

CONCURRENCE IN SENATE AMENDMENTS

AB 1713 (Ransom)

As Amended July 1, 2026

Majority vote

SUMMARY

Requires the California Community Colleges (CCCs) and the California State University (CSU), and requests the University of California (UC) as of September 1, 2027, to accept a student's individualized education program (IEP), Individual Program Plan (IPP), or Section 504 plan as verification of disability for purposes of requesting academic accommodations; (2) prohibits public postsecondary institutions from requiring students to obtain new or additional diagnostic evaluations solely to verify a disability, while authorizing institutions to request supplemental information necessary to evaluate accommodation requests and determine appropriate reasonable accommodations; and (3) clarifies that an IEP, IPP, or Section 504 plan serves only to verify the existence of a disability and does not require a public postsecondary institution to provide the accommodations, modifications, or services identified in those documents.

Senate Amendments

- 1) Defines IPP as an individual program plan developed pursuant to Article 2 of Chapter 5 of Division 4.5 of the Welfare and Institutions Code.
- 2) Clarifies that a CCC, CSU, or UC is permitted to request supplemental information from a student beyond an IPP, IEP, or a Section 504 plan in order to determine the type of reasonable accommodation that is best for the student in order to maintain equal access to the institution's programs, services, and activities.
- 3) Clarifies the IEP, IPP, or Section 504 plan will only serve to verify the existence of the student's disability. Clarifies that a CCC, CSU, or UC is not required to implement the accommodations as listed by the IEP, IPP, or Section 504 Plan.

COMMENTS

Disabled students and the right of equal access to education. Both federal civil rights laws and state civil rights laws prohibit a higher education institution from discriminating against a student based on their actual or perceived disability. Both federal and state laws outline the roles and responsibilities of higher education institutions to provide modifications to existing academic programs to ensure a student maintains equal access under the law. These modifications are known as reasonable accommodations. While the laws governing disability rights cover both K-12 schools and higher education institutions, there is a primary difference in the scope of services provided. A K-12 school is obligated to provide accommodations that will ensure the student's academic success; whereas a higher education institution is required to provide accommodations that maintain equal access to educational opportunities for the student.

This measure seeks to take the documentation created during a student's time in the K-12 education system and to apply this documentation to higher education institutions for purposes of identifying a student's disability. The student has already received testing from qualified individuals and therefore the documentation of an IEP or 504 Plan should qualify a student for disability services at a public higher education institution. This measure does not require the same support services, accommodations, or academic modifications contained within the IEP or

504 Plan to be implemented by the public higher education institution; but rather, requires the institution to use the IPP, IEP or 504 Plan as a verification document of the student's disability.

Disability services at public higher education institutions. Each public higher education institution in the state of California provides disabled services and programs to students with disabilities. In the 2024-2025 academic year, the CCCs served 129,970 disabled students at community colleges throughout the state. In a report to the Legislature from 2024, the CCC Chancellor's Office explains the, "Disabled Student Programs and Services (DSPS) assist students with disabilities, to ensure they have equal access to all educational programs and activities. DSPS provides personalized support services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delays, brain injuries, visual impairments, health problems and hearing impairments. Among the array of services offered to students are priority registration, class scheduling assistance, specialized counseling and tutoring, mobility assistance, test proctoring, transcription services and interpreter services for hearing impaired or deaf students." The accommodations provided by the DSPS program are so impactful to a student's ability to matriculate towards a degree, that data showed CCC DSPS students who enrolled during the 2019-2020 academic year and graduated in the 2023-2024 academic year had higher completion rates than their non-disabled counterparts.

Every CSU campus has a "Student's with Disabilities Office" to provide services and accommodations to students with a certified disability. In fall 2023, the CSU enrolled 21,753 students who identified as having a disability. The CSU has a systemwide policy for "The Provision of Accommodations and Support Services to Students with Disabilities;" which, encapsulates the type of disabilities the CSU recognizes as requiring accommodations and the types of documentation a student may be asked to produce to verify the disability. The policy permits "documentation from external sources [including] educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system."

