

Date of Hearing: March 25, 2026

ASSEMBLY COMMITTEE ON EDUCATION
Darshana R. Patel, Chair
AB 2332 (Mark González) – As Introduced February 19, 2026

SUBJECT: Dual language immersion: Dual Language Immersion Coordinator

SUMMARY: Requires the California Department of Education (CDE) to designate a Dual Language Immersion Coordinator by July 1, 2027, to provide coordination between local educational agencies (LEAs) to share resources and knowledge about dual language immersion (DLI) programs. Specifically, **this bill:**

- 1) Requires the CDE, on or before July 1, 2027, to designate a Dual Language Immersion Coordinator to provide coordination between LEAs to share resources and knowledge on DLI programs.
- 2) Requires the Dual Language Immersion Coordinator to:
 - a) Act as the point of contact within the CDE for LEAs seeking to establish new or expand existing DLI programs;
 - b) Facilitate ongoing communication and collaboration between LEAs to share resources and best practices on DLI programs; and
 - c) Establish, publish, and maintain on the CDE’s website, on or before January 1, 2028, a directory of operative DLI programs, which would include:
 - i) The LEAs and schoolsites that have operative DLI programs; and
 - ii) The partner languages offered at each schoolsite, the program model, and a point of contact for the program.
- 3) Defines, for purposes of the act, the following terms:
 - a) “Dual language immersion program” means a program that enrolls both English learners (ELs) 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) “Local educational agency” means a school district, charter school, county office of education (COE), or regional occupational center or program operated by a joint powers authority or COE; and
 - c) “Partner language” means a language other than English that is used to provide instruction to pupils in a dual language immersion program.

EXISTING LAW:

- 1) Through initiative statute, 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 DLI programs for both native and non-native English speakers. (Education Code (EC) 305).
- 2) Defines language acquisition programs to include DLI 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 DLI programs, developmental bilingual programs for ELs, or early learning dual language learners programs that are consistent with adopted state policy of the English Learner (EL) 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 DLI programs or developmental bilingual programs for ELs for students in elementary and secondary schools;
 - b) Establishing early learning dual language learner (DLL) programs in California state preschools programs (CSPPs) operated by school districts and charter schools;
 - c) Expanding existing DLI programs or developmental bilingual programs for ELs 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, DLI programs or developmental bilingual programs for ELs and early learning dual language learners 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 DLLs 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)

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

COMMENTS:

Need for the bill. “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.”

Staffing at the CDE to support DLI programs. According to the CDE, the Multilingual Learners Division does not currently have a dedicated consultant to support DLI programs. If there were such a consultant, the CDE reports that they could develop resources to support DLI programs, provide technical assistance and coordination for DLI expansion, update guidance for the California Education for a Global Economy Initiative (Proposition 58, approved by voters in 2016), provide support for the State Seal of Biliteracy, and conduct surveys and develop a DLI landscape analysis.

CDE staffing is generally under the purview of the SPI, but the Legislature sometimes dictates specific functions. Generally speaking, the SPI is responsible for administering the CDE, and determining how its staffing is organized. Historically, the SPI has resisted efforts to dictate the staffing of specific functions in statute. Nevertheless, there are certain positions established through legislation, as this bill proposes. These positions and offices include:

- State school nurse consultant (EC 49420);
- American Indian Education Unit Manager (EC 33370);
- Office of School Based Health (EC 49418); and
- Computer science coordinator (not established in statute but position funded in the Budget Act)

Multiple policies promote biliteracy as a state goal. The goal of DLI programs is to help students achieve biliteracy. Several policies enacted or adopted in recent years support this goal. They include:

- The California English Learner Roadmap, adopted by the State Board of Education (SBE) in 2017, promotes an assets orientation toward primary language while students are also learning English, and that these assets are “valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.”
- The Global California 2030 report, published by the CDE in 2019, set as a goal that by 2030, half of all K–12 students would be participating in programs leading to proficiency in two or more languages, either through a class, a program, or an experience, and by 2040, three out of four students would be proficient in two or more languages, earning them a State Seal of Biliteracy.
- The State Seal of Biliteracy, established by AB 815 (Brownley), Chapter 618, Statutes of 2011, recognizes proficiency in two languages in the form of a seal affixed to students’ high school diplomas.
- Proposition 58, passed by the voters in 2016, authorizes school districts to establish DLI programs for both native and non-native English speakers.
- The state has created and funded several programs aimed at increasing the number of DLI programs and increasing the number of teachers who hold bilingual authorizations.

