELPA) administrator.
- 3) Prohibits the members of the working group from being compensated for their service as part of the working group. Authorizes the reimbursement of the members of the working group for travel costs.
- 4) Encourages the members of the working group to participate in meetings remotely.

- 5) Requires the working group, at its first meeting, as its first duty, to elect a chair and vice chair from among its members by a majority of the voting members of the working group.

CTAG Plan

- 6) Requires the working group to develop a CTAG Plan that shall be foundationally based in the supportive role that the state can plan with regards to LEAs.
- 7) Prohibits the CTAG Plan from recommending more local accountability processes and measures, local reporting requirements, or unfunded mandates.
- 8) Requires that the CTAG Plan include, but not be limited to, the following:
 - a) Specific goals and benchmarks for the state to support LEAs in closing the achievement gap, which shall be developed based on consideration of the following principles:
 - i) Measurable outcome targets for state entities, including but not limited to, the Governor, the Legislature, the California Department of Education (CDE), the SBE, the CTC, that allow for assessment of the extent to which state entities are supporting LEAs and not placing undue or unnecessary barriers on LEAs in their efforts to improve pupil outcomes.
 - ii) State imposed requirements and the extent that those requirements help or inhibit LEA efforts to close the achievement gap, including, but not limited to, the number and breadth of state-adopted policies, including state legislation, and determinations of whether the policies result in increased responsibilities LEAs that conflict with the state's goal of streamlining initiatives to focus on closing achievement gaps. This shall also include an impact analysis of newly adopted state requirements and the administrative workload for LEAs.
 - iii) Funding levels and alignment, including an assessment of restricted and unrestricted funding for LEAs. This shall also include the identification of state requirements that are unfunded or partially unfunded, as well as what proportion are related to activities that are not aligned with state-identified pupil outcome priorities.
 - iv) Interagency collaboration where state agencies, departments, and other state entities work together to avoid programmatic overlap or the provision of inconsistent or conflicting guidance. This also includes data interoperability, transparency, and a reduction in duplicative or unnecessary reporting requirements.
 - b) Specific performance targets aimed at closing the achievement gap for the SBE, the CDE, the CTC, and the CCEE.

- c) An assessment of state entities tasked with meeting the state’s public education goals and the establishment of roles and responsibilities for those state entities, including actions the state can take to reduce fragmentation and prevent overlapping guidance and regulations.
 - d) Recommendations for specific actions that each state educational entity, including the Governor and the Legislature, can take to reduce the number of unfunded or partially funded mandates and align state-level operations and initiatives with the principles of local control.
 - e) The establishment of a clear definition of high-quality LEA technical assistance for differentiated assistance (DA), direct technical assistance, and related support.
 - f) Recommendations for appropriate remedial action if the state does not meet the benchmarks and goals to support LEAs in closing the achievement gap.
- 9) Authorizes the working group to consult with individuals and groups and establish subcommittees, including those that are advisory in nature, or other subgroups to assist in developing the CTAG Plan.
- 10) Prohibits the provisions of this bill from being construed to allow for the establishing of new recommendations of either of the following:
- a) New LEA mandates or allow for the new or revised local accountability structures for LEAs.
 - b) New requirements on LEAs or requirements to submit any new or additional report beyond existing federal and state reporting requirements.
- 11) Requires the workgroup to only rely upon metrics provided through existing statewide data collections, to the maximum extent practicable.
- 12) Requires the working group to submit the CTAG Plan to the Governor and the Legislature, as specified, on or before March 1, 2028.
- 13) Encourages the Assembly Committee on Budget and Senate Committee on Budget and Fiscal Review to evaluate the state’s progress in meeting the benchmarks and goals established in the CTAG, on or before September 1, 2028, and annually thereafter.
- 14) Defines “local educational agency” to mean a school district, COE, or charter school.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 2225 convenes educators, families, researchers, and policymakers to develop a comprehensive statewide plan with clear goals, benchmarks, and annual performance targets to close

achievement gaps and evaluate how well our state education programs are supporting student success.

“The achievement gap - persistent disparities in academic outcomes between different groups of students, often along lines of income, race, language status, or access to resources - show up in test scores, graduation rates, and college readiness, and they reflect deeper inequities in opportunity.

“AB 2225 is the first of a package of 4 bills in CSBA’s package to address these persistent gaps.”

- 2) ***The Closing the Achievement Gap legislative package of bills.*** As noted above by the author, this bill is one of four bills sponsored by the California School Boards Association (CSBA) in the 2025-26 Legislative Session that seek to establish “a comprehensive state-level operations and support plan that clearly defines how the state will help LEAs close achievement gaps.” This bill creates a CTAG Plan, which informs the actions of the other bills:
 - a) AB 2149 (Garcia, 2026) would require the Legislative Analyst’s Office (LAO) to assess and publicly report to the Legislature and the Governor the state’s progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet the performance targets proposed to be established in the CTAG Plan.
 - b) AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the SBE; and
 - c) AB 2514 (Ransom, 2026) would require the working group established by AB 2225 to include recommendations for the development of a State of the Achievement Gap Dashboard within the CTAG Plan.

- 3) ***California’s state education entities.*** This bill establishes a working group to develop a state operations and support plan to close student achievement gaps. The bill requires that the Plan includes, among other things, an assessment of the state entities tasked with meeting the state’s public education goals as well as recommendations on actions that the state can take to reduce fragmentation and prevent overlapping guidance and regulations. California’s education ecosystem comprises several entities with distinct objectives that are intended to work together to serve students and schools. They include the following:
 - a) The Governor signs legislation and proposes programs and school funding allocations through the state budget.
 - b) The Legislature reviews and approves the Governor’s budget and passes legislation, including those that establish new programs and initiatives, and define the roles and responsibilities of state and local educational entities.

- c) The SBE serves as a policymaking body appointed by the Governor that is responsible for adopting and approving academic standards, curriculum frameworks, instructional materials, state assessments, and regulations.
 - d) The SPI is an elected official who implements laws and programs as head of the CDE. The CDE and the SPI are responsible for administering educational programs; enforcing education laws and regulations; collecting demographic, fiscal, and performance data; providing technical assistance and training; distributing funds; and overseeing COEs and LCAPs.
 - e) The CTC develops program standards and accredits educator credential preparation programs; issues teaching and service credentials as well as permits; and administers credential discipline.
 - f) The CCEE provides various levels of academic support and technical assistance to LEAs (see CCEE section below).
 - g) The Fiscal Crisis and Management Assistance Team (FCMAT) helps LEAs identify, prevent, and resolve financial, operational, and data management challenges by providing management assistance and professional learning opportunities.
- 4) ***The Local Control Funding Formula.*** This bill seeks to address concerns voiced by LEAs that California’s existing accountability and governance systems lack cohesion, which, in turn, creates barriers and burdens on their ability to support student outcomes. Much of California’s current accountability mechanisms resulted from the state’s shift away from a previous education funding model based on rigid categorical programs and highly centralized education programs to one that emphasizes local control—known as the Local Control Funding Formula (LCFF).

The LCFF was enacted in 2013-14 to simplify school funding and improve student outcomes by giving LEAs more control over how to spend state funding, and providing more resources to meet the educational needs of low-income students, English learners, and foster youth. To provide oversight regarding how LEAs spend LCFF funding and serve students, the state also established a new system of transparency, accountability, and stakeholder engagement through the LCAP, the California Schools Dashboard, the Statewide System of Supports (SSOS), and the CCEE. These systems work hand in hand to identify LEAs that need additional assistance in supporting students from historically underserved backgrounds and to monitor their progress in addressing student needs.

- 5) ***Local Control and Accountability Plans.*** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs (school districts, COEs, and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs. LCAPs help ensure that (1) LEAs address the needs of consistently

low-performing student groups and (2) higher performing LEAs address the needs of low-performing schools within the LEA.

- 6) **California School Dashboard.** The Dashboard is an online tool that shares school and LEA performance and progress on both state and local measures that are drawn from the eight priority areas of the LCFF. State measures apply to LEAs, charter schools, and specified student groups, and are based on data that is collected consistently across the state. The state measures are as follows:

- | | |
|---|-----------------------------|
| a) Academic Performance
(reported separately for
English language arts and
Math assessments) | d) English Learner Progress |
| b) Chronic Absenteeism | e) Graduation Rate |
| c) College/Career | f) Suspension Rate |
| | g) Science |

LEAs receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

Local measures apply at the LEA and charter school levels and are based on locally collected data. The local indicators are as follows:

- a) Basic Services and Conditions;
- b) Implementation of State Academic Standards;
- c) Parent and Family Engagement;
- d) School Climate;
- e) Access to a Broad Course of Study;
- f) Coordination of Services for Expelled Students (for COEs only); and
- g) Coordination of Services for Foster Youth (for COEs only).

Provided an LEA satisfies the performance standards for each local measure, the Dashboard will automatically assign a performance level of *Met*. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of *Not Met* or *Not Met for Two or More Years*, as applicable. Earning a performance level of *Not Met for Two or More Years* may be a factor in being identified for DA.

The Dashboard is updated annually. For LEAs and schools in need of additional assistance or intervention, the Dashboard helps identify specific areas in need of targeted assistance.

- 7) **California Collaborative for Educational Excellence.** The CCEE was established as part of the LCFF to advise and assist LEAs in achieving the goals set forth in their LCAPs and facilitate continuous improvement within the SSOS. The CCEE provides universal, targeted, and intensive supports and resources for LEAs through the work of their three Centers for Educational Excellence:
- a) The Center for Teaching, Learning, and Leading (TTLC) – Builds capacity and support for LEAs currently receiving and in need of direct technical assistance to effectively address the systemic and instructional needs of students historically underserved.
 - b) The Center for Innovation, Instruction, and Impact (I3) – Implements a statewide approach to improving LEAs' capacity by collaboratively developing, delivering, sharing, and spotlighting research-based practices that demonstrate the power to improve outcomes.
 - c) The Center for Transformative Systems (TSEE) – Facilitates the realization of a shared vision for implementing the SSOS, developing coordinated actions that result in equitable educational outcomes as defined in an LEA's LCAP goals.
- 8) **California's Statewide Systems of Support.** The SSOS was established under the LCFF to provide varying levels of assistance to meet the unique needs of LEAs. This system ensures that all educational agencies have access to the resources and support they need to improve student outcomes. The purpose of the SSOS, as articulated in statute, is to build the capacity of LEAs in each of the following ways:
- a) Support continuous improvement of student performance in each of the eight state priority areas, based on Dashboard results;
 - b) Address the gaps in achievement between student groups; and
 - c) Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services described in school district and COE LCAPs reflect the needs of students and the community, especially for historically underrepresented or low-achieving groups.

The SSOS is based on a three-level framework:

- Level 1 - Universal Support: This foundational level of support is available to all districts, charters, COEs, and SELPAs in California. Universal supports include access to tools and resources, professional learning, and services provided by various technical assistance providers within the SSOS, coordinated by the CCEE and the CDE.
- Level 2 – Targeted/Supplemental Assistance or DA: Targeted support is available to LEAs with an identified area of need that meets the eligibility requirements set by the SBE. At this level, COEs, the CDE, and the Geographic Lead Agencies (Geo Leads) provide DA to eligible LEAs in

the form of individually designed assistance to address identified performance issues, including significant performance disparities among student groups. Targeted supports often include specialized professional learning, coaching, consultation, and/or strategic planning.

- Level 3 – Intensive (Direct Technical Assistance): Intensive support is provided to districts and charters identified as requiring an additional level of hands-on partnership, often due to persistent performance challenges and a lack of improvement over three of the last four consecutive years. Intensive support often involves a collaborative process with the CCEE, COE, SELPA, the CDE, and/or Geo Leads to determine the most effective support strategies. This tier of support may include identifying a technical assistance provider with relevant expertise to work closely with the district or charter to improve student outcomes.

Outside the three levels of support, a referral to the SPI may occur with approval from the SBE if the LEA has failed or is unable to implement the recommendations of the CCEE, or if the LEA's inadequate performance is either so persistent or so acute as to require intervention by the SPI.

9) ***California's 21st Century California School Leadership Academy (21CSLA).***

As part of the SSOS, the 21CSLA provides high-quality, equity-centered professional learning for educational leaders in schools and districts in California that receive Title II funds. The professional learning offered through the 21CSLA is free for participants and includes coaching, training, and mentorship around supporting the following topics:

- a) Effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices, social-emotional learning, restorative practices and other alternative behavioral programs;
- b) Effective language acquisition programs for English learners;
- c) Strategies for addressing performance gaps among pupil groups;
- d) Strategies for leveraging wraparound services to support healthy development of pupils;
- e) Strategies for enhancing civic engagement;
- f) Strategies for building collegial environments;
- g) Strategies for effectively engaging parents and guardians; and
- h) Strategies for using resources provided by the CDE related to the California Assessment of Student Performance and Progress (CASPP) System.

Cohort 1 of the 21CSLA ran from June 15, 2020, to June 30, 2023. Cohort 2 of the 21CSLA is currently underway, running from July 1, 2023, to June 30, 2026.

Cohort 3 will begin on October 1, 2026, and will continue until September 30, 2029.

- 10) **LCFF Equity Multiplier.** The LCFF Equity Multiplier is directly intended to support LEAs in their efforts to close achievement gaps. The LCFF Equity Multiplier provides additional funding to LEAs for allocation to schoolsites with prior year nonstability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%. Equity Multiplier funding must be used to provide evidence-based services and supports for students at these schoolsites, and LEAs must document efforts to improve outcomes for students at these schoolsites in their LCAP. LCAPs are required to include focus goals for each school generating Equity Multiplier funding. These focus goals must address all student groups with the lowest performance on one or more state indicators on the Dashboard, as well as any underlying issues in the credentialing, subject-matter preparation, and retention of the school's educators, if applicable to the schoolsite. In addition, focus goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- 11) **Local control.** This bill shifts the focus from an LEA's role in closing student achievement gaps to what state-level entities can do to support LEAs in their endeavors. It does so by calling for the development of a state operations and support plan, complete with benchmarks and goals to support LEAs in closing achievement gaps, as well as recommendations for appropriate action if the state does not meet those benchmarks. As previously discussed, the state currently offers LEAs a number of tools to support student outcomes, ranging from specialized funding and initiatives to intensive assistance and intervention. LEAs are empowered to utilize these supports to meet the unique needs of their students and local communities. This framework of local control was a guiding principle of the LCFF, which sought to shift education funding away from a rigid, top-down categorical system and instead give LEAs greater flexibility to tailor their programs to the unique needs of their communities.

Recent author amendments specify that the provisions of this bill shall not be construed to allow the development of recommendations for LEA mandates or the establishment of new or revised LEA accountability structures. However, the *Committee may wish to consider* that the ultimate measure of how well the state is supporting LEAs in closing student achievement gaps will likely be the actual student outcomes resulting from its supports. If the LEAs do not see improvements in student outcomes despite implementing the CTAG Plan, it may lead to future conversations about the line between local control and state oversight.

- 12) **Maintaining focus on students.** This bill seeks to create a CTAG Plan to streamline and enhance coherence among state entities and the support they provide to LEAs. The author and sponsors contend that by alleviating some of the unnecessary or undue administrative barriers that LEAs face, they would be better equipped to support student outcomes and close student achievement gaps. Concerns have been raised by education equity groups that, while a unified education system would allow for a direct focus on system improvements,

the bill's emphasis on compliance requirements may crowd out conversations about holistic approaches to tackling achievement gaps needed to comprehensively address barriers to equitable academic outcomes. They further argue that, taken together with the other measures in the CSBA Closing the Achievement Gap package, the new structures may ultimately encourage more incoherence and the passing of responsibility among state, regional, and local actors.

The Committee may wish to consider the following:

- *How will the proposed CTAG Plan's recommendations strike the appropriate balance between reducing LEA administrative burdens, improving student outcomes, and maintaining appropriate oversight on the use of public funds?*
- *How can the state play a greater support role in closing achievement gaps while maintaining the ethos of local control that guides the LCFF?*
- *This bill explicitly prohibits the CTAG Plan from including recommendations for additional local accountability processes and measures, local reporting requirements, or unfunded mandates. If the goal of the bill is to improve student outcomes, and the impacts to student outcomes are measured at the local level, is it premature to specify such a prohibition?*
- *By focusing conversations on how state entities may contribute to the administrative burdens on LEAs, could the CTAG plan set off a sequence of finger-pointing that diverts attention from evidence-based practices and investments that work to close achievement gaps?*
- *There are other ongoing conversations surrounding state education governance and coherence, including the governance proposal in the Governor's January budget. Should those efforts move forward, how might this bill and its proposed timelines comport with a restructured CDE and new Education Commissioner?*
- *The state requires many things of LEAs, not only as providers of quality education but also as major employers within a community. How will the CTAG Plan make determinations about the efficacy of state requirements that may tangentially relate to student outcomes but also serve other purposes?*
- *What might remedial actions look like if changes to state processes do not improve outcomes for students?*
- *Will every future program established through legislation or budget action need to be evaluated through the lens of the proposed CTAG Plan and align with its objectives? What power would the CTAG Plan have to compel that alignment?*
- *How will the CTAG Plan align with existing state and federal accountability structures?*

- 13) **Arguments in support.** The California School Boards Association, the sponsor of this bill, states in their letter of support submitted to this Committee:

“This legislative package proposes that the state, similar to local school district and county office of education boards, must adopt clear goals, measurable benchmarks and transparent and understandable reporting to the public on the state’s progress towards a more aligned state system that improves outcomes for California students. This north star would guide the state’s public education entities and serve as a common throughline to a shared goal of closing achievement gaps. Together, they represent a landmark effort by the Legislature to help further focus and align the state’s policy, fiscal and operational efforts to support schools and establish a new level of shared accountability between state entities and local educational agencies for closing achievement gaps. The goal of these measures is to create the conditions needed to close achievement gaps by aligning state policy, funding and oversight around a clear operations and support plan that empowers LEAs.”

- 14) **Prior and related legislation.**

AB 2149 (Garcia, 2026) requires the LAO to assess and publicly report to the Legislature and the Governor the state’s progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet its performance targets to be established pursuant to AB 2225 (Patel, 2026). *AB 2149 is set for the same hearing as AB 2225 in this Committee.*

AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the SBE. *AB 2220 is set for the same hearing as AB 2225 in this Committee.*

AB 2514 (Ransom, 2026) would require the working group and CTAG Plan to be established by AB 2225 (Patel, 2026) to include recommendations for the development of a State of the Achievement Gap Dashboard. *AB 2514 is set for the same hearing as AB 2225 in this Committee.*

SB 153 (Committee on Budget and Fiscal Review, Chapter 38, Statutes of 2024) established the LCFF Equity Multiplier to provide additional funding to LEAs for allocation to schoolsites with prior year nonstability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%.

SB 77 (Committee on Budget and Fiscal Review, Chapter 53, Statutes of 2019) established the Center to Close Achievement Gaps. This bill required the center to seek to fulfill its mission and improve the capacity of teachers, education specialists, and school administrators to close gaps in academic achievement through both of the following: strengthening professional preparation on effective instructional practices, effective school leadership practices, effective LEA leadership practices, and the use of data and continuous improvement strategies; and serving LEAs as a clearinghouse for evidence-based strategies and promising practices for closing academic achievement gaps.

SUPPORT

California School Boards Association (sponsor)
ABC Unified School District
Alisal Union School District
American Association of University Women - California
Anaheim Union High School District
Antioch Unified School District
Brentwood Union School District
Calexico Unified School District
California Association of Suburban School Districts
California Chamber of Commerce
California Charter Schools Association
California State PTA
Castro Valley Unified School District
Chowchilla Elementary School District
Contra Costa County
Downey Unified School District
El Monte Union High School District
El Rancho Unified School District
Fresno County Office of Education
Huntington Beach Union High School District
Irvine Unified School District
Jefferson Union High School District
Legislative Action Committee - San Mateo County School Boards Association
Liberty Union High School District
Long Beach Unified School District
Los Angeles County School Trustee Association
Los Angeles Unified School District
Monterey County Office of Education
Monterey County Superintendent of Schools
Moreno Valley Unified School District
Mount Pleasant Elementary School District
Napa Valley Unified School District
Needles Unified School District
Newark Unified School District
Newport-Mesa Unified School District
Parlier Unified School District
Perris Elementary School District
Placer County Office of Education
Pleasanton Unified School District
Rim of the World Unified School District
Rincon Valley Union School District
Ripon Unified School District
San Benito County Board of Education
San Francisco Unified School District
San Lorenzo Unified School District
San Lorenzo Valley Unified School District
San Ramon Valley Unified School District

Santa Clara County Office of Education
Santa Cruz City Schools
Santa Paula Unified School District
Santa Rosa City Schools
Scotts Valley Unified School District
Sierra Sands Unified School District
Solana Beach School District
Soledad Unified School District
South Monterey County Joint Union High School District
Spreckels Union School District
Turlock Unified School District
Val Verde Unified School District

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2555	Hearing Date:	June 24, 2026
Author:	Patel		
Version:	June 10, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: English learners: reclassification.

SUMMARY

This bill makes changes to the system of reclassifying English learners as English proficient including: establishing a standardized statewide reclassification process based on demonstrated English language proficiency, limiting the reclassification criteria to the assessment of English language development (ELD), permitting some English learners with disabilities to be reclassified using alternate means, shifting from a manual to automatic reclassification process, strengthening parent engagement, requiring the State Board of Education (SBE) to identify an appropriate instrument for monitoring reclassified English learners, requiring the California Department of Education (CDE) to post data on reclassification rates, reframing English learner reclassification as a milestone on the path to biliteracy, and requiring an evaluation of these changes to English learner reclassification.

BACKGROUND

Existing law:

- 1) Requires each school district that has one or more students who are ELs, and, to the extent required by federal law, each county office of education (COE) and each charter school, to assess the ELD of each student in order to determine the level of proficiency. Requires that the summative assessment be conducted annually during a four-month period after January 1st of each year, as determined by the Superintendent of Public Instruction (SPI), and with approval by the SBE. Requires annual assessment to continue until students are redesignated as fully English proficient. (Education Code (EC) § 313)
- 2) Requires the California Department of Education (CDE), with the approval of the SBE, to establish procedures for conducting the assessment of English proficiency required and for the reclassification of a student from EL to English proficient. (EC § 313)
- 3) Requires that the reclassification procedures developed by the CDE utilize multiple criteria in determining whether to reclassify a student as proficient in English, including, but not limited to, all of the following:

- a) Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired;
 - b) Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery;
 - c) Parental opinion and consultation; and
 - d) Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC § 313)
- 4) Existing state regulations regarding reclassification require that:
- a) The teachers' evaluation for reclassification involves the participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the student;
 - b) Parental involvement in reclassification (the fourth criterion above) includes:
 - i) Notice to parents or guardians of language reclassification and placement, including a description of the reclassification process and the parent's opportunity to participate; and
 - ii) Encouragement of the participation of parents or guardians in the school district's reclassification procedure, including seeking their opinion and consultation during the reclassification process.
 - c) Until the statewide, empirically-established range of performance in basic English Language Arts (ELA) skills is established, evaluation of the student's performance as specified. (California Code of Regulations (CCR) Title V § 11303)
- 5) Requires the CDE, by December 31, 2023, to develop a standardized English language teacher observation protocol for use by teachers in evaluating a student's English language proficiency, for purposes of reclassification. Requires that this protocol be designed to be used by teachers to evaluate a student's use of English while engaging in academic content learning, including interactive language use with peers. (EC § 313.3)
- 6) In state regulations, requires that when administering an initial or summative assessment of ELD to a student with a disability, local educational agencies (LEAs) provide designated supports and accommodations in accordance with the student's Individualized Education Program (IEP) or Section 504 Plan. (CCR Title 5 § 11518.25)

- 7) When a student's IEP or Section 504 Plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, requires that the student be assessed in the remaining domains. (CCR Title 5 § 11518.25)
- 8) Requires, through state regulations, that when a student's IEP team determines that they have a significant cognitive disability such that they are unable to participate in the initial or summative assessment of English language proficiency, or a section of either test, even with resources, the student be assessed using the statewide alternate assessment, as specified in the student's IEP. (CCR Title 5 § 11518.30)
- 9) The federal Every Student Succeeds Act (ESSA) of 2015, requires that states establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the state, standardized statewide reclassification procedures for ELs to exit from EL programs, services, and status. (United States Code (USC) Title 20 § 6821)
- 10) Includes the EL reclassification rate as part of the student achievement state priority for purposes of a school district's Local Control and Accountability Plan (LCAP). (EC § 52060)
- 11) Requires, on or before July 1, 2018, the CDE to develop a manual providing guidance to LEAs on identifying, assessing, supporting, and reclassifying ELs who may qualify for special education services and students with disabilities who may be classified as ELs. (EC § 56305)
- 12) Under federal law, requires each eligible entity that receives a subgrant from a State Educational Agency (SEA) to provide the SEA, a report that includes the number and percentage of ELs meeting challenging state academic standards for each of the 4 years after they are no longer receiving services, in the aggregate and disaggregated, at a minimum, by ELs with a disability. (USC Title 20 § 3113(b))
- 13) Requires, in state regulations, school districts to monitor the progress of reclassified ELs to ensure correct classification and placement. (CCR Title 5 § 11304)
- 14) Requires the CDE, by January 1, 2014, the CDE to review and analyze the criteria, policies, and practices that a sampling of school districts that represent the geographic, socioeconomic, and demographic diversity of school districts in the state use to reclassify ELs, and recommend to the Legislature and SBE any guideline, regulatory, or statutory changes that it determines are necessary to identify when ELs are prepared for the successful transition to classrooms and curricula that require English proficiency. (EC § 52164.6)
- 15) Requires, commencing in the 2019–20 school year, that a middle school or high school student who is classified as an EL, except for newcomer students, not be

denied participation in the standard instructional program of a school, as specified.

