
THIRD READING

Bill No: AB 1792

Author: Michelle Rodriguez (D), et al.

Introduced: 2/10/26

Vote: 21

SENATE EDUCATION COMMITTEE: 5-2, 6/10/26

AYES: Pérez, Cabaldon, Cortese, Menjivar, Reyes

NOES: Ochoa Bogh, Choi

SENATE APPROPRIATIONS COMMITTEE: Senate Rule 28.8

ASSEMBLY FLOOR: 60-8, 5/14/26 - See last page for vote

SUBJECT: Pupil instruction: health framework: sexual health

SOURCE: Author

DIGEST: This bill requires the Instructional Quality Commission (IQC), during its next revision of the Health Framework for California Public Schools, to consider including and recommending to the State Board of Education (SBE) for adoption, specific content related to sexual health instruction to educate pupils about dating abuse and digital violence.

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 that students in grades 7 to 12, inclusive, receive instruction at least once in junior high or middle school and once in high school about adolescent

relationship abuse and intimate partner violence, including the early warning signs thereof. (EC § 51934)

- 3) Requires, as part of comprehensive sexual health education, that LEAs and charter schools provide students with 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, as defined. (EC § 33546.2)
- 7) 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.

This bill:

- 1) Requires 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.
- 2) Specifies that “sexual health education” includes, but is not limited to, all of the following:
 - a) The knowledge and skills necessary to understand digital and online safety, including the risks associated with nonconsensual intimate imagery, deepfakes, online grooming, sextortion, stalking, and the misuse of generative artificial intelligence.

- b) Age-appropriate, inclusive instruction on legal rights, protections, and support resources related to interpersonal violence, including information on restraining orders and how to seek assistance from trusted adults, school staff, and community resources.
- c) Instruction inclusive of, and responsive to, the experiences of LGBTQIA+ and gender diverse pupils, who are disproportionately impacted by dating violence and technology-facilitated abuse.

Comments

Need for the bill. According to the author, “As technology continues to evolve, our responsibility to protect young people must evolve with it. Today’s students are navigating digital threats that were virtually unheard of just a decade ago, including deepfakes, sextortion, nonconsensual intimate imagery, and AI-generated exploitation. This legislation helps ensure California’s Health Education Framework keeps pace with these emerging challenges by directing the Instructional Quality Commission to consider guidance on technology-facilitated abuse within sexual health instruction. Education remains one of our strongest prevention tools. By providing students with age-appropriate information on digital consent, online safety, and available legal protections, we can better equip them to recognize risks, protect themselves, and seek help before harm occurs.”

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.

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.

Dating abuse and violence prevention education within the Health Education Framework. This bill requires the IQC, during its next revision of the Health Education Framework, to consider including specific content on dating abuse and digital violence, as specified. Dating abuse or violence, online abuse, and grooming are all topics that are featured within the 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 or unsafe individuals 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.

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

SUPPORT: (Verified 6/22/26)

Alameda County Office of Education

American College of Obstetricians & Gynecologists - District IX

Association of California School Administrators

California Commission on the Status of Women and Girls

California Teachers Association

CFT – A Union of Educators & Classified Professionals, AFT, AFL-CIO

Los Angeles Unified School District

TechNet

OPPOSITION: (Verified 6/22/26)

Democrats for an Informed Approach to Gender

Real Impact

ASSEMBLY FLOOR: 60-8, 5/14/26

AYES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Caloz, Carrillo, Connolly, Elhawary, Fong, Gabriel, Garcia, Gipson, Mark González, Haney,

Harabedian, Hart, Irwin, Jackson, Kalra, Krell, Lee, Lowenthal, McKinnor, Muratsuchi, Nguyen, Ortega, Pacheco, Papan, Patel, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Michelle Rodriguez, Rogers, Blanca Rubio, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

NOES: DeMaio, Dixon, Gallagher, Hadwick, Johnson, Macedo, Patterson, Sanchez

NO VOTE RECORDED: Arambula, Castillo, Chen, Davies, Ellis, Flora, Jeff Gonzalez, Hoover, Lackey, Celeste Rodriguez, Ta, Tangipa

Prepared by: Therresa Austin / ED. / (916) 651-4105
6/24/26 16:32:19

**** **END** ****