
SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1766	Hearing Date:	June 10, 2026
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Version:	February 9, 2026		
Urgency:	No	Fiscal:	Yes
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Subject: Health curriculum framework: human trafficking and online safety.

SUMMARY

This bill requires the Instructional Quality Commission (IQC), during its next revision of the Health Framework for California Public Schools, to consider including instructional and local educational agency (LEA) staff training recommendations related to human trafficking and online safety, as specified.

BACKGROUND

- 1) Establishes the California Healthy Youth Act (CHYA), which requires LEAs to provide comprehensive sexual health and Human Immunodeficiency Virus (HIV) prevention instruction to all students in grades 7 to 12, at least once in middle school and once in high school. (Education Code (EC) § 51933)
- 2) Requires, as part of comprehensive sexual health education, that LEAs and charter schools provide students with instruction on sexual assault, intimate partner violence, sexual abuse, and human trafficking. (EC § 51934)
- 3) Requires, as part of comprehensive sexual health education, that LEAs and charter schools provide information on local resources for assistance with sexual assault and intimate partner violence. (EC § 51934)
- 4) Requires public schools, including charter schools and private schools, that serve students in any of grades 7 to 12, and public and private institutions of higher education that issue pupil or student identification cards, to print the telephone number for the National Domestic Violence Hotline and local domestic violence hotlines on those identification cards. (EC § 215.5)
- 5) Requires the California Department of Education (CDE) to post on its website resources on teen dating violence prevention, local and national hotlines and services for youth experiencing teen dating violence, and other relevant sources for parents, guardians, and other caretakers of students. (EC § 231.7)
- 6) Requires the IQC, during its next revision of the Health Education Framework, on or after January 1, 2025, to consider including content on sextortion. Defines “sextortion” as a threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value. (EC § 33546.2)

- 7) Requires that when the Health Education Framework is next revised after January 1, 2015, the IQC consider including a distinct category on sexual abuse and sex trafficking prevention education that includes, but is not limited to, all of the following:
- a) Information on different forms of sexual abuse and assault; discussion of prevention strategies; how to report sexual abuse or suspected sexual abuse; and local resources for victims;
 - b) Discussion of healthy boundaries for relationships; how to recognize potentially harmful and abusive relationships; and refusal skills to overcome peer pressure and to avoid high-risk activities;
 - c) Information on sex trafficking and risk factors; the recruiting tactics of sex traffickers and peer recruiters, including recruitment through the internet; how to report sex trafficking or suspected sex trafficking; and local resources for victims;
 - d) Discussion of legal aspects of sexual abuse and sex trafficking under state and federal laws; and
 - e) Discussion of how culture and mass media influence and desensitize our perceptions of sexual abuse and sex trafficking, including, but not limited to, stereotypes and myths about the victims and abusers, victim blaming, and the role of language. Requires that this instruction emphasize compassion for people who have suffered from sexual abuse or sex trafficking, and support positive reentry experiences for survivors returning to school. (EC § 33545)

ANALYSIS

This bill:

- 1) Requires the IQC, during its next revision of the Health Education Curriculum Framework, on or after January 1, 2027, to consider including recommendations on the following topics:
- a) LEAs providing annual, developmentally appropriate lessons for each grade served by the LEA that cover, at a minimum, all of the following topics:
 - i) How to prevent human trafficking, including understanding online exploitation and how traffickers target vulnerabilities, and how to prevent exploitation for labor or services, with instructional materials addressing both community-based and intrafamilial exploitation risks;
 - ii) How to stay safe from sexually exploitative materials and deepfakes online, including information on reporting processes and

pupil rights, and foundational digital citizenship skills that equip pupils to respond safely when exposed to harmful or uncomfortable online content; and

