
SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2514	Hearing Date:	June 24, 2026
Author:	Ransom, et al.		
Version:	April 13, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Pupil achievement: State of the Achievement Gap Dashboard.

SUMMARY

This bill requires a working group proposed to be established by AB 2225 (Patel, 2026) to include, in its proposed Closing the Achievement Gap State Operations and Support Plan (CTAG Plan), recommendations for the development of a State of the Achievement Gap Dashboard that would be annually updated to assess the state in its progress towards closing pupil academic achievement gaps.

BACKGROUND

Existing law:

- 1) Establishes the single multiple measures public school accountability system, which must measure the overall performance of numerically significant pupil subgroups in schools, including charter schools, school districts, and county offices of education (COEs). Numerically significant pupil subgroups include: ethnic subgroups, socioeconomic disadvantaged pupils, English learners, long-term English learners, pupils with disabilities, foster youth, and homeless youth. (Education Code (EC) § 52052)
- 2) Establishes a single system for providing support (System of Support) to local educational agencies (LEAs) and schools and for programs established by the federal Every Student Succeeds Act to do all of the following:
 - a) Support the continuous improvement of pupil performance within the state priorities;
 - b) Address the gaps in achievement between pupil subgroups;
 - c) Improve outreach and collaboration with stakeholders to ensure that the goals, actions, and services described in school district and COE Local Control and Accountability Plans (LCAPs) reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations. (EC § 52059.5)
- 3) Requires LEAs to adopt and annually revise LCAPs. (EC §§ 47604.33, 52060, and 52066)

- 4) Requires LCAPs to address how the district will address and improve in eight state priority areas, including pupil achievement as measured by, among other things, the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU), or the completion of career pathways. (EC § 52060)
- 5) Requires each school district, COE, and charter school to post the current school year's LCAP that has been adopted by its respective governing board or body and that has been approved by the county superintendent of schools or Superintendent of Public Instruction (SPI), as applicable, on the performance overview portion of the California School Dashboard. (EC § 52065)
- 6) Establishes the California Collaborative for Educational Excellence (CCEE), whose purpose is to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in their LCAPs. The CCEE is required to achieve this purpose by facilitating continuous improvement for LEAs within California's system of public school support. (EC § 52074)
- 7) Requires, for any school district for which one or more pupil subgroups meets specified criteria, the county superintendent of schools to provide technical assistance for a minimum of two years following the identification, that shall be focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs. (EC § 52071(c))

ANALYSIS

This bill:

- 1) Requires the working group and the CTAG Plan proposed to be established by AB 2225 (Patel, 2026) to include, as part of its report to the Governor and the Legislature, recommendations for the development of a State of the Achievement Gap Dashboard that would be annually updated to assess the state in its progress towards closing pupil academic achievement gaps.
- 2) Requires that the dashboard recommendations include, but not be limited to, all of the following:
 - a) A series of proposed metrics that assess all of the following:
 - i) Local support, service quality, and accessibility of supportive state programs.
 - ii) State program evaluation and effectiveness.
 - iii) Operational efficiency, collaboration and communication, and continuous improvement among state entities.
 - iv) Financial support of the state.

- v) State transparency and accountability.
- vi) The department's governance structure and its programs, policies, regulations, and initiatives.
- b) A proposed format for the dashboard.
- c) A proposed entity that would be responsible for the design execution, and maintenance of the dashboard.
- d) A proposed dashboard implementation date.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "California has invested billions in education, yet achievement gaps persist, and the State has not seen meaningful improvement in decades. While we have many programs, we are not always able to clearly see where inequities and opportunities lie or whether the state's investments are truly helping our students. AB 2514 would create a "State of the Gap" Dashboard that provides the tools needed to measure the state's progress in closing the achievement gap. This would bring transparency and alignment, so the state is working alongside our school districts, not simply asking them to solve this challenge on their own."
- 2) ***The Closing the Achievement Gap legislative package of bills.*** This bill is one of four bills sponsored by the California School Boards Association in the 2025-26 Legislative Session that seek to establish "a comprehensive state-level operations and support plan that clearly defines how the state will help LEAs close achievement gaps.":
 - a) AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes, among other things, specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting the state's public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals.
 - b) AB 2149 (Garcia, 2026) would require the Legislative Analyst's Office (LAO) to assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet the performance targets proposed to be established in the CTAG Plan; and
 - c) AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the State Board of Education (SBE).

