



California Association for Bilingual Education

August 2026 Legislative Advocate Report
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**CABE/Californians Together LTEL Reclassification Measure on Governor's Desk:
Please Take Action!**

CABE-co-sponsored AB 2555 (Patel) transforms and modernizes California's reclassification process and provides ongoing monitoring and support for English learners. The bill received bipartisan support in the Legislature and is now on the Governor's desk. Please send a [letter of support to the Governor](#) and urge his signature on this transformational bill that will ensure California can transform the way we serve our long-term English learners.

Final Budget Bill Complexity

While the typical legislative process requires all bills to be passed by midnight on August 31st, Article IV, Section 10(c) of the California Constitution specifies that statutes that provide for tax levies or appropriations for the usual current expenses of the State, urgency statutes, and bills passed after being vetoed by the Governor, may be passed after this deadline. While this is a little-used provision of the constitution, this provision is being implemented this year, creating a one-day extension to the legislative process to pass [AB/SB 113](#), the budget bill junior, which was not amended into print until Saturday. Technically, bills must be in print for three days before they can be taken up for a vote, which will not allow this bill to be taken up for a vote until September 1st. While the Legislature must pass bills by midnight, they will have to stay a little longer to pass this final measure, as well as additional urgency measures, before they clean up their desks for the end of this year's legislative session.

The final education omnibus budget trailer bill, [AB/SB 133](#), was amended in time to be voted on today. This measure was amended late Friday. A number of education policy and fiscal updates were included in this bill, including an extension for the reporting deadline for the Golden State Pathways Program, the consideration of newcomer pupil enrollment into the allocation of the California New Americans in Schools and Dream Resources Centers grants.

CABE-Supported Bills

The final week of the legislative session began with a total of 879 bills: 321 on the Senate Floor and 558 on the Assembly Floor. This meant the Legislature had to pass over 100 bills a day by August 31st. Any bill that failed to pass by August 31st is dead and will not move forward. The Governor has until September 30th to sign or veto bills. Non-urgency bills that have been signed will be enacted on January 1, 2027. The following are updates on CABE-supported bills and their status:

AB 1851 (Gipson): Pupil health: social-emotional, behavioral, and mental health supports: Would require the State Department of Education (CDE) to partner with local educational agencies with the capacity and established expertise to provide support for the implementation of integrated, universal social and emotional learning, behavioral health, and restorative practices for K-12 students. The bill died in the Senate Appropriations Committee.

AB 1904 (Gipson): Teachers: credentialed educator apprenticeship programs: Would establish a statewide framework for credentialed educator apprenticeship programs by requiring the Commission on Teacher Credentialing and the Division of Apprenticeship Standards to jointly approve, oversee, and support these programs. The bill authorizes the issuance of apprenticeship certificates or permits to educator candidates while they complete paid, on-the-job training aligned with credentialing requirements. The bill passed the Legislature and is now enrolled to be presented to the Governor.

AB 2056 (Alvarez): Teacher exchange programs: Revises teacher exchange programs through the CDE and federal government by: 1) Eliminating the use of the regulatory process by the State Board of Education; 2) Eliminating the administration of the program by the CDE; 3) Expressly allowing for exchanges with Mexico and Spain; 4) Expanding authorized exchanges to include both county offices of education and charter schools; 5) Eliminating the one-year time limit on exchanges, and 6) Should regulations be adopted, would require them to authorize specific visa sponsors designated by the United States Department of State to sponsor teachers from other countries, including Mexico and Spain, for placement in California schools. The bill was approved by the Governor on August 24th.

AB 2107 (Pellerin): Expanded Learning Opportunities Program (ELOP): unduplicated pupils: Would require local educational agencies (LEAs) with the ability to utilize ELOP to prioritize offering access to unduplicated pupils. The bill passed the Legislature and is now on the Governor's desk.

AB 2294 (Ta): State holiday: Sylvia Mendez Day: Would declare April 14th as Sylvia Mendez Day in honor of the landmark Mendez v. Westminster school desegregation case. The bill passed the Legislature and is on its way to the Governor's desk.

AB 2325 (Alvarez): Bilingual Teachers: Pathways to Bilingual Teaching Program: Would establish the Pathways to Bilingual Teaching Program and require the Commission on Teacher Credentialing to develop and implement a program to award grants to consortia of local educational agencies, community colleges, and higher education institutions to establish or expand pathways to bilingual teaching. The bill died in the Senate Appropriations Committee.

AB 2332 (González): Dual language immersion coordinator: Would require, prior to July 1, 2027, that the CDE designate a Dual Language Immersion Coordinator (DLIC) to assist in the coordination between LEAs by providing resources and knowledge on dual language immersion programs. The DLIC would be the primary contact between the CDE and LEAs to assist with creating new or expanding existing dual language immersion programs, as well as to create, publish, and maintain a directory of operative dual language immersion programs on the CDE's website by 2028. The bill was passed by the Legislature and is now enrolled to be presented to the Governor.