ANALYSIS

This bill:

Reclassification transition year

- 1) Beginning in the 2026-27 school year, requires an English learner student to be reclassified as English proficient upon achieving the SBE established proficiency score on the statewide English language proficiency assessment or, if applicable, the statewide alternate English language proficiency assessment. A student is to be considered reclassified as English proficient as of the date the student demonstrates proficiency on one of these assessments. The bill eliminates the existing multiple-criteria reclassification process, including teacher evaluation, parent opinion and consultation, and comparison of basic skills performance, and instead establishes English language proficiency assessment results as the sole criterion for reclassification. Beginning July 1, 2027, the bill implements a new permanent statewide reclassification system consistent with these changes.

English learner identification and assessment

- 2) Requires school districts, and to the extent required by federal law, county offices of education and charter schools, to assess the ELD of each English learner student in order to determine the level of proficiency.
- 3) Requires CDE with SBE approval, to establish procedures for administering English language proficiency assessments.
- 4) Requires English learners to be assessed upon initial enrollment and annually thereafter until reclassified and specifies the assessments that may be used, including the state's ELD assessment and the statewide alternate assessment for English language proficiency. The bill further clarifies that eligibility for the alternate English language proficiency assessment may be determined independently of eligibility for the statewide alternate assessment in English language arts or mathematics.
- 5) Requires the specified annual summative assessments to be administered during a testing window established by the SPI and SBE and requires annual assessment continue until the student is reclassified as English proficient.
- 6) Requires that an assessment for initial identification be conducted upon the initial enrollment of a student in order to provide information to be used to determine if the student is an English learner.
- 7) Specifies how assessments are to be conducted when a student enrolls during or outside the annual testing window and limits state assessments used for

identification and annual assessment to be conducted no more than once per school year for each assessment purpose.

- 8) Requires assessments to be administered consistently with applicable federal laws and regulations.
- 9) Specifies that the provisions of the bill do not preclude school districts and COEs from testing English learners more than once in a school year if they so choose.
- 10) Clarifies that enrollment in transitional kindergarten does not constitute initial enrollment for purposes of English learner identification.

Teacher observation protocol for reclassification

- 11) Repurposes the standardized English language teacher observation protocol for use as a formative assessment tool for English learners and for monitoring reclassified students.

Parent notification

- 12) Requires LEAs to provide parents of English learners when their student is initially determined to be an English learner, if applicable, in the parent's primary language with all of the following information:
 - a) That their child has been classified as an English learner.
 - b) California's vision for English learner success that includes mastery of grade level standards and having opportunities to develop proficiency in multiple languages. California's schools value the culture and language that their child brings to their education.
 - c) Opportunities for parent engagement.
 - d) That their child is entitled to special support to help them succeed in school.
 - e) Assessment, reclassification, and monitoring processes.
 - f) Biliteracy and State Seal of Biliteracy opportunities.

Reclassification

- 13) Requires an English learner to be reclassified as English proficient upon achieving the SBE established proficiency score on the English language proficiency assessment or alternate assessment, as applicable.
- 14) Requires CDE to automatically record students with qualifying scores as reclassified when assessment results become available in the appropriate data system.

- 15) Requires LEAs, after a student has been recorded as reclassified in the appropriate data system, to:
 - a) Ensure student placement and instructional programs reflect reclassification status, as specified.
 - b) Notify parents of reclassification and information regarding opportunities to pursue biliteracy and the State Seal of Biliteracy.
- 16) Prohibits a student who has been reclassified as English proficient from being subsequently classified as an English learner.
- 17) Encourages LEAs to recognize students and families for achieving English proficiency and encourage pursuit of biliteracy.

Alternative reclassification

- 18) Finds that California has established alternate coursework and performance tasks for students with disabilities so that they may demonstrate completion of the state graduation requirements through alternate means and earn a high school diploma.
- 19) States the Legislature's intent to allow English learners with disabilities to demonstrate English proficiency for reclassification purposes through alternative means aligned with the state's English language proficiency assessment.
- 20) Authorizes, commencing July 1, 2028, an English learner with an IEP to be considered for reclassification through an alternative process if all are true for the student:
 - a) Has received ELD instruction that would reasonably be expected to result in English proficiency but has not achieved the proficiency level required on the English language proficiency assessment for reclassification.
 - b) Used all designated supports and accommodations, and applicable assessment exemptions identified in the student's IEP or 504 plan.
 - c) For students who do not take the statewide alternate English language proficiency assessment, scored one performance level below the SBE's reclassification threshold on the most recent English language proficiency assessment.
- 21) Requires an LEA to reclassify and report to CDE the reclassification of an eligible student who has an IEP if the LEA determines, using state developed rubrics and student work aligned to state developed alternative coursework and performance tasks, that the student has demonstrated English proficiency comparable to the threshold for reclassification on the English language assessment through

alternate means. The bill requires the determination to be documented in the student's IEP.

- 22) Authorizes the alternative demonstration to be used for one or more assessment domains in which a student has not demonstrated proficiency and allows those results to be combined with proficient scores in other domains for the purpose of meeting the overall reclassification standard.
- 23) Requires LEAs to report students reclassified through the alternative pathway to CDE in a manner determined by CDE and requires CDE to record those students as reclassified in the state's data system.

Monitoring

- 24) Finds that federal law requires LEAs to monitor and report on the progress of reclassified English learners for four years following reclassification, including reporting outcomes for students with disabilities.
- 25) Requires LEAs to monitor reclassified students to ensure all of the following:
 - a) English proficient status is not a barrier to academic success, which indicates the student has not been prematurely reclassified as English proficient.
 - b) Academic deficits associated with prior English learner status have been remedied.
 - c) The student is meaningfully participating in the standard instructional program that is comparable to their peers who were never classified as English learners.
- 26) Specifies that the monitoring requirements are declarative of existing federal law.
- 27) Requires by January 1, 2028, the SBE to identify both of the following:
 - a) A means for monitoring reclassified students during the four years following reclassification for purposes of identifying students who are not meeting challenging state academic standards after reclassification.
 - b) An instrument for monitoring reclassified students who are not meeting academic standards. The instrument must satisfy the specified criteria. In identifying an appropriate instrument, the SBE must consider the use of the standardized English language observation protocol.
- 28) Requires CDE, by January 1, 2028, to identify interventions for reclassified students who need additional English language support to progress academically.

Reclassification data

- 29) Requires CDE, beginning in the 2027-28 school year, to annually publish specified reclassification and student outcome data on its website, including reclassification rates and post-reclassification outcomes.

Alternative coursework

- 30) Subject to an appropriation, requires CDE or a COE to develop rubrics and sample alternative student work and performance tasks aligned to the content and performance levels of the domains of the ELD assessment identified for use in reclassifying English learners with IEPs, as specified.
- 31) Requires the rubrics and sample alternate student work and performance tasks to be completed and posted on CDE's website by January 1, 2028.

Evaluation

- 32) Subject to an appropriation, requires CDE to contract for an evaluation of the bill's reclassification reforms and submit a report to the Legislature by January 1, 2032, and requires that the evaluation include information regarding the effects on students who have ever been classified as English learners, as specified.

Parents Rights

- 33) Expands parent rights provisions to require information, as specified, regarding student progress toward English proficiency, reclassification requirements and process, biliteracy opportunities and the State Seal of Biliteracy, results of English language proficiency assessments and proficiencies required for reclassification.

Miscellaneous

- 34) States various legislative findings and declarations related to the need for statewide consistency in the criteria used to determine the reclassification from English learner to English proficient.
- 35) Defines various terms for purposes of the bill.
- 36) Makes conforming changes.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "AB 2555 will reform California's nearly 50-year-old system for reclassifying English learners as fully English proficient, creating a coherent, consistent, transparent, and efficient reclassification system which is consistent with the California English Learner Roadmap. California's vision for English learner success, as articulated in the English Learner Roadmap, is that English learners attain high levels of English proficiency, mastery of grade level standards, and have opportunities to develop proficiency in multiple languages. California's system for reclassifying students as fully English proficient is a critical part of realizing this vision.

“California’s reclassification system was established in 1976 and has not materially changed since. Research shows that the current system is characterized by inconsistency, redundancy, subjectivity, and complexity, and is highly influenced by different mindsets about reclassification. Research also shows that roughly half of all English learners who are not reclassified by the end of elementary school have scored proficient on the state’s assessment of English language proficiency. Research further shows significant gaps in reclassification rates by home language, with Spanish-speaking students significantly less likely to reclassify than other students. On average, it takes 226 days for a student who has scored proficient in English to reclassify, and many students score proficient for multiple years before they are reclassified.

“It is time for a comprehensive reform to this system. By streamlining the reclassification criteria, making reclassification automatic, better engaging parents, strengthening the monitoring of reclassified students, and reframing reclassification as a milestone on the path to biliteracy, AB 2555 will establish a coherent, consistent, efficient, and transparent reclassification system – one worthy of our students’ potential.”

- 2) **The English Language Proficiency Assessment for California (ELPAC).** The ELPAC is the state’s English language proficiency assessment used to identify English learners and measures their progress toward English proficiency. SBE has established an Overall Performance Level 4 on the Summative ELPAC, and an Overall Performance Level 3 on the Summative Alternate ELPAC, as the proficiency levels used for reclassification. A 2026 WestEd analysis, *Finding the Sweet Spot for English Learner Reclassification: A study of California’s Criteria*, confirmed that students who achieve the SBE ELPAC reclassification threshold perform at least as well as similarly situated English only peers on the state’s English language arts assessment. This finding is central for the proposed reclassification reform to make ELPAC or Alternate ELPAC performance the sole criterion for reclassification.
- 3) **Replacing the state’s existing reclassification criteria.** Existing law requires English learner reclassification decisions to be based on multiple criteria, including an assessment of English language proficiency, teacher evaluation, parental opinion and consultation, and basic skills performance. According to information provided by the author, California is the only state that continues to require four reclassification criteria, while 44 states use a single criterion and six states use two or three criteria. Research found that many students who demonstrate English proficiency on the state’s English language proficiency assessment are not immediately reclassified. Data from CDE indicates that students reclassified during the 2024-25 school year waited an average of approximately 229 days after earning a qualifying ELPAC score before being reclassified, with some students remaining classified as English learners for multiple years after demonstrating proficiency. The Learning Policy Institute’s 2024 report, *California’s English Learners and Their Long-Term Learning Outcomes*, further cites research indicating that approximately 72 percent of English learners in one statewide cohort had achieved English proficiency by the end of fifth grade, but only about 50 percent had been reclassified, resulting in

nearly half of long-term English learners having already demonstrated English proficiency but remained classified as an English learner. This bill seeks to address these delays and failures to reclassify students who have already demonstrated English proficiency by establishing a reclassification standard based on performance on the ELPAC or Alternate ELPAC and creating an automatic reclassification process.

- 4) **Reclassification rates vary by home language.** Research by the Learning Policy Institute found substantial variation in reclassification rates among English learner student groups based on home language. According to the Learning Policy Institute, elementary school reclassification rates were 77 percent for Mandarin-speaking students, 74 percent for Cantonese-speaking students, 70 percent for Vietnamese-speaking students, and 68 percent for Korean-speaking students, compared to 50 percent Arabic speaking students and 46 percent for Spanish -speaking students. The research found that Spanish-speaking students were more than three times as likely as Mandarin-speaking students to become long-term English learners. The report further found that disparities in reclassification rates persist even among students demonstrating similar levels of English proficiency. According to the author, one purpose of the bill's streamlined and automatic reclassification process is to reduce variation in local implementation and ensure students who demonstrate proficiency on the ELPAC are reclassified consistently regardless of home language. An ELPAC based reclassification system and an automatic reclassification process, as proposed in this measure, could create greater consistency in reclassification decisions across LEAs and student groups.
- 5) **Variation in measures used to satisfy teacher evaluation and basic skills.** Research by the Public Policy Institute of California (PPIC) in 2021 found significant differences among LEAs in the measures used to satisfy the teacher evaluation and basic skills criteria required for reclassification. In addition to academic measures, districts reported considering factors such as attendance (30 percent of districts), behavior (21 percent), discipline (16 percent), homework completion (38 percent), and classroom participation (62 percent). The same research found that districts often establish local requirements that exceed state recommendations and that the use of multiple criteria is associated with lower reclassification rates. Given that these measures may not directly assess English language proficiency, students who demonstrated proficiency on the ELPAC may nonetheless remain classified as English learners based on additional local criteria. This bill eliminates the teacher evaluation and basic skills criteria that currently permit districts to consider a wide range of academic and non-academic factors.
- 6) **Shifting parent engagement to the beginning of a student's English learner experience.** Existing law requires parent consultation as part of the reclassification process. PPIC's 2021 report also found that implementation of this requirement also varies among LEAs and often occurs near the end of the reclassification process. PPIC's 2026 policy brief cites research findings that families often receive information about English learner services and reclassification in a fragmented manner and may have limited understanding of how students move toward reclassification. The bill instead requires a school to

provide information to parents when a student is initially identified as an English learner, including information regarding English learner services, reclassification requirements and processes, monitoring, biliteracy, and opportunities for parent engagement. PPIC's 2026 policy brief also notes feedback from parent organizations indicating that many families have difficulty understanding their child's English learner status and the reclassification process. The bill seeks to provide families with information earlier and create additional opportunities for engagement through a student's time as an English learner.

- 7) **Providing an alternative pathway for English learners with disabilities.** PPIC's 2026 policy brief notes that nearly 18 percent of English learners and 28 percent of long-term English learners have IEPs. According to information provided by the author, English learners are disproportionately represented among students with disabilities, particularly in the upper grades. During the 2024-26 school year, 24 percent of 12th-grade English learners had an IEP, compared to 1 percent of their non-English learner peers. The PPIC policy brief further notes that designing reclassification policies for dual-identified students has long been a challenge for the state and LEAs. Recent CDE guidance clarified that only students eligible to participate in the state's alternate ELPAC for students with the most significant cognitive disabilities may use that assessment for reclassification purposes. Other English learners with disabilities participate in the standard ELPAC with approved accommodations and supports but remain subject to the same reclassification threshold as English learners. According to PPIC, some districts expressed concern that this approach provides limited flexibility for students whose disabilities affect their ability to demonstrate English proficiency on the ELPAC despite receiving ELD instruction and assessment accommodations. The bill addresses both groups by recognizing proficiency demonstrated on the Alternate ELPAC for purposes of automatic reclassification and establishing an alternative reclassification pathway for certain students with IEPs who take the standard ELPAC, score one performance level below the SBE's reclassification threshold, and satisfy other specified requirements based on state-developed rubrics and performance measures.
- 8) **Monitoring reclassified students.** Federal and state law require LEAs to monitor students for four years after they have been reclassified as English proficient. Monitoring serves as an important safeguard to identify students whose English proficiency continues to pose a barrier to academic success and to address concerns regarding premature reclassification. Research indicates that students can experience a reclassification shock immediately following reclassification, underscoring the importance of ongoing monitoring and support. Research from PPIC further found substantial variation in local monitoring practices, with 91 percent of districts reporting the use of grades, 85 percent using test scores, 60 percent using attendance, and 11 percent using course taking patterns when monitoring reclassified students. Unlike some states that have established standardized monitoring systems and interventions for reclassified students, California does not currently have a statewide monitoring framework. This bill affirms existing monitoring requirements and requires the SBE and CDE to identify statewide monitoring tools and interventions. This bill seeks to ensure that students who are reclassified continue to receive support when English proficiency remains a barrier to academic success.

- 9) **Evaluation of the reclassification reform.** The reforms proposed in this bill represent a significant shift in how reclassification is achieved. As such, this bill requires CDE to contract for an independent evaluation of the changes to English learner reclassification criteria and processes and report its findings to the Legislature by January 1, 2032. The evaluation must examine a broad range of outcomes, including reclassification rates, academic achievement, access to core curriculum, graduation rates, parent engagement, biliteracy attainment, reclassification of English learners with disabilities, monitoring practices, and the quality of ELD instruction. The evaluation is intended to assess the effects of replacing California's longstanding multiple-criteria reclassification system with an ELPAC-based reclassification system and automatic reclassification process. By requiring a review of both implementation and student outcomes, the bill provides a way to evaluate whether the reforms improve consistency and educational outcomes for English learners.

SUPPORT

Alameda County Office of Education
Association of California School Administrators
Association of Mexican American Educators
California Association for Bilingual Education
California Association of Suburban Schools
California County Superintendents
California Faculty Association
California Family Engagement Network
California Immigrant Policy Center
California Teachers Association
Californians Together
CFT
Children Now
Chinese for Affirmative Action
Community Asset Development Redefining Education
EdTrust-West
EDvance College
EdVoice
Fresno Unified School District
Go Public Schools
Kern County Superintendent of Schools Office
Latinos in Action
Los Angeles County Office of Education
Los Angeles Unified School District
Loyola Marymount University - the Center for Equity for English Learners
Office of the Riverside County Superintendent of Schools
Parent Organization Network
Parents for Public Schools of San Francisco
Partnership for Children & Youth
Public Advocates
San Diego County Office of Education
San Diego Unified School District

San Francisco Unified School District
Santa Clara County Office of Education
Sobrato Early Academic Language
UnidosUS
Youth Leadership Institute

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2236	Hearing Date:	June 24, 2026
Author:	Berman		
Version:	June 15, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Postsecondary education: articulation agreements.

SUMMARY

This bill requires the Intersegmental Committee of the Academic Senates (ICAS) of the University of California (UC), the California State University (CSU), and the California Community Colleges (CCCs), by July 1, 2027, to establish an agreement for implementing streamlined system-level articulation by using the common course numbering (CCN) templates, rather than individual course review, for determining credit mobility between the CCCs, the CSU, and the UC, so all CCC courses subject to the specified CCN system articulate the same way across all CCCs, CSU, and UC campuses.

BACKGROUND

Existing law:

- 1) Establishes the CCCs, a postsecondary education system in this state, under the administration of the Board of Governors (BOG), and specifies that the CCC system consists of community college districts. (Education Code (EC) § 70900)
- 2) Requires the CCCs, by July 1, 2027, to adopt a CCN system for all general education requirement courses and transfer pathway courses, and requires each CCC campus, by July 1, 2027, to incorporate common course numbers from the adopted system into its course catalog. (EC § 66725.5)
- 3) Requires the specified CCN system to be student facing, based on the work of the workgroup established in the 2021 Budget Act, and ensure that comparable courses across all CCCs have the same course number. (EC § 66725.5)
- 4) Requires the specified workgroup, to support the development and implementation of a CCN system for the CCC system, to consider starting with courses included in the Course Identification Numbering System (C-ID) and expanding to general education requirements and transfer pathway courses, as specified. (EC § 66725.5)

ANALYSIS

This bill:

- 1) Requires ICAS of the UC, the CSU, and the CCCs, by July 1, 2027, to establish an agreement for implementing streamlined system-level articulation by using the CCN templates, rather than individual course review, for determining credit mobility between the CCCs, the CSU, and the UC, so all CCC courses subject to the specified CCN system articulate the same way across all CCCs, CSU, and UC campuses.
- 2) Requires the respective administrative bodies of the UC, CSU, and CCCs—if ICAS of the UC, CSU, and CCCs has not established the specified agreement before July 1, 2027—by December 31, 2027, to establish an agreement for implementing streamlined system-level articulation by using the CCN templates, rather than individual course review, for determining credit mobility between the CCCs, the CSU, and the UC, so all CCC courses subject to the specified CCN system articulate the same way across all CCCs, the CSU, and the UC.
- 3) Requires the specified streamlined system-level articulation agreement, commencing with the fall term of the 2028-29 academic year, be the only articulation agreement used for community college courses subject to the specified CCN system.
- 4) Requires the specified streamlined system-level articulation agreement include student protections to ensure students do not lose credits, have any removal of credits, or repeat courses already completed to meet academic requirements with a passing grade.
- 5) Requires the specified streamlined system-level articulation agreement to not invalidate any systemwide or local articulation approvals already granted before July 1, 2028.
- 6) Requires the specified streamlined system-level articulation agreement to not require the redesign, replacement, or restart of the CCN template development and review process, and specifies this to not be construed to prevent future updates to CCN templates.
- 7) Requires, consistent with national best practices, the streamlined system-level articulation agreement require no more than 70% content alignment in order to establish equivalency.
- 8) Requires the respective administrative bodies of the CCCs and CSU, and requests of the respective administrative body of the UC, by June 1 of each year, publicly post on their respective internet websites a report on all of the following for the previous academic year:
 - a) How many CCN templates were submitted for review for articulation.
 - b) How many CCN templates were reviewed for articulation.
 - c) How many CCN templates were approved or denied for articulation.

- d) The rationale for any denials of CCN templates for articulation, including which standards were not met.
 - e) The resubmission timeline for any CCN templates denied articulation, including whether a resubmission for the full review process is required to correct issues identified in the denial.
- 9) Requires the California Community Colleges Chancellor's Office (CCCCO), in consultation with the administrative bodies of the CSU and the UC, identify a limited-term funding plan that would provide funding to the CSU and the UC to support the intersegmental implementation of the specified CCN system, with the funding plan identifying limited-term costs supported by a clear justification demonstrating consistency with prior workload and implementation cost estimates.
- 10) Requires the specified funding plan identify existing, previously allocated funding from one-time funding sources, including, but not limited to, the 2022 Budget Act appropriation for CCCs' implementation of CCN, to support implementation strategies, which may include any of the following:
- a) Faculty and staff workload associated with curriculum alignment, review, and approval processes.
 - b) Intersegmental coordination and governance activities.
 - c) Technology and data system upgrades to support CCN alignment and articulation.
- 11) Requires that the funding identified for the specified funding plan be reallocated from previously allocated funding for the CCN system or related funding and not include any new Proposition 98 General Fund.
- 12) Defines "common course numbering template" as a template developed pursuant to the systemwide implementation plan recommended by the CCN workgroup funded in the 2021 Budget Act.
- 13) Requires each campus of the CCCs and the CSU, and requests of each campus of the UC, by June 1 of each year, publicly post, in a clearly visible and easily accessible manner, on the ASSIST.org website, or its successor, the name and contact information of the articulation lead or individual responsible for managing the course articulation process at the campus.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Many students take courses at multiple community colleges within a district or even across districts. As a result, differences in course numbers can unintentionally set students back and has been a barrier to timely transfer. Without a student-facing common course numbering (CCN) system – meaning comparable courses have the same course number at all community colleges – students struggle to transfer credits between institutions and to plan out a coherent roadmap to earning their degree."

The author continues, “In response, my previous legislation, AB 1111, which was signed into law in 2021, requires the California Community Colleges to adopt a student-facing CCN system for general education requirement courses and transfer pathway courses. CCN at all community colleges will reduce unnecessary confusion, ease advising, streamline transfer, and reduce excess credit accumulation. ... As community college students take CCN courses, articulation of these courses at the CSU and UC is critical. Course articulation is a vital function for transfer students and dual enrollment students, who earn college credits at a community college and need those courses to count toward their bachelor’s degree.”

The author concludes, “To protect students and ensure implementation of CCN, AB 2236 would set a target date for the Intersegmental Committee of Academic Senates to establish an agreement for implementing streamlined system-level articulation of community college common course numbering courses. This would ensure that students receive credit for these courses and would not be required to take them again after they transfer. AB 2236 is a necessary step to fulfill the promise of CCN – saving students both time and money.”

