
SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2468
Author: Patel
Version: June 22, 2026
Urgency: No
Consultant: Ian Johnson

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Fiscal: Yes

Subject: School accountability: pupils with disabilities: inclusion.

SUMMARY

This bill establishes the Supporting Inclusive Practices (SIP) Project in statute and expands the project by assigning responsibility for statewide universal technical assistance to the California Collaborative for Educational Excellence (CCEE) and responsibility for targeted compliance-related support to the California Department of Education (CDE), contingent upon an appropriation.

BACKGROUND

Existing law:

- 1) Requires each local educational agency (LEA) to provide a free appropriate public education (FAPE) to eligible pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA).
- 2) Requires pupils with disabilities to be educated in the least restrictive environment (LRE), such that they are educated alongside nondisabled peers to the maximum extent appropriate and removed from the general education environment only when necessary.
- 3) Requires California to develop and implement a State Performance Plan (SPP) and Annual Performance Report (APR) measuring the state's performance under IDEA, including indicators related to LRE placements.
- 4) Establishes the CCEE to advise and assist LEAs in achieving the goals established in local control and accountability plans through the statewide system of support, including differentiated assistance and direct technical assistance.
- 5) Authorizes the CDE to conduct general supervision and monitoring activities necessary to ensure LEAs comply with IDEA and state special education requirements, including compliance monitoring and corrective action.
- 6) Establishes the statewide system of support to provide coordinated technical assistance and continuous improvement support to LEAs.
- 7) Establishes the Inclusive Early Education Expansion Program to increase access to inclusive early learning opportunities for children with exceptional needs.

- 8) Requires the CDE to publish LEA data related to federal LRE indicators on its website and make that information available through the California School Dashboard.

ANALYSIS

This bill:

- 1) Establishes the SIP Project in statute.
- 2) Requires the SIP Project to be jointly administered by the CDE and the CCEE, through contracts or a memoranda of understanding with one or two county offices of education (COEs).
- 3) Assigns responsibility to CDE for targeted technical assistance provided to LEAs identified through IDEA SPP indicators and the department's general supervision process.
- 4) Assigns responsibility to CCEE for universal statewide technical assistance, including professional learning, demonstration sites, educator resources, inclusion academies, teacher preparation partnerships, and project evaluation.
- 5) Requires CDE and CCEE to coordinate implementation through shared referral processes, data-sharing protocols, and annual joint reviews.
- 6) Requires annual reports to the Legislature describing project activities, participation, outcomes, and recommendations.
- 7) Requires both agencies to ensure implementation is consistent with existing federal and state special education rights, including individualized education program (IEP) requirements and protections for pupils who are deaf, hard of hearing, or deaf-blind.
- 8) Conditions implementation upon an appropriation and expresses legislative intent to appropriate at least \$30 million over five years to CCEE, in addition to separate funding for CDE.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Research over many decades has found that inclusion offers a host of academic, behavioral, and social benefits for students with disabilities, as well as for their peers. In spite of these benefits, California has lagged behind most other states in the rate of inclusion of students with disabilities for many years.

"50 years after the passage of the Individuals with Disabilities Education Act (IDEA), California schools still struggle to realize the vision that all students with disabilities experience meaningful inclusion and belonging in the academic and social life of school communities. Research consistently shows that schools

need sustained, practice-embedded support and a systemwide, proactive approach to achieve meaningful gains in inclusive education.

“Recent research from Policy Analysis for California Education shows that districts participating in the Supporting Innovative Practices project have increased inclusion at a rate significantly higher than the state average. Over five years, SIP districts experienced 13 times the growth compared to the state average. Districts required to participate by the California Department of Education because of low rates of inclusion experienced growth 6 times the state average.

“AB 2468 will ensure that SIP is able to continue and expand its successful work, as well as align and integrate it with the other improvement initiatives.”

