

Date of Hearing: March 25, 2026

ASSEMBLY COMMITTEE ON EDUCATION
Darshana R. Patel, Chair
AB 2248 (Hoover) – As Introduced February 19, 2026

SUBJECT: Pupil services: educational counseling: advanced academic programs

SUMMARY: Requires the governing board of each school district and the governing body of each charter school maintaining any of grades 9 to 12 to ensure that all students and their parents or guardians, receive a notice of advanced academic programs available to them, requires that this information be directly communicated to students and provided to parents at an information night and requires the Superintendent of Public Instruction (SPI) to issue guidance to facilitate compliance with these requirements. Specifically, **this bill:**

- 1) Defines “advanced academic programs” to include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, honors courses, dual enrollment or concurrent enrollment opportunities with college institutions, such as College and Career Access Pathways dual enrollment programs, and other programs through which students may earn college credit or advanced standing.
- 2) Requires that the notice include all of the following:
 - a) A list and brief description of all advanced academic programs available on campus or by partnership;
 - b) The benefits of participating in advanced academic programs, in language that is clear and accessible to families, including families of students who are the first in their families to pursue postsecondary education. Requires that the notice explain how these benefits, including any available weighted grade point average credit, college credit, or other academic advantages, can support students in saving time and money toward a postsecondary degree;
 - c) The necessary steps or prerequisites to enroll in each advanced academic program, such as any required preparatory coursework or registration process.
 - d) Information on academic and counseling supports available to help students succeed in advanced academic programs, as well as information on any fee waivers or financial assistance for costs, such as AP exams.
- 3) Requires that the notice be provided in writing to the student and the student’s parents or guardians by electronic means or mail and posted on the school’s website.
- 4) Requires that each pupil receive notice through at least one direct communication, such as during a counseling session, academic planning meeting, or homeroom presentation, to ensure that the pupil understands the opportunities available to them.
- 5) Requires the notice to be provided, whenever possible, in the five most spoken languages in the school district to ensure access to limited-English-proficient families.

- 6) Requires each school to annually hold at least one informational session for parents and guardians about options for advanced academic programs and their enrollment processes and shall make reasonable efforts to notify all parents and guardians of the date, time, and location of the session. States that attendance at an informational session shall be voluntary.
- 7) Requires the SPI to issue guidelines to facilitate implementation of this section, which may include a sample notice template and best practices for encouraging participation by students underrepresented in advanced academic programs.

EXISTING LAW:

Parent notification regarding dual enrollment and IB course offerings:

- 1) Requires, at the beginning of the first semester or quarter of the regular school term, local educational agencies (LEAs) to notify the parents or guardians of pupils admitted to, or advancing to, grades 7 to 12, inclusive, of any dual enrollment or IB courses offered by the LEA. (Education Code (EC) 48980.6)

Parent notification through the School Accountability Report Card (SARC) about AP and CTE course offerings:

- 2) Establishes the SARC, to provide data by which a parent can make meaningful comparisons between public schools that will enable them to make informed decisions on the school in which to enroll their children. (EC 33126)
- 3) Requires the governing board of each LEA to issue a SARC for each school in the school district, publicize those reports, and to make this information available on the internet. (EC 35256, 35258)
- 4) Requires the SARC to include:
 - a) The number of AP courses offered, by subject; and
 - b) CTE data measures, including a list of programs offered by the school district in which students at the school may participate (EC 33126)

Parent notification about college admissions requirements

- 5) Requires, as part of the annual parent notification, that parents be informed of the following:
 - a) A brief explanation of the college admission requirements;
 - b) A list of the current University of California (UC) and California State University (CSU) websites that help students and their families learn about college admission requirements and that list high school courses that have been certified by the University of California as satisfying the requirements for admission;
 - c) A brief description of what career technical education is, as defined by the department.

- d) Information about how pupils may meet with school counselors to help them choose courses at their schools that will meet college admission requirements or enroll in career technical education courses, or both.
- e) In a separate and distinct disclosure, that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their families with direct access to online tools and resources for college and career planning; and
- f) Direction to the CaliforniaColleges.edu platform in order to access resources that help pupils and their families learn about college admissions requirements. (EC 51229)