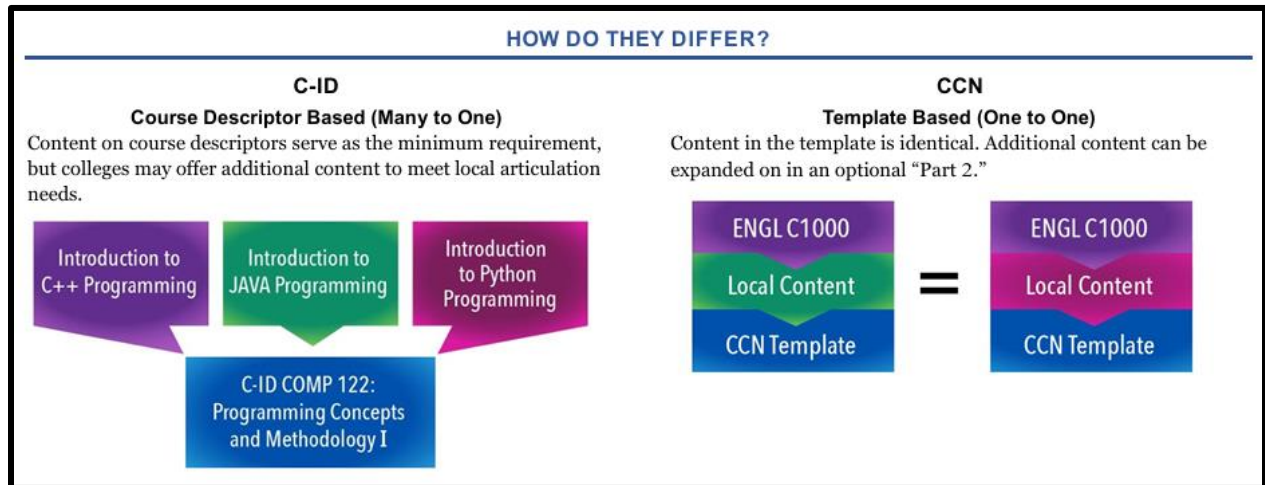
- 2) ***Decades of CCN efforts led to AB 1111 (Berman, Chapter 568, Statutes of 2021).*** Efforts to create a CCN system go back decades, with legislation requiring CCN beginning in 1983. At the core of CCN is 1) the numbering of comparable courses the same across the CCC system and 2) ensuring that these comparable courses articulate consistently across the CCC system and to transfer institutions. Articulation is the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. In the ideal framework of CCN, courses that have the same course number and content would articulate to a “receiving” institution in the same way. Several recent efforts to create and promote CCN systems are described below:

- C-ID Initiative. SB 1415 (Brulte, Chapter 737, Statutes of 2004) established the existing requirement for the CCC and CSU to establish and utilize a CCN system.

The requirements of SB 1415 are carried out within the C-ID initiative, which is a faculty-driven initiative that helps streamline transfer pathways by evaluating course outlines to ensure they are comparable to similar college courses across the state. This is intended to improve seamless articulation for students both intersegmentally (CCC to CSU) and intrasegmentally (among CCCs).

Approved courses receive a C-ID designation, signaling their comparability to similarly designated courses at other institutions. This process supports the development of Associate Degrees for Transfer (ADT), which guarantee admission to a CSU campus for community college students who meet specified criteria. As of 2025, there are currently 491 active C-ID descriptors, with nearly 30,000 CCC courses with approved alignment.

What's the difference between C-ID and CCN? In contrast to C-ID, CCN as required by AB 1111 is a student-focused initiative to create a unified course numbering across the CCCs. The Academic Senate for California Community Colleges (ASCCC) presents a visual representation of the differences between C-ID and CCN, which, for C-ID, shows that many courses can be equivalent to one course and, for CCN, shows that the intent is for a one-to-one course equivalency:



- CCN Task Force/workgroup. The 2021 Budget Act appropriated \$10 million on a one-time basis to establish a workgroup that supports the development and implementation of a CCN system for the CCC system, for the purpose of easing student course selection, promoting timely program completion, and streamlining the transfer process. The provisional language further states that, to the extent feasible, the workgroup is required to align the proposed CCN system with course numbering systems at the CSU and UC.
- AB 1111. A few months after the 2021 Budget Act created a CCN workgroup, the Governor signed AB 1111, which required that the CCN system would be based on the work produced by the workgroup, and the workgroup required by the 2021 Budget Act became the AB 1111 CCN Task Force. Subsequently, the 2022 Budget Act provided an appropriation of \$105 million one-time for the implementation of AB 1111.

AB 1111 required the CCCs to adopt a CCN system for all general education requirement courses and transfer pathway courses. Though the focus is on the CCC system and assigning the same course number to comparable courses across all CCCs, the goal of CCN to “streamline transfer from two- to four-year postsecondary educational institutions” implies that there would need to be intersegmental collaboration for this effort to meet its full potential.

- 3) **Implementation update on CCN efforts.** Prior to the enactment of AB 1111, it was widely recognized that similar courses at different CCCs have different articulation agreements with transfer institutions, and that could lead to courses from different CCCs counting differently at the same transfer institution. These

courses typically had different numbers and titles at different colleges, so there was no implicit expectation that they would articulate in the same way to a transfer institution given the differences. In working to implement AB 1111, practitioners realized that commonly numbered courses with identically numbered and titled courses that articulate differently could create even more confusion and harm. To ensure more predictability for articulation, the CCN Task Force developed a structure of system-level articulation from the CCCs to the universities by using CCN course templates, with the ASCCC tasked with leading the development of the CCN course templates.

For each commonly numbered course, CCN course templates are being developed by faculty from all three segments that are intended to serve as the basis for system-to-system articulation agreements. The templates would be used by CCCs to develop local course outlines of record (CORs) that are consistent with the templates, and the templates include elements from the COR that must be identical to facilitate articulation decisions. The templates also note elements that could include possible additions by local CCCs and that do not need to be identical across the system.

The intersegmental development of CCN course templates is rolling out in phases, with increasing numbers of templates in every subsequent phase:

Phase	Implementation Date	No. of CCN Templates
I	Fall 2025	6
IIA	Fall 2026	8
IIB	Fall 2027	16
III	Fall 2027	50 (estimated)

For Phase I, six well-established courses with high enrollments were selected, and according to the CCCCO, there were over 1 million students enrolled in the Phase I courses listed below in the 2022-23 academic year:

- Academic Reading and Writing – ENGL C1000
- American Government and Politics – POLS C1000
- Critical Thinking and Writing – ENGL C1001
- Introduction to Psychology – PSYC C1000
- Introduction to Public Speaking – COMM C1000
- Introduction to Statistics – STAT C1000

To address concerns that AB 2236 could inadvertently reset progress on CCN required by AB 1111, this bill includes provisions that require that the streamlined system-level articulation agreement does not invalidate any systemwide or local articulation approvals granted before July 1, 2028, nor does it require the redesign, replacement, or restart of the CCN template development and review process.

- 4) ***This bill seeks a systemwide articulation agreement between the CCCs and CSU and UC.*** This bill requires ICAS, by July 1, 2027, to establish an agreement for implementing streamlined system-level articulation by using the CCN

templates—rather than individual course review—for determining credit mobility between the CCCs, the CSU, and the UC, with the intent that all CCC courses subject to the specified CCN system articulate the same way across all CCCs, CSU, and UC campuses. AB 1111 established that a goal of CCN is to streamline transfer two- to four-year postsecondary educational institutions, implicitly referencing the articulation of CCC courses to the UC and CSU, and AB 2236 makes that link to articulation explicit. This bill also asserts that a system-level articulation agreement should be how articulation is determined, rather than individual course review, and codifies the use of CCN templates for purposes of determining articulation.

In the event that ICAS does not establish a system-level articulation agreement by July 1, 2027, this bill requires the respective administrative bodies of the segments, by December 31, 2027, to establish an agreement for implementing streamlined system-level articulation.

If an agreement is established for implementing streamlined system-level articulation, this bill requires the administrative bodies of the CCCs and CSU, and requests of the administrative body of the UC, to report on June 1 of each year to provide status updates on the following:

- How many CCN templates were submitted for review for articulation.
 - How many CCN templates were reviewed for articulation.
 - How many CCN templates were approved or denied for articulation.
 - The rationale for any denials of CCN templates for articulation, including which standards were not met.
 - The resubmission timeline for any CCN templates denied articulation, including whether a resubmission for a full review process is required to correct the issues identified in the denial.
- 5) **Concerns about 70% content alignment to establish equivalency.** This bill requires, consistent with national best practices, the streamlined system-level articulation agreement require no more than 70% content alignment to establish equivalency between courses. This 70% threshold comes from a report from the American Association of Collegiate Registrars and Admissions Officers called “A Guide to Best Practices: Awarding Transfer and Prior Learning Credit”, which recommends “using 70% matching of content to determine equivalency, unless otherwise needed for specific accreditation, discipline content, or other written requirement.” The UC Academic Senate and the CSU Academic Senate have raised concerns about this provision and indicate that the actual percentage alignment that is appropriate for course equivalency could range from 50% to 95%. Concerns raised to committee staff indicate that math and STEM courses may generally require higher content alignment than an English literature course, for example.
- 6) **Questions about providing Proposition 98 funding to the CSU and UC.** In committee amendments taken by the Assembly Appropriations Committee, this bill requires the CCCCCO, in consultation with the CSU Chancellor’s Office and the UC Office of the President, identify a limited-term funding plan that would provide funding to the CSU and the UC to support the intersegmental implementation of

the specified CCN system, and it requires the identification of existing, previously allocated funding from one-time funding sources, including a 2022 Budget Act appropriation for CCCs' implementation of AB 1111.

In effect, this would give the CCCCCO the authority to divert Proposition 98 funding—from their 2022 Budget Act appropriation for the implementation of AB 1111—to the UC and CSU to support the intersegmental implementation of CCN. Allowable uses may include faculty and staff workload associated with curriculum alignment, review, and approval processes; intersegmental coordination and governance activities; and technology and data system upgrades to support CCN alignment and articulation. For this bill, any Proposition 98 funding provided to UC and CSU would be approved by the CCCCCO, if clear justification is provided for the planned implementation costs.

Proposition 98, which was approved by voters in 1988, established a minimum funding requirement for K-14 schools and CCCs, and these funds are generally meant for K-14 instructional programs. Historically, the UC and CSU have received funding in the state budget in the form of non-Proposition 98 General Fund. Typically, Proposition 98 funds appropriated for CCCs are not allocated to other entities, but there are limited exceptions, so long as the funds are initially allocated to a community college district. For example, the annual budget appropriates ongoing funding for immigration legal services, and that funding is first allocated to a CCD and then that CCD contracts with the California Department of Social Services, which has contracts with various providers to provide legal services on immigration issues on CCC campuses.

- 7) **Arguments in support.** According to the Campaign for College Opportunity, “Students presume that when they take a college-level course at a community college that leads to them successfully transferring to a university, that the credit from that course will count toward their degree. Unfortunately, that is not the case and students then have to retake courses that they have already successfully completed at a community college. This costs students time that they don’t have to waste. In addition to time, it is costly for both the student and the state when courses don’t articulate properly for students.”

The letter continues to state, “AB 2236 will ensure implementation of common course numbering and provide clarity in articulation by: 1) *Creating a streamlined articulation process for the common course numbering system* for any students transferring to the CSU and UC. This process will be created by the Intersegmental Committee of Academic Senates (ICAS), allowing faculty to determine the best way to make this process better for students and the system in a timeframe that will maximize protections for students that have already started to take commonly numbered courses. 2) *Improve transparency in articulation* by requiring reporting and publicly listing articulation leads. Communication on articulation decisions are inconsistent and happen directly between campuses after a community college has already established a course. By requiring annual reporting on articulation for the common course numbering templates decisions and their reasoning will be clearly communicated between the systems and adjustments to the course templates can be made prior to the course being created on a campus and students enrolling in it.”

8) **Arguments in opposition.** According to the California Faculty Association in comments on this bill, “We appreciate your commitment to streamlining transfer pathways and reducing excess credits for California community college transfer students. CFA shares these goals but respectfully requests that you accept the proposed amendments submitted by the Academic Senates of the University of California and the California State University. The amendments would ensure that the bill’s implementation reflects sound academic governance, faculty expertise, and the integrity of intersegmental curriculum review. The amendments address four principal concerns:

- 1) The need to preserve faculty-led curriculum review processes in determining course equivalency.
- 2) Clarification of the timeline and sequencing for implementation.
- 3) Modification of the content alignment threshold to better reflect discipline-specific standards.
- 4) Strengthening of student protections against credit loss.”

9) **Committee amendments.** Recent author’s amendments require that the streamlined system-level articulation agreement include student protections, including ensuring that students not lose credits, not have any removal of credits, or not repeat courses already completed to meet academic requirements with a passing grade. To clarify the language on the student protections, *committee staff recommends, and the author accepts, the following amendment:*

- *(c)(3) The streamlined system-level articulation agreement established pursuant to paragraph (1) shall include student protections to ensure students do not lose credits, do not have any removal of credits, or do not repeat courses already completed to meet academic requirements with a passing grade.*

10) **Related and Prior Legislation.**

AB 1728 (Alanis, 2026) requires the CCN system for the CCCs, by July 1, 2030, to include specified firefighting courses, law enforcement education courses, and courses for the modern policing degree program.

AB 3290 (Committee on Higher Education, Chapter 440, Statutes of 2024) extends the implementation deadline by which the CCCs are required to a) adopt a CCN system and b) incorporate common course numbers from the adopted CCN system into its course catalog by three years, from July 1, 2024, to July 1, 2027.

AB 1111 (Berman, Chapter 568, Statutes of 2021) requires, by July 1, 2024, the CCCs adopt a CCN system and requires the CCN system to be student-facing and ensure that comparable courses across all CCCs have the same course number.

AB 128 (Committee on Budget, Chapter 21, Statutes of 2021) appropriated \$10 million on a one-time basis to establish a workgroup that supports the development and implementation of a CCN system for the community college system, and

required the workgroup, to the extent feasible, to align the proposed common course number system with course numbering systems at the CSU and UC.

SB 1415 (Brulte, Chapter 737, Statutes of 2004) requires the CCCs and the CSU, and authorizes the UC and the private postsecondary institutions, by June 1, 2006, to adopt a CCN system for their 20 highest-demand majors.

SUPPORT

Lieutenant Governor Eleni Kounalakis (co-sponsor)
Campaign for College Opportunity (co-sponsor)
Student Senate for California Community Colleges (co-sponsor)
Academic Senate for the Los Angeles Community College District
Cal State Student Association
California Community Colleges Chancellor's Office
California Competes
Citrus College
EdTrust-West
John Burton Advocates for Youth
The Institute for College Access & Success
University of California Student Association

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2242 **Hearing Date:** June 24, 2026
Author: Davies
Version: June 11, 2026
Urgency: No **Fiscal:** Yes
Consultant: Therresa Austin

Subject: Pupil safety: sextortion informational poster.

SUMMARY

This bill requires local educational agencies (LEAs) serving students in grades 7 to 12 to display an informational poster on sextortion in at least one of women's restroom, men's restroom, and all-gender restroom at each of its schoolsites. The bill also requires the California Department of Education (CDE) to develop and post on its website a model poster template for LEA use.

BACKGROUND

Existing law:

- 1) Requires each schoolsite in a school district, county office of education (COE), or charter school, serving pupils in any of grades 9 through 12, inclusive, to create a poster that notifies pupils of the applicable written policy on sexual harassment. Requires that the poster be prominently and conspicuously displayed in each bathroom and locker at the schoolsite. (Education Code (EC) § 231.6)
- 2) Requires the State Superintendent of Public Instruction (SPI) to create and post on the CDE website, a poster that notifies children of the appropriate telephone number to call to report child abuse or neglect. Encourages school districts, charter schools, and private schools to post the appropriate version or versions of the poster in an area of the school where pupils frequently congregate. (EC § 33133.5)
- 3) Requires each schoolsite in a school district, COE, or charter school serving pupils in grades 6 to 12, to create a poster that identifies approaches and shares resources regarding pupil mental health, as specified. Requires the poster to be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, pupils at each schoolsite. Requires the CDE to develop and maintain a model poster in collaboration with mental health experts, pupils, and administrators to serve as a guide for school districts, COEs, and charter schools. (EC § 49428.5)
- 4) Requires the CDE to post on its website resources on teen dating violence prevention, local and national hotlines and services for youth experiencing teen dating violence, and other relevant resources for parents, guardians, and other caretakers of students. (EC § 231.7)

- 5) Requires public schools, including charter schools and private schools, that serve students in any of grades 7 to 12, and public and private institutions of higher education that issue pupil or student identification cards, to print the telephone number for the National Domestic Violence Hotline and local domestic violence hotlines on those identification cards. (EC § 215.5)
- 6) Establishes the California Healthy Youth Act (CHYA), which requires LEAs to provide comprehensive sexual health and Human Immunodeficiency Virus (HIV) prevention instruction to all students in grades 7 to 12, at least once in middle school and once in high school. (EC § 51933)
- 7) Requires, as part of comprehensive sexual health education, that LEAs and charter schools provide students with instruction on sexual assault, intimate partner violence, sexual abuse, and human trafficking. (EC § 51934)
- 8) Requires, as part of comprehensive sexual health education, that LEAs and charter schools provide information on local resources for assistance with sexual assault and intimate partner violence. (EC § 51934)
- 9) Requires the Instructional Quality Commission (IQC), during its next revision of the Health Education Framework, on or after January 1, 2025, to consider including content on sextortion. Defines “sextortion” as a threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value. (EC § 33546.2)

ANALYSIS

This bill:

- 1) Requires LEAs, on or before the 2027-28 school year, to display at each schoolsite it maintains, in at least one men’s restroom, one women’s restroom, and one all-gender restroom used by pupils, a legible poster printed in English and any primary language other than English spoken by at least 15% of pupils enrolled at the schoolsite that is at least 12 by 18 inches in size that contains all of the following information:
 - a) An age-appropriate description of sextortion.
 - b) Contact information for local, state, and federal law enforcement for purposes of reporting and seeking assistance related to sextortion.
 - c) Contact information for the 988 Suicide and Crisis Lifeline.
 - d) The Uniform Resource Locator (URL), quick response (QR) code, or similar resource to identify the internet website for informational and support resources regarding online enticement, including sextortion, provided by the National Center for Missing and Exploited Children or any federally funded successor entity.

- 2) Requires the CDE, on or before July 1, 2027, to develop and post on its website, a template model of the poster described in #1 above for use by LEAs.
- 3) Defines the following terms:
 - a) “Local educational agency” means a school district, COE, or charter school maintaining any combination of grades 7 to 12, inclusive.
 - b) “Schoolsite” means a school serving any combination of grades 7 to 12, inclusive, maintained by an LEA.
 - c) “Sextortion” means the threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Our children are facing a digital crisis where “sextortion” and technology-facilitated harassment are devastating lives in the shadows of our schools. While existing laws mandate that sexual harassment policies stay tucked away in administrative offices, AB 2242 meets students where they are by placing life-saving information and reporting resources in the private, high-traffic areas of restrooms and locker rooms. By requiring these notices to be printed in both English and Spanish, we are ensuring that every student, regardless of their background or primary language, has the tools to identify exploitation and the courage to come forward. We must act now to transform our schools from passive observers into proactive shields against the predators who weaponize technology to target our youth.”
- 2) ***What is sextortion?*** Sextortion, as defined in this bill and existing statute, is the threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value.

The Federal Bureau of Investigation (FBI) maintains an information and resource page specifically focusing on sextortion that targets children and teens. There, they note the following:

Sextortion can start on any site, app, messaging platform, or game where people meet and communicate. In some cases, the first contact from the criminal will be a threat. The person may claim to already have a revealing picture or video of a child that will be shared if the victim does not send more pictures.

More often, however, this crime starts when young people believe they are communicating with someone their own age who is interested in a relationship or with someone who is offering something of value. After the criminals have one or more videos or pictures, they threaten to publish that content, or they threaten violence, to get the victim to produce

more images. The shame, fear, and confusion children feel when they are caught in this cycle often prevent them from asking for help or reporting the abuse.

The FBI also notes the following about financial sextortion:

Financial sextortion is different from traditional sextortion. In these cases, the offender receives sexually explicit material from the child and then threatens to release the compromising material unless the victim sends money and/or gift cards. The amount requested varies, and the offender often releases the victim's sexually explicit material regardless of whether or not they receive payment. This increasing threat has resulted in an alarming number of deaths by suicide.

3) ***Other efforts to encourage sextortion awareness.*** In 2024, the Legislature passed AB 2932 (Joe Patterson, Chapter 118, Statutes of 2024), requiring the IQC to consider incorporating content on sextortion during its next revision of the Health Education Curriculum Framework (Framework), or before. While the Framework has not been revised since the passage of that bill, the most recent Framework adopted in 2019 includes discussions that help students understand that sexually explicit photographs that students take of themselves and send to other students can sometimes be used as blackmail to force or coerce victims into sex trafficking.

4) ***Prior and related legislation.***

AB 748 (Carrillo, Chapter 431, Statutes of 2022) requires public schools serving pupils in any of grades 6 to 12 to create and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health. Also requires the CDE to develop a model poster.

AB 543 (Smith, Chapter 428, Statutes of 2019) requires public schools serving grades 9 to 12 to create and prominently display a poster that notifies pupils of the school's sexual harassment policy.

SB 1178 (Vidak, Chapter 171, Statutes of 2016) requires the SPI to develop a poster that notifies students of the appropriate resources available for reporting child abuse or neglect.

SUPPORT

San Diego County District Attorney's Office

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2316	Hearing Date:	June 24, 2026
Author:	Hoover		
Version:	April 6, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: School facilities: Charter School Facilities Program: undue financial burden.

SUMMARY

This bill authorizes the State Allocation Board (SAB) to reduce a charter school's required 50% local share under the Charter School Facilities Program (CSFP) when the California School Finance Authority (CSFA) determines the obligation would impose an undue financial burden, and to correspondingly increase the state grant amount. The bill also requires the adoption of regulations establishing criteria for making that determination.

BACKGROUND

Existing law:

- 1) Establishes the Leroy F. Greene School Facilities Act of 1998, administered by SAB, to provide state bond funding for eligible K-12 school facility construction and modernization projects.
- 2) Establishes the CSFP within the School Facility Program to provide funding for eligible charter school facilities projects.
- 3) Authorizes eligible charter school projects to include new construction, rehabilitation of an existing school facility for charter school use, retrofitting an existing building for charter school purposes, purchasing a building, or retrofitting a building that has been purchased by a charter school, subject to program limits.
- 4) Prohibits an allocation for a school facility that is less than 15 years old.
- 5) Requires CSFP projects to comply with public school construction requirements applicable to school district projects, including plan approval, site approval, toxic substance review, and Field Act requirements.
- 6) Requires CSFP-funded facilities to have a 50% local share matching obligation.
- 7) Allows the charter school applicant to satisfy the 50% local share through lease payments in lieu of an up-front matching contribution.
- 8) Requires CSFA, in consultation with SAB, to adopt regulations establishing uniform terms and conditions for CSFP projects, including:

- a) How an applicant will pay its local matching share;
 - b) How lease payments in lieu of the local share will be calculated;
 - c) How to determine whether a charter school is financially sound;
 - d) Security provisions for state-funded facilities; and
 - e) How CSFP funding integrates with other school facility funding procedures.
- 9) Requires the lease payment schedule to be calculated by amortizing one-half of the total approved project costs, minus any lump-sum payments, over a reasonable period not to exceed 30 years, together with interest.
- 10) Requires CSFA to set the applicable interest rate using the lower of specified state investment or bond-related rates, but prohibits the rate from being set below 2%.

ANALYSIS

This bill:

- 1) Creates, beginning January 1, 2028, an undue financial burden process within the CSFP.
- 2) Provides that, if the 50% local share matching obligation or lease payments would cause the applicant charter school to suffer an undue financial burden, CSFA must notify SAB.
- 3) Authorizes SAB, upon that notification, to reduce the charter school's 50% local share matching obligation or lease payments.
- 4) Requires SAB to correspondingly increase the state grant amount as necessary for the charter school to reach a reasonable level of debt service.
- 5) Requires undue financial burden to be determined through regulations adopted pursuant to the CSFP statute and based on specified factors, including:
 - a) State and federal school facility grants received by the charter school;
 - b) Local general obligation bond funds provided by the chartering authority to the charter school for the eligible project;
 - c) Specified transfers of funds or assets by the charter school; and
 - d) The charter school's borrowing capacity and indebtedness.
- 6) Requires an applicant seeking this reduction to demonstrate all of the following:

- a) The charter school applied for all other state and federal school facility grants for which it is eligible during the 12 months before submitting its preliminary apportionment application;
 - b) CSFA and SAB published a list of available state and federal school facility grants for charter schools at least 12 months before the eligible project application became available;
 - c) The charter school made a written request to its chartering authority to include the eligible project in the chartering authority's next local general obligation bond;
 - d) The amount of local general obligation bond funds the chartering authority provided to the charter school in the previous five years, and how those funds were used; and
 - e) The amount and purpose of transfers of funds or assets to other individuals or organizations during the previous five years that exceeded \$500,000 or 5% of the charter school's total revenue and other sources, whichever is less.
- 7) Requires the transfer information to be reported both at the time of the preliminary apportionment application and again as a condition of receiving the final apportionment.
 - 8) Requires the local share matching obligation or lease payments to be updated by CSFA and SAB based on the most current information provided.
 - 9) Defines "chartering authority" for these purposes as the school district governing board, county board of education, or other district or county board designated by the State Board of Education as the chartering authority.
 - 10) Requires CSFA, in consultation with SAB, to adopt regulations establishing the method for determining whether the 50% local share or lease payments would impose an undue financial burden.
 - 11) Requires CSFA and SAB to adopt that method in consultation with the California Department of Education (CDE) and the Fiscal Crisis and Management Assistance Team (FCMAT).

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "AB 2316 creates necessary parity between traditional public schools and charter public schools to ensure charter public schools have access to the same financial hardship relief. Our charter public schools provide flexibility, innovation, and most importantly, serve the same communities our traditional public schools serve. When charter public schools are left without this support, our students suffer the results of that financial burden. Those students deserve our same support."

