

THIRD READING

Bill No: AB 2332
Author: Mark González (D), Quirk-Silva (D) and Solache (D), et al.
Amended: 8/13/26 in Senate
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 6/24/26

AYES: Pérez, Ochoa Bogh, Cabaldon, Choi, Cortese, Gonzalez, Reyes

SENATE APPROPRIATIONS COMMITTEE: 7-0, 8/13/26

AYES: Cervantes, Seyarto, Cabaldon, Dahle, Grayson, Richardson, Wahab

ASSEMBLY FLOOR: 77-0, 5/14/26 (Consent) - See last page for vote

SUBJECT: Dual language immersion: Dual Language Immersion Coordinator

SOURCE: Asian Americans Advancing Justice-Southern California

DIGEST: This bill requires the California Department of Education (CDE), upon appropriation and 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.

ANALYSIS:

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) Defines “dual language learner” for purposes of California State Preschool Programs (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)
- 5) 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)
- 6) 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)

This bill:

- 1) Requires CDE, upon appropriation and 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.

Comments

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.”

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.

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.

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, this bill requires the coordinator to establish a directory of operative programs. A directory could assist in understanding program availability and language offerings.

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. This bill requires CDE to designate a coordinator to implement the bill's requirements. This 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.

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: Yes

According to the Senate Appropriations Committee analysis, this bill would have the following fiscal impact:

- The bill's provisions would be contingent upon an appropriation resulting in General Fund cost pressure in the low hundreds of thousands of dollars each year. Specifically, 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.

SUPPORT: (Verified 8/15/26)

Asian Americans Advancing Justice-Southern California (source)

AAPIs 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

California State PTA

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: (Verified 8/15/26)

None received

ASSEMBLY FLOOR: 77-0, 5/14/26

AYES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Caloza, Carrillo, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Fong, Gabriel, Gallagher, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Jackson, Johnson, Kalra, Krell, Lackey, Lee, Lowenthal, Macedo, McKinnor, Muratsuchi, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Michelle Rodriguez, Rogers, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

NO VOTE RECORDED: Arambula, Flora, Celeste Rodriguez

Prepared by: Olgalilia Ramirez / ED. / (916) 651-4105
8/17/26 10:03:13

**** **END** ****