
SENATE COMMITTEE ON APPROPRIATIONS

Senator Sabrina Cervantes, Chair
2025 - 2026 Regular Session

AB 2225 (Patel) - Pupil achievement: Closing the Achievement Gap State Operations and Support Plan

Version: June 17, 2026

Urgency: No

Hearing Date: August 3, 2026

Policy Vote: ED. 7 - 0

Mandate: No

Consultant: Lenin Del Castillo

Bill Summary: This bill would require the convening of a work group to develop the Closing the Achievement Gap State Operations and Support Plan (CTAG Plan) that includes specific goals and benchmarks for the state to support school districts, county offices of education (COEs), and charter schools in closing the achievement gap.

Fiscal Impact: The California Department of Education estimates General Fund costs of \$188,000 and 1.0 position to convene the working group to develop the CTAP Plan.

Background: Existing law 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). The numerically significant pupil subgroups include ethnic subgroups, socioeconomic disadvantaged pupils, English learners, long-term English learners, pupils with disabilities, foster youth, and homeless youth.

Existing law 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:

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 and 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 which are used 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 and the California State University, or the completion of career pathways.

Existing law 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.

Proposed Law: This bill 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.

This bill requires, on or before September 1, 2027, the organization or organizations selected to convene a working group and meet at least once per month until the CTAG Plan is submitted to the Governor and the Legislature. The bill requires that the working group consist of specified voting members, including the Speaker of the Assembly or the Assembly Member's designee, the President pro Tempore of the Senate or the Senator's designee, the SPI or the SPI's designee, and the President of the SBE or the SBE's designee.

This bill prohibits the members of the working group from being compensated for their service as part of the working group and authorizes the reimbursement of the members of the working group for travel costs.

This bill encourages the members of the working group to participate in meetings remotely, and 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.

This bill 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. It prohibits the CTAG Plan from recommending more local accountability processes and measures, local reporting requirements, or unfunded mandates.

This bill requires that the CTAG Plan include, but not be limited to, the following:

1. Specific goals and benchmarks for the state to support LEAs in closing the achievement gap, which shall be developed based on consideration of specified principles.
2. Specific performance targets aimed at closing the achievement gap for the SBE, the CDE, the CTC, and the CCEE.
3. 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.
4. 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.

5. The establishment of a clear definition of high-quality LEA technical assistance for differentiated assistance, direct technical assistance, and related support.
6. Recommendations for appropriate remedial action if the state does not meet the benchmarks and goals to support LEAs in closing the achievement gap.

This bill 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.

This bill prohibits the provisions of this bill from being construed to allow for the establishing of new recommendations of either of the following: new LEA mandates or allow for the new or revised local accountability structures for LEAs and new requirements on LEAs or requirements to submit any new or additional report beyond existing federal and state reporting requirements.

This bill requires the workgroup to only rely upon metrics provided through existing statewide data collections, to the maximum extent practicable. It also requires the working group to submit the CTAG Plan to the Governor and the Legislature, as specified, on or before March 1, 2028.

This bill 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.

Related Legislation: AB 2149 (Garcia, 2026) requires the Legislative Analyst's Office to assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps. AB 2149 is pending in this committee.

AB 2202 (Muratsuchi, 2026) establishes the Closing the Achievement Gap Commission, an advisory body to the SBE. AB 2202 is pending in this committee.

AB 2514 (Ransom, 2026) requires a working group proposed to be established by AB 2225 (Patel, 2026) to include, in its proposed 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.

Staff Comments: 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." This bill creates a CTAG Plan, which informs the actions of the other bills. 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.”

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