- iii) Skills-based content that builds protective factors, such as help-seeking strategies, healthy boundaries, digital citizenship, rights of workers, and identifying trustworthy adults, and supports early disclosures through predictable, developmentally appropriate safety routines aligned with mandated reporting expectations.
- 2) Requires that the recommendations considered meet both of the following criteria:
 - a) Follow a cumulative, age-appropriate progression from Kindergarten to grades 1 to 12, inclusive, ensuring foundational safety skills are taught in early grades and expanded upon in later grades. For pupils in Kindergarten and grades 1 to 6, inclusive, recommended instruction shall be nongraphic and developmentally aligned, introducing concepts of healthy touch, bodily autonomy, safe versus unsafe secrets, how to say “no,” how to seek help from trusted adults, and basic online safety in an age-appropriate manner. The recommendations shall ensure that universal safety concepts provided in early grades, such as bodily autonomy, boundary setting, and how to access help, remain developmentally appropriate and consistent with statewide child abuse prevention standards, especially for pupils at heightened risk of intrafamilial exploitation.
 - b) Be evidence-based, survivor informed, culturally responsive, and aligned with trauma responsive best practices.
 - 3) Requires that the recommendations considered in #2 be grounded in research-supported prevention models and authorizes the inclusion of curriculum developed by community-based organizations with demonstrated evidence of effectiveness, including those using survivor-informed and culturally responsive frameworks.
 - 4) Requires recommendations related to instruction to be consistent with existing instructional quality standards related to mental health and meet all of the following criteria:
 - a) Reinforce prevention-focused content required under CHYA;
 - b) Promote cultural competency, including content relevant to disproportionately impacted communities;
 - c) Be designed to reduce stigma for survivors and pupils with applicable lived experience; and
 - d) Ensure that instructional materials reflect a developmental sequence that builds knowledge year to year, supporting healthy relationship education,

online safety skills, and the ability of pupils to recognize and report concerning behaviors.

- 5) Requires the IQC to consider including content specifying that LEAs provide at least three staff members with annual evidence-based, survivor-informed, culturally responsive, and trauma-informed training, and that the content be consistent with state and federal best practices, and shall include information about all of the following topics:
 - a) Identifying pupils who may be victims of human trafficking or online exploitation, including recognizing indicators of forced labor and intrafamilial abuse across developmental stages;
 - b) Responding using trauma-responsive, survivor-informed protocols;
 - c) Mandatory reporting responsibilities and referral pathways;
 - d) How to engage culturally and linguistically diverse pupils safely;
 - e) How to avoid criminalization of pupils who may be exploited; and
 - f) Understanding how disclosures occur differently across ages and how to support early, developmentally appropriate reporting pathways.
- 6) Requires that, for purposes of the recommendations related to an LEA providing at least three staff members with training, at least two staff members be recommended to be school counselors, school nurses, school social workers, or school psychologists, and at least one staff member be recommended to be a certified classroom teacher.
- 7) Requires that the recommended training be curriculum produced by qualified organizations with demonstrated expertise in evidence-based human trafficking prevention education, including using survivor leadership in curriculum development.
- 8) Defines “local educational agency” to mean a school district, county office of education, or charter school serving pupils in kindergarten or any of grades 1 to 12, inclusive.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Human trafficking prevention education saves lives. On average, sex trafficking survivors were first victimized at age 13. Children need tools to protect themselves and their peers from exploitation.

“In some cases, traffickers target students on school grounds. In others, traffickers target school-aged children by reaching out through social media and online gaming. Many cases of trafficking involve family members, leaving children unprotected at home. Our schools can act as the first line of defense by

teaching students and educators proven prevention strategies, identifying possible victims, and helping to break cycles of exploitation and abuse.”

- 2) ***The IQC and the State Board of Education (SBE)***. The Legislature has vested the IQC and the SBE with the authority to develop and adopt state curriculum and instructional materials. The IQC develops curriculum frameworks through a process involving practitioners and experts who have an in-depth understanding of curriculum and instruction, including the full scope and sequence of the curriculum in each subject and at each grade level, constraints on instructional time and resources, and the relationship of curriculum to state assessments and other measures of student progress. Changes are frequently made in response to public comment. The Frameworks are then adopted by the SBE in a public meeting.

The resulting curriculum framework is intended to serve as a guidance document for educators and administrators on how to plan for and provide quality, skills-based, standards-aligned instruction on the various content areas.