Advanced Placement and International Baccalaureate programs

- 6) Allocates \$547 million for the A–G Completion Improvement Grant Program. Authorizes, as a use of the grant, subsidies for AP and IB exam fees for unduplicated (foster youth, low-income, and English learner (EL)) students. (EC 41590)
- 7) Authorizes the governing board of a school district to, and urges it to, provide access to a comprehensive educational counseling program for all students enrolled in the school district. States the intent of the Legislature that a school district that provides educational counseling to its students implement a structured and coherent counseling program within a multi-tiered system of support (MTSS) framework. Authorizes educational counseling to include counseling in developing a list of coursework and experience necessary to assist and counsel each pupil to begin to satisfy the A–G requirements for admission to the UC and the CSU and encourage participation in college preparation programs, including, but not limited to, the Advancement Via Individual Determination (AVID) program, and early college, dual enrollment, AP, and IB programs. (EC 49600)
- 8) Requires the local control and accountability plan (LCAP) template, adopted by the State Board of Education (SBE), and the LCAP adopted by a school district, COE, or charter school, to include as a measure of pupil achievement the percentage of students who have passed an AP examination with a score of 3 or higher. (EC 52060, 52066)
- 9) Requires the SPI to annually update the information on AP courses available on the CDE’s website to include current information on the various means available to school districts to offer or access AP courses, including online courses. Requires the SPI to annually communicate with high schools that offer AP courses in fewer than five subjects, and inform them of the various options for making AP courses and other rigorous courses available to students who may benefit from them. (EC 52240)
- 10) Authorizes a school district to help pay for all or part of the costs of one or more AP and IB examinations that are charged to economically disadvantaged students. (EC 52240 and 52922)
- 11) Requires the Superintendent of Public Instruction (SPI) to annually update information on the IB Diploma Program available on the CDE’s website. Requires the SPI to also provide support to high schools that offer IB courses to facilitate communication with the Academic Senate for the California Community Colleges, the Academic Senate of the CSU, and the Academic Senate of the UC about the rigor of those courses and to ensure that college credit

is given to students who participate so that they benefit from successful efforts in IB programs. (EC 52922)

Dual enrollment

- 13) Authorizes a student to undertake courses at a California Community College (CCC) if the governing board of a school district, upon recommendation of the principal of the student's high school and with parental consent, determines a student would benefit from advanced or vocational coursework. The student may attend the CCC during any session or term as a special part-time or full-time student and take one or more courses of instruction offered at the CCC. Provides methods for parents to petition for students to attend CCC courses and methods for appeals in case of a denial. Includes criteria for allocating attendance and funding for high school students who attend courses at the CCC.
- 14) Stipulates that summer dual enrollment courses may be offered if a student has met specified conditions and if the principal has not recommended summer session attendance to more than 5% of the student's grade population in the previous year.
- 15) Authorizes the governing board of a CCC district to enter into a CCAP partnership with the governing board of a school district, COE, or the governing body of a charter school for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for CTE or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness. (EC 76004)
- 16) Establishes Middle College High Schools (MCHS). Requires each MCHS to be structured as a broad-based, comprehensive instructional program focusing on college preparatory and school-to-work curricula, career education, work experience, community service, and support and motivational activities. Authorizes the specific design of a MCHS to vary depending on the circumstances of the community college or school district.
- 17) States that Early College High Schools (ECHS) are small, autonomous schools that blend high school and college into a coherent educational program. In ECHS, students begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate or bachelor's degree, transferring to a four-year university, or obtaining a skills certificate. (EC 11302)

FISCAL EFFECT: This bill has been keyed a possible state-mandated local program by the Office of Legislative Counsel.

COMMENTS:

Need for the bill. According to the author, "Every student deserves an equal opportunity to strive for academic achievement and prepare for college or career success. Too often, that opportunity is determined by a student's access to information. By requiring schools to provide annual notice to students and their families about all available advanced coursework options, AB 2248 ensures no student is denied the opportunity to challenge themselves academically and prepare for their future simply because they were never informed."

Current law already requires that parents be informed of CTE, AP, IB, and dual enrollment course offerings in multiple ways. As noted above, current law requires parents to be informed, in the annual notification or through the SARC (which is often included in the annual notification) of the following:

- The number of AP courses offered, by subject, and the availability of state funds to pay for AP examination fees;
- Any dual enrollment opportunities offered by the LEA;
- Any International Baccalaureate courses offered by the LEA;
- What CTE is, with links for more information;
- A list of CTE programs offered by the school district in which students at the school may participate;
- Information about how students may meet with school counselors to help them choose courses at their school that will meet college admission requirements or enroll in CTE courses, or both; and
- A complete list of CTE courses offered by the school district that satisfy the subject matter requirements for admission to the CSU and the UC, and which of the specific college admission requirements these courses satisfy.

California College and Career Guidance Initiative (CCGI) presents a more effective solution.