- 2) ***How the CSFP currently works.*** The CSFP is the state's primary capital program for charter school facility construction and rehabilitation. Although charter schools are public schools and receive operational funding through the Local Control Funding Formula (LCFF), they generally do not have the same direct access to local capital financing tools that school districts have. A school district may seek voter approval for a local general obligation bond and may use local bond proceeds as the local match for state facility funding. A charter school generally cannot independently place a local general obligation bond before voters, and in many cases must lease, purchase, or finance facilities through other means.

The CSFP was designed to give eligible charter schools access to state school bond funds, but it retains the basic state-local cost-sharing structure used in the broader School Facility Program. A charter school facility project generally receives state support for 50% of eligible project costs, while the applicant is responsible for the other 50% local share.

In practice, the charter school's local share does not always have to be paid as an up-front cash match. Existing law allows the applicant to satisfy the local share through lease payments in lieu of the matching share. Those lease payments are calculated by amortizing one-half of the total approved project costs, minus any lump-sum payment, over a period not to exceed 30 years, with interest. Thus, for many charter schools, the program operates less like a traditional grant-only program and more like a combined grant and state-financed repayment structure: the state provides facility funding, but the charter school is expected to repay the local share over time.

CSFA plays a central role in determining whether the charter school is financially sound and in establishing the repayment structure, while SAB allocates state bond authority and oversees the broader school facilities program. Projects must also comply with the public school construction standards that apply to school district projects, including Field Act and other approval requirements.

- 3) ***The bill addresses a real difference between school district and charter school access to local capital.*** The core policy argument for the bill is straightforward: school districts and charter schools both face a 50% local share requirement for state facility funding, but they do not have equal ability to generate that local share. School districts can seek voter-approved local general obligation bonds and may levy developer fees. Charter schools generally cannot do so on their own and may instead need to borrow or make long-term lease payments from operating funds.

That distinction matters because a 50% match is not merely a technical program requirement. For a high-cost facility project, the local share can represent millions of dollars in long-term repayment obligations. If those obligations must be paid from the charter school's operating budget, they can affect the school's fiscal condition and potentially reduce resources available for instruction, staffing, student supports, or program stability.

- 4) ***This bill is not a blanket waiver of the charter school local share.*** The bill does not automatically reduce the 50% match for all charter schools. Instead, it creates a case-by-case process in which CSFA must determine that the local share or lease payments would impose an undue financial burden, and SAB may then reduce the local obligation and increase the state grant amount only as necessary to reach a reasonable level of debt service.

The bill also includes several safeguards intended to ensure that the applicant has pursued other available facility resources before seeking additional state support. The charter school must apply for other eligible state and federal facility grants, request inclusion in the chartering authority's next local general obligation bond, disclose local bond funds received in the prior five years, and disclose significant transfers of funds or assets to other individuals or organizations.

These requirements appear designed to prevent the hardship process from becoming an automatic subsidy and to ensure that state funds are not increased until the applicant's broader financial picture has been reviewed.

- 5) ***How will "undue financial burden" and "reasonable level of debt service" be defined.*** The bill leaves the central policy standard to regulations. That is understandable because CSFA, SAB, CDE, and FCMAT have the technical expertise to evaluate debt capacity, operating margins, enrollment stability, reserves, related-party transactions, and other fiscal factors. However, the practical effect of the bill will depend almost entirely on how those standards are developed.

If the regulations are too narrow, the bill may provide little meaningful relief to charter schools that genuinely cannot carry the required debt service. If the regulations are too broad, the state could end up increasing grants for schools that have some ability to contribute a local share, thereby reducing the amount of bond authority available for other eligible projects.

The Committee may wish to consider what debt-service benchmark is envisioned, whether it will be based on total revenues, unrestricted revenues, enrollment stability, projected LCFF growth, reserve levels, or other indicators, and how CSFA and SAB will distinguish between temporary cash-flow pressure and a structural inability to support the local share.

- 6) ***The bill could improve access for some charter schools but may reduce the number of projects funded.*** Because the bill would increase the state share for qualifying projects, it could allow some charter schools to participate in CSFP that otherwise could not afford the 50% local share. That is the bill's main access benefit.

At the same time, state school bond authority is finite. Increasing the state grant for one project necessarily leaves fewer dollars available for other projects. This is particularly significant in an oversubscribed program. If many applicants qualify for reduced local share obligations, the state could fund fewer total charter school facility projects with the same amount of bond authority.

This is not necessarily a reason to reject the bill, but it is the central tradeoff: the bill may deepen state support for the charter schools with the greatest fiscal need, while reducing the total number of projects that can be funded.

- 7) ***The bill raises broader parity questions but does not make charter schools identical to school districts.*** The bill is framed around parity with school district financial hardship assistance. That comparison is helpful but imperfect. School districts seeking financial hardship assistance must demonstrate that they have made reasonable efforts to raise local revenues, and the state has long-standing regulations for evaluating district bonding capacity and local effort.

Charter schools operate under a different governance and financing model. They cannot issue local general obligation (GO) bonds independently, but they also may have different facility ownership structures, lease arrangements, affiliated nonprofit entities, or charter management organization relationships. For that reason, a charter-specific hardship test should not simply import the school district financial hardship model wholesale. The bill appears to recognize this by requiring consideration of grants received, bond funds provided by the chartering authority, transfers of funds or assets, borrowing capacity, and indebtedness.

- 8) ***The delayed operative date gives the agencies time to build the framework.*** The January 1, 2028, start date gives CSFA, SAB, CDE, and FCMAT time to develop regulations, create application procedures, publish required grant information, and determine how hardship requests will interact with preliminary and final apportionments.

That time is important because the bill creates a technically complex determination. Agencies will need to evaluate financial soundness, project cost, debt service, other grant opportunities, local bond requests, transfers, and updated information before final apportionment. The success of the bill will depend on whether the regulations are clear enough to be administered consistently and rigorous enough to protect limited state bond funds.

SUPPORT

California Charter Schools Association (sponsor)
 Achieve Charter Schools
 Albert Einstein Academies Charter Schools
 Alder Grove Charter School
 Allegiance Steam Academy
 Alma Fuerte Public School
 Alpha Public Schools
 Anawakalmekak
 Aplus+
 Ararat Charter School
 Aspen Public Schools
 Aspire Public Schools
 Big Picture Educational Academy
 Birmingham Community Charter High School
 Blue Oak Charter School

Bridges Preparatory Academy
Brookfield Engineering Science Technology
Bullis Charter School
California Creative Learning Academy
California Montessori Project
California Pacific Charter Schools
Camino Nuevo Charter Academy
Catch Prep Charter High
Champs Charter High School of the Arts
CHIME Institute
Community Learning Center Schools
Compass Charter Schools
Core Butte Charter School
CWC Los Angeles
Da Vinci Schools
Discovery Charter Schools
Ednovate
Education for Change
Edward B. Cole Academy
El Camino Real Charter HS
Environmental Charter Schools
Equitas Academy Charter Schools
Excel Academy Charter School
Excelsior Charter Schools
Extera Public Schools
Feaster (Mae L.) Charter School
Fenton Charter Public Schools
Gabriella Charter Schools
Gateway College and Career Academy
Girls Athletic Leadership Schools Los Angeles
Goethe International Charter School
Green DOT Public Schools California
Griffin Technology Academies
Guajome Schools
Harvest Ridge Cooperative Charter School
Hawking Steam Charter School
High Tech Los Angeles
Howard Gardner Community School
ICEF Public Schools
Ingenium Schools
Intellectual Virtues Academy High
Invictus Leadership Academy
Isana Academies
Ivy Academia
James Jordan Middle School
JCS Family of Charter Schools
Julia Lee Performing Arts Academy
Kairos Public Schools
Kidinnu Academy
Lake County International Charter

Larchmont Charter School
Learn4Life
Learn4Life Marconi Learning Academy
Literacy First Charter Schools
Los Angeles Leadership Academy
Magnolia Public Schools
Meadows Arts and Technology Elementary School
Montague Charter Academy
Multicultural Learning Center
Museum School Collaborative
Navigator Schools
New Academy of Sciences and Arts
New Los Angeles Charter Schools
New Village Girls Academy
New West Charter
Ocean Charter School
Odyssey Charter Schools
Orange County Academy of Sciences and Arts
Orange County School of the Arts / California School of the Arts Foundation
Pacoima Charter School
Para Los Ninos
Pasadena Rosebud Academy Charter School
Phoenix Charter Academy College View
Port of Los Angeles High School
Puente Learning Center
River Charter Schools
River Oaks Academy Charter School
Rocklin Academy Family of Schools
Sage Oak Charter Schools
Scholarship Prep Charter School
Sebastopol Independent Charter
Shasta Charter Academy
Sherman Thomas Charter School
Sherwood Montessori
Soleil Academy
Sparrow Academy
Springs Charter Schools
Stem Prep Schools
Summit Public Schools
The Foundation for Hispanic Education
The Learning Choice Academy
The O'Farrell Charter Schools
Urban Charter Schools Collective
Valley Charter School
Valley International Preparatory High School
Valley Life Charter Schools
Vibrant Minds Charter School
Vista Charter Public Schools
Voices College Bound Language Academies
Westbrook Academy

Wish Charter Schools
YES Charter Academy
YPI Charter Schools

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2325 **Hearing Date:** June 24, 2026
Author: Alvarez
Version: June 15, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Teachers: bilingual teachers: Pathways to Bilingual Teaching Program.

SUMMARY

This bill establishes the Pathways to Bilingual Teaching Program, contingent upon an appropriation, and requires the Commission on Teacher Credentialing (CTC) to award competitive grants to local educational agency (LEA)-led consortia to develop or expand articulated pathways that recruit bilingual students and support them through high school, postsecondary education, teacher preparation, and ultimately employment as bilingual teachers.

BACKGROUND

Existing law:

- 1) Authorizes school districts to establish bilingual and dual language immersion programs and requires schools to ensure students attain English proficiency.
- 2) Establishes the Bilingual Teacher Professional Development Program, administered through the CTC, to increase the supply of bilingual teachers.
- 3) Establishes the State Seal of Biliteracy to recognize graduates who demonstrate proficiency in one or more languages in addition to English.
- 4) Authorizes College and Career Access Pathways (CCAP) partnerships between school districts, county offices of education, charter schools, and community college districts to expand dual enrollment opportunities.
- 5) Establishes a competitive grant program for institutions of higher education to develop or expand integrated teacher preparation programs that allow candidates to earn a bachelor's degree and teaching credential concurrently.

ANALYSIS

This bill:

- 1) Establishes the Pathways to Bilingual Teaching Program, administered by the CTC, contingent upon a future appropriation.

- 2) Requires the CTC to award competitive grants of up to \$600,000, expendable over six years, to LEA-led consortia for the purpose of establishing or expanding bilingual teacher pathways.
- 3) Defines a “pathway to bilingual teaching” as an articulated sequence of secondary education, postsecondary education, and teacher preparation leading to employment as a bilingual teacher.
- 4) Requires grant recipients to form consortia with one or more four-year institutions of higher education, or with four-year institutions and community colleges.
- 5) Prioritizes grant applications from consortia serving areas with high concentrations of English learners and/or rural or geographically underserved regions experiencing shortages of bilingual teachers.
- 6) Requires pathways to recruit bilingual candidates interested in teaching, including students: (1) participating in education-related CTE pathways, (2) with experience in after-school programs, and (3) likely to qualify for the State Seal of Biliteracy.
- 7) Authorizes pathways to incorporate dual enrollment opportunities, including CCAP, Early College, and Middle College models.
- 8) Requires pathways to include transfer opportunities to four-year institutions where candidates can earn a bachelor’s degree, teaching credential, and bilingual authorization.
- 9) Encourages participating LEAs to enter into agreements to hire pathway graduates into bilingual teaching positions.
- 10) Authorizes grant funds to be used for planning and implementation activities, including: (1) faculty, teacher, and administrator release time, (2) course development or redesign, (3) recruitment activities, and (4) student support and guidance services.
- 11) Requires grant recipients to report program and outcome data to the CTC, including enrollment, completion, credential attainment, bilingual authorization attainment, employment outcomes, and demographic information.
- 12) Requires applicants to demonstrate plans for recruitment, retention, sustainability, and coordination with existing teacher support programs such as the Golden State Teacher Grant Program.
- 13) Requires the CTC to annually report program outcomes to the Legislature until grant funds are fully expended.
- 14) States legislative intent to appropriate \$10 million in one-time funding for the program.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California is uniquely positioned to leverage its linguistic diversity as a key asset. However, our education system has not fully supported this strength. AB 2325 creates the “Pathways to Bilingual Teaching” program to develop a pipeline of highly qualified bilingual teachers, so every student can succeed in a multilingual environment. By supporting high school recruitment, dual enrollment, integrated credentialing, and guaranteed employment, this bill removes barriers for multilingual students to become future bilingual teachers. It provides the resources, structure, and accountability needed to increase the number of qualified bilingual educators, foster more inclusive classrooms, and build a stronger, more equitable education system.”

- 2) ***Building a teacher pipeline by connecting existing state initiatives.*** Rather than creating an entirely new teacher preparation model, this bill seeks to connect several existing state investments into a single educator workforce pipeline. The proposed pathway links high school recruitment efforts, the State Seal of Biliteracy, education-focused career technical education pathways, dual enrollment opportunities, integrated teacher preparation programs, and eventual employment by LEAs. In many respects, the bill functions less as a new teacher preparation program and more as a framework intended to align programs that already exist but often operate independently of one another.

The Committee may wish to consider whether creating stronger connections among existing programs could improve the effectiveness of prior state investments aimed at expanding bilingual education and teacher preparation, particularly if barriers to entry stem more from fragmentation than from the absence of available programs.

- 3) ***Continued demand for bilingual teachers.*** California has made significant policy investments over the past decade to expand multilingual education. Proposition 58 restored local authority to establish bilingual education programs, the State Seal of Biliteracy has dramatically expanded participation in multilingual coursework, and the state has funded several initiatives intended to increase the number of teachers holding bilingual authorizations. Despite these efforts, concerns regarding the supply of bilingual teachers persist.

According to information cited in the Assembly policy committee analyses, over 500 bilingual teaching authorizations issued during the 2024-25 school year were issued through underprepared pathways, and bilingual teacher preparation capacity remains below long-term state goals. At the same time, demand for multilingual programs continues to grow as school districts expand dual language immersion and other bilingual offerings.

The bill reflects a policy judgment that increasing the number of bilingual teachers may require earlier recruitment of prospective educators, rather than focusing solely on candidates who have already entered teacher preparation programs.

- 4) ***Leveraging California's multilingual student population.*** A notable feature of the bill is its focus on recruiting bilingual pupils themselves into the teaching profession. California annually awards tens of thousands of State Seals of Biliteracy to students who demonstrate proficiency in multiple languages. Supporters argue that these students represent a largely untapped source of future bilingual teachers and that providing a structured pathway from high school through credential attainment could help address workforce shortages while creating opportunities for students to return to serve their local communities.

The Committee may wish to consider whether earlier and more intentional recruitment of multilingual students could provide a more sustainable approach to addressing bilingual teacher shortages than efforts focused exclusively on retraining or upskilling the existing educator workforce.

- 5) ***Relationship to existing bilingual teacher workforce initiatives.*** The state currently supports several efforts intended to increase the number of teachers serving multilingual learners, including the Bilingual Teacher Professional Development Program, integrated teacher preparation grants, and targeted appropriations supporting bilingual teacher preparation in specific languages. This bill would add another grant-funded initiative to that portfolio.

The Committee may wish to consider how the proposed program complements existing state efforts and whether lessons learned from previously funded bilingual teacher workforce programs should inform the design, implementation, or evaluation of this new initiative. In particular, the bill's emphasis on creating a seamless PK-12-to-career pipeline distinguishes it from many existing programs that focus primarily on candidates who have already entered higher education or the educator workforce.

- 6) ***Budget action reflects legislative interest in the proposal.*** This bill is expressly contingent upon a future appropriation and states legislative intent to provide \$10 million in one-time funding for grant awards. Since the bill's introduction, however, the Senate and Assembly have included \$25 million Proposition 98 General Fund in their two-party budget agreement for the Pathways to Bilingual Teaching Program. As a result, the proposal is no longer merely a conceptual framework awaiting future funding, but rather is positioned to receive a significant state investment if the final budget agreement is enacted.

SUPPORT

Californians Together (co-sponsor)
Early Edge California (co-sponsor)
Alameda County Office of Education
Association of California School Administrators
Association of Mexican American Educators
California Association for Bilingual Education
California Charter Schools Association
California Federation of Teachers
EdTrust-West

EDvance College
Fresno Unified School District
Go Public Schools
Hispanas Organized for Political Equality
Internationals Network
Los Angeles County Office of Education
Loyola Marymount University - the Center for Equity for English Learners
Partnership for Children & Youth
Public Advocates
San Diego Unified School District
Sobrato Early Academic Language
Teach for America
Teach Plus - California
UnidosUS
Youth Leadership Institute

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2332	Hearing Date:	June 24, 2026
Author:	Mark González		
Version:	February 19, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Dual language immersion: Dual Language Immersion Coordinator.

SUMMARY

This bill requires the California Department of Education (CDE), by July 1, 2027, to designate a Dual Language Immersion Coordinator for the purposes of providing coordination between local educational agencies (LEAs) to share resources and knowledge on dual language immersion programs.

BACKGROUND

Existing law:

- 1) Through initiative, requires that public schools ensure that students obtain English language proficiency. Requires school districts to solicit parent and community input in developing language acquisition programs. Requires instruction to ensure English acquisition as rapidly and effectively as possible. Authorizes school districts to establish dual language immersion programs for both native and non–native English speakers. (Education Code (EC) § 305)
- 2) Defines language acquisition programs to include dual language immersion programs to mean programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (EC § 306)
- 3) Establishes the Pathways to Success Grant program with the goal of providing children in preschool, transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, with dual language immersion programs, developmental bilingual programs for English learners, or early learning dual language learners programs that are consistent with adopted state policy of the English Learner Roadmap. (EC § 33440)
- 4) States that the purpose of the Pathways to Success Grant Program is to grow capacity for high-quality dual language learning by doing all of the following:
 - a) Establishing dual language immersion programs or developmental bilingual programs for English learners for students in elementary and secondary schools;

- b) Establishing early learning dual language learner programs in California State Preschool Programs (CSPPs) operated by school districts and charter schools;
 - c) Expanding existing dual language immersion programs or developmental bilingual programs for English learners to new schoolsites; and
 - d) Providing professional development modules to school districts, schools, county offices of education (COEs), or a consortium of these entities, with evidence-based, demonstrated professional development techniques on how to design and implement new, or to expand existing, dual language immersion programs or developmental bilingual programs for English learners and early learning dual language learner programs. (EC § 33441)
- 5) Requires that the application include a description of the high-quality curriculum and instruction to be provided by the specified programs, among other program elements. (EC § 33445)
 - 6) Requires grant funds to be used for training, professional development, recruitment of bilingual teachers and paraeducators, outreach, learning communities, instructional coaches, and standards-based instructional materials in targeted languages, as specified. (EC § 33442)
 - 7) Requires, by June 20, 2025, the CDE to submit a report to the appropriate committees of the Legislature detailing, among other things, the successes, best practices, barriers or constraints, and outcomes of school districts and consortium programs that are grant recipients. (EC § 33446)
 - 8) Defines “dual language learner” for purposes of CSPPs, to mean children aged 0-5 whose first language is a language other than English or children who are developing two or more languages, one of which may be English. (EC § 8205)
 - 9) Requires the Superintendent of Public Instruction (SPI) to develop procedures for providers to identify and report data on dual language learners enrolled in the CSPP. (EC § 8241.5)
 - 10) Establishes the State Seal of Biliteracy, to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. (EC § 51460)

ANALYSIS

This bill:

- 1) Requires CDE, by July 1, 2027, to designate a dual language immersion Coordinator to provide coordination between LEAs to share resources and knowledge on dual language immersion programs.
- 2) Requires that the Dual Language Immersion Coordinator to do all of the following:

- a) Act as the point of contact within CDE for LEAs seeking to establish new or expand existing dual language immersion programs.
 - b) Facilitate ongoing communication and collaboration between LEAs to share resources and best practices on dual language immersion programs.
- 3) Establish, publish, and maintain on the CDE’s website, by January 1, 2028, a directory of operative dual language immersion programs, which is to include:
- a) The LEA and schoolsites that have operative dual language immersion programs.
 - b) The partner languages offered at each schoolsite, the program model, and a point of contact for the program.
- 4) Defines various terms for the purposes of the bill, including:
- a) “Dual language immersion program” to mean a program that enrolls both English learners and native speakers of English and provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
 - b) “Partner language” to mean a language other than English that is used to provide instruction to pupils in a dual language immersion program.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “There is a clear and urgent need for Dual Language Immersion programs in California for both English learners and native English speakers who need genuine, fluent biliteracy. These programs cannot grow without support from the state. If we want our communities to put their trust in us, then we must show that we are willing to invest in what works. We must streamline these programs, rather than allowing bureaucracy to drain time and energy from our already overburdened educators. They are giving everything they have. It’s time for the state to match that commitment.

“AB 2332 will ensure that teachers have access to the resources and expertise they need to better serve our diverse student population, with over 70% of my district speaking a language other than English at home—including Spanish, Korean, Mandarin, Cantonese, and Japanese—this bill is a necessary step toward educational equity and multilingual proficiency.”

- 2) **Expansion of bilingual education following repeal of Proposition 227.** In 1998, statewide voters passed Proposition 227, which restricted the use of bilingual instruction for English learners. It required English learners to be taught in English and restricted the use of bilingual programs. Under Proposition 227,

public schools were required to provide English learners with one year of special, intensive English instruction before transitioning students into other English-only classes. The initiative permitted schools to provide classes in a language other than English under a parent initiated waiver process under certain conditions.

In 2016, Proposition 58, placed on the ballot by the state Legislature and approved by voters, removed restrictions to bilingual programs established under Prop. 227. Proposition 58 took effect in 2017. Schools are no longer required to teach English learners in English-only programs but can teach their English learners using a variety of programs, including dual language immersion. The removal of these restrictions contributed to the growth of dual language immersion programs throughout California and the state's broader efforts to promote biliteracy.

- 3) **What are dual language immersion programs?** As described on CDE's website on dual-language immersion, also referred to as two-way immersion, dual-language immersion is language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding. Instruction is in both languages, typically starting with smaller proportions of instruction in English and gradually moving to half in each language. Multiple instructional models exist and are typically found in kindergarten through grade eight, but may be offered through grade twelve.
- 4) **Establishes a statewide directory.** According to the author, publicly available information regarding the number and location of dual language immersion programs is incomplete. The author notes that one national directory identifies approximately 320 California dual language immersion programs, while state estimates suggest more than 1,000 programs may be operating statewide. This bill requires CDE to designate a coordinator of dual immersion programs to facilitate information sharing among LEAs. In addition to facilitating communication and collaboration, the bill requires the coordinator to establish a directory of operative programs. A directory could assist in understanding program availability and language offerings.
- 5) **Central point of contact.** The California Language Teachers' Association notes in their letter of support submitted to this Committee that while school districts are independently innovating dual language immersion programs spanning languages from Spanish and Mandarin to Hmong and Vietnamese, they currently lack the infrastructure to collaborate or share resources. This bill seeks to create a centralized point of contact to support collaboration in the sharing of resources and best practices on dual language immersion programs among LEAs and connect schools seeking to establish or improve dual language immersion programs with other existing programs. The bill requires CDE to designate a coordinator to implement the bill's requirements. The bill is silent as to whether additional state support would be provided to CDE for this purpose, as such implementation would presumably be absorbed within CDE's multilingual education efforts.

6) **Related legislation.**

AB 2325 (Alvarez, 2026) would require the CDE, in consultation with the Commission on Teacher Credentialing (CTC), to establish an online Bilingual Clinical Placement Registry for the purpose of connecting the preparation, credentialing, and long-term retention of teachers seeking to provide instruction in bilingual and multilingual settings. AB 2325 is set for hearing in this Committee.

AB 865 (Mark Gonzalez, 2025) would have established the dual language immersion Education Instructional Materials Grant Program for the purpose of providing additional supports to LEAs to increase available instructional materials in partner languages for dual language immersion programs. This bill was held in the Assembly Appropriations Committee.

AB 2074 (Muratsuchi, Chapter 946, Statutes of 2024) requires the California CDE to develop a statewide implementation plan for the English Learner Roadmap Policy.

SB 154 (Skinner, Chapter 43, Statutes of 2022) appropriated \$5 million for the Asian Language Bilingual Teacher Education Program Consortium with the California State University to increase the number of credentialed teachers with Asian language bilingual authorization.

SB 952 (Limon, 2022) would have revised and recasted a three-year competitive dual language immersion grant program administered by the CDE. SB 952 was held in the Assembly Appropriations Committee.

AB 2514 (Thurmond, Chapter 763, Statutes of 2018) establishes the Pathways to Success Grant Program, for the purpose of providing grants for the establishment and expansion of dual language immersion programs, developmental bilingual programs for English learners, and early learning dual language learners programs.

AB 130 (Committee on Budget, Chapter 44, Statutes of 2021) appropriated \$10 million for a dual language immersion grant program to award 25 one-time grants over a period of 3 fiscal years to eligible entities to expand or establish dual language immersion programs.

