

Date of Hearing: July 2, 2025

ASSEMBLY COMMITTEE ON EDUCATION

Al Muratsuchi, Chair

SB 334 (Reyes) – As Amended May 23, 2025

**SENATE VOTE:** 36-0

**SUBJECT:** Pupil instruction: sexual harassment, sexual assault, and sexual abuse prevention: safety

**SUMMARY:** Requires the California Department of Education (CDE) to review, by January 1, 2028, the existing California School Climate, Health, and Learning Survey System to identify areas of the surveys where age-appropriate questions related to sexual harassment, sexual assault, and sexual abuse safety can be incorporated in order to ensure a safe campus climate; establishes the first two full weeks in April and the first two full weeks in September as “Sexual Harassment Safety Weeks;” requires the Instructional Quality Commission (IQC) to consider including in the next revision of the Health Education Framework information on procedures for complaints and investigations relative to sexual harassment and abuse; encourages school districts to provide, as part of sexual health education, instruction that includes information on procedures for complaints and investigations relative to sexual harassment and abuse; requires local educational agencies (LEAs) and charter schools to periodically review consequences for specified offenses; and states intent that every high school provide an annual training for high school students related to sexual harassment prevention. Specifically, **this bill:**

- 1) Requires CDE to review, by January 1, 2028, the existing California School Climate, Health, and Learning Survey System to identify areas of the surveys where age-appropriate questions related to sexual harassment, sexual assault, and sexual abuse safety can be incorporated in order to ensure a safe campus climate.
- 2) Requires the IQC, when the Health Education Framework is next revised after January 1, 2026, to consider including in that curriculum framework all of the following information:
  - a) The Uniform Complaint Procedures (UCP) and Title IX;
  - b) The authority of CDE and the United States Department of Education’s (USDOE) Office for Civil Rights (OCR) to investigate and enforce the UCP and Title IX, respectively.
  - c) The definition of sexual harassment and legal prohibitions regarding that term;
  - d) What a student should do if they believe another student has been subjected to sexual abuse, sexual assault, sexual harassment, or retaliation, including how to make a report, how to file a complaint with the LEA’s Title IX coordinator, and how to file a complaint through an LEA’s UCP process with the person, employee, agency position, or unit that is responsible for receiving UCP complaints;
  - e) The positive outcomes associated with reporting incidents, including creating a safer school environment and changing the school culture;

- f) Any interim and supportive measures available to students who report sexual harassment or retaliation for reporting an incident and the remedies available to them following a finding of sexual harassment or retaliation; and
  - g) Information about the range of disciplinary consequences that may be imposed on a student for carrying out any of the following acts in order to deter such behavior:
    - i) Committing or attempting to commit a sexual assault or committing a sexual battery;
    - ii) Cyber sexual bullying; and
    - iii) Sexual harassment.
- 3) States legislative intent that every high school in the state provide an annual training for high school students related to sexual harassment prevention.
- 4) Requires LEAs and charter schools, in order to identify ways to achieve rehabilitative outcomes, to periodically review consequences (including suspensions and alternatives to suspensions) that the LEA may impose on a student for carrying out any of the following acts:
  - i) Committing or attempting to commit a sexual assault or committing a sexual battery;
  - ii) Cyber sexual bullying; and
  - iii) Sexual harassment.
- 5) Establishes the first two full weeks in April and the first two full weeks in September as “Sexual Harassment Safety Weeks,” during which time LEAs and charter schools would be required to:
  - a) Focus on fostering a safe and secure environment for all members of the school community;
  - b) Place an emphasis on preventing sexual harassment, sexual assault, and sexual abuse; and
  - c) Relate paragraphs (a) and (b) to school safety, resources, and awareness.
- 6) Encourages public schools to do both of the following during the Sexual Harassment Safety Weeks:
  - a) Host interactive activities that cover school policies related to preventing sexual harassment, sexual assault, and sexual abuse, which may include any of the following:
    - i) A meeting or listening session between pupils and administrators to facilitate conversation on the prevention of sexual harassment, sexual assault, and sexual abuse, including how to prevent grooming, reviewing the school’s sexual harassment, sexual assault, and sexual abuse prevention policies, and reviewing the school’s UCP and Title IX complaint procedures.