This bill seeks to help students and parents understand advanced course offerings at their high schools. ***The Committee may wish to consider that*** a comprehensive and more meaningful way of informing parents and students about their options is the CCGI.

The CCGI works to improve transitions from K–12 to higher education by streamlining the college and financial aid application processes for students, while providing educators with the information necessary to inform data-driven counseling practices and real-time decision-making. CCGI does this work through CaliforniaColleges.edu California’s official college and career planning platform for 6th–12th grade students, which is free and which serves as an infrastructure for post-secondary planning, data-driven student guidance, and the sharing of student records from LEAs to California’s public higher education systems and the California Student Aid Commission (CSAC).

In 2021, as part of the Governor’s Cradle to Career (C2C) Initiative, CCGI was statutorily authorized to provide all 6th–12th grade public school students with student accounts on the platform to improve college and career outcomes for students, particularly those who lack resources or support. Current law requires all public schools offering grades 9–12 to partner with CCGI to provide “transcript-informed” accounts to 9th–12th grade students.

Through the CCGI, all 6th–12th grade students have access to:

- Career assessments to help them discover their interests, personality, learning style, and more;

- College, Major, and Career Search Tools that help them explore their options;
- Curated college, career, and financial aid planning content that guides them through developing a post-secondary plan;
- A digital portfolio to track their academic, career, and financial aid plans to chronicle experiences and maintain related documents; and
- A function to launch their Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA).

Students in grades 9–12 with transcript-informed Partner Accounts also have access to a dashboard that displays the courses which they are currently taking and the courses they have completed - information which comes directly from the LEA's transcript files submitted to CCGI. Through their transcript-informed Partner Accounts, students in grades 9–12 are also able to:

- View CSU and UC Eligibility Tools that allow them to see their progress towards meeting the minimum requirements for admission to CSU and UC;
- Verify that the A-G courses they are taking or have completed have been officially approved as A-G courses in the Course Management Portal (CMP) administered by the University of California Office of the President (UCOP). A-G course alignment is critical for ensuring students meet UC/CSU eligibility requirements; and
- Launch applications for California Community Colleges (CCC), CSU, and UC, and import district-verified A-G courses and grades into Cal State Apply and UC Applications.

Current law only requires the CDE to advise LEAs of the data that will be transferred and direct them to the CCGI website. ***The Committee may wish to consider that***, given the many benefits of the CCGI to high school students' course planning, parents should be aware of this platform, and their ability to establish parent accounts to monitor their children's progress.

Language access in parent notifications. This bill requires the notices mandated by the bill to be provided, whenever possible, in the five most spoken languages in the school district to ensure access to limited-English-proficient families.

Current law requires that if 15% or more of the students enrolled in a school speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the public school or school district be written in the primary language, in addition to English.

Arguments in support. The California Charter Schools Association writes, "AB 2248 would ensure that all high school students and their families receive clear and accessible information about advanced academic programs, including early college, dual enrollment, Advanced Placement, and International Baccalaureate opportunities. These programs provide benefits such

as weighted GPA credit and college credit that help students maximize their educational opportunities and prepare them for success in higher education.

Public charter schools in California serve a diverse population of students, and we are committed to providing all students and their families with clear guidance and resources to navigate academic opportunities effectively. AB 2248 helps families navigate the education system, empowers students to take full advantage of advanced academic opportunities, and supports every student's potential to achieve academic success and prepare for college and career pathways.”

Recommended Committee Amendments. Staff recommends that the bill be amended to replace its current contents with a requirement that, as part of the annual parent notification, LEAs and charter schools inform parents of the benefits of the CCGI, and encourage them to establish parent accounts.

Related legislation. AB 1796 (Alanis), Chapter 143, Statutes of 2024 requires an LEA, county office of education (COE), or charter school, at the beginning of the first semester or quarter of the regular school term, to annually notify the parents or guardians of students admitted to, or advancing to, grades 7 to 12, inclusive, of any dual enrollment or IB opportunities.

AB 359 (Holden) of the 2023-24 Session would make numerous changes to CCAP partnerships for the purpose of offering or expanding dual enrollment opportunities for all students, and would require enrollment in, and pupil outreach for, CCAP partnerships to be prioritized for students who may not already be college bound or who are underrepresented in higher education.

AB 1509 (Quirk-Silva) of the 2023-24 Session would have authorized the State Board of Education (SBE), for purposes of authorized A–G Completion Improvement Grant fund activities and various other purposes, to expressly approve additional exam programs, and would have required the SBE to begin to develop the approval criteria, as provided. This bill was held in the Assembly Appropriations Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

California Charter Schools Association
California Federation of Teachers

Opposition

None on file

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