What are dual language immersion programs? This bill proposes to establish a DLI Coordinator at the CDE. According to the CDE, DLI programs are language learning and academic instruction for native speakers of English and native speakers of another language. The goals of DLI programs are language proficiency and academic achievement in students’ first and second languages, and cross-cultural understanding. These programs are typically offered in elementary schools, but may be offered through grade twelve.

According to the CDE, some DLI programs follow “50:50” or “90:10” models, which refer to the amount of time students study in the target language and English. In a 90:10 model, early instruction is nearly all in the target language, and decreases over time as English increases, until there is a 50:50 balance. A 50:50 model uses English and the target language for 50% of instructional time, throughout the duration of the program. The CDE notes that both models are effective but that the 90:10 model results in higher levels of bilingualism.

Two-way immersion programs are based on years of research from the language immersion models in Canada, designed for English speakers learning French. This model, in which English-speaking students are instructed in French for up to 100% of their day, shows that students perform as well as or better on tests of English than their English-speaking peers who have been instructed only in English.

Data shows steady and significant growth in DLI programs and bilingual teacher supply since Proposition 58. According to data provided by the CDE:

- There were 1,036 DLI programs in California in the 2023-24 school year. Additionally there were 148 developmental bilingual, 60 transitional bilingual, 110 one-way immersion, and 41 heritage or indigenous language programs. These programs were offered at 1,326 schools, in 294 school districts. 30% of school districts offered one or more multilingual program;
- The number of DLI programs grew from 229 in 2010-11 to 1,036 in 2023-24. The number of multilingual programs has grown from 229 in 2010-11 to 1,395 in 2023-24;
- Total enrollment of EL students in all of these programs totaled 110,847 students, representing just over 10% of all ELs. Non-EL students enrolled in these programs are not included in these totals;
- The number of bilingual teacher preparation programs has grown from 30 in 2015-16 to 90 in 2024-25. The number of bilingual authorizations issued by the Commission on Teacher Credentialing (CTC) has grown from 581 in 2015-16 to 1,500 in 2024-25; and
- The number of students receiving the State Seal of Biliteracy has grown from 10,865 in 2012-13 to 75,000 in 2024-25. Over half a million Seals have been issued since the program was established.

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

According to the CDE, over 300 letters of intent to apply were submitted by LEAs, and the CDE received 160 applications. Funding was only sufficient to support 25 grants. The CDE cites as a barrier that some entities did not have enough native English speakers to develop DLI programs that call for a 50:50 composition of native English speakers and native speakers of the target language. This is particularly true of entities with high populations of ELs.

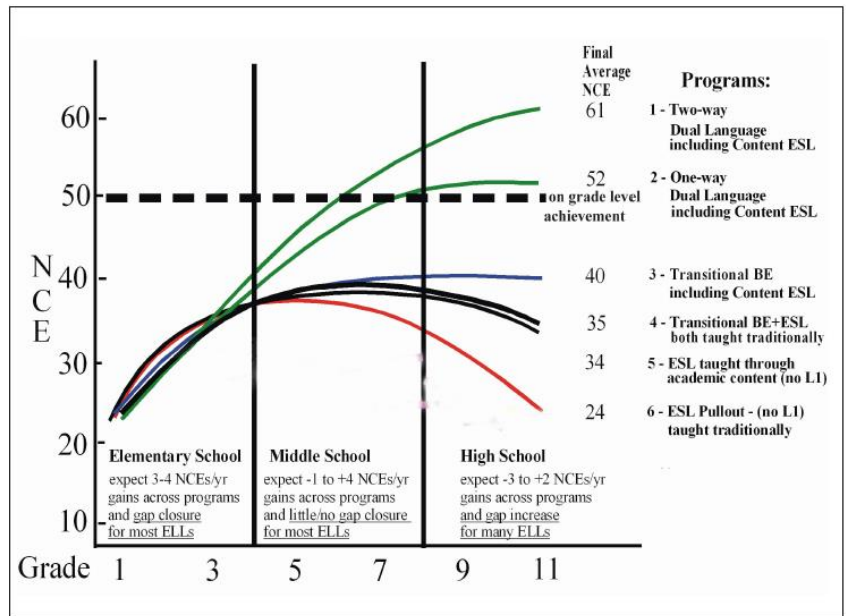
Research on dual language immersion programs. Research has demonstrated that DLI programs have positive outcomes for both ELs and native English speakers. The most commonly cited longitudinal studies, by Thomas and Collier, found that DLI programs, when implemented well, are the most effective language instruction method for ELs, and in fact are the only method that allows ELs to close the achievement gap between ELs and native English-speaking peers.