AB 952 (Reyes, 2017) would have established the Bilingual Teacher Professional Development Program and would require the CDE to allocate grant funding for purposes of providing professional development services to specified teachers and paraprofessionals to provide instruction to English learners. This bill was vetoed by the Governor, who stated:

“California recently provided funds to support teachers and paraprofessionals interested in becoming bilingual teachers. This past spring the Commission awarded one-time grants to higher education institutions that sought to create or improve four-year integrated teacher education programs, including for bilingual

teachers. Before making additional investments on this matter, I believe it's wise to first assess the success of our current programs."

AB 99 (Committee on Budget, Chapter 15, Statutes of 2017) establishes the Bilingual Teacher Professional Development Program and requires the CDE to allocate grant funding for purposes of providing professional development services to specified teachers and paraprofessionals to provide instruction to English learners.

SUPPORT

Asian Americans Advancing Justice-Southern California (sponsor)
APIs for Civic Empowerment
Alameda County Office of Education
Asian American Drug Abuse Program
Association of California School Administrators
BPSOS Center for Community Advancement
CA Healthy Nail Salon Collaborative
California Association for Bilingual Education
California Charter Schools Association
California Immigrant Policy Center
California Language Teachers' Association
Californians Together
Central American Resource Center of California
Chinatown Service Center
Early Edge California
First 5 LA
Green DOT Public Schools California
Koreatown Youth and Community Center
South Asian Network
Southeast Asia Resource Action Center
Thai Community Development Center
UnidosUS

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2354 **Hearing Date:** June 24, 2026
Author: Gabriel
Version: March 19, 2026
Urgency: No **Fiscal:** Yes
Consultant: Therresa Austin

Subject: Pupil instruction: California Serves Program.

SUMMARY

This bill expands the existing California Serves Program to promote access to effective service-learning for students in grades 6 through 12, inclusive, and requires the California Department of Education (CDE), in partnership with CaliforniaVolunteers, to develop updated recommendations to the Legislature on evidence-based strategies to expand access to high-quality service-learning programs, as specified.

BACKGROUND

Existing law:

- 1) Establishes the California Serves Program under the CDE in collaboration with CaliforniaVolunteers, to promote access to effective service learning for pupils in grade 12 who are enrolled at participating local educational agencies (LEAs), with the goal of expanding access for high school graduates in obtaining a State Seal of Civic Engagement (SSCE) through service learning. (Education Code (EC) § 51475)
- 2) Establishes the California Serves Program for the purposes of awarding grants to promote access to effective service-learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining an SSCE through service-learning. Allowable uses for grants include:
 - a) Paid planning time for teachers to increase the use of service-learning in instruction.
 - b) Professional development on service-learning for administrators and teachers.
 - c) Purchase of instructional materials to help integrate service-learning in instruction.
 - d) Participation costs, including materials or travel expenses related to service-learning activities.
 - e) Personnel costs for coordinating service-learning at the LEA or a school site.

- f) Participation costs associated with grant program evaluation. (EC § 51475)
- 3) Establishes the SSCE, affixed to the diploma or transcript of an eligible pupil, to encourage, and create pathways for, pupils in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels. (EC § 51475)

ANALYSIS

This bill:

- 1) Expands the existing California Serves Program to serve students in grades 6 through 12 inclusive.
- 2) Requires CDE, in collaboration with CaliforniaVolunteers, to do the following:
 - a) Review the available evidence on ways to incorporate effective service learning for pupils in grades 6 through 12, and, on or before January 1, 2028, provide recommendations to the Legislature, consistent with the recommended criteria and implementation guidance for the SSCE on evidence-based strategies to expand access to high-quality service-learning programs in LEAs serving grades 6 through 12, inclusive, and promote equitable access to these programs.
 - b) On or before January 1, 2028, develop and post on the CDE's and CaliforniaVolunteers' internet websites evidence-based strategies for expanding access to high-quality service-learning programs that may be used by teachers and LEAs for grades 6 through 12, inclusive.
- 3) Requires the annual evaluation report on service learning to be submitted by the CDE, in partnership with CaliforniaVolunteers, to specify the number of pupils by grade, in addition to other required data.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "AB 2354 strengthens California's investment in service-learning by allowing schools to implement programs across grades 6 through 12, rather than limiting access primarily to grade 12. By supporting multi-year service-learning opportunities, this bill will help ensure that all students have a meaningful opportunity to develop the skills and experiences needed to earn the State Seal of Civic Engagement."
- 2) ***California Serves Program.*** The California Serves Program was established through the 2022 State Budget Act as a collaboration between the CDE and CaliforniaVolunteers to promote access to effective service-learning for high school students and support them in obtaining an SSCE through service-learning.

At the onset of the program, CDE and CaliforniaVolunteers were tasked with reviewing the available evidence on ways to incorporate effective service-learning for pupils in grades 9 through 12, and to provide recommendations to the Legislature consistent with the recommended criteria and guidance for the SSCE, on evidence-based strategies to expand access to high-quality service-learning programs. The final report, published in January 2024, issued the following recommendations:

- a) Establish effective standards and indicators to guide the development of equitable, high-quality service-learning programs;
- b) Incorporate curriculum and strategies that encourage deep civic learning;
- c) Ensure teacher access to ongoing professional development and learning;
- d) Prioritize efforts to track who earns the SSCE; and
- e) Design meaningful infrastructure that promotes service-learning at all levels.

The corresponding California Serves Grant Program was also established in the 2022 Budget Act with an annual ongoing allocation of \$5 million to provide grants to eligible LEAs to help cover specified costs incurred in the development and facilitation of service-learning programs and to expand access for high school graduates in obtaining an SSCE. To apply for this grant, applicant LEAs must (1) have at least 55% of their student enrollment be unduplicated pupils as defined in statute and (2) serve students in grade 12. While promoting access to effective service-learning for students in grade 12 is the focus and eligibility criteria, the grant program provides LEAs with the flexibility to also support such programming for students as early as grade 9.

Since its pilot year in the 2022-23 school year, the California Serves Grant Program has awarded 45 LEAs with award amounts ranging from \$24,000 to \$500,000—the maximum allowable under statute.

- 3) ***State Seal of Civic Engagement.*** This bill is intended to provide support to LEAs and charter schools serving students in grades 6 through 12 so that they may provide equitable student access to service-learning and the opportunity to earn the SSCE. On September 10, 2020, the State Board of Education (SBE) adopted criteria and guidance to award an SSCE to California students who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. To be eligible for the SSCE, students must:
 - a) Be engaged in academic work in a productive way;
 - b) Demonstrate a competent understanding of the United States and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in a

constitutional democracy; and democratic principles, concepts, and processes;

- c) Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts;
- d) Demonstrate civic knowledge, skills, and dispositions through self-reflection; and
- e) Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community, and/or society.

Successful completion of the requirements is reflected by a seal affixed to student transcripts, diplomas, or certificates of completion. According to CDE's 2024-25 school year data, 23,040 seals have been awarded to students across 492 schools that participate in the SSCE.

- 4) ***California Task Force on K-12 Civic Learning of 2014 (Task Force)***. In 2014, the Chief Justice of California and the State Superintendent of Public Instruction (SPI) formed the Task Force to develop a set of recommendations to improve civic learning in our schools to address the need to revitalize civic learning in our state. To this end, the Task Force made the following system-wide recommendations to improve civic learning in every district, in every school, for every child:

- a) Revise the California History-Social Science Content Standards and accompanying curriculum frameworks to incorporate an emphasis on civic learning, starting in kindergarten, so that all students acquire the civic knowledge, skills, and values they need to succeed in college, career, and civic life.
- b) Integrate civic learning into state assessment and accountability systems for students, schools, and districts. Civic knowledge, skills, values, and whether students are receiving learning opportunities that promote these outcomes must be assessed and linked to revised California History-Social Science Content Standards and relevant Common Core State Standards. This will enable periodic reporting to the Legislature and the public on the state of students' civic learning.
- c) Improve professional learning experiences for teachers and administrators to help them implement civic learning in schools. Connect professional learning in civics to Common Core State Standards professional learning experiences.
- d) Develop an articulated sequence of instruction in civic learning across all of K-12, pegged to revised standards. At each grade level, civic learning should draw on the research-based and include work that is action-oriented and project-based and that develops digital literacy.

- e) Establish a communication mechanism so community stakeholders can easily connect with teachers and students on civic education and engagement. Students need to get out of the school building to practice civic engagement, and civic leaders need to come into schools to engage students.
 - f) Provide incentives for local school districts to fund civic learning in Local Control Accountability Plans under the new Local Control Funding Formula (LCFF).
- 5) ***Practical effect of expanded eligibility.*** This bill would expand the eligibility criteria for the California Serves Grant Program to LEAs serving students in grades 6 through 12, inclusive, rather than just grade 12. As noted above, the foundational goal of the California Serves Program and Grant is to support students in obtaining an SSCE. SSCEs can only be conferred in high school and reflected on a student's 11th- or 12th-grade transcript. While elementary and middle school students are not eligible to earn an SSCE, LEAs are encouraged to create pathways for those grade levels to become civically engaged as part of their experiences working toward earning the SSCE in high school, or to adopt a seal locally for elementary and middle school students. *The committee may wish to consider that expanding eligibility for the California Serves Program without increasing the annual ongoing allocation may make the program more competitive and the funds less accessible to the high schools that participate in the SSCE program.*
- 5) ***Prior and related legislation.***
- SB 1378 (Ochoa Bogh, 2026) requires the CDE to establish the California Excellence in Service Learning (CESL) Designation Program to publicly recognize and designate schoolsites and LEAs that demonstrate excellence in service learning. *SB 1378 is currently in the Assembly Appropriations Committee.*
- SB 584 (Limon, 2025) would have expanded the existing California Serves Program to promote access to effective service learning for grades 1 through 12; required LEAs to implement a Civic Engagement Pathways Program for pupils in grades 1 through 8; and required the Instructional Quality Commission (IQC), during its next consideration for the revision of the History and Social Sciences Framework, to include civic engagement experiences, as specified. *This bill was held in the Senate Appropriations Committee.*
- AB 422 (Jackson, Chapter 692, Statutes of 2025) requires the SPI, by January 1, 2027, to recommend revised criteria to the SBE for awarding the SSCE, including a demonstrated understanding of the importance of preserving democracy and its vital institutions.
- AB 24 (Eggman, Chapter 604, Statutes of 2017) established the SSCE, to be affixed to the diploma of qualifying high school graduates, based on a demonstration of excellence in civics education and participation.

SUPPORT

GenUp (co-sponsor)

Jewish Family and Children's Services of San Francisco, the Peninsula, Marin and

Sonoma Counties (co-sponsor)

Alameda County Office of Education

California State PTA

Center for Volunteer & Nonprofit Leadership

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2374 **Hearing Date:** June 24, 2026
Author: Fong
Version: June 15, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: Postsecondary education: Designation of California Asian American- and Native Hawaiian Pacific Islander-Serving Institutions.

SUMMARY

This bill establishes criteria and procedures for postsecondary educational institutions in California to receive a designation as a California Asian American- and Native Hawaiian Pacific Islander-Serving Institution for purposes of recognizing institutions that excel at providing academic resources to Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students.

BACKGROUND

Existing law:

- 1) Establishes the California State University (CSU), under the administration of the Trustees of the CSU, the University of California (UC), under the administration of the UC Regents, the California Community Colleges (CCC), under the administration the Board of Governors of the CCC, and independent institutions of higher education, as defined, as 4 segments of postsecondary education in the state. (Education Code (EC) §§ 66600, 70901, 66010.4 et al., and California Constitution Article IX, § (9)(a))
- 2) Establishes criteria and procedures for postsecondary education institutions in California to receive a designation as a California Black-Serving Institution (BSI). It designates the CSU Central Office for Advancement of Black Excellence to serve as the managing entity and authorizes the office to process applications for the designation. An eight-person governing board is established to determine, through a 2/3 vote, whether a college or university is qualified for the BSI designation. (EC § 66076 et al.)

ANALYSIS

This bill:

- 1) Establishes the Designation of California AANHPI-Serving Institutions to recognize colleges and universities that excel at providing academic resources to AANHPI students enrolled in degree or certificate programs offered by colleges and universities. This designation shall be awarded to qualifying applicants only by a two-thirds vote of approval by the governing board.

- 2) Authorizes the designation for a period of five academic years and permits a recipient to apply for renewal after five years.
- 3) Specifies that an applicant is eligible for designation if the applicant meets all of the following requirements:
 - a) Meets the application deadline established by the managing entity.
 - b) Has submitted either an initial or renewal application that meets specified criteria.
 - c) Posts the initial or renewal application on the applicant's internet website.

Initial Application

- 4) Requires that the initial application include, at a minimum, all of the following:
 - a) A certification by the chief administrative officer of their commitment to address AANHPI student success that is consistent with the applicant's mission.
 - b) Academic goals for the applicant to achieve within the five-year period in which the initial designation awarded is valid. The goals described in the application are to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of AANHPI students based on the data submitted by the applicant, as applicable.
 - c) Academic equity goals for the applicant to achieve within the five-year period in which the initial designation awarded is valid. The goals described by the applicant are to reduce the academic equity gaps in the retention, time-to-degree or time-to-certificate completion, and graduation rates between the applicant's AANHPI students and the overall student population based on data submitted by the applicant, as applicable.
 - d) A strategic plan for the five-year period in which the initial designation awarded is valid, on how the applicant intends to meet the academic goals and academic equity goals. The strategic plan is to include, but not be limited to, all of the following:
 - i) A mission statement that addresses the applicant's commitment to serve AANHPI students.
 - ii) Outreach services to AANHPI students encourage them to enroll at the college or university.
 - iii) Academic and basic needs support services to assist in the academic success of AANHPI students, which may include campus affinity centers and corequisite coursework or concurrent support activities.

- iv) An outline of the planned allocation of resources during the five-year period in which the initial designation awarded is valid to ensure that the strategic plan can be implemented.
 - v) An outline of how the applicant will use existing resources to provide culturally relevant professional development to the applicant's faculty and staff.
 - vi) Academic curriculum, including incorporating and expanding curriculum and course offerings in ethnic studies and other culturally responsive coursework to reflect the diverse backgrounds of AANHPI students and to support their academic engagement and retention.
 - vii) Research initiatives, including institutional research to address the needs of lived experiences of AANHPI populations, both on campus and in the broader community.
 - viii) Data disaggregation collection and analysis to identify and address the distinct needs and achievement gaps of diverse AANHPI ethnic subgroups.
 - ix) Intersegmental collaboration with UC, CSU, CCC, and independent nonprofit university institutions of higher education to strengthen the educational pipeline for AANHPI students, including support for transfer and the completion of undergraduate, graduate, and professional degrees.
- e) A four-year college or university applicant is to include in its application, graduation rates for the previous three academic years for all students, and for AANHPI students, within the normal time and up to 150% of the normal time-to-degree completion, yield, retention, and graduation rate. To the extent possible, report the graduation rates for Native Hawaiian and Pacific Islander students as a separate category.
- f) A community college applicant is to include, in its application, both of the following for the previous three academic years:
- i) The number of degree and certificate programs completed by all students, and by AANHPI students. To the extent possible, report the number of degree and certificate programs completed by Native Hawaiian and Pacific Islander students as a separate category.
 - ii) The student transfer rates for all students, and for AANHPI students, to four-year colleges and universities. To the extent possible, report the student transfer rates for Native Hawaiian and Pacific Islander students as a separate category.
- g) A description of campus resources to promote a campus of equity and

inclusion for AANHPI students.

Renewal Process

- 5) Establishes a renewal application process that takes effect upon expiration of an application and specifies the requirements for renewal, which must include all of the following:
 - a) A demonstration of the applicant's progress toward achieving academic and academic equity goals.
 - b) A demonstration of the applicant's progress toward implementing the strategic plan.
 - c) Any changes made from the initial application to the mission statement or the description of campus resources to promote equity and inclusion.
 - d) A certification by the chief administrative officer of the college or university, of the applicant's continual commitment to address AANHPI student success that is consistent with the applicant's mission.
 - e) Academic goals for the applicant to achieve within the five-year period in which the renewal designation is valid, as specified.
 - f) Academic equity goals for the applicant to achieve within the five-year period in which the renewal designation is valid, as specified.
 - g) A strategic plan for the five-year period in which the renewal designation is valid, on how the applicant intends to meet the academic goals and academic equity goals. The strategic plan for the renewal application is to include similar information as required for the initial application, as specified.
 - h) A four-year college or university applicant is to include in its renewal application, graduation rates for the previous five academic years for all students, and for AANHPI students, within the normal time and up to 150% of normal time-to-degree completion, yield, retention, and graduation rate. To the extent possible, report the graduation rates for Native Hawaiian and Pacific Islander students as a separate category.
 - i) A community college campus is to include, in its renewal application, both of the following for the previous five academic years:
 - i) The number of degree or certificate programs completed by all students, and by AANHPI students. To the extent possible, the number of degree or certificate programs completed by Native Hawaiian and Pacific Islander students shall be reported as a separate category.
 - ii) The student transfer rates for all students, and for AANHPI

students, to four-year colleges and universities. To the extent possible, report the student transfer rates for Native Hawaiian and Pacific Islander students as a separate category.

Operations

- 6) Provides that if a renewal application is denied by the governing board, the applicant is only authorized to apply to receive an initial designation but may use the renewal process following the award of a subsequent initial designation.
- 7) States that an applicant is encouraged to inform and consult with the academic senate of the college or university on the applicant's initial and renewal applications prepared.
- 8) Designates the California Community Colleges Office of the Chancellor (CCCCO) as the managing entity for initial and renewal designations charged with various duties including developing application processes, accepting initial and renewal applications from applicants, establishing annual application deadlines, annually processing each application, presenting applications to the governing board, informing applicants of their approval or denial and preparing and delivering the appropriate insignia to approved applicants.

Governing Board

- 9) Establishes an eight-member governing board of the California AANHPI-Serving Institutions for the purpose of awarding colleges and universities with the designation based on the applications presented by the CCCCCO as the managing entity.
- 10) Specifies the composition of the eight-member board, which includes the Chair of the California Asian American and Pacific Islander Legislative Caucus or their designee, and specifies that the Legislature's intent when appointing members of the public, the appointing authority, is to make every effort to ensure that the membership of the governing board includes persons who have a strong interest in the further development and improvement of the academic success of AANHPI students.
- 11) Requires, for purposes of the first two years of the governing board's operations, the chair to be the Lieutenant Governor or their designee. Thereafter, the governing board is authorized to select a chairperson from within its membership by a two-thirds vote, as specified.
- 12) Makes the board subject to the Bagley-Keen Open Meeting Act and requires that they convene at least once a year to vote on the approval or denial of applications and make decisions by a two-thirds vote of those present, as specified.

Miscellaneous

- 13) Defines various terms for the purposes of this bill.

- 14) States various legislative findings and declarations relating to the importance of supporting AANHPI students in higher education and barriers faced by AANHPI students related to access and equity.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “California’s Asian American, Native Hawaiian and Pacific Islander (AANHPI) students come from diverse backgrounds and income levels. AB 2374 establishes a state level designation to recognize public and private higher education institutions that show commitment toward supporting AANHPI students in increasing retention and graduation rates. With the increase in anti-Asian hate sentiments and attack on immigrant communities, the designation will help AANHPI students make important enrollment decisions at institutions where they know they will be welcomed and supported in a cultural context.”
- 2) **Federal Minority Serving Institution program uncertainty.** Federally, the Minority-Serving Institutions (MSI) program supports higher education institutions that serve high concentrations of minority and low-income students by helping strengthen institutional capacity and student success efforts. One category of MSI is the Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) program. Eligible institutions may compete for federal grants to support academic programs, student services, research, and institutional development. The federal MSI programs face uncertainty regarding ongoing funding and program structure, which has prompted consideration of state-level recognition.
- 3) **AANHPI student population.** The author notes that over seven million people identify as AANHPIs in California, representing 18% of the population. AANHPIs are not monolithic, with 26 subgroups, according to the US Census Bureau. AANHPIs students represent a significant share of enrollment across California’s public higher education segments. According to AAPI DATA, 44% of Asian Americans and 50% of Native Hawaiians/Pacific Islanders (NHPIs) attend CCCs, with NHPIs having lower college attainment than the statewide average. In 2025, of the 471,451 students enrolled at the CSU, 71,413 identified as Asian and 1,333 identified as Native Hawaiian or Pacific Islander. UC enrolled 237,616 students in fall 2025, with 131,933 identifying as Asian and 2,454 identifying as Native Hawaiian or Pacific Islander. The state has long prioritized higher education access, equity, and achievement, especially for those from disadvantaged communities. AANHPI students come from diverse family backgrounds and incomes, many of whom would benefit from additional support and attention, particularly NHPI students. The bill requires applicants to report student outcomes data and, where possible, separately identify Native Hawaiian and Pacific Islander student outcomes. The collection and reporting of disaggregated data may provide institutions with additional information regarding student needs and educational outcomes among AANHPI student populations.
- 4) **Creates California AANHPI-serving institution program designation.** The bill establishes a California designation for institutions that demonstrate a commitment to serving AANHPIs students. Applicants must provide information

regarding student outcomes, campus resources, academic support services, and institutional strategies intended to improve student success. The designation is valid for five years and may be renewed upon demonstration of continued progress. Similar to California's BSI designation, the proposed designation serves as a recognition program.

- 5) **Modeled after BSI designation.** This bill's provisions appear to be modeled after SB 1348 (Bradford, Chapter 627, Statutes of 2024), which created California's BSI designation, the first of its kind, to recognize colleges and universities that excel at providing academic resources to Black and African American students. CSU's Statewide Central Office for Advancement of Black Excellence serves as its managing entity, with determinations made by a separate governing board. The BSI governing board convened its inaugural meeting in December of 2025 and approved an initial cohort of 31 campuses for the designation, including two UC campuses, three CSU campuses, 25 CCCs, and one independent institution of higher education. Information regarding subsequent meetings is not available on the BSI's governing board website. Similar to SB 1348, this bill establishes a statewide recognition program, creates a managing entity and governing board, and requires institutions to demonstrate efforts to improve educational outcomes of a historically underserved student population. Unlike federal MSI programs, the bill does not establish a grant program or provide direct financial assistance to designated institutions.

While the bill is modeled on California's existing and proposed BSIs and proposed Hispanic-Serving Institution (HSI) designation programs, it utilizes a different administrative structure. *The Committee may wish to consider whether maintaining consistent governance and administrative models across the state's designation programs would improve implementation and oversight.*

- 6) **Related legislation.**

SB 1255 (Reyes, 2026) would establish, upon appropriation, criteria and procedures for postsecondary educational institutions in California to receive a designation as a California HSI for the purposes of recognizing institutions that excel at providing academic resources to Latino students. SB 1255 was heard by this committee on April 8 and approved by a vote of 5 to 1.

SUPPORT

California Commission on Asian and Pacific Islander American Affairs (sponsor)
 Lieutenant Governor Eleni Kounalakis
 AAPI Data
 African American Male Education Network & Development
 Asian American Pacific Islander Trustees and Administrators Caucus
 Asian Pacific American in Higher Education
 Asian Pacific American Leadership Institute
 Asian Pacific American Public Affairs Association
 Association of California School Administrators
 Association of Independent California Colleges & Universities
 California Association of Asian & Pasifika Leaders in Education

California Community Colleges Chancellor's Office
California Community Colleges Organización de Latinx Empowerment, Guidance, and
Advocacy for Success
California Faculty Association
California State University, Office of the Chancellor
Campaign for College Opportunity
Chief Executive Officers of California's Community Colleges
Chinese School of San Diego
Community Health for Asian Americans
Contra Costa Community College District
EdTrust-West
Empowering Pacific Islander Communities
Faculty Association of California Community Colleges
Foothill-De Anza Community College District
Island Grad and SBCUSD Pasifika Program
Long Beach Community College District
Los Angeles Community College District
Malo Motivating Action Leadership Opportunity
National Pacific Islander Education Network
Pacific Islanders for Progress
Pasadena Area Community College District
San Bernardino Community College District
San Diego Community College District
San Jose-Evergreen Community College District
SDSU Office of AANHPISI Affairs & APIDA Center
Southern California Pacific Islander Community Response Team
Southwestern Community College District
Student Senate for California Community Colleges
Taulama for Tongans
University of California
University of California Student Association
Several individuals

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2392	Hearing Date:	June 24, 2026
Author:	Fong		
Version:	April 23, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Public postsecondary education: generative artificial intelligence systems: procurement standards: training.

NOTE: This bill has been referred to the Committees on Education and *Privacy, Digital Technologies, and Consumer Protection*. A “do pass” motion should include referral to the Committee on *Privacy, Digital Technologies, and Consumer Protection*.

SUMMARY

This bill requires the California Community Colleges (CCCs) and the California State University (CSU), and requests of the University of California (UC), before providing a generative artificial intelligence (GenAI) system to students, faculty, or staff, to: 1) convene a joint working group to develop standards for responsible GenAI training and procurement, as specified, and 2) provide the specified training to students, faculty, or staff, as applicable.

