
SENATE COMMITTEE ON APPROPRIATIONS

Senator Sabrina Cervantes, Chair
2025 - 2026 Regular Session

AB 2332 (Mark González) - Dual language immersion: Dual Language Immersion Coordinator

Version: February 19, 2026

Urgency: No

Hearing Date: August 10, 2026

Policy Vote: ED. 7 - 0

Mandate: Yes

Consultant: Lenin Del Castillo

Bill Summary: This bill requires the California Department of Education (CDE) to designate a Dual Language Immersion Coordinator to work with local educational agencies (LEAs) seeking to establish new or existing dual language immersion (DLI) programs and facilitate collaboration among LEAs to share best practices.

Fiscal Impact: The CDE estimates General Fund costs of \$204,000 in the first year and \$198,000 each year thereafter for 1.0 new position to comply with the bill's requirements and designate a Dual Language Immersion Coordinator.

Background: Existing law 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.

Existing law 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. The purpose of the program is to grow capacity for high-quality dual language learning by doing all of the following:

1. Establishing dual language immersion programs or developmental bilingual programs for English learners for students in elementary and secondary schools;
2. Establishing early learning dual language learner programs in California State Preschool Programs operated by school districts and charter schools;
3. Expanding existing dual language immersion programs or developmental bilingual programs for English learners to new schoolsites; and
4. Providing professional development modules to LEAs 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.

Existing law 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, and that grant funds to be used for specified purposes, including training, professional development, recruitment of bilingual teachers and paraeducators, outreach, learning communities, and instructional coaches.

Proposed Law: This bill 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.

This bill requires that the coordinator do the following: act as the point of contact within CDE for LEAs seeking to establish new or expand existing dual language immersion programs and facilitate ongoing communication and collaboration between LEAs to share resources and best practices on dual language immersion programs.

This bill requires the coordinator to 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: the LEA and schoolsites that have operative dual language immersion programs and the partner languages offered at each schoolsite, the program model, and a point of contact for the program.

This bill defines “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. It also defines “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: 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. 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. 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.”