This bill would require the working group established by AB 2225 (Patel, 2026) to include within the CTAG Plan, recommendations for the development of a State of the Achievement Gap Dashboard.

- 3) **California School Dashboard.** The Dashboard is an online tool that shares school and LEA performance and progress on both state and local measures that are drawn from the eight priority areas of the Local Control Funding Formula (LCFF). State measures apply to LEAs, charter schools, and student groups, and are based on data that is collected annually across the state. The state measures are as follows:

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| a) Academic Performance
(reported separately for
English language arts and
Math assessments) | d) English Learner Progress |
| b) Chronic Absenteeism | e) Graduation Rate |
| c) College/Career | f) Suspension Rate |
| | g) Science |

LEAs receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

Local measures apply at the LEA and charter school level and are based on data collected at the local level. The local indicators are as follows:

- a) Basic Services and Conditions
- b) Implementation of State Academic Standards;
- c) Parent and Family Engagement;
- d) School Climate;
- e) Access to a Broad Course of Study;
- f) Coordination of Services for Expelled Students (for COEs only); and
- g) Coordination of Services for Foster Youth (for COEs only).

Provided an LEA satisfies the performance standards for each local measure, the Dashboard will automatically assign a performance level of *Met*. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of *Not Met* or *Not Met for Two or More Years*, as applicable. Earning a performance level of *Not Met for Two or More Years* may be a factor in being identified for differentiated assistance.

The Dashboard is updated annually. For LEAs and schools in need of additional assistance or intervention, the Dashboard helps identify specific areas in need of targeted assistance.

- 4) ***The State of the Achievement Gap Dashboard.*** The state currently maintains a California School Dashboard to give parents and the public a complete picture of what is happening in their schools and districts and to identify those that need extra support. This bill requires the working group proposed by AB 2225 (Patel, 2026) to include within its CTAG Plan recommendations for the development of a new State of the Achievement Gap Dashboard. This new State of the Achievement Gap Dashboard would instead look at *the state's* progress in its implementation of the CTAG Plan and evaluate the effectiveness of its efforts to support LEAs. The bill requires the recommendations to include a series of proposed metrics that assess all of the following:
- a) Local support, service quality, and accessibility of supportive state programs.
 - b) State program evaluation and effectiveness.
 - c) Operational efficiency, collaboration and communication, and continuous improvement among state entities.
 - d) Financial support of the state.
 - e) State transparency and accountability.
 - f) The California Department of Education's (CDE) governance structure and its programs, policies, regulations, and initiatives.

Practically speaking, these recommendations within the CTAG Plan would be submitted to the Governor and the Legislature on or before March 1, 2028. The Governor and the Legislature would retain their discretion on whether to move forward with creating the new Dashboard and appropriate funding for its purpose.

The Committee may wish to consider the following:

- *How would the new State of the Achievement Gap Dashboard quantify system improvements? Is a new Dashboard the most effective mechanism for ensuring CTAG Plan recommendations are being meaningfully implemented?*
 - *If the new Dashboard is titled, "The State of the Achievement Gap Dashboard," shouldn't it include information about student outcomes in alignment with the existing California School Dashboard?*
- 5) ***Arguments in support.*** The California School Boards Association, the sponsor of this bill, states in their letter of support submitted to this committee:

"This legislative package proposes that the state, similar to local school district and county office of education boards, must adopt clear goals, measurable benchmarks and transparent and understandable reporting to the public on the state's progress towards a more aligned state system that improves outcomes for California students. This north star would

guide the state's public education entities and serve as a common throughline to a shared goal of closing achievement gaps. Together, they represent a landmark effort by the Legislature to help further 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. The goal of these measures is to create the conditions needed to close achievement gaps by aligning state policy, funding and oversight around a clear operations and support plan that empowers LEAs."