BACKGROUND

Existing law:

- 1) Establishes the CSU under the administration of the Trustees of the CSU, the UC under the administration of the Regents of the UC, the CCCs under the administration of the Board of Governors (BOG) of the CCCs, and independent institutions of higher education as four segments of postsecondary education in the state. (Education Code (EC) §§ 66010, 70900, 66600, and California Constitution, Article IX, § 9)
- 2) Requires the Superintendent of Public Instruction (SPI) to convene a working group on artificial intelligence (AI), and requires that working group to develop guidance and a model policy on AI for use by local educational agencies (LEAs). (EC § 33328.5)
- 3) Defines “artificial intelligence” or “AI” to mean an engineered or machine-based system that varies in its level of autonomy and that can, for explicit or implicit objectives, infer from the input it receives how to generate outputs that can influence physical or virtual environments. (Government Code (GOV) § 11549.64)
- 4) Defines “generative artificial intelligence” or “GenAI” to mean an AI system that can generate derived synthetic content, including text, images, video, and audio that

emulates the structure and characteristics of the system's training data. (GOV § 11549.64)

ANALYSIS

This bill:

- 1) Defines the following terms:
 - a) "Artificial intelligence" means the same definition as in the Generative Artificial Intelligence Accountability Act, which is an engineered or machine-based system that varies in its level of autonomy and that can, for explicit or implicit objectives, infer from the input it receives how to generate outputs that can influence physical or virtual environments.
 - b) "Generative artificial intelligence" or "GenAI" means the same definition as in the Generative Artificial Intelligence Accountability Act, which is an AI system that can generate derived synthetic content, including text, images, video, and audio that emulates the structure and characteristics of the system's training data.
 - c) "Sycophancy" means the tendency of a GenAI system to overly agree with, validate, or flatter a user even when the user is communicating factually inaccurate or illegal ideas or actions for the primary purpose of optimizing engagement.
- 2) Requires the CCCs and the CSU, and requests of the UC, before providing a GenAI system to students, faculty, or staff, do both of the following:
 - a) Convene a joint working group to develop standards for responsible GenAI training and procurement, as specified.
 - b) Provide the specified training to students, faculty, or staff, as applicable, and authorizes the CCCs, the CSU, and the UC to develop distinct versions of this training that are tailored to reflect the distinct uses, responsibilities, and applicable policies that are relevant to students, faculty, and staff, respectively.
- 3) Requires a joint working group to develop standards for responsible GenAI training and procurement, as follows:
 - a) States that the purpose of the working group is to develop responsible training protocols and procurement standards for the purchase, development, and use of GenAI systems for educational purposes that are consistent with current law regarding the regulation, procurement, development, and use of GenAI systems.
 - b) Requires the working group be jointly convened by the California Colleges Chancellor's Office (CCCCO) and the CSU Chancellor's Office (CSUCO), and requests of the UC to join the working group. Requires the working

group include, but not be limited to, privacy experts, representatives from student and faculty advocacy organizations, community-based organizations, and civil society groups, and academic researchers focused on responsible GenAI procurement, design, and implementation.

- c) Requires the working group to do all of the following:
 - i) Develop procurement standards that ensure that any procured GenAI system meets the specified minimum protections.
 - ii) Develop a training on the use of any procured GenAI system, as specified.
 - iii) Present its recommendations, by January 1, 2028, for procurement standards and the specified training to the respective system leaders.
- 4) Requires that the working group develop procurement standards that ensure that any procured GenAI system meets all of the following minimum protections:
 - a) That the system has undergone a documented risk assessment that evaluated potential harms, misuses, abuses, and bias, and has demonstrably effective measures in place to ensure the system does not output harmful content or illegal content, as specified.
 - b) That the system does not prioritize engagement over factual accuracy by using excessive sycophancy.
 - c) That the system's vendor has a safety monitoring protocol that detects a user's intent to harm themselves or others, escalates to human review, and, in cases of imminent threat or grave bodily injury or death, makes appropriate referrals to authorities.
 - d) That the vendor has a transparent incident reporting system to report and respond to harmful outputs.
 - e) That the system is subject to written policies governing data use, retention, sharing with third parties, and deletion timelines.
 - f) That the system is configured to collect only data that is strictly necessary for the stated educational purpose and is subject to regular audits.
 - g) That the system's vendor discloses all training data sources, including whether copyrighted content, personally identifiable information, or student-generated content was used.
 - h) That the vendor does not contract with entities that have unlawfully undermined privacy or civil liberties, as it can be reasonably determined.
 - i) That the vendor does not use exploitative labor practices, as it can be reasonably determined.

- 5) Requires that the working group develop a training on the use of any procured GenAI system to include, but not be limited to, all of the following:
 - a) Relevant policies of the institution concerning the use of a GenAI system, including policies related to academic integrity.
 - b) A disclosure of the privacy policies applicable to a GenAI system, including how user data and prompts may be collected, stored, or used to train the system.
 - c) Guidance on the limitations of a GenAI system, including the potential for inaccurate, incomplete, or misleading outputs.
- 6) Requires the CCCs and the CSU, and requests of the UC, do both of the following:
 - a) Review the specified developed training at least once per academic year and update the training as necessary to reflect changes in institutional policy, applicable law, or the functionality or privacy practices of the GenAI system.
 - b) Provide an updated training be provided to students, faculty, or staff, as applicable, before their continued use of a product that has undergone a material change in functionality or privacy practices.
 - c) Maintain records of completed required trainings for each student, faculty member, and staff member who receives a training, and requires that records include, at minimum, the name of the individual, the date of completion, and the version of the training delivered, and be retained for a minimum of four years following the date of completion.
- 7) Requires the CCCs and the CSU, and requests of the UC, to submit a written report to relevant policy committees of the Legislature with jurisdiction over higher education and privacy and consumer protection before executing a contract for the procurement of a GenAI system during the period beginning on January 1, 2027, and ending upon the adoption of procurement standards, as recommended by the specified working group.
- 8) Requires the report include, but not be limited to, a description of all of the following:
 - a) The GenAI system to be procured, including the vendor name, the intended use, and the population of students, faculty, or staff who will have access to the system.
 - b) The process used in evaluating and selecting the system, including any risk assessments conducted, competing systems considered, and how the procurement decision was made.

- c) The training that will be provided to students, faculty, and staff before the deployment of the system, including the content of the training and the method of delivery.
- d) The data use, retention, and privacy practices of the vendor, including how user data and prompts may be collected, stored, or used to train the system.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 2392 applies lessons learned from the rollout of CSU’s AI-Empowered Initiative by requiring California’s public universities — the CCC, CSU, and UC — to form a joint working group to develop responsible standards for how they buy and deploy generative AI tools, with recommendations due by January 1, 2028. While these standards are being developed, the segments will be required to submit written reports to the Legislature when they enter into new generative AI contracts, describing what they’re buying, why it chose that product, how it plans to train users, and how the vendor handles data. Once the working group delivers its recommended training, institutions must provide that training to all students, faculty, and staff, review and update the training every academic year, and keep records of who completed it. AB 2392 is designed to ensure California’s public higher education systems are thoughtful and transparent as they adopt generative AI tools, and to ensure that these tools are not provided without adequate safeguards or user preparation.”
- 2) ***The CSU system’s contract with OpenAI for ChatGPT Edu, the ensuing response, and the recent contract renewal.*** In February 2025, the CSU system announced a public-private initiative to become the nation’s first and largest “AI-empowered” university system, announcing partnerships with leading technology companies such as Adobe, Google, Amazon Web Services, IBM, Intel, LinkedIn, Microsoft, NVIDIA, and OpenAI. The CSU stated that at the heart of this effort was the AI Workforce Acceleration Board, which is a collaboration with nearly a dozen leading technology companies and Governor Newsom’s Office that will identify and advocate for AI skills needed in the state’s workforce and economy, and the advisory board included CSU representatives working to foster innovation and drive interdisciplinary practical applications of AI.

Notably, the CSU highlighted its work with OpenAI to deploy ChatGPT Edu, which is a version of ChatGPT offering advanced tools, security, and controls for educational institutions, and as part of this initiative, available to all CSU campuses, which included nearly 470,000 students and 63,000 faculty and staff. According to CSU’s chief information officer, Ed Clark, conversations using ChatGPT Edu would stay within the CSU and cannot be used to train OpenAI models. The CSU indicated that some campuses had already provided access to GenAI to their students, and that this was an effort to more equitably provide access to this chat tool, which at the time was already in use at Arizona State University and the University of Pennsylvania’s Wharton School. The contract for ChatGPT Edu was \$16.9 million for use between February 2025 to June 2026.

Several weeks later, the California State Student Association (CSSA) released a white paper critiquing the CSU system’s rollout of the initiative, stating that:

students are unaware that ChatGPT Edu is available to them and unclear about how to use it effectively; the difficulty from the absence of a consistent, transparent classroom policy on AI use; concerns about personal privacy; the environmental impacts due to significant usage of energy and water to train and run AI systems; and student mental health and safety. The CSSA's repeated request was for more student input in the initiative.

In August 2025, the Assembly Committees on Higher Education & Privacy and Consumer Protection jointly held an oversight hearing to examine the CSU's AI initiative. According to the author, "a key finding of this hearing was that students, faculty, and staff did not receive training on ChatGPT Edu prior to the deployment of that tool throughout the CSU system. Another key finding of the hearing was that students, faculty, and staff expressed a lack of clarity around institutional policies concerning AI use, and the privacy of information shared with AI systems." Later in January 2026, faculty delivered a petition to CSU leadership urging cancellation of the contract over concerns that ChatGPT Edu is "not designed, trained, or optimized for education."

In May 2026, the CSU confirmed that the system renewed its contract with OpenAI for an additional 3 years, at a cost of \$13 million per year.

- 3) ***This bill requires that responsible trainings on GenAI are provided for students, faculty, and staff.*** In response to feedback received during the oversight hearing, this bill requires a working group to develop responsible trainings on GenAI for students, faculty, and staff at the segments by January 1, 2028, in an effort to pair access to the technology with education on the benefits and limitations of GenAI. The bill currently requires updated training to be provided to students, faculty, and staff before their continued use of a product has undergone a material change in functionality of privacy practices, but concerns have been raised that substantive changes in the product are often outside the scope of what an institution can control, and that requiring an updated training before further use can create potentially lengthy delays in accessing the technology. Moreover, this bill already requires these trainings to be updated at least once a year.

Committee staff also notes that the bill's training requirement is intended to mean that the institutions provide access to the training, but not necessarily that all students, faculty, and staff are required to complete the training. If the training is not mandated to gain access to the GenAI tools, it may be worthwhile to explore ensuring that the campuses make an effort to inform students, faculty, and staff that a training offered by the system is available and recommended for their benefit.

- 4) ***This bill requires legislative notification of the systemwide execution of a contract until procurement standards are adopted by January 1, 2028.*** For a period of a year between January 1, 2027, and when the recommended procurement standards are adopted by January 1, 2028, this bill requires that the segments notify the Legislature before executing a contract for the procurement of a GenAI system. There were concerns about seemingly needing legislative approval before executing a contract and the potential precedent that might set of

the Legislature seemingly able to influence and dictate specific procurement decisions at the segments.

- 5) ***The author indicates this bill intends to apply to the systems, not to individual campuses.*** This bill requires several systemwide activities, including the convening of a working group to develop standards for GenAI training and procurement, but parts of the bill inadvertently referred to institutions, and it was unclear to some if the reporting requirement applied to systemwide contracts or campus-level contracts. The author clarified that the intent of the bill was to apply to systems, not individual contracts.

This bill also requires that records of completed trainings be maintained for each student, faculty member, and staff member who receives a training. Committee staff understands that the author continues to have conversations with the segments about balancing the need for concrete data against the cost of maintenance, but staff notes that maintenance of records may need to be recorded at the local college level, rather than at the state level of the CCCCCO.

- 6) ***Committee amendments to be taken in the Senate Privacy, Digital Technologies, and Consumer Protection Committee.*** To address implementation concerns described in this analysis, as well as other clarifications, ***Committee staff recommends amendments to be taken in the Senate Privacy, Digital Technologies, and Consumer Protection Committee, as follows:***

- *Remove a requirement that an updated training be provided to students, faculty, and staff before their continued use of a product has undergone a material change in functionality or privacy practices.*
- *Replace language that requires that a report be submitted to the Legislature before executing a contract for the procurement of a GenAI system, and instead require that a report is required 60 days following the execution of a systemwide contract of a GenAI system.*
- *Clarify that the requirements of this bill apply to the UC, CSU, and CCC systems, not individual campuses.*
- *Change references to the “California Community Colleges” to instead be the “California Community Colleges Chancellor’s Office”.*
- *Add representatives from labor organizations representing the segments to a workgroup developing responsible training protocols and procurement standards for GenAI.*
- *Provide an overview of the privacy policies applicable to a GenAI system, not just the privacy policies themselves.*

7) *Related and Prior Legislation.*

SB 896 (Dodd, Chapter 928, Statutes of 2024), known as the Generative Artificial Intelligence Accountability Act, requires: a) the Department of Technology, under the guidance of various other state entities, to report to the Governor as required by Executive Order N-12-23; b) the Office of Emergency Services, as appropriate, to perform a risk analysis of potential threats posed by the use of GenAI to California's critical infrastructure; and c) a state agency or department that utilizes GenAI to directly communicate with a person regarding government services and benefits to ensure that those communications include a disclaimer, as specified, and information describing how the person may contact a human employee, as specified.

SUPPORT

None received

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2794 **Hearing Date:** June 24, 2026
Author: Committee on Higher Education
Version: March 18, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: Postsecondary education: nonresident tuition: exemption: federal GI Bill.

SUMMARY

This bill adds the Montgomery GI Bill Selected Reserve program to the list of federal education benefits that qualifies for exemption from paying nonresident tuition and specifies that this program and other federal programs as specified, as they read on January 5, 2026, are also authorized for this exemption. This is the annual higher education omnibus bill.

BACKGROUND

Existing law:

- 1) Establishes the University of California (UC) as a public trust to be administered by the Regents of the UC; and, grants the Regents full powers of organization and government, subject only to such legislative control as may be necessary to insure security of its funds, compliance with the terms of its endowments, statutory requirements around competitive bidding and contracts, sales of property and the purchase of materials, goods and services. (California Constitution Article IX, § (9)(a))
- 2) Establishes the Donahoe Higher Education Act, setting forth the mission of the UC, California State University (CSU), and California Community Colleges (CCC). (Education Code (EC) § 66010, et seq.)
- 3) Confers upon the CSU Trustees the powers, duties, and functions with respect to the management, administration, and control of the CSU system and provides that the Trustees are responsible for the rule of government of their appointees and employees. (EC §§ 66606 and 89500, et seq.)
- 4) Establishes the CCC under the administration of the Board of Governors of the CCC, as one of the segments of public postsecondary education in this state. The CCC shall be comprised of community college districts. (EC § 70900)
- 5) Establishes, effective for academic terms beginning on or after August 1, 2021, a student enrolled at a campus of the CCC or the CSU who meets all of the following requirements shall be exempt from paying nonresident tuition or any other fee that is exclusively applicable to nonresident students:

- a) The student resides in California.
- b) The student meets the definition of “covered individual,” as specified.
- c) The student is eligible for education benefits under the federal Montgomery GI Bill–Active Duty program, as specified, the Veterans Readiness and Employment program, as specified, the Post-9/11 GI Bill program, as specified, or the Survivors’ and Dependents’ Educational Assistance program, as specified, as each read on January 5, 2022. (EC § 68075.7)

ANALYSIS

This bill adds the Montgomery GI Bill–Selected Reserve program to the list of federal education benefits that qualifies for exemption from paying nonresident tuition, and specifies that this program and other federal programs, as specified, as they read on January 5, 2026, are also authorized for this exemption.

STAFF COMMENTS

- 1) **Need for the bill.** This bill is the annual higher education omnibus clean-up bill and proposes technical, non-controversial amendments to existing law. By tradition, if any affected agency, stakeholder group, the Department of Finance, or any of the four legislative caucuses objects to a provision in the bill or one that is being considered, that particular provision cannot be included.

Rationale for inclusion in the omnibus bill. This omnibus measure makes changes to the EC, below is the rationale for the change:

- a) Federal law, the Montgomery GI Bill Selected Reserves Tuition Fairness Act 2025, requires that states exempt students using this benefit from paying out-of-state tuition. This requirement goes into effect for terms beginning on or after August 1, 2026, and requires adding the Montgomery GI Bill–Selected Reserve program to the list of benefits that provide the Non-Resident Tuition Fee Waiver in California. To maintain compliance with federal law, this bill adds the Montgomery GI Bill–Selected Reserve program to the list of benefits that qualify a student for California’s nonresident tuition exemption.

SUPPORT

Faculty Association of California Community Colleges

OPPOSITION

None received

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2422	Hearing Date:	June 24, 2026
Author:	Caloza		
Version:	June 15, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Student financial aid: delayed financial aid awards: extensions.

SUMMARY

This bill requires the California State University (CSU), each community college district, private postsecondary educational institutions, and independent institutions of higher education receiving financial assistance, and requests the University of California (UC), commencing with the 2027-28 academic year, to extend enrollment and fee deadlines and refrain from imposing punitive actions for a student whose financial award is delayed due to factors outside the student's control.

BACKGROUND

Existing federal law:

- 1) Under federal law, establishes the federal Pell Grant to provide aid to students who demonstrate financial need. The Pell Grant award can be used for tuition and fees, books, and supplies, transportation, and living expenses for the equivalent of up to six years of full-time enrollment. The maximum Pell Grant for the 2025-26 academic year (which covers the period from July 1, 2025 – June 30, 2026) is \$7,395. The minimum Pell Grant award for the same time frame is \$740. (United States Code (USC) Title 20 § 1070)

Existing state law:

- 1) Establishes the Donahoe Higher Education Act, setting forth the mission of the UC, CSU, and California Community College (CCC); and defines "independent institutions of higher education" as nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in California and are accredited by an agency recognized by the United States Department of Education (USDE). Specifies that for purposes of any code or statute, a national or regional accrediting agency recognized by the USDE as of January 1, 2025, shall retain that recognition until July 1, 2029, provided that the accrediting agency continues to operate in substantially the same manner as it did on January 1, 2025. (Education Code (EC) § 66010, et seq.)
- 2) Establishes the Student Aid Commission (CSAC) as the state agency charged with administering state financial aid programs to qualifying students enrolled in qualifying institutions of higher education throughout the State. Existing law

requires CSAC to prescribe the use of standardized student financial aid applications for California. (EC § 69433; § 69510, et seq.)

- 3) Establishes the Cal Grant Reform Act commencing in the 2024-2025 fiscal year, if General Fund moneys over the multiyear forecasts are available to support ongoing augmentations and actions, and if funding is provided in the annual Budget Act. Under the Act, the Cal Grant 2 and Cal Grant 4 programs are created. The Cal Grant 2 is for CCC students and provides non-tuition support that grows annually with inflation. The Cal Grant 4 program is for students at the UC, CSU, and other institutions. The Act also states legislative intent that UC and CSU use institutional aid to cover non-tuition costs for their students. (EC §§ 69424, 69425, and 69428)
- 4) Establishes the Middle Class Scholarship (MCS) Program to offset a portion of tuition costs for students attending the UC and the CSU. Starting in the 2022-23 academic year, MCS awards may be used to cover the total cost of attendance at UC and CSU. (EC § 70020 et seq.)
- 5) Authorizes CSAC to grant up to an additional 30 calendar days beyond an application deadline for any financial aid program administered by CSAC if CSAC receives and approves a formal request to postpone the application deadline from either the superintendent of a school district or community college district or from the president or chancellor of a California institution of higher education that is eligible to receive state funds for student financial assistance and CSAC finds that a “qualifying event” has occurred. Defines “qualifying event” as any event or extenuating circumstance outside of the control of the pupils or students in an affected school district, community college district, or area or region that has had an adverse effect on the ability of students within the district to successfully complete and submit their financial aid applications by an established statutory deadline. The qualifying event must have occurred or been ongoing during the period for which financial aid applications were available to submit for the following academic year, and includes, but is not limited to, any of the following types of events:
 - a) A natural disaster;
 - b) A state of emergency declared by the Governor or the President of the United States; or,
 - c) A labor action.

Further, allows CSAC to extend by 30 calendar days the application deadline for any financial aid program administered by CSAC if it determines that a delay in the opening of the Free Application for Federal Student Aid (FAFSA) has occurred. (EC § 69513.2)

- 6) Extends the Cal Grant priority deadline for financial aid programs administered by CSAC, if the FAFSA application form is not available on or before October 1, 2023, to April 2, 2024, for the 2024-25 award year only; and, extends the Cal

Grant application for financial aid programs administered by CSAC, by one month, from April 2, 2024, to May 2, 2024, for the 2024-25 award year only. (§ 22 of Chapter 50 of the Statutes of 2023)

ANALYSIS

This bill:

- 1) Requires, commencing with the 2027-28 academic year, the CSU, each community college district, and private postsecondary educational institutions and independent institutions of higher education that receive state financial assistance, and requests the UC, for a student whose financial aid award is delayed due to factors that are outside of the student's control, do all of the following:
 - a) Extend enrollment deadlines that may result in a student receiving a hold or being dropped from a class through the end of the academic term in which the delay occurs or until the funds are received. Once funds are received, the extension of enrollment deadlines ceases.
 - b) Extend financial deadlines for all required payments related to enrollment fees and costs, in the amount of the delayed financial aid award, through the end of the academic term in which the delay occurs if deemed necessary by the institution.
 - c) Refrain from imposing punitive actions.
- 2) Authorizes each institution to do either or both of the following:
 - a) Require documentation for students to verify delays in funding from private scholarships, grants, and loans.
 - b) If a financial aid award is delayed due to factors that are outside of the student's control beyond the term in which the delay occurred requires documentation for the student to renew enrollment and the financial aid award while the delay continues.
- 3) Defines for purposes of the bill all of the following terms:
 - a) "Factors outside of a student's control" to mean all of the following: delays in the processing of the FAFSA or the California Dream Act application (CADAA); delays in the specified state and federal financial aid awards; delays in institutional aid; delays or process errors caused by the financial aid office; delays in scholarship or grant funding from external sources; and institutional, state, and federal backlogs.
 - b) "Financial aid award" includes, but is not limited to, institutional, state, and federal aid sources.
 - c) "Punitive action" includes, but is not limited to, all of the following:

restricting a student from future enrollment; charging late fees or interest and imposing administrative or registration holds on an academic transcript.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “financial aid is meant to lift our students up, not hold them back. Delays in disbursement leave students facing harsh penalties that drive students deeper into debt. Amid the ongoing federal uncertainty, including actions by the Trump Administration to restructure and pause financial aid programs, safeguarding students from instability is vital. AB 2422 protects our students and ensures that they are not punished for circumstances beyond their control”.
- 2) **Recent rollout FAFSA delayed the opening of the application.** In 2020, the process for applying for financial aid using the FAFSA was simplified. The federal changes initially were to commence with the 2023-24 academic year. However, the changes were delayed in June 2021 and went into effect in the 2024-2025 academic year. The USDE delayed the release of the new form for the 2024-25 award year by three months, later than all prior years (released on December 30, 2023, instead of October 1, 2023), thereby shortening the window for which students may apply for aid. The USDE, on March 12, 2024, announced that it had made long awaited technical updates that would enable mixed-status families to submit the FAFSA. However, the USDE also indicated that it had uncovered other issues to resolve. The 2025-26 cycle was also delayed, pushing the application release date to December. The state responded by extending the application window for any financial programs administered by CSAC from March to April. The one-month extension helped to ensure that students who have encountered difficulties due to complications with the launch of the FAFSA application could submit their applications. It’s unclear whether the one month extension impacted the timing of award disbursement. This bill includes delays in processing the FAFSA application as a qualifying situation outside of the student’s control for which the bill’s provisions may be applied.
- 3) **Existing extension authority.** Existing law grants CSAC the authority to approve financial aid deadline extension requests from local education agencies and institutions of higher education when extenuating circumstances outside the control of students create adverse effects on students’ ability to apply for aid by the statutory deadline. Qualifying events include natural disasters, state of emergency, delayed FAFSA opening, or labor action. In recent years, it has exercised this authority, extending deadlines statewide using this process due to the COVID-19 emergency at the request of higher education institutions and many K-12 districts and, on a separate occasion, locally for areas impacted by wildfires. When granting postponement of the application deadline, CSAC is required to publicly announce it and directly notify CSU, UC, and CCCs. This bill also includes delays in state and federal financial aid awards, the majority of which are administered by CSAC, as a factor outside of the students’ control.
- 4) **Creates a grace period.** According to the author, “voluntary institutional ‘grace periods’ are inconsistent across California’s 116 community colleges and 23 CSU

campuses. Research indicates that financial uncertainty is the primary driver for students 'stopping out', with 56% of adult learners and 20% of all students citing financial stress as the reason for dropping out." This bill attempts to impose a uniform grace period across public and private higher education institutions during the period between aid eligibility and disbursement. It requires any higher education institution receiving state financial assistance to extend course enrollment deadlines that may result in a hold or being dropped from a class through the end of the academic term for students whose financial aid awards are delayed until funds are received. Institutions may require documentation for students to verify delays in student aid funding. Recent amendments further clarify the types of qualifying factors that would trigger implementation of the bill's provisions.