In a presentation to the UC Regents in March 2025, it was reported that the UC enrolled 65,802 undergraduate students with a disability in the 2023-2024 academic year. All ten UC campuses have a disability services office with specialized staff equipped to provide services and supports to meet the individual need of disabled students. The services provided by these disability service offices include reading services, note-taking services, diction and transcription, deaf and hard-of-hearing services, housing and dining accommodations, and transportation accommodations. Of the 65,802 students identifying as disabled, 23,472 received accommodations, roughly 31%.

This measure allows students to be able to produce verifiable documentation to seamlessly demonstrate a disability to a public higher education institution for purposes of seeking academic accommodations. This measure seeks to reduce out-of-pocket expenses for disabled students by permitting a student to use an IPP, IEP or 504 Plan as sufficient evidence of a disability instead of costly medical test or third-party tests to verify the disability.

According to the Author

According to the author, "AB 1713 is focused on providing students with disabilities recognition of their unique needs to ensure they are able to participate in California's world-renowned higher education system without difficulty or discrimination. AB 1713 will require institutions of higher education to accept a student's diagnosis from their IEP or Section 504 Plan from their previous

educational institution, fast-tracking their access to the accommodations they need and allowing them to spend more time in the classroom and less time in the doctor's office."

Arguments in Support

As stated by the Disability Resources Agency for Independent Living, "through our work, we regularly hear from students and families who face unnecessary barriers when transitioning from K–12 to higher education. Despite existing protections under laws such as the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students are often required to resubmit documentation, meet different verification standards, or even obtain updated medical diagnoses for conditions that are already well-established. These duplicative processes can delay access to accommodations, create financial burdens, and discourage students from fully engaging in their education. AB 1713 provides a practical and thoughtful solution by requiring institutions of higher education to accept a student's existing medical diagnosis in conjunction with their Individualized Education Program (IEP) or Section 504 Plan. By recognizing prior documentation, this bill helps streamline access to accommodations and reduces unnecessary barriers."

Arguments in Opposition

None on file.

FISCAL COMMENTS

According to the Senate Committee on Appropriations, pursuant to Senate Rule 28.8, negligible state costs.

VOTES:

ASM HIGHER EDUCATION: 9-0-1

YES: Fong, DeMaio, Boerner, Jeff Gonzalez, Jackson, Muratsuchi, Patel, Sharp-Collins, Tangipa

ABS, ABST OR NV: Celeste Rodriguez

ASM APPROPRIATIONS: 14-0-1

YES: Wicks, Hoover, Aguiar-Curry, Caloza, Dixon, Fong, Mark González, Krell, Pacheco, Pellerin, Sharp-Collins, Solache, Ta, Tangipa

ABS, ABST OR NV: Arambula

ASSEMBLY FLOOR: 72-0-8

YES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Caloza, Carrillo, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Flora, Fong, Gabriel, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Jackson, Johnson, Kalra, Krell, Lackey, Lee, Macedo, McKinnor, Muratsuchi, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Ramos, Ransom, Rogers, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Stefani, Ta, Tangipa, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

ABS, ABST OR NV: Arambula, Gallagher, Lowenthal, Quirk-Silva, Celeste Rodriguez, Michelle Rodriguez, Solache, Soria

SENATE FLOOR: 39-0-1

YES: Allen, Alvarado-Gil, Archuleta, Arreguín, Ashby, Becker, Blakespear, Cabaldon, Caballero, Cervantes, Choi, Cortese, Dahle, Durazo, Gonzalez, Grayson, Grove, Hurtado, Jones, Laird, Limón, McGuire, McNerney, Menjivar, Niello, Ochoa Bogh, Padilla, Pérez, Richardson, Rubio, Seyarto, Smallwood-Cuevas, Stern, Strickland, Umberg, Valladares, Wahab, Weber Pierson, Wiener

ABS, ABST OR NV: Reyes

UPDATED

VERSION: July 1, 2026

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