
SENATE COMMITTEE ON APPROPRIATIONS

Senator Sabrina Cervantes, Chair
2025 - 2026 Regular Session

AB 2202 (Muratsuchi) - Pupil achievement: Closing the Achievement Gap Commission

Version: June 30, 2026

Urgency: No

Hearing Date: August 3, 2026

Policy Vote: ED. 6 - 0

Mandate: No

Consultant: Lenin Del Castillo

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

Fiscal Impact: The California Department of Education (CDE) estimates one-time General Fund costs of about \$750,000 and ongoing costs of \$372,000 and 2.0 positions for various administrative expenses to staff and support the commission.

Background: Existing law 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:

1. Support the continuous improvement of pupil performance within the state priorities;
2. Address the gaps in achievement between pupil subgroups;
3. 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.

Existing law requires LEAs to adopt and annually revise LCAPs. The LCAPs are required to address how school districts 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.

Existing law 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.

Existing law 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.

Proposed Law: This bill establishes the CTAG Commission as an advisory body to the SBE for the following purposes:

1. Advising the SBE and CDE on the existing board and department policies and practices related to closing the achievement gap.
2. Making recommendations for improving the support that the state provides to LEAs to close the achievement gap.
3. 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.

This bill requires the CTAG Commission consist of 18 members, as specified, including the President of the SBE, the Superintendent of Public Instruction (SPI), the Executive Director of the Commission on Teacher Credentialing, the Executive Director of the CCEE or the executive director's designee, one parent of a child enrolled in a California public school appointed by the President pro Tempore of the Senate, and one parent of a child enrolled in a California public school appointed by the Speaker of the Assembly.

This bill 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. It also requires the President pro Tempore of the Senate, the Speaker of the Assembly, and the Governor to appoint members following an application process on their respective internet websites.

This bill 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. It also 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.

This bill 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. It also 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.

This bill 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.

This bill requires the CTAG Commission to do all of the following:

1. 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.

2. 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. The Statewide Improvement Pathways Program shall identify LEAs and programs that have demonstrated measurable progress and proven strategies to close the achievement gap. This bill also 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.
3. 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. It 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.
4. 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.
5. Identify instances where state educational agencies are operating primarily as a compliance monitor on ways that inhibit LEAs abilities to serve pupil needs.
6. 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.
7. Review existing LEA and school accountability requirements and recommend modifications for enabling LEAs to address the achievement gap.

This bill 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.

This bill 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.

This bill requires the CDE to post reports submitted by the CTAG Commission on the CDE's internet website.

This bill provides that it shall only become operative if AB 2225 (Patel, 2026) is enacted and becomes effective on or before January 1, 2027.

Related Legislation: AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap. The bill is pending 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). The bill is pending 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. The bill is pending in this committee.

Staff Comments: This bill is one of four bills sponsored by the California School Boards Association 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 AB 2225 (Patel), AB 2149 (Garcia) and AB 2514 (Ransom). 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. 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."

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