AB 2467 (Committee on Education): A K-12 omnibus bill, which includes a number of technical revisions to education policy. CABE supports the inclusion of a delay in the transitional kindergarten multilingual learner screening timeline by one year, which includes field testing and statewide screening, as well as an extension of the utilization of the existing \$10 million appropriation for this use until June 30, 2029. The measure additionally allows a student to demonstrate proficiency in Spanish for the State Seal of Biliteracy by achieving Level 3 on the high school California Spanish Assessment. The bill passed the Legislature and is now enrolled to be presented to the Governor.

AB 2468 (Patel): School accountability: students with disabilities: Contingent upon an appropriation, beginning in the 2027-28 school year, would require the California Collaborative for Educational Excellence to administer the Supporting Inclusive Practices project, as well as expand the project and build on its alignment and partnerships with statewide improvement initiatives. This would include improving student outcomes by increasing opportunities for students with disabilities to access education in general education settings, as well as supporting the educator workforce. The project would be required to provide technical assistance to LEAs and charter schools focused on supporting evidence-based practices to increase access for students with disabilities in general education settings and to support progress toward a high school diploma. The bill was passed by the Legislature and is now enrolled to be presented to the Governor.

Governor Sends Message to School Community

Late this month, the Governor issued a letter to school leaders and community partners. The message conveyed the shared commitment to ensure all students have access to a safe, supportive and welcoming learning environment. The message highlighted the struggles many immigrant families have faced, including access to multiple systemic supports which can impact their well-being. It includes reference to the laws that have been strengthened to ensure non-discrimination, a safe school environment, and the confidentiality of student information. It additionally includes links to helpful resources to support families. Please read the [Governor's full message to school leaders and community partners](#) for additional information and resources.

PPIC Report: The State of California's K-12 Schools

The Public Policy Institute of California issued a report this month, "[The State of California's K-12 Schools](#)," which finds that California has made significant investments in public education, but student outcomes continue to lag. California serves more than 5.7 million students, with a highly diverse student population and a large share of students facing economic or other challenges. In 2025, only 50 percent of students met state standards in English language arts and 37 percent met standards in math. Graduation rates remain relatively strong at about 87 percent, but only 47 percent of graduates completed the A to G coursework required for UC and CSU admission. Persistent achievement gaps remain, particularly for Black, Latino, low-income, and current and former English Learner students. At the same time, enrollment has declined 8 percent over the past decade and is projected to fall another 10 percent by 2035, creating significant financial and operational challenges for school districts.

The PPIC noted California is spending substantially more on K-12 education, with estimated funding of \$151.6 billion in 2026-27 and per student spending of approximately \$22,700 in 2023-24. The state has also made major targeted investments in expanded learning, transitional kindergarten, community schools, and literacy programs, with some evidence that targeted literacy investments are improving achievement. PPIC's overall message is that California's challenge is increasingly about how effectively

education dollars are used, rather than simply how much is spent. As enrollment declines and the state faces potential budget constraints, policymakers will need to focus on programs that demonstrate measurable results, improve academic achievement and college readiness, close persistent opportunity gaps, and help districts adapt to changing enrollment and financial conditions.

PPIC Report: English Learner Policies

The Public Policy Institute recently released a report, "[Making Sense of Varying Policies for Reclassifying English Learners](#)," which reviews California policies and practices that require English Learners to meet four criteria before they can be reclassified as fluent English proficient: an English proficiency assessment, a basic skills assessment, teacher evaluation, and parent consultation. However, the PPIC finds that school districts vary significantly in how they apply these requirements. The survey included nearly 350 local educational agencies representing 42 percent of California's English Learners and the results indicated that nearly all districts use the ELPAC to measure English proficiency, with about 95 percent using the state-required Overall Level 4 as the threshold. However, districts have much more flexibility in assessing basic skills, using 24 different tests and varying score requirements. Even among districts using the same state assessment, districts differ substantially in the scores students must achieve. Teacher input and parent involvement also vary, with some districts giving teachers the authority to override test results.

PPIC finds that the current reclassification system can be difficult, time-consuming, and inconsistent for students and schools. Half of the surveyed school and district staff described the process as too difficult, citing challenges with the ELPAC, the additional basic-skills requirement, and barriers faced by English Learners receiving special education services. The districts reported using 786,000 staff hours on reclassification last year. Further, delays in updating student records can prevent students from accessing mainstream courses promptly.

PPIC recommends simplifying the process by using the ELPAC as the primary reclassification measure, evaluating whether the required proficiency score should be lowered, developing better approaches for English Learners in special education, reducing or eliminating formal teacher evaluations, automating reclassification decisions, and improving communication with parents in their preferred languages. The goal is to create a more consistent and efficient system that allows students to demonstrate English proficiency while ensuring they receive appropriate support and are prepared for success in mainstream classes.

Legislative Calendar

August 31 – Last day for each house to pass bills. Final recess begins upon adjournment.

September 30 – Last day for Governor to sign or veto bills.

November 3 – General election.

December 7 – 2027-28 Regular Session of the Legislature convenes.