
THIRD READING

Bill No: AB 1766
Author: Krell (D)
Introduced: 8/21/26 in Senate
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 6/10/26

AYES: Pérez, Ochoa Bogh, Cabaldon, Choi, Cortese, Menjivar, Reyes

SENATE APPROPRIATIONS COMMITTEE: Senate Rule 28.8

ASSEMBLY FLOOR: 77-0, 5/14/26 (Consent) - See last page for vote

SUBJECT: Health curriculum framework: human trafficking and online safety

SOURCE: 3Strands Global Foundation
American Association of University of Women of California
California Survivor Coalition

DIGEST: This bill requires the Instructional Quality Commission (IQC), during its next revision of the Health Framework for California Public Schools, to consider including content related to human trafficking and online safety, as specified.

Senate Floor Amendments of 8/21/26 (1) remove provisions of this bill requiring the IQC to consider including in its next update of the Health Education Framework, recommendations on a minimum number of staff that should be required to receive specified training on human trafficking and online exploitation, (2) add a provision requiring the California Department of Education (CDE) to curate and maintain on its website, resources and educator trainings related to human trafficking, and (3) make other technical and clarifying changes.

ANALYSIS:

Existing law:

- 1) Establishes the California Healthy Youth Act (CHYA), which requires local educational agencies (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 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)

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 content related to human trafficking and online safety, including the consideration of all of the following topics:
 - a) How to prevent human trafficking, including understanding online exploitation and how traffickers target vulnerabilities, and how to prevent exploitation for labor or services, with evaluation criteria for instructional materials addressing both community-based and intrafamilial exploitation risks;
 - b) 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;
 - c) Skills-based content that builds protective factors, such as help-seeking strategies, healthy boundaries, digital citizenship, rights of workers, and identifying trustworthy adults to support early disclosures through predictable, developmentally appropriate safety routines aligned with mandated reporting requirements.
- 2) Requires that the topics considered pursuant to #1 above do the following:

- 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.
 - b) For pupils in Kindergarten and grades 1 to 6, inclusive, be 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.
 - c) 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.
 - d) Be evidence based, survivor informed, culturally responsive, and aligned with trauma responsive best practices.
- 3) Requires that the recommendations considered pursuant to #1 and related recommended instruction be grounded in research-supported prevention models and includes input from community-based organizations with demonstrated evidence of effectiveness related to measurable outcomes related to knowledge of trafficking, including those using survivor-informed and culturally responsive frameworks.
- 4) Requires recommendations related to instruction 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;
 - 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; and
 - e) Be updated regularly based on evidence of changing risks in how trafficking and exploitation of children is unfolding.

- 5) Requires the CDE to curate and maintain resources on its internet website related to the topics identified in this bill and recommended training related to those topics for educators that are evidence based, survivor informed, culturally responsive, and trauma informed. Requires that the recommended training content be consistent with best practices, including but not limited to, information on 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) Authorizes the CDE to include guidance produced by qualified organizations with demonstrated subject expertise in evidence-based human trafficking prevention education, including using survivor leadership in curriculum development, and with demonstrated expertise in scientific program evaluation, data analytics, and child and adolescent development within its curated and maintained resources.

Comments

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.”

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.

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 content 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.

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: No

NOTE: This fiscal analysis reflects this bill prior to recent floor amendments.

SUPPORT: (Verified 8/24/26)

3strands Global Foundation (co-source)
 American Association of University Women - California (co-source)
 California Survivor Coalition (co-source)
 Alameda County Office of Education
 Alliance for Children's Rights
 California Chamber of Commerce
 California Commission on the Status of Women and Girls
 California Family Resource Association
 California Teachers Association
 CFT – A Union of Educators & Classified Professionals, AFT, AFL-CIO
 Child Abuse Prevention Center
 Computer & Communications Industry Association
 CTIA - the Wireless Association
 Insights Association
 Los Angeles Unified School District
 Prevent Child Abuse California
 Safe Kids California
 TechNet
 Wilton Rancheria

OPPOSITION: (Verified 8/24/26)

One Individual

ASSEMBLY FLOOR: 77-0, 5/14/26

AYES: 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, Fong, Gabriel, Gallagher, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Jackson, Johnson, Kalra, Krell, Lackey, Lee, Lowenthal, Macedo, McKinnor, Muratsuchi, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Michelle Rodriguez, Rogers, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

NO VOTE RECORDED: Arambula, Flora, Celeste Rodriguez

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