
SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2652	Hearing Date:	June 10, 2026
Author:	Sharp-Collins		
Version:	April 13, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Teacher credentialing: world languages: subject matter examinations: language proficiency assessments.

SUMMARY

This bill expands pathways for candidates seeking a teaching credential in World Languages or a bilingual authorization to demonstrate language proficiency in languages for which the Commission on Teacher Credentialing (CTC) does not administer a subject matter examination. Specifically, the bill authorizes candidates to satisfy applicable language examination requirements through successful completion of a comparable postsecondary language proficiency assessment.

BACKGROUND

Existing law:

- 1) Establishes the CTC and requires the Commission to establish standards for the issuance and renewal of credentials, certificates, and permits.
- 2) Requires the CTC to issue single subject teaching credentials only in specified subjects, including World Languages.
- 3) Requires candidates for teaching credentials to demonstrate subject matter competence.
- 4) Requires the CTC to adopt examinations and assessments to verify the subject matter knowledge and competence of candidates for single subject teaching credentials.
- 5) Requires the CTC to develop standards for bilingual-cross-cultural authorizations for credential holders serving English learners.
- 6) Requires candidates for bilingual authorizations to demonstrate competence in the oral and written skills of a language other than English through examinations, approved programs, or a combination of coursework and examinations.

ANALYSIS

This bill:

- 1) Authorizes candidates for a Single Subject credential in World Languages to satisfy applicable subject matter examination requirements through successful completion of a comparable postsecondary language proficiency assessment when the CTC does not administer an examination in that language.
- 2) Authorizes candidates for a bilingual authorization to satisfy applicable language proficiency requirements through successful completion of a comparable postsecondary language proficiency assessment when the CTC does not administer an examination in that language.
- 3) Expands the range of assessments that may be used to demonstrate proficiency in less commonly taught languages, including assessments maintained by the American Council on the Teaching of Foreign Languages.
- 4) Applies only in circumstances where the CTC does not currently administer a subject matter examination in the applicable world language.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California is one of the most diverse places in the world. However, our world language courses offered to students do not reflect the reality of our state. Currently, California only offers testing for a select group of languages. This is creating a shortage in credentialing opportunities that disproportionately impacts multilingual communities where dual immersion programs are essential for English learners and heritage language speakers.

“AB 2652 allows teachers to take language credentialing exams that California does not offer that have been approved by the American Council on the Teaching of Foreign Languages (ACTFL). This bill ensures that public investments in bilingual education translate into classrooms staffed by qualified teachers. And it opens opportunities for more students to advance studies in their native tongue or begin learning a new language.”

- 2) ***Expanding credentialing pathways for less commonly taught languages.*** Under current law, candidates seeking a World Languages credential or bilingual authorization generally must demonstrate language proficiency through pathways tied to CTC-approved examinations, approved subject matter programs, or university coursework. While these pathways are workable for more commonly taught languages, they may be significantly more difficult for candidates seeking authorization in languages for which California does not administer a subject matter examination and for which few postsecondary programs exist.

As a practical matter, this can create a circular challenge: institutions may be reluctant to establish preparation programs in languages without existing state assessments, while prospective teachers may be unable to pursue authorization absent such programs or examinations. This bill attempts to address that gap by permitting candidates to demonstrate proficiency through comparable postsecondary language proficiency assessments when the Commission does not administer an examination in the relevant language.

- 3) ***Alignment with broader state efforts to promote multilingualism and biliteracy.*** Over the past decade, California has adopted a number of policies intended to expand multilingual education and recognize bilingualism as an educational asset rather than a deficit. These efforts include voter approval of Proposition 58, establishment and expansion of the State Seal of Biliteracy, adoption of the California English Learner Roadmap, and multiple state investments intended to expand dual language immersion programs and the bilingual teacher workforce.

At the same time, the state continues to face staffing challenges in bilingual and multilingual education settings. While California currently administers subject matter examinations in a relatively limited number of languages, many California students speak home languages for which no corresponding examination currently exists. To the extent this bill expands pathways for qualified multilingual candidates to obtain credentials or authorizations in those languages, it may support broader state goals related to biliteracy, multilingualism, and culturally responsive instruction.

- 4) ***Policy considerations regarding assessment comparability and rigor.*** This bill would allow candidates to satisfy state language proficiency requirements through “comparable postsecondary language proficiency assessments” when no CTC-administered examination exists. This raises implementation questions regarding how the CTC would determine whether an assessment is sufficiently rigorous, aligned to California credentialing expectations, and comparable across providers and languages.

The bill appears intended to address these concerns in part by referencing assessments maintained by the American Council on the Teaching of Foreign Languages, which are already widely used nationally and are utilized in other California educational contexts, including portions of the State Seal of Biliteracy framework. Nevertheless, the Committee may wish to consider the degree of flexibility that should be afforded regarding acceptable assessments and whether additional statutory guidance regarding equivalency standards would be appropriate.

SUPPORT

Alameda County Office of Education
Los Angeles County Office of Education

OPPOSITION

None received

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