- ii) Guest speaker events in collaboration with experts in the subject of the prevention of sexual harassment, sexual assault, and sexual abuse, school staff, and trusted community leaders and organizations;
  - iii) Pupil assemblies or guided classroom presentations with compliance and Title IX coordinators, and, regarding sexual abuse, school resource officers; and
  - iv) Engagement with parents or guardians and providing a space for feedback, such as through a sexual harassment, sexual assault, and sexual abuse prevention community oversight committee or a school climate advisory committee.
- b) Prominently post resources and information about preventing sexual harassment, sexual assault, and sexual abuse throughout the campus and on the school's digital platform, which may include any of the following:
- i) The information required to be posted on the public school's LEA website;
  - ii) The name of the Title IX coordinator and how to contact the coordinator;
  - iii) The person, employee, agency position, or unit that is responsible for receiving UCP complaints and how to contact the responsible entity;
  - iv) The UCP;
  - v) The authority of the CDE and the OCR to investigate and enforce the UCP and Title IX, respectively;
  - vi) The definition of sexual harassment pursuant to state and federal law, including any differences and prohibitions regarding that term;
  - vii) What a pupil should do if they believe another pupil has been subjected to sexual abuse, sexual assault, sexual harassment, or retaliation, including how to make a report and how to file a complaint with the public school's LEA Title IX coordinator or the person, employee, agency position, or unit that is responsible for receiving UCP complaints;
  - viii) The positive outcomes associated with reporting incidents, including creating a safer school environment and changing the school culture;
  - ix) Any interim and supportive measures available to pupils who report sexual harassment, the protections against retaliation when reporting an incident, and the remedies available to them following a finding of sexual harassment or retaliation;
  - x) Information about the range of disciplinary consequences that may be imposed on a pupil for carrying out any of the following acts in order to deter such behavior:
    - A. Committing or attempting to commit a sexual assault or committing a sexual battery;

B. Cyber sexual bullying; and

C. Sexual harassment.

- xi) Information about the range of disciplinary consequences that may be imposed on a staff member for committing or attempting to commit a sexual assault or committing a sexual battery, cyber sexual bullying, or sexual harassment.
  - c) Encourages LEAs to, in coordination with their Title IX coordinator and the person, employee, agency position, or unit that is responsible for receiving UCP complaints, send a written notice to the school community highlighting the Sexual Harassment Safety Weeks.
- 7) Encourages LEAs and charter schools to provide, as part of comprehensive sexual health education and HIV prevention education, instruction that includes all of the following information:
- a) The UCP and any policy regarding adult-pupil boundaries, including where to locate the relevant procedures on the LEA's website;
  - b) The authority of the CDE and the USDOE's OCR to investigate and enforce the UCP and Title IX, respectively;
  - c) The definition of sexual harassment and any legal prohibitions regarding that term;
  - d) What a pupil should do if they believe another pupil has been subjected to sexual abuse, sexual assault, sexual harassment, or retaliation, including how to make a report and how to file a complaint with the LEA's Title IX coordinator or the person, employee, agency position, or unit that is responsible for receiving UCP complaints;
  - e) The positive outcomes associated with reporting incidents, including creating a safer school environment and changing the school culture;
  - f) Any interim and supportive measures available to pupils who report sexual harassment or retaliation for reporting an incident and the remedies available to them following a finding of sexual harassment or retaliation; and
  - g) Information about the range of disciplinary consequences that may be imposed on a pupil for carrying out any of the following acts in order to deter such behavior:
    - i) Committing or attempting to commit a sexual assault or committing a sexual battery;
    - ii) Cyber sexual bullying; and
    - iii) Sexual harassment.

**EXISTING LAW:**

- 1) 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. (Education Code (EC) 51934)
- 2) Requires that, when the health education framework is revised after January 1, 2017, the IQC consider including comprehensive information for kindergarten and grades 1 to 8, inclusive, on the development of healthy relationships, which is age and developmentally appropriate and consistent with the health education standards adopted by the SBE. (EC 33546)
- 3) States that, for purposes of this section, the “development of healthy relationships” includes, but is not limited to:
  - a) Understanding the principles of treating one another with respect, dignity, and kindness;
  - b) Demonstrating the ability to use interpersonal communication skills to address and resolve disagreement and conflict; and
  - c) Recognizing when and how to respond to dangerous or other situations that may result in the bullying, harassment, harming, or hurting of another person. (EC 33546)
- 4) Requires that, when the health education framework is revised after January 1, 2016, the IQC consider including comprehensive information for grades 9 to 12, inclusive, on sexual harassment and violence that includes, but is not limited to, all of the following:
  - a) Information on different forms of sexual harassment and violence, including instances that occur among peers and in a dating relationship; a discussion of prevention strategies; how students report sexual harassment and violence; and potential resources victims can access;
  - b) Discussion of the affirmative consent standard, as defined, and skills students use to establish boundaries in peer and dating relationships; and
  - c) Discussion of legal aspects of sexual harassment and violence under state and federal law. (EC 33544)
- 5) Requires that, if the governing board of a school district requires a course in health education for graduation from high school, the governing board of the school district shall include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard, as defined. (EC 51225.36)
- 6) Requires that, if the governing board of a school district provides instruction on sexual harassment and violence, it ensure teachers consult information related to sexual harassment and violence in the health education framework when delivering health instruction. (EC 51225.36)