SUPPORT

What We All Deserve (sponsor)
Alliance for a Better Community
Alliance for Children's Rights
Asian Americans Advancing Justice Southern California
College for All Coalition
Latino and Latina Roundtable of the San Gabriel and Pomona Valley
Office of the Riverside County Superintendent of Schools
San Jose-Evergreen Community College District
Southern California College Attainment Network
The Institute for College Access & Success
University of California Student Association

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2429	Hearing Date:	June 24, 2026
Author:	Blanca Rubio		
Version:	June 16, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Childcare: mental health consultation services.

SUMMARY

This bill revises the requirements for early childhood mental health consultation (ECMHC) services reimbursement by requiring consultants to use an early care and education classroom observation tool at least once per year in each classroom, rather than twice per year. This bill also makes optional the requirement to administer at least one Adverse Childhood Experiences (ACEs) screening.

BACKGROUND

Existing law:

- 1) Establishes the Early Education Act to provide an inclusive and cost-effective preschool program that provides high quality learning experiences, coordinated services, and referrals for families to access health and social-emotional support services through full- and part-day programs. (Education Code (EC) § 8200 et seq.)
- 2) Defines the following terms:
 - a) “California State Preschool Program (CSPP)” as educational programs that offer part-day, full-day, or both, for eligible two-, three-, and four-year-old children, and commencing July 1, 2027, these programs will be for eligible three- and four-year-old children only and will no longer be available to two-year-old children. Provides that these programs may be offered by a public, private, or proprietary agency, and operated in childcare centers or family childcare homes operating through a family childcare home education network. Requires the Superintendent of Public Instruction to administer all CSPP programs. (EC § 8205 and EC § 8207)
 - b) “Early childhood mental health consultation service” means a service benefiting a child who is served in a CSPP, which includes, but is not limited to the following:
 - i) Support for providers, parents, legal guardians, and caregivers to create trauma-informed, proactive, inclusive environments and to respond effectively to all children.

- ii) Assistance through individual site consultations, provision of resources, formulation of training plans, referrals, and other methods that address the unique needs of programs and providers.
 - iii) Aid to providers, parents, legal guardians, and caregivers, and encouragement and facilitation of collaboration and communication, in developing the skills and tools needed to be successful as they support the development and early learning of all children, including observing environments, facilitating the development of action plans, and supporting site implementation of those plans.
 - iv) The development of strategies for addressing prevalent child mental health concerns, including internalizing problems, such as appearing withdrawn, and externalizing problems, such as exhibiting persistent and serious behaviors.
 - v) If a child exhibits persistent and serious behaviors, support with the pursuit and documentation of reasonable steps to maintain the child's safe participation in the program, as described.
 - vi) Face-to-face interactions or video-based platforms and other modes of communication that are compliant with the federal Health Insurance Portability and Accountability Act (HIPAA) (Public Law 104-191), such as the telephone.
 - vii) Group or individual consultations of any of the actions, as described. (EC § 8243)
- 3) Requires that the cost to an agency of providing an ECMHC service be reimbursable if all of the following apply:
- a) The ECMHC service is provided on a schedule of sufficient and consistent frequency continuously throughout the program year, to significantly contribute to all of the following: i) improving interpersonal relationships and child outcomes; ii) increasing the confidence, competence, and well-being of those consulted; and iii) eliminating suspensions and expulsions.
 - b) The ECMHC service is provided by specified persons.
 - c) The ECMHC service uses a relationship-based model emphasizing strengthening relationships among early childhood education providers, parents, children, and representatives of community systems and resources, and integrates reflective practice into the onsite consultation model.
 - d) A provider agency ensures, within the first 30 days upon hire or start of consultation service, that a consultant is trained, as specified.
 - e) Consultants and supervisors are required to participate in continuing professional development and education for at least 18 hours per program

year, and topics may include, but are not limited to, infant-family and early childhood mental health, implicit bias and equity, trauma-informed practice, early childhood development, and consultation. (EC § 8243)

- 4) Provides that the ECMHC service is provided by one of the following persons who has had a successful criminal background check:
 - a) A licensed mental health professional, as described, who: has at least three years of experience providing mental health services to children zero to five years of age; has training in infant, family, and early childhood mental health; is adequately insured; has held their respective license for a minimum of two years; and is in full compliance with all continuing education requirements applicable to their profession. This person may be an employee of a contracting agency, including on a temporary or part-time basis, or engaged as an external contractor, provided that supervision takes place on a regular basis that is sufficient to offer professional guidance and support.
 - b) A license-eligible mental health professional, as described, who is supervised by a licensed mental health professional.
 - c) A person holding, at a minimum, a master's degree in a field related to mental health or human services, as described, and who has at least two years of experience working with children zero to five years of age and who is supervised by a licensed mental health professional. (EC § 8243)
- 5) Requires the relationship-based model used for ECMHC services include, but not be limited to, all of the following:
 - a) At least twice per program year, conducting early care and education setting based mental health assessments.
 - b) Recordkeeping that adequately documents all consultation activities.
 - c) With consent from parents or legal guardians, at least one screening of each enrolled child for ACEs and screening for buffering factors, including, but not limited to, resilience. (EC § 8243)
- 6) Prohibits the expulsion of a child with an individualized education program (IEP) or individualized family service plan (IFSP) if the challenging behavior has a direct and substantial relationship to the child's disability or is the result of a failure to implement the IEP or IFSP. Requires that a child's IEP/IFSP team be reconvened to consider special education supports and services if a child is suspended for more than 10 days. (Code of Federal Regulations, Title 34 § 300.530(e))
- 7) Establishes the adjustment factor of 1.1 for specified programs where ECMH services are provided, which is multiplied by the contractor's reported child days of enrollment. (EC § 8244)

ANALYSIS

This bill:

- 1) Requires that the ECMHC service used in CSPP programs and General Child Care programs include the following:
 - a) Informed by an early care and education classroom observation tool that includes measures on the classroom environment, social-emotional learning climate, and teacher and child interactions to guide the specific activities and support the consultant would provide.
 - b) Administered the classroom observation tool at least once per school year in each classroom receiving ECMHC service.
- 2) Allows that selecting a classroom observation tool, choosing an observer, and the timing and cadence of observations may be planned with the classroom team.
- 3) Authorizes that classroom assessment tools required by the California Department of Education or the California Department of Social Services be used to fulfill the specified requirement.
- 4) Removes a screening from the ECMHC model for buffering factors, which includes, but is not limited to, resilience.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 2429 modernizes California’s Early Childhood Mental Health Consultation (ECMHC) model by updating program requirements to allow more flexible, relationship-based consultation that better supports children’s social-emotional development. While ECMHC is a proven strategy for helping early educators address behavioral challenges and reduce suspensions and expulsions in early learning settings, feedback from providers and consultants indicates that some existing requirements create unnecessary administrative burdens that limit flexibility and discourage participation.”

The author continues, “AB 2429 streamlines how ECMHC is implemented in California State Preschool Programs, General Child Care programs, and Family Child Care Home Education Networks by removing requirements that do not directly support consultation services. ... These updates will allow consultants and educators to focus on building relationships and developing consultation plans tailored to the needs of each classroom. As a former classroom teacher, I know how important it is to provide educators with the tools and support they need to create positive learning environments where every child can thrive. AB 2429 ensures that more children, families, and educators across California can benefit from this proven model.”

- 2) ***What is an ECMHC?*** ECMHC is designed to build the capacity of program staff and care providers to foster the developmental, social, and emotional health and well-being of young children in their care. ECMHC specialists and consultants use

reflective practice approaches to support program administrators, teachers, and providers while exploring problem-solving strategies within the context of infant and early childhood mental health. According to the author, “ECMHC is the most proven model of social-emotional support that can reduce expulsion in preschool and childcare.”

- 3) ***This bill seeks to provide more flexibility to ECMHC consultants and early childhood education providers.*** One component of the ECMHC service model is an early care and education classroom observation tool. This bill revises the requirements for ECMHC services reimbursement by requiring consultants to use an early care and education classroom observation tool at least once per year in each classroom, rather than twice per year. In a survey from the sponsor, consultants reported that observations are not always conducive to building a positive relationship with providers, who may feel judged or over-observed, and it can be particularly challenging when providers are already experiencing other assessments via state requirements or other tools their program may be using.

In addition, this bill provides flexibility for the consultant to select a classroom observation tool, an observer, and the timing and cadence of the observations, and encourages for these design features to be planned with the classroom team. These changes are intended to give ECMHC specialists and consultants more flexibility to tailor their approach, including the number of classroom observations, to the specific classroom, program, and children they are serving.

Finally, this bill makes optional the requirement to administer at least one ACEs screening. In practice, feedback from providers and ECMHC consultants have shown that ACEs screenings have been challenging to implement. This is due to a significant amount of parent interview time, as well as possible parent discomfort as the screener covers sensitive information parents may not feel comfortable disclosing. Additionally, as this screener has become more widely used in the state, it is more frequently conducted in well-child visits with pediatricians. This may be a setting where parents feel more comfortable sharing sensitive information.

- 4) ***Committee amendments.*** *Committee staff recommends, and the author accepts, an amendment to address unclear phrasing in the current bill version, to read as follows for both CSPP programs and General Child Care programs:*

(3)(A) ... This model shall include, but not be limited to, both of the following: The early childhood mental health consultation service model shall incorporate the following:

(i) ~~The early childhood mental health consultation service be informed by an~~ An early care and education classroom observation tool that includes measures on the classroom environment, social-emotional learning climate, and teacher and child interactions to guide the specific activities and support the consultant shall provide. Selecting a classroom observation tool, choosing an observer, and the timing and cadence of observations may be planned with the classroom team. The classroom observation tool shall be administered at least once per school year in each classroom receiving early childhood mental health consultation service. Classroom

assessment tools required by the department may be used to fulfill this requirement.

5) ***Related and Prior Legislation.***

AB 2806 (Blanca Rubio, Chapter 915, Statutes of 2022) revises and recasts provisions related to expulsion and suspension of a child from a CSPP programs and broadens the provisions to include General Child Care and Development programs and Family Child Care Home Education Network programs.

AB 2698 (Rubio, Chapter 946, Statutes of 2018) defines ECMHC service, declares legislative intent encouraging the provision of such services in CSPP programs, General Child Care and Development programs, and Family Child Care Home Education Networks funded by a General Child Care and Development program, and requires, under certain circumstances, the application of a reimbursement rate adjustment factor for children served in programs where these services are provided.

SUPPORT

Kidango (sponsor)
Child Care Alliance of Los Angeles
Clovis Unified Preschool
Early Edge California
First 5 Association of California
Lindsay Unified School District Preschool/TK Program
Options for Learning
YMCA of San Diego County

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2490	Hearing Date:	June 24, 2026
Author:	Valencia		
Version:	June 15, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Teacher credentialing: emergency career substitute teaching permit: alternative qualifications.

SUMMARY

This bill expands eligibility for the Emergency Career Substitute Teaching Permit by establishing an alternative pathway based on training, professional development, and mentoring rather than prior substitute teaching experience, and authorizes permit holders who qualify through that pathway to serve up to 70 cumulative days in a single classroom assignment, including special education classrooms.

BACKGROUND

Existing law:

- 1) Establishes the Emergency 30-Day Substitute Teaching Permit, which generally authorizes service as a substitute teacher for no more than 30 days for any one teacher during a school year, or 20 days in a special education classroom. (Education Code (EC) §§ 44300; 56061)
- 2) Establishes the Emergency Career Substitute Teaching Permit, which authorizes eligible substitute teachers to serve up to 60 days for any one teacher during a school year. (California Code of Regulations (CCR), Title 5 § 80025.1)
- 3) Requires applicants for an Emergency Career Substitute Teaching Permit to verify, among other requirements, at least 90 days per year of substitute teaching service during each of the three years immediately preceding the application. (CCR, Title 5 § 80025.1)
- 4) Authorizes school districts to request assignment approvals when they have made reasonable efforts to recruit a fully prepared teacher but are unable to do so. (EC § 44225.7)
- 5) Authorizes the issuance of a Teaching Permit for Statutory Leave (TPSL) to serve in positions where the teacher of record is absent due to statutory leave and establishes training and support requirements for TPSL holders.

ANALYSIS

This bill:

- 1) Expands the existing alternative eligibility pathway for the Emergency Career Substitute Teaching Permit by authorizing applicants to qualify based on local educational agency (LEA) verification of specified training, professional development, and mentoring, rather than solely through prior substitute teaching experience.
- 2) Requires applicants serving in special education classrooms to complete at least five hours of special education-focused professional development, receive orientation training covering specified instructional and student support topics, and be assigned a qualified mentor with special education expertise.
- 3) Requires applicants serving in general education classrooms to complete at least five hours of professional development, receive orientation training covering specified instructional and student support topics, and be assigned a qualified credentialed mentor.
- 4) Requires the first renewal of a permit issued through the new pathway to include verification of 30 additional hours of professional development in specified areas.
- 5) Authorizes permit holders who qualify through the new pathway to serve up to 70 cumulative days in a single classroom assignment, including special education classrooms, notwithstanding the existing 20-day special education limit.
- 6) Requires LEAs, before placing such a permit holder, to utilize available TPSL holders when appropriate and make reasonable efforts to recruit qualified individuals for vacant assignments.
- 7) Requires LEAs to notify parents or guardians within 10 schooldays when a classroom is assigned a substitute teacher serving under the new authorization.
- 8) Requires annual public reporting to local governing boards regarding longer-term substitute assignments and annual reporting to the Commission on Teacher Credentialing (CTC) through the California Statewide Assignment Accountability System.
- 9) Specifies that the bill does not alter existing definitions of teacher vacancies or otherwise change assignment accountability requirements under existing law.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 2490 seeks to provide better continuity for students by allowing substitute teachers to remain in the classroom for up to 60 days. The increased flexibility will reduce classroom instability and learning disruptions that affect students with disabilities the most. With greater stability in the classroom, students are able to establish rapport their substitute teacher, leading to better educational outcomes. While in recent years the Legislature has made efforts to strengthen the teacher workforce, the persistent shortages exacerbate the demand for substitute teachers. AB 2490 includes mandatory training requirements for substitute teachers and requires

administrators to make every attempt to fill a position with a fully credentialed teacher. In the face of an unprecedented educational workforce shortage, every tool should be utilized to help provide the best educational outcomes for California's students."

- 2) **California's Substitute Teacher Staffing Framework.** California law currently provides multiple mechanisms to address teacher absences and staffing shortages, including the Emergency 30-Day Substitute Teaching Permit, the Emergency Career Substitute Teaching Permit, the TPSL, internship credentials, short-term staff permits, provisional internship permits, and various waiver authorities. Each pathway reflects an effort to balance staffing flexibility with instructional quality by establishing differing eligibility requirements, preparation expectations, assignment limitations, and oversight mechanisms.

The Emergency Career Substitute Teaching Permit occupies a unique position within this framework. Unlike a standard substitute permit, which generally limits service to 30 days in a single assignment, the Emergency Career Substitute Teaching Permit authorizes service for extended periods but currently requires substantial prior substitute teaching experience. This bill would establish an alternative pathway based on professional development, orientation training, and mentoring. In doing so, the bill reflects a broader discussion occurring throughout California's educator workforce system regarding how best to prepare substitute teachers for longer-term assignments when staffing shortages make classroom continuity difficult to maintain.

- 3) **AB 1224, the Governor's Veto, and the Evolution of this Proposal.** This bill builds upon efforts undertaken in the previous legislative session through AB 1224 (Valencia, 2025). That measure sought to restore and make permanent a temporary pandemic-era flexibility that allowed substitute teachers to serve in a single assignment for up to 60 cumulative days. While Governor Newsom acknowledged the challenges associated with staffing classrooms and maintaining instructional continuity, he vetoed the bill, expressing concern that the proposal would allow individuals to serve students for extended periods without required training, mentoring, or other supports.

In his veto message, the Governor encouraged the CTC to utilize its existing authority to engage stakeholders, reexamine California's substitute staffing pathways, and address the minimum levels of preparation and support required for long-term substitute assignments. This bill can largely be viewed as a response to that directive. Rather than simply extending assignment limits, the bill establishes professional development requirements, orientation requirements, mentoring requirements, recruitment expectations, parent notification provisions, and reporting requirements intended to support substitute teachers serving in longer-term assignments.

- 4) **The CTC Regulatory Process Provides Important Context.** Following the Governor's veto of AB 1224, the CTC undertook an extensive stakeholder process to evaluate potential changes to California's substitute teacher permitting structure. Earlier this year, the CTC approved proposed regulatory amendments establishing an alternative pathway to the Emergency Career Substitute

Teaching Permit for individuals who are unable to satisfy the existing experience requirements. The proposal would require employer verification of pre-service preparation, ongoing support, mentoring, and additional professional learning as conditions of permit issuance and renewal.

The CTC's proposal reflects many of the same underlying policy concepts found in this bill. In both cases, the goal is to create a pathway that allows greater continuity of instruction while pairing extended substitute assignments with preparation and support requirements that exceed those traditionally required for day-to-day substitute teaching. The CTC has stated that California's existing substitute staffing pathways do not always provide a clear solution for assignments that extend beyond traditional substitute limits but remain temporary in nature, such as prolonged teacher absences or lengthy recruitment efforts for fully credentialed teachers.

The CTC is currently seeking amendments to this bill. While expressing appreciation for the author's efforts to address concerns raised during the Assembly process, the CTC continues to seek greater specificity regarding the minimum amount of orientation and mentoring support required for permit holders serving in extended assignments.

- 5) ***Alignment with Other Workforce Policies.*** Recent amendments to the bill increase the maximum assignment length authorized under the alternative pathway from 60 days to 70 days. The amendment appears intended to align the substitute teaching authorization with the anticipated implementation of paid pregnancy disability leave policies currently under consideration through the state budget process. If enacted, such policies could increase the frequency of teacher absences lasting approximately 14 weeks, creating situations in which schools may seek to maintain continuity of instruction through a single substitute teacher rather than rotating multiple substitutes through the same classroom assignment.

The recent author amendment highlights that the bill is not solely a response to teacher shortages. It also reflects broader workforce policy discussions regarding how schools maintain instructional continuity when employees take extended protected leaves while preserving the state's longstanding preference for fully credentialed teachers whenever possible. As policymakers continue to consider educator recruitment, retention, leave policies, and staffing flexibility, the bill raises questions regarding the extent to which California's substitute teacher framework should adapt to accommodate longer-term absences while continuing to support instructional quality and stability for students.

- 6) ***Special Education Assignments Present Distinct Legal and Policy Considerations.*** The bill would authorize certain Emergency Career Substitute Teaching Permit holders who qualify through the newly established pathway to serve up to 60 cumulative days in a special education classroom. Proponents argue that this flexibility may help reduce classroom disruptions and provide greater continuity for students with disabilities, particularly in areas experiencing persistent staffing shortages.

At the same time, special education classrooms operate within a distinct legal and instructional framework. Federal law establishes specific personnel qualification requirements for special education teachers and places significant responsibilities on school personnel to implement individualized education programs (IEPs) and provide the accommodations, modifications, and services required under federal law. These considerations have historically informed California's more restrictive limits on substitute teaching assignments in special education settings.

Current law also provides a mechanism for extending substitute assignments in special education classrooms beyond the standard 20-day limitation. Upon application by a school district or county office of education, the Superintendent of Public Instruction may authorize an additional 20 days of service and may approve assignments beyond 40 days in extraordinary circumstances. AB 2490 would establish a more standardized pathway for extended special education substitute assignments rather than relying on case-by-case approvals.

As the bill moves forward, the Committee may wish to continue examining how the proposed authorization interacts with existing federal personnel qualification requirements, existing state flexibility, and California's longstanding goal of ensuring that students with disabilities receive instruction and services from appropriately prepared personnel.

- 7) ***Stakeholders Continue to Seek Amendments as the Bill Evolves.*** This bill has undergone substantial revisions since its introduction and since the Governor's veto of AB 1224 (Valencia, 2025). The current version of the bill includes professional development requirements, orientation requirements, mentoring provisions, parent notification requirements, annual reporting requirements, and recruitment expectations that were not included in prior proposals. These changes have narrowed some of the concerns previously raised by education stakeholders.

The CTC, which is currently seeking amendments, has expressed appreciation for the author's efforts to address concerns raised during both the Assembly policy process and the CTC's stakeholder discussions following the veto of AB 1224. They indicate that their remaining concerns primarily relate to establishing clearer minimum expectations regarding orientation and mentoring support for permit holders serving in extended assignments. According to the CTC, greater specificity may help ensure more consistent implementation across LEAs and provide greater assurance that substitute teachers receive adequate preparation and support.

The California Teachers Association (CTA), which remains opposed unless amended, similarly acknowledges that the bill has moved closer to the framework currently being pursued through the CTC's regulatory process. However, CTA continues to express concerns regarding the use of substitute teachers in special education assignments, arguing that existing law already provides multiple mechanisms for addressing staffing challenges in those settings and raising questions regarding the interaction between the bill and federal special education requirements.

Committee staff understands that the parties continue to engage in discussions regarding these issues. While stakeholders have identified areas where additional refinement may be warranted, there appears to be general agreement that extended substitute assignments should be accompanied by meaningful preparation, support, and oversight. The Committee may wish to encourage continued discussions among the author, the CTC, employee organizations, and other stakeholders regarding whether additional clarification related to mentoring requirements, orientation requirements, and special education assignments would improve implementation of the bill.

SUPPORT

Association of California School Administrators (co-sponsor)
California Association of School Business Officials (co-sponsor)
California County Superintendents (co-sponsor)
California School Boards Association (co-sponsor)
Alameda County Office of Education
Association of California County Boards of Education
California Alliance of Child and Family Services
California Association of Suburban School Districts
California State PTA
Central Valley Education Coalition
Coalition for Adequate Funding for Special Education
Fresno Unified School District
Los Angeles Unified School District
Office of the Riverside County Superintendent of Schools
Orange County Department of Education
San Diego Unified School District
San Francisco Unified School District

OPPOSITION

California Teachers Association
Public Advocates and Disability Rights Education & Defense Fund

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2514	Hearing Date:	June 24, 2026
Author:	Ransom, et al.		
Version:	April 13, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Pupil achievement: State of the Achievement Gap Dashboard.

SUMMARY

This bill requires a working group proposed to be established by AB 2225 (Patel, 2026) to include, in its proposed Closing the Achievement Gap State Operations and Support Plan (CTAG Plan), recommendations for the development of a State of the Achievement Gap Dashboard that would be annually updated to assess the state in its progress towards closing pupil academic achievement gaps.

BACKGROUND

Existing law:

- 1) Establishes the single multiple measures public school accountability system, which must measure the overall performance of numerically significant pupil subgroups in schools, including charter schools, school districts, and county offices of education (COEs). Numerically significant pupil subgroups include: ethnic subgroups, socioeconomic disadvantaged pupils, English learners, long-term English learners, pupils with disabilities, foster youth, and homeless youth. (Education Code (EC) § 52052)
- 2) Establishes a single system for providing support (System of Support) to local educational agencies (LEAs) and schools and for programs established by the federal Every Student Succeeds Act to do all of the following:
 - a) Support the continuous improvement of pupil performance within the state priorities;
 - b) Address the gaps in achievement between pupil subgroups;
 - c) Improve outreach and collaboration with stakeholders to ensure that the goals, actions, and services described in school district and COE Local Control and Accountability Plans (LCAPs) reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations. (EC § 52059.5)
- 3) Requires LEAs to adopt and annually revise LCAPs. (EC §§ 47604.33, 52060, and 52066)

- 4) Requires LCAPs to address how the district will address and improve in eight state priority areas, including pupil achievement as measured by, among other things, the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU), or the completion of career pathways. (EC § 52060)
- 5) Requires each school district, COE, and charter school to post the current school year's LCAP that has been adopted by its respective governing board or body and that has been approved by the county superintendent of schools or Superintendent of Public Instruction (SPI), as applicable, on the performance overview portion of the California School Dashboard. (EC § 52065)
- 6) Establishes the California Collaborative for Educational Excellence (CCEE), whose purpose is to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in their LCAPs. The CCEE is required to achieve this purpose by facilitating continuous improvement for LEAs within California's system of public school support. (EC § 52074)
- 7) Requires, for any school district for which one or more pupil subgroups meets specified criteria, the county superintendent of schools to provide technical assistance for a minimum of two years following the identification, that shall be focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs. (EC § 52071(c))

ANALYSIS

This bill:

- 1) Requires the working group and the CTAG Plan proposed to be established by AB 2225 (Patel, 2026) to include, as part of its report to the Governor and the Legislature, recommendations for the development of a State of the Achievement Gap Dashboard that would be annually updated to assess the state in its progress towards closing pupil academic achievement gaps.
- 2) Requires that the dashboard recommendations include, but not be limited to, all of the following:
 - a) A series of proposed metrics that assess all of the following:
 - i) Local support, service quality, and accessibility of supportive state programs.
 - ii) State program evaluation and effectiveness.
 - iii) Operational efficiency, collaboration and communication, and continuous improvement among state entities.
 - iv) Financial support of the state.