- 2) ***What is the appropriate division of responsibilities between CDE and CCEE?*** Recent amendments substantially revise the bill’s administrative structure. Rather than transferring the SIP Project entirely to the CCEE, the bill establishes a shared governance model in which CDE administers compliance-driven technical assistance required under federal law, while CCEE administers universal technical assistance through the statewide system of support. This approach better recognizes CDE’s responsibilities as California’s state educational agency under IDEA, while leveraging CCEE’s expertise in continuous improvement. However, because both agencies would administer different components of the same statewide initiative through separate appropriations and contracts with COEs, the Committee may wish to consider whether the bill sufficiently defines each agency’s responsibilities and decision-making authority to minimize duplication, avoid inconsistent guidance to LEAs, and establish clear accountability for overall program outcomes.
- 3) ***The bill shifts responsibility for statewide universal supports from CDE to CCEE.*** Although CDE would continue administering targeted technical assistance connected to its federal monitoring responsibilities, the bill assigns responsibility for universal supports, including statewide professional learning, educator resources, inclusion academies, demonstration sites, and teacher preparation partnerships, to CCEE. This represents a significant policy decision regarding where statewide expertise on inclusive instructional practices should reside. The Committee may wish to consider whether these functions are more appropriately housed within CCEE because they align with the collaborative’s broader continuous improvement mission, or whether they should remain within CDE alongside other statewide special education initiatives to preserve a single statewide lead on instructional guidance and technical assistance for pupils with disabilities.
- 4) ***The bill codifies an administrative program while also prescribing its operational structure.*** Unlike many education programs created directly in statute, the SIP Project has operated administratively for approximately a decade through CDE and COEs. The bill not only establishes the project in statute, but also specifies in detail how it must be administered, the activities it must conduct, the agencies responsible for implementation, coordination requirements, annual reporting, and legislative intent regarding future funding. Codifying these

operational decisions provides stability and legislative direction but may also reduce administrative flexibility to adapt the project as state priorities, federal requirements, or lessons learned from implementation evolve.

- 5) ***The bill builds upon California's existing statewide system of support.*** The bill is intended to integrate inclusive instructional practices into California's broader statewide system of support rather than operate as a standalone special education initiative. Throughout the bill, the SIP Project is directed to align with differentiated assistance, direct technical assistance, educator workforce initiatives, teacher preparation programs, literacy efforts, community schools, and other statewide improvement initiatives. To the extent this coordination can be successfully implemented, it may reduce duplication of technical assistance and reinforce the principle that improving outcomes for pupils with disabilities is a shared responsibility across general education and special education systems rather than the responsibility of special education programs alone. At the same time, successful implementation will require careful coordination between agencies to ensure that technical assistance remains coherent rather than fragmented.
- 6) ***The budget resolves the funding question, leaving administration as the principal policy issue.*** The Legislature's budget discussions have largely addressed whether additional funding should be provided to expand the SIP Project. As a result, the policy question presented by this bill is no longer whether the program should continue, but rather how responsibility for administering the expanded program should be allocated between CDE and CCEE. The Committee's review, therefore, should focus on governance, accountability, and the interaction between the project's universal support activities and CDE's federally required special education oversight responsibilities.

SUPPORT

Alameda County Office of Education
 Antelope Valley Union High School District
 Association of Regional Center Agencies
 Butte County SELPA
 California Association for Bilingual Education
 California Catholic Conference
 California County Superintendents
 California School Boards Association
 DJ B Diamond
 El Dorado County Office of Education
 Eureka City Schools
 Imperial County SELPA
 Katie Novak Education Consulting
 Kern County Office of Education
 Los Angeles County Office of Education
 Manteca Unified School District
 Merced County Office of Education
 Merced County SELPA
 NextGen California

North Monterey County Unified School District
Office of the Riverside County Superintendent of Schools
Organized Binder
Sacramento County Office of Education
San Diego Unified School District
San Francisco Unified School District
San Lorenzo Valley Unified School District
Santa Barbara County Education Office
Santa Clara County Office of Education
Soquel Union Elementary School District

OPPOSITION

None received

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