
SENATE COMMITTEE ON APPROPRIATIONS

Senator Sabrina Cervantes, Chair
2025 - 2026 Regular Session

AB 2514 (Ransom) - Pupil achievement: State of the Achievement Gap Dashboard

Version: June 30, 2026

Urgency: No

Hearing Date: August 3, 2026

Policy Vote: ED. 7 - 0

Mandate: No

Consultant: Lenin Del Castillo

Bill 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.

Fiscal Impact: The California Department of Education (CDE) indicates minimal costs for the bill's requirement for the working group to include recommendations on the development of a State of the Achievement Gap Dashboard. However, this could lead to additional General Fund cost pressures for the state to implement the recommendations regarding the development of a new dashboard. The extent of these costs is unknown but could be in the hundreds of thousands of dollars each year.

Background: Existing law 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). The numerically significant pupil subgroups include: ethnic subgroups, socioeconomic disadvantaged pupils, English learners, long-term English learners, pupils with disabilities, foster youth, and homeless youth.

Existing law 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:

1. Support the continuous improvement of pupil performance within the state priorities;
2. Address the gaps in achievement between pupil subgroups;
3. 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.

Existing law requires LEAs to adopt and annually revise LCAPs which are used to address how school districts 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.

Existing law 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.

Proposed Law: This bill 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.

This bill requires that the dashboard recommendations include, but not be limited to, all of the following: a series of proposed metrics that assess specified elements, including local support, service quality, and accessibility of supportive state programs and state program evaluation and effectiveness, a proposed format for the dashboard, a proposed entity that would be responsible for the design execution, and maintenance of the dashboard, and a proposed dashboard implementation date.

This bill would become operative only if AB 2225 (Patel, 2026) is enacted and takes effect on or before January 1, 2027, and adds Section 52090 to the Education Code.

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. AB 2225 is pending in this committee.

AB 2149 (Garcia, 2026) would require the Legislative Analyst's Office to assess and publicly report to the Legislature and the Governor the state's progress in closing pupil academic achievement gaps. AB 2149 is pending in this committee.

AB 2202 (Muratsuchi, 2026) would establish the Closing the Achievement Gap Commission, an advisory body to the State Board of Education (SBE). AB 2202 is pending in this committee.

Staff Comments: 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." Specifically, the 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. 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.”

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