

Date of Hearing: May 6, 2026

ASSEMBLY COMMITTEE ON APPROPRIATIONS

Buffy Wicks, Chair

AB 2514 (Ransom) – As Amended April 13, 2026

Policy Committee: Education

Vote: 9 - 0

Urgency: No

State Mandated Local Program: No

Reimbursable: No

**SUMMARY:**

This bill requires the working group and the Closing the Achievement Gap State Operations and Support Plan proposed to be established by AB 2225 (Patel), of the current legislative session, to include recommendations for the development of a State of the Achievement Gap Dashboard to track school and state performance on specified metrics demonstrating progress towards closing the achievement gap.

**FISCAL EFFECT:**

No new state costs. While this bill entails no cost, it does prescribe required recommendations as part of a report produced by a working group. Generally, the committee will move to the suspense file any bill it determines to have the primary purpose of creating a report or convening a workgroup.

**COMMENTS:**

- 1) **Background.** Much research conducted on the academic outcomes of different subgroups demonstrates persistent disparities in achievement for Black or African American Students and Latino students compared to White and Asian students, commonly known as the “achievement gap.” Results from California’s standardized testing of students in English Language Arts (ELA) and math on the California Assessment of Student Performance and Progress (CAASPP) in 2025 demonstrated only 32.8% and 38.8% of Black or African American and Latino students, respectively, met or exceeded targeted benchmarks for ELA, compared to 61.8% and 74.4% for White and Asian students, respectively. Similarly, 2025 CAASPP math results demonstrated 20.1% and 25.7% of Black or African American and Latino students, respectively, met or exceeded targeted benchmarks for math, compared to 51% and 70.3% for White and Asian students. The statewide average for each assessment was 48.8% for ELA and 37.3% for math. Therefore, while the state has made several policy attempts to help local educational agencies (LEAs) meet the unique and diverse needs of their respective student populations, through legislation such as the Local Control Funding Formula (LCFF), Local Control Accountability Plans, the LCFF Equity Multiplier, and the Statewide System of Support, the achievement gap persists. By requiring the Closing the Achievement Gap State Operations and Support Plan recommendations to include recommendations for the development of a State of the Achievement Gap Dashboard, the California School Boards Association (CSBA), sponsors of the bill, claim this bill, in conjunction with three other pieces of legislation discussed in comment #3, would “focus and align the state’s policy, fiscal and operational efforts to support schools and establish a new

level of shared accountability between state entities and local educational agencies for closing achievement gaps.”

- 2) **Related Legislation.** AB 2149 (Garcia), of the current legislative session, requires the Legislative Analysts Office to assess and report on the state’s progress in closing pupil academic achievement gaps, including recommendations for actions the state can take to meet its performance targets to be established pursuant to AB 2225 (Patel) of the current legislative session. AB 2149 is on Assembly Third Reading.

AB 2202 (Muratsuchi), of the current legislative session, establishes the Closing the Achievement Gap Commission as an advisory board to the State Board of Education. AB 2202 is pending hearing in this committee.

AB 2225 (Patel), of the current legislative session, establishes a working group to develop a Closing the Achievement Gap State Operations and Support Plan. AB 2225 is pending hearing in this committee.

**Analysis Prepared by:** Aaron Heredia / APPR. / (916) 319-2081