- 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. This instruction shall 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)
- 8) Authorizes a school district to provide sexual abuse and sex trafficking prevention education, defined as instruction on the prevalence and nature of sexual abuse and sex trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident. (EC 51950)
- 9) States that a parent or guardian of a student has the right to excuse his or her child from all or part of sexual abuse and sex trafficking prevention education, and assessments related to that education. (EC 51950)
- 10) Authorizes the CDE to make available on its website resources on sexual abuse and sex trafficking prevention for professional learning purposes, and relevant materials for parents and guardians of students. (EC 51950)
- 11) Authorizes in-service training to be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. (EC 51950)

**FISCAL EFFECT:** According to the Senate Appropriations Committee:

- The bill includes several provisions that are permissive, but could result in additional, unknown cost pressures for LEAs. These provisions include legislative intent for school districts to provide annual training for high school students related to sexual harassment

prevention.

- The bill's requirement for LEAs to periodically review consequences that they may impose on students for carrying out acts of sexual assault or harassment, as specified, could result in a reimbursable state mandate. The extent of these costs is unknown, but could be in the low hundreds of thousands of dollars each year.
- The bill's requirement for the IQC to consider including information on procedures for complaints and investigations relative to sexual harassment and abuse is not expected to result in additional costs to the state.

#### COMMENTS:

***Need for the bill.*** The author states, "Education particularly focused on sexual harassment prevention is crucial for our students. SB 334 would empower them with knowledge about their rights and the protections they are entitled to under the law. This bill will help students recognize and address instances of sexual harassment, creating a safer and more supportive environment."

I am deeply concerned by the repeated failure to protect our students from sexual harassment. One striking example took place at Redlands USD in my district, where the California Department of Justice determined that the District systemically violated laws in place to protect against and address complaints related to sexual assault, harassment, and abuse, including Title IX, the Child Abuse and Neglect and Reporting Act (CANRA), and provisions of the California Education Code. Furthermore, the US Department of Education's Office of Civil Rights also "identified several areas needing improvement regarding their Title IX processes" and entered into an agreement responding to 35 identified reports of sexual harassment at the school district. There have also been other instances recently in other school districts in California."

***Bill related to recent Department of Justice (DOJ) civil rights investigation.*** According to the author, this bill is related to a 2024 stipulated judgement against Redlands Unified School District to address "critical and systemic shortfalls in the District's policies and practices regarding their response to allegations and complaints of sexual harassment, assault, and abuse of students." The judgment is the result of a civil rights investigation into the district's handling of these complaints involving sexual abuse of minor students by the district's personnel.

The DOJ's investigation found that the district systemically violated laws in place to protect against and address complaints related to sexual assault, harassment, and abuse, including Title IX, the Child Abuse and Neglect and Reporting Act (CANRA), and provisions of the California Education Code. The investigation found that the district had failed to follow laws and regulations that require it to:

- Designate, provide appropriate oversight authority to, and train a compliance coordinator and/or Title IX Coordinator responsible for ensuring the District's compliance with laws and regulations related to preventing and responding to notice and allegations of sexual harassment, assault, and abuse of students, and ensure that the Title IX Coordinator and/or compliance coordinator carries out their duties;
- Respond in a legally adequate manner to notices or allegations of sexual harassment, assault, and abuse of students;

- Promulgate legally adequate procedures and policies governing the District's response to notice and allegations of sexual harassment, assault, and abuse of students; and
- Properly disseminate and post its notice of nondiscrimination and written policy on sexual harassment.