- 6) **Committee amendment.** *The operability of this bill is dependent on the enactment of AB 2225 (Patel). As such, the **Committee recommends that the bill be amended** to clarify that this bill shall only become operative if AB 2225 (Patel) is enacted and becomes effective on or before January 1, 2027.*

- 7) **Prior and related legislation.**

AB 2225 (Patel, 2026) would convene a working group to develop a CTAG Plan, that includes, among other things, specific goals and benchmarks for the state to support school districts, COEs, and charter schools in closing the achievement gap; an assessment of state entities tasked with meeting the state's public education goals; and recommendations for appropriate remedial action if the state does not meet those benchmarks and goals. *AB 2225 is set for the same hearing as AB 2514 in this Committee.*

AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the SBE. *AB 2220 is set for the same hearing as AB 2514 in this Committee.*

AB 2149 (Garcia, 2026) would require the LAO to assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps and to include recommendations on actions that the state can take to meet its performance targets to be established pursuant to AB 2225 (Patel, 2026). *AB 2149 is set for the same hearing as AB 2514 in this Committee.*

SB 153 (Committee on Budget and Fiscal Review, Chapter 38, Statutes of 2024) established the LCFF Equity Multiplier to provide additional funding to LEAs for allocation to schoolsites with prior year nonstability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%.

SB 77 (Committee on Budget and Fiscal Review, Chapter 53, Statutes of 2019) established the Center to Close Achievement Gaps. This bill required the center to seek to fulfill its mission and improve the capacity of teachers, education specialists, and school administrators to close gaps in academic achievement through both of the following: strengthening professional preparation on effective instructional practices, effective school leadership practices, effective LEA leadership practices, and the use of data and continuous improvement strategies; and serving LEAs as a clearinghouse for evidence-based strategies and promising practices for closing academic achievement gaps.

SUPPORT

California School Boards Association (sponsor)
ABC Unified School District
Alisal Union School District
Anaheim Union High School District
Antioch Unified School District
Brentwood Union School District
Calexico Unified School District
California Chamber of Commerce
California Charter Schools Association
California State PTA
Castro Valley Unified School District
Chowchilla Elementary School District
Contra Costa County
Downey Unified School District
El Monte Union High School District
El Rancho Unified School District
Fresno County Office of Education
Fresno Unified School District
Huntington Beach Union High School District
Irvine Unified School District
Jefferson Union High School District
Legislative Action Committee - San Mateo County School Boards Association
Liberty Union High School District
Long Beach Unified School District
Los Angeles County School Trustee Association
Monterey County Office of Education
Monterey County Superintendent of Schools
Moreno Valley Unified School District
Mount Pleasant Elementary School District
Napa Valley Unified School District
Needles Unified School District
Newark Unified School District
Newport-Mesa Unified School District
Parlier Unified School District
Perris Elementary School District
Placer County Office of Education
Pleasanton Unified School District
Rim of the World Unified School District
Rincon Valley Union School District
Ripon Unified School District
San Benito County Board of Education
San Francisco Unified School District
San Lorenzo Unified School District
San Lorenzo Valley Unified School District
San Ramon Valley Unified School District
Santa Clara County Office of Education
Santa Cruz City Schools

Santa Paula Unified School District
Santa Rosa City Schools
Scotts Valley Unified School District
Sierra Sands Unified School District
Solana Beach School District
Soledad Unified School District
South Monterey County Joint Union High School District
Spreckels Union School District
Teach for America
Turlock Unified School District
Val Verde Unified School District

OPPOSITION

None received

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