As illustrated by the Thomas and Collier's chart on this page (displayed with permission of the authors), two-way DLI programs including English language development taught through academic content, had the most significant effects on the reading achievement of ELs, even exceeding the gap between them and their native English-speaking peers in some cases. These findings were aggregated from a series of longitudinal studies of well-implemented, "mature" programs.

Thomas and Collier’s findings also suggest that DLI programs can counteract the effect of low socioeconomic status among ELs and native English speakers, as ELs and African American students of low socioeconomic status participating in dual language programs score higher in reading in all grades than their comparison groups not enrolled in DLI classes.

In addition, research indicates that DLI programs benefit native English speakers, who develop skills in a new language, with no negative impact on their English skills. These students acquire intellectual, cognitive, and social-emotional advantages and enhance cross-cultural awareness.

This research also identifies key elements of a successful DLI program: district commitment, separation of the two languages for instruction, and minimum a of 50% of instruction in the non-English language.



Efforts to address the bilingual teacher shortage. One serious constraint on the expansion of dual language and bilingual programs is the supply of qualified teachers. According to the Learning Policy Institute, before the passage of Proposition 227, about 30% of ELs were served by bilingual programs. A decade later, the number of EL students served by bilingual programs decreased to just 5%.

In recognition of these constraints, the state has devoted significant resources to increasing the supply of teachers with bilingual authorizations in recent years, including through the establishment of the Bilingual Teacher Professional Development Program, established by AB 99 (Committee on Budget), Chapter 15, Statutes of 2017, and an appropriation to the California State University (CSU) Asian Language Bilingual Teacher Education Program Consortium in the 2022-23 state budget.

Arguments in support. Green Dot Public Schools writes, “California’s bilingual education system is still rebuilding after decades of restrictive policies, including California Proposition 227, which limited bilingual programs until voters restored local flexibility through California Proposition 58. While interest in DLI programs has grown significantly, many districts and schools lack clear pathways to share resources, connect with existing programs, and develop sustainable program models.

AB 2332 would help address these gaps by providing the coordination necessary to connect programs, share best practices, and expand high-quality dual language immersion opportunities across California. By strengthening collaboration among local educational agencies, this bill will help more students develop bilingual and biliterate skills that support long-term academic and career success.”

Related legislation. AB 2325 (Alvarez) of the 2025-26 Session 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 865 (Gonzalez) of the 2025-26 Session 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 DLI programs. This bill was held in the Assembly Appropriations Committee.

AB 2074 (Muratsuchi), Chapter 926, Statutes of 2024, requires the California CDE to develop a statewide implementation plan for the English Learner Roadmap Policy.

AB 154 (Committee on Budget), Chapter 43, Statutes of 2022, appropriated \$5 million for the Asian Language Bilingual Teacher Education Program Consortium with the CSU, to increase the number of credentialed teachers with Asian language bilingual authorization.

SB 952 (Limon) of the 2021-22 Session would have revised and recasted a three-year competitive DLI grant program administered by the California CDE. This bill 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 DLI programs, developmental bilingual programs for ELs, and early learning dual language learners programs.

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

AB 952 (Reyes) of the 2017-18 Session, as it passed this Committee, would have established 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 ELs. 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 ELs.

REGISTERED SUPPORT / OPPOSITION:

Support

Alameda County Office of Education
Alliance for a Better Community
Asian American Drug Abuse Program
Asian Americans Advancing Justice-southern California
California Healthy Nail Salon Collaborative
California Association for Bilingual Education
California Charter Schools Association
California Immigrant Policy Center
Californians Together
Chinatown Service Center
Green DOT Public Schools California
Lead Filipino
South Asian Network
Southeast Asia Resource Action Center
UnidosUS

Opposition

None on file

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