The SBE also adopts, in a public process, instructional materials aligned to those frameworks for grades Kindergarten-8. School district governing boards and charter schools then adopt instructional materials aligned to these standards and frameworks.

The respective revision and adoption processes have traditionally occurred on a regular schedule, giving schools a predictable timetable to plan and budget for changes to the curriculum. Local adoption of new curricula also involves significant local cost and investment of resources for professional development.

- 3) ***California Healthy Youth Act***. CHYA was first enacted in 2003 under its previous name, the Comprehensive Sexual Health and HIV/AIDS Prevention Education Act. When first passed, the Act required LEAs to provide comprehensive sexual health education in any grade, including Kindergarten, so long as it consisted of age-appropriate instruction and used instructors trained in the appropriate courses. In 2016, AB 329 (Weber, Chapter 398, Statutes of 2015) renamed the act as CHYA and required LEAs to provide comprehensive sexual health education and HIV prevention education to all students at least once in middle school and at least once in high school. CHYA lists many required topics, including information on HIV and sexually transmitted infection (STI) prevention, the prevention of unintended pregnancies, gender identity, sexual orientation, sexual harassment, sexual assault, sexual abuse, human trafficking, adolescent relationship abuse, intimate partner violence, healthy relationships, local health resources, and students’ rights to access sexual health and reproductive health care.

From its inception in 2003 through today, CHYA has always afforded parents the right to opt their child out of a portion, or all, of the instruction and required LEAs to notify parents and guardians of this right. Parents and guardians can exercise this right by informing the LEA in writing of their decision.

- 4) ***Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve.*** In May 2019, the SBE adopted the Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve (the Framework) to provide instructional guidance and support to California teachers, administrators, curriculum specialists, other educators, and school boards for implementation of the health education content standards. According to the CDE, the Framework was designed to “help students build strong and healthy relationships with their families, friends, and communities while strengthening their resiliency and personal decision-making skills for healthy living.” The Framework covers six content areas of health education: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

The six content areas are woven throughout the grade spans and build upon each other to ensure students gain a holistic understanding of health.

Importantly, the 2019 Framework also provides standards-based guidance, resources, and instructional strategies that are consistent with CHYA.

- 5) ***Trafficking, online safety, and healthy boundary education within the Health Education Framework.*** This bill requires the IQC, during its next revision of the Health Education Framework, to consider including instructional and staff training recommendations related to human trafficking, online safety, and healthy boundary setting. Each of these topics can be found in the 2019 Health Education Framework.
- a) In the transitional kindergarten (TK) to 3rd grade span, teachers begin familiarizing students with concepts like personal space and boundaries, “trusted adults” or safe people with whom they can share information when they feel uncomfortable, and how to communicate their comfort and discomfort.
 - b) In the 4th to 6th grade span, students build on their foundational understanding of personal space and boundaries and learn about the effects of peer pressure, healthy vs. unhealthy relationships, and red flags, which includes grooming, online recruitment, and other tactics that traffickers use to exploit their victims. They also examine concepts they have learned from mass media, such as television, movies, music, and video games, to determine whether those messages portray healthy or unhealthy relationships.
 - c) In the 7th to 8th grade span, students learn more about peer pressure within romantic relationships; consensual ways of demonstrating affection; the various forms of abuse including physical, sexual, technological, emotional, spiritual, and financial abuse; sexual harassment in the form of verbal, visual, and physical actions; and the relationship between dating violence, sexual assault, child sexual abuse, and sex trafficking or exploitation.

- d) In the 9th to 12th grade span, students expand on their understanding of relationship violence by researching the prevalence of domestic violence and teen dating violence to learn more about its impact as well as resources for support for themselves or others. Students also delve deeper into their understandings of coercive control, cycles of abuse, and the dangers of technological abuse, including cyberbullying, stalking, the sharing of explicit photographs and/or video with others or posting online, possession or distribution of child pornography, demanding email or social media passwords, and taking photographs of someone without their knowledge.