As part of the judgment, the District is permanently enjoined against violation of these laws, is subject to a minimum of five years of oversight by the court, and Attorney General, and is required to undertake reforms to ensure that it responds in a legally adequate manner to promptly prevent, stop, and remedy sexual harassment, assault, or abuse on its campuses. Redlands Unified School District is also required to:

- Hire, train, and provide appropriate oversight authority to an Assistant Superintendent of Compliance and Sexual Harassment Prevention to investigate and resolve complaints and establish prevention systems;
- Develop an electronic centralized tracking and response system/database for all oral and written reports and complaints of sexual harassment, abuse, and assault, including those submitted anonymously;
- Provide the DOJ all oral and written complaints regarding sexual harassment, assault, and abuse, and the district's responses to all oral and written complaints for DOJ to review to ensure legal compliance;
- Revise policies and procedures for responding to notice or complaints of sexual harassment, assault, or abuse to comply with law and regulation;
- Provide compensatory education and mental health services to victims;
- Provide age-appropriate annual training to students and parents on how to report sexual assault, harassment, and abuse and their right to a prompt and effective response and a discrimination-free school environment;
- Provide annual training to staff and investigators regarding their duties to address reports of sexual assault, harassment, and abuse;
- Provide an anonymous climate survey at the end of each academic semester to assess students' experiences with sexual harassment, assault, and abuse, and use the results to further strengthen prevention and response;
- Establish a School Climate Advisory Committee that will study the District's efforts to prevent and respond to sexual harassment, abuse, and assault and make recommendations to the District for improving those efforts;
- Provide timely proof of compliance with all provisions of the judgment to the DOJ to establish compliance;

- Provide the DOJ with an affirmation from all District administrators, including the Superintendent, that they understand and will follow the requirements of CANRA; and
- Implement an auditing process at schools to ensure that all required notices, policies, and posters informing students and staff about their rights and responsibilities are in all required locations.

***Sexual harassment and related content in the Health Education Framework.*** This bill requires the Instructional Quality Commission to consider including in the next revision of the Health Framework information about what a student should do if they believe another student has been subjected to sexual abuse, sexual assault, sexual harassment, or retaliation, including how to make a report and how to file a complaint with the local educational agency's Title IX coordinator.

The current Health Education Framework, adopted by the SBE on May 6, 2019, includes information about how students can learn about healthy relationships, child sexual abuse, and human trafficking, which includes sex trafficking (in age-appropriate ways), and learn about related topics, such as affirmative consent, relationship violence, bullying, sexual harassment, and media influences., and specifically includes definitions, examples, and impacts related to sexual assault and sexual harassment.

While the current Health Education Framework contains some information students can learn related to sexual harassment, it does not include information specific to the topics required by this bill, such as the Uniform Complaint Procedures, the authority of the federal Office for Civil Rights, and other information about Title IX.

***Sexual Harassment Safety Weeks.*** This bill would designate the first two full weeks in April and the first two full weeks in September as Sexual Harassment Safety Weeks, during which schools would be required to focus on fostering a safe and secure environment, and would encourage schools to undertake certain activities and share specified information. ***The Committee may wish to consider*** that the statute already establishes a number of weeks of observance, and that if more such legislation is enacted they could become unmanageable for schools to administer.

The Education Code identifies the following as weeks of special significance:

- The last two full weeks in April and the last two full weeks in September are designated as “high school voter education weeks,” during which persons authorized by the county elections official shall be allowed to register students and school personnel on any high school campus in areas designated by the administrator of the high school, or his or her designee, which are reasonably accessible to all students.
- The second full week in the month of October of each year is designated as “Week of the School Administrator.” Schools, school districts, and county superintendents of schools are encouraged to observe the week with public recognition of the contribution that school administrators make to successful pupil achievement.
- The third full week in May is designated as Classified School Employee Week. All public schools are required to annually observe that week in recognition of classified

school employees and the contributions they make to the educational community. The observances required are required to be integrated into the regular school program.

- The week of each year that includes April 28, is designated as “Workplace Readiness Week.” All public high schools, including charter schools, are required to annually observe that week by providing information to pupils on their rights as workers, as specified.

Additionally, statute establishes numerous days of special significance, during which schools are encouraged to conduct exercises honoring individuals such as Larry Itliong, Dolores Huerta, Harvey Milk, Ronald Regan, Ed Roberts, Fred Korematsu, and John Muir, as well as events such as Welcome Home Vietnam Veterans Day, September 11<sup>th</sup> Remembrance Day, and Lunar New Year day, and California Poppy Day.

