

Date of Hearing: May 6, 2026

ASSEMBLY COMMITTEE ON APPROPRIATIONS

Buffy Wicks, Chair

AB 2675 (Arambula) – As Amended March 19, 2026

Policy Committee: Education

Vote: 9 - 0

Urgency: No

State Mandated Local Program: No

Reimbursable: No

**SUMMARY:**

This bill requires the California Department of Education (CDE), in consultation with the State Board of Education (SBE) and California Collaborative for Educational Excellence (CCEE), to prepare, on or before December 31, 2027, and update every two years a compilation of best practices regarding technology use, including a model policy for including best practices in Local Control and Accountability Plans (LCAPs) and specified technical assistance, to support students in priority schools or Title I schools under the federal Every Student Succeeds Act (ESSA).

The bill requires the CDE and CCEE conduct at least three informational webinars in 2028 and requires the CDE to publish and post the compilation of best practices and the model policy on its internet website on or before December 31, 2027.

**FISCAL EFFECT:**

Ongoing General Fund costs of an unknown but potentially significant amount, likely in the low hundreds of thousands of dollars annually, for CDE to hire additional staff to prepare and maintain technology use best practices and model policy and provide at least three informational webinars and technical assistance.

**COMMENTS:**

1) **Purpose.** According to the author:

The global pandemic underscored the digital divide in K–12 education, exposing deep disparities that disproportionately affect pupils attending public schools in underserved communities. These historical disparities hinder equitable access to educational opportunities, limiting pupil success and long-term economic prosperity. AB 2675 establishes a compilation of statewide best practices for effectively integrating educational technology into the classroom.

2) **Background.** Title I and Priority Schools. Title I of the ESSA provides supplemental financial assistance to LEAs for children from low-income families. Its purpose is to provide every child significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps by allocating federal funds for education programs and services. Title I bases school-level allocations on school poverty rates,

commonly defined by LEAs as the number of students eligible for free or reduced-price lunch (FRPL). However, not all Title I-eligible schools participate in Title I programs, due to rules governing within-LEA allocations and state and district flexibility for allocating Title I funds. These rules also mean that Title I per-pupil allocations for schools vary across schools within LEAs, across LEAs within a state, and across states. California received \$2.4 billion in Title I funds for the 2024-25 school year.

Established in 2019 as part of the Golden State Teacher Grant program administered by the California Commission on Teacher Credentialing (CTC), a priority school is any school with a Local Control Funding Formula (LCFF) Unduplicated Pupil Percentage (UPP) 55% or more. The LCFF defines UPP as the number of students classified as an English learner, eligible for free or reduced-price lunch, or who are foster youth (counted only once if meeting multiple criteria) divided by total enrollment. The 2024-25 school year list of priority schools contains 7,085 schools.

This bill encourages an LEA with Title I schools or schools with a UPP of 55% or greater to incorporate the CDE-prepared technology use best practices into their LCAPs.

***CDE Not Resourced to Provide Technology Support.*** The CDE maintains the Information and Technology Branch internally, responsible primarily for managing the information technologies for CDE employees and handles the educational data relating to assessments and accountability of schools and students. The branch is not equipped to provide the technical support needs of individual LEAs related to education technology.

Previously, the state supported a robust Educational Technology program, which included the California Technology Assistance Project (CTAP) and Statewide Education Technology Services (SETS). The CTAP provided a regional network of technical assistance, coordination, and services to schools and school districts in education technology throughout 11 regions of the state. The SETS was a centralized program that addressed locally defined needs through four projects, including an online resource list aligned with state content standards, online resource providing training and support for school information technology staff, resources to support school administrators for school management and data-driven decision making, and access to online assessments and student proficiency assessment data. In 2013 the state subsumed funding associated with these programs into the LCFF.

- 3) **Related Legislation.** AB 903 (Ávila Farías), of the current legislative session, is substantially similar to this bill and also requires the CDE to establish the School Technology Empowerment Advisory Committee. AB 903 was held in this committee.

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