The Framework also features a dedicated appendix on sex trafficking, which includes content on the following:

- a) Prevention and early education, including trafficking indicators;
- b) Impact, including examples of trauma and psychological impact;
- c) Intervention, including an example of a survivor support system and a vignette depicting a school intervention example;
- d) Guidance on developing school protocols as an addendum to child abuse protocols, with a recognize-respond-refer approach, as well as a sample school or district protocol; and
- e) References for additional information, including links to training programs for educators supporting the early identification and response to the commercial sexual exploitation of children.

Finally, the CDE's website includes a page devoted to information and resources on commercially sexually exploited children and youth.

- 6) ***Recommendations on staff training.*** This bill requires the IQC to consider including within the Health Framework, recommendations that LEAs provide at least three staff members with annual training on identifying and responding to human trafficking. It also requires the IQC to consider recommending that at least two of the three staff members be school counselors, school nurses, social workers, or school psychologists, and at least one staff member be a certified classroom teacher.

Existing law requires LEAs to annually train all employees on identifying and reporting suspected cases of child abuse and neglect and encourages LEAs to include within that training, information on early identification of abuse, including sexual abuse, and human trafficking of pupils and other minors.

While the 2019 Health Framework includes recommendations for training programs and district response protocols for identifying and responding to child abuse, curriculum frameworks have not historically spoken to an explicit number of staff that should receive specific training.

- 7) ***The Curriculum Guidance Study and future of curriculum development and adoption.*** The 2025-26 budget, through AB 121 (Committee on Budget, Chapter 8, Statutes of 2025), included \$1 million for a Curriculum Guidance Study to evaluate the processes by which other states develop curriculum guidance, and to make recommendations about how to improve and streamline California's processes across all content areas. The report is required to include, among other topics:
- a) The roles and responsibilities of the CDE, the IQC, the SBE, the Legislature, LEAs, educators, parents and guardians, and the public; and
 - b) The processes and cycles for developing, revising, and adopting content standards, curriculum frameworks, and other instructional guidance, and how available instructional time in elementary and secondary schools is considered.

This report is to be completed by January 1, 2027.

- 8) ***Prior and related legislation.***

AB 1792 (Michelle Rodriguez, 2026) would require the IQC, during its next revision of the Health Framework for California Public Schools, to consider including and recommending to the SBE for adoption, specific content related to sexual health instruction to educate pupils about dating abuse and digital violence. *AB 1792 is pending a hearing in the Senate Education Committee.*

AB 2242 (Davies, 2026) would require LEAs that serve students in grades 7 to 12 to display a poster that contains age-appropriate information and resources related to the practice of sextortion. *AB 2242 is pending a hearing in the Senate Education Committee.*

AB 2053 (Mathis, Chapter 695, Statutes of 2024) requires that instruction about adolescent relationship abuse and intimate partner violence include, within the CHYA, information about resources available to pupils related to adolescent relationship abuse and intimate partner violence, including the National Domestic Violence Hotline and local domestic violence hotlines.

AB 1071 (Hoover, Chapter 65, Statutes of 2023) requires the CDE to post on its website resources on teen dating violence prevention, local and national hotlines and services for youth experiencing teen dating violence, and other relevant sources for parents, guardians, and other caretakers of pupils.

AB 1861 (Rodriguez, Chapter 807, Statutes of 2018) requires that students receive instruction on how social media and mobile device applications are used in human trafficking, by adding it to the content included in comprehensive sexual health education.

AB 1227 (Bonta, Chapter 558, Statutes of 2017) establishes the Human Trafficking Prevention Education and Training Act, which allows schools to

provide training on human trafficking, and makes changes to the Commercially Sexually Exploited Children Program by, among other things, including educational entities among the groups with whom a county must collaborate, as specified.

SUPPORT

3strands Global Foundation (co-sponsor)
California Survivor Coalition (co-sponsor)
Alameda County Office of Education
California Chamber of Commerce
California Commission on the Status of Women and Girls
California Teachers Association
Computer & Communications Industry Association
CTIA - the Wireless Association
Insights Association
Los Angeles Unified School District
TechNet

OPPOSITION

None received

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