- v) State transparency and accountability.
- vi) The department's governance structure and its programs, policies, regulations, and initiatives.
- b) A proposed format for the dashboard.
- c) A proposed entity that would be responsible for the design execution, and maintenance of the dashboard.
- d) A proposed dashboard implementation date.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "California has invested billions in education, yet achievement gaps persist, and the State has not seen meaningful improvement in decades. While we have many programs, we are not always able to clearly see where inequities and opportunities lie or whether the state's investments are truly helping our students. AB 2514 would create a "State of the Gap" Dashboard that provides the tools needed to measure the state's progress in closing the achievement gap. This would bring transparency and alignment, so the state is working alongside our school districts, not simply asking them to solve this challenge on their own."
- 2) ***The Closing the Achievement Gap legislative package of bills.*** This bill is one of four bills sponsored by the California School Boards Association in the 2025-26 Legislative Session that seek to establish "a comprehensive state-level operations and support plan that clearly defines how the state will help LEAs close achievement gaps."
 - a) AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes, among other things, specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting the state's public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals.
 - b) AB 2149 (Garcia, 2026) would require the Legislative Analyst's Office (LAO) to assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet the performance targets proposed to be established in the CTAG Plan; and
 - c) AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the State Board of Education (SBE).

This bill would require the working group established by AB 2225 (Patel, 2026) to include within the CTAG Plan, recommendations for the development of a State of the Achievement Gap Dashboard.

- 3) **California School Dashboard.** The Dashboard is an online tool that shares school and LEA performance and progress on both state and local measures that are drawn from the eight priority areas of the Local Control Funding Formula (LCFF). State measures apply to LEAs, charter schools, and student groups, and are based on data that is collected annually across the state. The state measures are as follows:

- | | |
|---|-----------------------------|
| a) Academic Performance
(reported separately for
English language arts and
Math assessments) | d) English Learner Progress |
| b) Chronic Absenteeism | e) Graduation Rate |
| c) College/Career | f) Suspension Rate |
| | g) Science |

LEAs receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

Local measures apply at the LEA and charter school level and are based on data collected at the local level. The local indicators are as follows:

- a) Basic Services and Conditions
- b) Implementation of State Academic Standards;
- c) Parent and Family Engagement;
- d) School Climate;
- e) Access to a Broad Course of Study;
- f) Coordination of Services for Expelled Students (for COEs only); and
- g) Coordination of Services for Foster Youth (for COEs only).

Provided an LEA satisfies the performance standards for each local measure, the Dashboard will automatically assign a performance level of *Met*. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of *Not Met* or *Not Met for Two or More Years*, as applicable. Earning a performance level of *Not Met for Two or More Years* may be a factor in being identified for differentiated assistance.

The Dashboard is updated annually. For LEAs and schools in need of additional assistance or intervention, the Dashboard helps identify specific areas in need of targeted assistance.

- 4) ***The State of the Achievement Gap Dashboard.*** The state currently maintains a California School Dashboard to give parents and the public a complete picture of what is happening in their schools and districts and to identify those that need extra support. This bill requires the working group proposed by AB 2225 (Patel, 2026) to include within its CTAG Plan recommendations for the development of a new State of the Achievement Gap Dashboard. This new State of the Achievement Gap Dashboard would instead look at *the state's* progress in its implementation of the CTAG Plan and evaluate the effectiveness of its efforts to support LEAs. The bill requires the recommendations to include a series of proposed metrics that assess all of the following:
- a) Local support, service quality, and accessibility of supportive state programs.
 - b) State program evaluation and effectiveness.
 - c) Operational efficiency, collaboration and communication, and continuous improvement among state entities.
 - d) Financial support of the state.
 - e) State transparency and accountability.
 - f) The California Department of Education's (CDE) governance structure and its programs, policies, regulations, and initiatives.

Practically speaking, these recommendations within the CTAG Plan would be submitted to the Governor and the Legislature on or before March 1, 2028. The Governor and the Legislature would retain their discretion on whether to move forward with creating the new Dashboard and appropriate funding for its purpose.

The Committee may wish to consider the following:

- *How would the new State of the Achievement Gap Dashboard quantify system improvements? Is a new Dashboard the most effective mechanism for ensuring CTAG Plan recommendations are being meaningfully implemented?*
 - *If the new Dashboard is titled, "The State of the Achievement Gap Dashboard," shouldn't it include information about student outcomes in alignment with the existing California School Dashboard?*
- 5) ***Arguments in support.*** The California School Boards Association, the sponsor of this bill, states in their letter of support submitted to this committee:

"This legislative package proposes that the state, similar to local school district and county office of education boards, must adopt clear goals, measurable benchmarks and transparent and understandable reporting to the public on the state's progress towards a more aligned state system that improves outcomes for California students. This north star would

guide the state's public education entities and serve as a common throughline to a shared goal of closing achievement gaps. Together, they represent a landmark effort by the Legislature to help further focus and align the state's policy, fiscal and operational efforts to support schools and establish a new level of shared accountability between state entities and local educational agencies for closing achievement gaps. The goal of these measures is to create the conditions needed to close achievement gaps by aligning state policy, funding and oversight around a clear operations and support plan that empowers LEAs."

- 6) **Committee amendment.** *The operability of this bill is dependent on the enactment of AB 2225 (Patel). As such, the **Committee recommends that the bill be amended** to clarify that this bill shall only become operative if AB 2225 (Patel) is enacted and becomes effective on or before January 1, 2027.*

- 7) **Prior and related legislation.**

AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes, among other things, specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting the state's public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals. *AB 2225 is set for the same hearing as AB 2514 in this Committee.*

AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the SBE. *AB 2220 is set for the same hearing as AB 2514 in this Committee.*

AB 2149 (Garcia, 2026) would require the LAO to assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet its performance targets to be established pursuant to AB 2225 (Patel, 2026). *AB 2149 is set for the same hearing as AB 2514 in this Committee.*

SB 153 (Committee on Budget and Fiscal Review, Chapter 38, Statutes of 2024) established the LCFF Equity Multiplier to provide additional funding to LEAs for allocation to schoolsites with prior year nonstability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%.

SB 77 (Committee on Budget and Fiscal Review, Chapter 53, Statutes of 2019) established the Center to Close Achievement Gaps. This bill required the center to seek to fulfill its mission and improve the capacity of teachers, education specialists, and school administrators to close gaps in academic achievement through both of the following: strengthening professional preparation on effective instructional practices, effective school leadership practices, effective LEA leadership practices, and the use of data and continuous improvement strategies; and serving LEAs as a clearinghouse for evidence-based strategies and promising practices for closing academic achievement gaps.

SUPPORT

California School Boards Association (sponsor)
ABC Unified School District
Alisal Union School District
Anaheim Union High School District
Antioch Unified School District
Brentwood Union School District
Calexico Unified School District
California Chamber of Commerce
California Charter Schools Association
California State PTA
Castro Valley Unified School District
Chowchilla Elementary School District
Contra Costa County
Downey Unified School District
El Monte Union High School District
El Rancho Unified School District
Fresno County Office of Education
Fresno Unified School District
Huntington Beach Union High School District
Irvine Unified School District
Jefferson Union High School District
Legislative Action Committee - San Mateo County School Boards Association
Liberty Union High School District
Long Beach Unified School District
Los Angeles County School Trustee Association
Monterey County Office of Education
Monterey County Superintendent of Schools
Moreno Valley Unified School District
Mount Pleasant Elementary School District
Napa Valley Unified School District
Needles Unified School District
Newark Unified School District
Newport-Mesa Unified School District
Parlier Unified School District
Perris Elementary School District
Placer County Office of Education
Pleasanton Unified School District
Rim of the World Unified School District
Rincon Valley Union School District
Ripon Unified School District
San Benito County Board of Education
San Francisco Unified School District
San Lorenzo Unified School District
San Lorenzo Valley Unified School District
San Ramon Valley Unified School District
Santa Clara County Office of Education
Santa Cruz City Schools

Santa Paula Unified School District
Santa Rosa City Schools
Scotts Valley Unified School District
Sierra Sands Unified School District
Solana Beach School District
Soledad Unified School District
South Monterey County Joint Union High School District
Spreckels Union School District
Teach for America
Turlock Unified School District
Val Verde Unified School District

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2704	Hearing Date:	June 24, 2026
Author:	Addis		
Version:	April 27, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Fee Schedule Intensive Technical Support for Onboarding Program.

NOTE: This bill has been referred to the Committees on Education and Health. A “do pass” motion should include referral to the Committee on Health.

SUMMARY

This bill establishes the Fee Schedule Intensive Technical Support for Onboarding Program to provide specified local educational agencies (LEAs) and institutions of higher education (IHEs) with intensive technical assistance and support to operationalize their utilization of the Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program.

BACKGROUND

Existing law:

- 1) Establishes the CYBHI, administered by the California Health and Human Services Agency and its departments, to transform the state’s behavioral health system into an innovative ecosystem in which all children and youth 25 years of age and younger, regardless of payer, are screened, supported, and served for emerging and existing behavioral health needs. (Welfare and Institutions Code (WIC) § 5961)
- 2) Requires the Department of Health Care Services (DHCS) to develop and maintain a school-linked statewide fee schedule for outpatient mental health or substance use disorder treatment provided to a student who is 25 years of age or younger at a schoolsite. (WIC § 5961.4)
- 3) Establishes the Office of School-Based Health at the California Department of Education (CDE) for the purpose of assisting LEAs regarding the current health-related programs under the purview of the CDE, and requires the scope of the Office to include collaborating with DHCS and other departments in the provision of school-based health services, and assisting LEAs with information on, and participation in specified school-based health programs. (Education Code (EC) § 49419)
- 4) Establishes the School Health Demonstration Project and appropriates \$5 million to the CDE to expand comprehensive health and mental health services to public school pupils by providing LEAs with intensive assistance and support to build

the capacity for long-term sustainability by leveraging multiple revenue sources. (EC § 49421)

- 5) Requires the CDE, by June 1, 2025, to develop model referral protocols for addressing student mental health concerns, in consultation with specified agencies and stakeholders, and authorizes these protocols to be used on a voluntary basis by schools. (EC § 49428.1)
- 6) Requires the governing boards or bodies of LEAs, by January 31, 2026, to adopt at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns of students in grades 7 to 12. (EC § 49428.2)

ANALYSIS

This bill:

- 1) Establishes the Fee Schedule Intensive Technical Support for Onboarding Program (Program) for the following purposes:
 - a) To address inconsistent access to the school-linked statewide fee schedule, as specified, caused by the limited capacity and expertise of small and rural schools, early learning and care centers operated by, or under contract with, an LEA, and IHE serving transition-age youth in billing for behavioral health claims.
 - b) To reduce the burden of operationalizing the fee schedule for entities providing behavioral health services to communities and groups that are underrepresented in receiving fee schedule services, including children 0 to 5 years of age, pupils who attend small or rural schools, and transition-age youth.
- 2) Requires the CDE, upon appropriation by the Legislature, to select through a competitive process, and allocate funding to, an LEA that will serve as a lead entity to administer the Program over a three-year period. Requires the CDE to ensure the lead entity meets all of the following minimum requirements:
 - a) Currently employs behavioral health providers or has a contract with a behavioral health or a managed care plan, to provide behavioral health services to pupils at the schoolsites of the LEA.
 - b) Is enrolled in the fee schedule in cohorts one, two, or three, and meets all applicable criteria to submit claims.
 - c) Has significant experience leading a fee schedule consortium of LEAs of varying sizes and varying enrollments of unduplicated pupils, including, but not limited to, charter schools and schools located in rural or remote areas of the state.

- d) Has successfully submitted and received payment for claims through the statewide fee schedule for at least one year.
 - e) Has a minimum of 10 years of experience in administering at least one other Medi-Cal reimbursement program, including, but not limited to, the Local Educational Agency Medi-Cal Billing Option Program, as specified, fee-for-service Medi-Cal program, or specialty mental health services.
- 3) Requires the lead entity, in coordination with the CDE and the DHCS, no later than September 1, 2027, to select up to 25 entities to participate in the Program for up to three years.
- 4) Requires a participating entity to commit to doing one or more of the following, as a condition of participation:
- a) Increase the number of children 0 to 5 years of age receiving behavioral health services.
 - b) Increase the number of transition-age youth 16 to 25 years of age receiving behavioral health services.
 - c) Increase the number of children and youth enrolled in small school districts, as specified, that receive behavioral health services.
- 5) Requires the entities to meet all of the following criteria in order to be eligible to participate in the program:
- a) Is eligible to participate in the fee schedule.
 - b) Has past experience in serving children and youth that are of the age that the entity intends to serve.
 - c) Requires intensive technical assistance and support to operationalize the fee schedule.
- 6) Requires the lead entity, when selecting participating entities, to prioritize those that will do one or more of the following:
- a) Increase the number and amount of fee schedule reimbursements.
 - b) Increase the number and amount of fee schedule reimbursements being used to support community school, as specified.
 - c) Operate in communities with higher proportions of unduplicated pupils, as specified.
 - d) Reflect the diversity of communities and geographic areas throughout the state.

- 7) Requires the lead entity, on or before July 1, 2027, to create and publish a brief application for entities interested in participating in the program. Requires that the application, at minimum, request the following information:
 - a) The number and age of children and youth currently enrolled at the entity.
 - b) The number and age of children and youth currently receiving behavioral health services from the entity or an affiliated provider that the entity has designated.
 - c) The number and qualifications of behavioral health service providers, including affiliated providers, currently offering behavioral health services to children and youth enrolled at the entity.
 - d) The entity's interest in, and capacity to, increase behavioral health services to children and youth in their community.
 - e) Evidence of the entity's current enrollment in the fee schedule or the completed fee schedule cohort readiness application created by DHCS.

- 8) Requires the lead entity, starting on or before September 1, 2027, to provide intensive technical assistance and support to the participating entities, including but not limited to, all of the following activities:
 - a) Assisting with obtaining national provider identification numbers and completing the fee schedule credentialing process for employees and affiliated providers that will offer services within the scope of services covered by the fee schedule.
 - b) Providing training and coaching to employees and affiliated providers that will offer services covered by the schedule that is related to documentation of services, proper coding and noting procedures, obtaining required consents, applicable privacy laws and disclosure requirements, and referral protocols, including escalation of services.
 - c) Technical assistance in obtaining a suitable electronic health records system for the documentation and submission of claims, including offering participation in a multi-entity contract for electronic health records services that is centrally managed by the lead entity.
 - d) Assistance with the applicability of privacy laws, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), to each participating entity. This may include legal and technology supports necessary to adopt the policies, documents, and forms required by applicable privacy laws, including, but not limited to, all of the following:
 - i) Consent forms, including forms to consent to services, consent to billing, consent to information sharing, and minor consent to outpatient mental health services, required pursuant to state law.

- ii) Notice of privacy practices documents that address the right to withhold consent, the right to withdraw consent, the right to request records, and how confidential information may be shared and utilized.
 - iii) Data governance policies designating each entity as HIPAA-governed, FERPA-governed, or a hybrid entity.
 - iv) Data maintenance protocols and guidance documents for providers and administrators defining how and where to document and store information to ensure compliance with applicable privacy laws and release of information requirements, avoid unintentional disclosure of confidential information, and protect the privacy of individuals consenting to service.
 - v) Other applicable forms and protocols, including, but not limited to, authorizations for ordering and referring physicians, referral protocols, and protocols regarding maintenance of documentation for audit purposes.
- e) Technical assistance with obtaining and maintaining health plan information for each individual receiving services, including developing a process for conducting insurance discovery and follow-up activities where information is absent.
- f) A targeted review of claims prior to submission to ensure services are appropriately coded, documented, and noted, with the goal of increasing the likelihood of submitting a clean claim.
- 9) Authorizes the lead entity to subcontract with additional experts, as needed, to fulfill the requirements of #8 above.
- 10) Requires the lead entity, on or before September 1, 2029, to submit a report to the appropriate policy and fiscal committees of the Legislature on the progress of the Program toward its goals. Requires that the report include, but not be limited to, all of the following information:
- a) The number of and names of entities accepted to participate in the program.
 - b) The number of entities participating in the program that have completed training and onboarding with an electronic health records system, and adopted required data sharing policies, privacy notices, and disclosure and release forms.
 - c) The number of employees and affiliated providers offering services within the scope of services covered by the fee schedule that have completed the statewide fee schedule certification process, including obtaining a National Provider Identifier.

- d) The number and percentage of children and youth with verified health plan information in an electronic health records system and completed consent forms, disaggregated by participating entity.
- 11) Requires the lead entity, no later than January 1, 2031, to submit a summative report to the appropriate policy and fiscal committees of the Legislature on the success of the program in achieving its goals. Requires that the report include, but not be limited to, all of the following:
- a) The number of claims submitted by participating entities from small and rural school districts.
 - b) The number of claims submitted by participating entities for services provided to children 0 to 5 years of age, inclusive.
 - c) The number of claims submitted by participating entities for services provided to transition-age youth.
 - d) The total number of claims submitted by participating entities and the percent of claims that are approved and paid.
 - e) The total value of claims submitted by participating entities.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “For too many families on the Central Coast and in rural communities, mental health care is limited or simply out of reach. AB 2704 helps close that gap by giving schools a real pathway to deliver and sustain early behavioral health services.”
- 2) ***CYBHI.*** The CYBHI is a multiyear, \$4.7 billion effort at the core of the Master Plan for Kids’ Mental Health, aimed at overhauling the state’s mental health system and enhancing the pathways connecting families with the needed services. The initiative works across four strategic areas (workforce training and capacity, behavioral health ecosystem infrastructure, coverage and public awareness) and carries out 20 distinct workstreams. Most workstreams are time-limited and focused on building the infrastructure and capacity of the behavioral health system for children.
- 3) ***CYBHI Fee Schedule Program.*** As part of the CYBHI, DHCS was tasked with establishing and maintaining a statewide multi-payer fee schedule for school-linked behavioral health (known as the CYBHI Fee Schedule), enabling LEAs and public IHEs to receive funding for outpatient services rendered at a school or school-linked site.

The CYBHI Fee Schedule program establishes the minimum rates at which managed care plans and insurers must reimburse LEAs and IHEs for the provision of covered services for a student at a school site or school-linked location, including on-campus, off-campus, and mobile clinic locations.

The CYBHI Fee Schedule also provides the appropriate billing codes, rates, and provider types for each service type billable as part of the CYBHI Fee Schedule program. Services provided as part of the fee schedule shall not be subject to copayment, coinsurance, deductible, or any other form of cost sharing. To be eligible for covered services, children and youth must be:

- Under the age of 26;
- Enrolled in public TK-12 schools or IHEs (e.g., California Community Colleges); and
- Covered by Medi-Cal managed care plans, Medi-Cal Fee-for-Service, health care service plans, and disability insurers.

In addition to establishing the CYBHI Fee Schedule, DHCS was tasked with developing and maintaining a school-linked statewide provider network of school-site behavioral health counselors.

To implement the fee schedule, DHCS has onboarded LEAs and IHEs in implementation “cohorts,” with each cohort selected based on operational readiness. The selection process considers a variety of factors including as Medi-Cal enrollment, service delivery infrastructure and capacity building, data collection and documentation, and billing infrastructure. In addition, the state has selected Carelon Behavioral Health as the third-party administrator (TPA) who serves as the statewide clearinghouse that receives and adjudicates claims from LEAs, and pays these claims on behalf of health plans. Carelon is also responsible for credentialing school-based providers for participation in the Fee Schedule on behalf of the state, as well as providing training and technical assistance to participating LEAs.

On February 27, 2026, DHCS announced its approval of Cohort 6 of the Fee Schedule Program, made up of 102 LEAs and 5 IHEs. These LEAs and IHEs will participate in a learning collaborative to inform state level policy and operational guidance for the CYBHI Fee Schedule program.

- 4) ***Fee Schedule Program implementation data.*** The DHCS has published the following implementation data on its CYHBI Fee Schedule Program webpage as of June 1, 2026:
- a) ~700 LEAs and public IHEs are enrolled in the CYBHI Fee Schedule program;
 - b) ~3.6 million students enrolled across participating schoolsites;
 - c) 98% of counties in California are represented by current participants;
 - d) 199 LEAs/IHEs (including 13 school-linked providers) have submitted claims.

- e) \$12.76 million in unique clean claims (includes all in-process and approved claims) have been submitted to the TPA for reimbursement.
 - f) 232,092 claims have been reimbursed, totaling \$11.37 million in new revenue for LEAs and IHEs.
 - g) 172 LEAs/IHEs (including 11 school-linked providers) have received reimbursement.
 - h) 48,821 unique students have received services submitted for reimbursement.
 - i) 41 Managed Care Plans/Insurers are represented in the claims data.
- 5) ***Ongoing delays in implementation.*** In the agenda for its May 4, 2026, hearing, the Assembly Budget Sub-Committee #1 on Health identified several ongoing challenges in Fee Schedule Program implementation. The process has been described by stakeholders as complex and hindered by technical, operational, and administrative barriers. Examples of these challenges include:
- Collection of Student Health Plan Information: LEAs have struggled to gather accurate and complete health plan data from students, making it difficult to process reimbursement claims.
 - Delay in Receiving Technical Guidance from DHCS and Its TPA: Many LEAs and IHEs have noted issues obtaining the necessary technical guidance to implement the program, such as receiving policy and technical manuals outlining billing instructions and program compliance requirements.
 - Navigating Complex Health and Education Regulations: These regulations were designed for separate sectors, making data-sharing and reimbursement coordination between schools and health plans difficult. Other compliance challenges include state Medicaid policies, provider credentialing rules, and administrative billing processes that do not align easily with educational settings
- 6) ***Existing technical assistance.*** Currently, DHCS and contractors provide LEAs and IHEs with technical assistance, training modules, responses to questions, toolkits, and other resources. Despite this support, as indicated in Comment 4, only 199 of the roughly 700 LEAs and public IHEs that are enrolled in the Fee Schedule Program have submitted claims since the program began in 2024. The bill's sponsor, Monterrey County Office of Education, notes many LEAs lack the resources, expertise, capacity, and economies of scale required to implement medical billing infrastructure and that this inequity is particularly felt by entities providing behavioral health services to children ages 0 to 5, small and rural schools, and community colleges serving transition-age youth 16 to 25.

The bill would require a lead entity selected by the CDE to work in coordination with the CDE and DHCS to select up to 25 entities that indicate that they are in

need of intensive technical assistance and support to operationalize the fee schedule. The lead entity would then be tasked with leveraging their expertise in utilizing the CYBHI Fee Schedule and other Medi-Cal reimbursement programs to provide targeted support to the selected entities. These supports would include training, coaching, and assistance on documentation of services, consent forms, insurance verification, electronic health recordkeeping, applicable privacy and disclosure laws, and billing procedures.

- 7) **Timelines.** This bill proposes a structured timeline for the establishment of the Fee Schedule Intensive Technical Support for Onboarding Program—presumably to ensure that struggling LEAs and IHEs will be able to get support as soon as possible. While the bill specifies dates by which a lead entity must establish an application process (*on or before July 1, 2027*) and subsequently select 25 LEAs to participate in the program (*no later than September 1, 2027*), it does not specify a deadline for when the CDE must select the lead entity itself, other than indicating that the selection of the lead entity would be subject to an appropriation for that purpose. *The author may wish to consider that the envisioned timeline may need to be adjusted if an appropriation is not secured.*
- 8) **Prior and related legislation.**

AB 121 (Committee on Budget, Chapter 8, Statutes of 2025) appropriates \$20 million one-time Proposition 98 General Fund to the CDE to allocate the funds to Sacramento COE, in partnership with the Santa Clara COE, no later than October 2025. Specifies funds will be administered through the capacity grant infrastructure, as established by the CYBHI, to LEAs to support, in the order of priority: (1) to prevent the disruption of youth mental health services; and (2) to provide technical assistance to LEAs for the continued implementation of the statewide fee schedule.

SB 153 (Committee on Budget and Fiscal Review, Chapter 38, Statutes of 2024), requires the CDE, as of June 1, 2025, to develop model referral protocols for addressing student behavioral health concerns, for use, on a voluntary basis, by LEAs and requires LEAs to adopt a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 12 by January 31, 2026.

AB 133 (Committee on Budget, Chapter 143, Statutes of 2021) establishes the framework for the CYBHI and the Fee Schedule Program, among other components of the CYBHI.

AB 2034 (O'Donnell, 2022) would have required DHCS to revise its audit process for the Local Education Agency Medi-Cal Billing Option Program and provide technical assistance to LEAs. *This bill was held in the Senate Education Committee.*

AB 2022 (Chu, Chapter 484, Statutes of 2018) requires each school of a school district or COE, and each charter school, to notify students and parents or guardians of students, at least twice per school year, about how to initiate access to available student mental health services on campus or in the community.

AB 130 (Committee on Budget, Chapter 44, Statutes of 2021) requires the CDE to establish the Office of School-Based Health by January 1, 2022, to assist LEAs regarding the current health-related programs under the purview of the department. The scope of the office also includes collaborating with the DHCS and other departments and offices involved in the provision of school-based health services; establishes the School Health Demonstration Project and appropriates \$5 million in one-time funding to the CDE to establish a pilot project to expand comprehensive health and mental health services to public school pupils by providing LEAs with intensive assistance and support to build the capacity for long-term sustainability by leveraging multiple revenue sources.

SUPPORT

Monterey County Office of Education (co-sponsor)
Alameda County Office of Education
California Association of School Counselors
California Teachers Association
California Youth Empowerment Network
County of Santa Clara

OPPOSITION

None received

-- END --