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# SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

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<b>Bill No:</b>	AB 2332	<b>Hearing Date:</b>	June 24, 2026
<b>Author:</b>	Mark González		
<b>Version:</b>	February 19, 2026		
<b>Urgency:</b>	No	<b>Fiscal:</b>	Yes
<b>Consultant:</b>	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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