***Arguments in support.*** Generation Up writes, “Across our state, students continue to face sexual harassment and assault on K–12 campuses with limited awareness of their rights or the systems designed to protect them. SB 334 addresses this urgent gap by requiring the Instructional Quality Commission to consider the inclusion of sexual harassment-related content — including Title IX protections, reporting procedures, and response options — in the next revision of California’s Health Education Framework. Additionally, the bill establishes ‘Sexual Harassment Safety Weeks each April and September to foster dialogue and preventative education within school communities.

As a student-led movement dedicated to educational equity and justice, GENup has consistently called for policies that protect the most vulnerable voices in our classrooms. Too often, survivors of harassment are met with confusion, silence, or retaliation — and a lack of clear, age-appropriate education only compounds the harm. SB 334 empowers students and parents alike by giving them the tools to understand, navigate, and trust the systems in place.

The need for proactive, preventative policy has never been clearer. The situation at Redlands Unified School District — where systemic failures resulted in dozens of sexual harassment complaints, millions in legal settlements, and a state Department of Justice investigation — is not an isolated case. It is a warning. We must act to prevent further harm through education and structural clarity.”

***Recommended Committee amendments. Staff recommends that this bill be amended to:***

- 1) Remove the provision requiring that LEAs and charter schools to periodically review consequences for specified offenses, as 1) for some of the specified offenses LEAs do not have discretion over the response, and 2) LEAs and charter schools are already required to report and examine student suspension and expulsion rates on their Local Control and Accountability Plan (LCAP) and annual updates; and
- 2) Limit the Title IX Safety Week to one week, to conform to recent legislation establishing the Workplace Readiness Week.

***Related legislation.*** SB 848 (Pérez) of the 2025-26 Session would, among other things, strengthen policies around professional boundaries and adult-to-student interactions, addresses school employee misconduct and child abuse prevention, and improves oversight of staff

conduct through clearer policy guidance and stronger administrative safeguards.

AB 2961 (Addis) of the 2023-24 Session would have required minors who obtain a work permit to receive training on sexual harassment prevention, retaliation, and reporting resources using the online training course made available on the Civil Rights Department's website, by expanding the "intent to employ a minor" notification that a prospective employer must send to the school official who issued the work permit to include certification that the minor has completed the training. This bill was held in the Senate Appropriations Committee.

SB 1378 (Min) of the 2023-24 Session would have commencing July 1, 2025, require a public or private institution of higher education that issues student identification cards to additionally have printed on the identification cards the telephone number for the Title IX Coordinator for the institution of higher education or, for a community college, the Title IX Coordinator for the community college or the community college district, and would have authorized those public and private institutions of higher education to have printed on the identification cards certain other telephone numbers of resources for Title IX assistance. This bill was held in the Senate Appropriations Committee.

AB 1071 (Hoover), Chapter 65, Statutes of 2023 requires 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 2932 (Patterson), Chapter 118, Statutes of 2024 requires that when the health curriculum framework is next revised, on or after January 1, 2025, the IQC consider including content on sextortion in that framework.

SB 1375 (Jackson), Chapter 655, Statutes of 2016, requires schools to post information on their websites relative to the designated Title IX coordinator, rights of students and responsibilities of schools, and a description of how to file a complaint.

SB 429 (Jackson) of the 2015-16 Session would have required the SPI to designate a county office of education to create an instructional video on Title IX to be used for professional development, and a video on Title IX students' rights video, and required the CDE to analyze the success of the Title IX compliance video and establish a set of best practices to be made available to school districts. This bill was held in the Senate Appropriations Committee.

SB 1435 (Jackson) Chapter 633, Statutes of 2016, requires, when the health curriculum framework is next revised after January 1, 2017, the IQC to consider including comprehensive information for kindergarten and grades 1 to 8, inclusive, on the development of healthy relationships, as specified.

SB 592 (Leyva) of the 2015-16 Session would have required school districts to provide educational programs that promote healthy relationships and prevent adolescent relationship abuse to students in grades 6-12, required the SPI to provide information for use by schools, and required school safety plans to include procedures and policies to prevent and respond to adolescent relationship abuse. This bill was held in the Senate Appropriations Committee.

AB 329 (Weber), Chapter 398, Statutes of 2015, makes instruction in sexual health education a

requirement, revises HIV prevention education content, expands topics covered in sexual health education, requires this instruction to be inclusive of different sexual orientations, and clarifies parental consent policy.

SB 695 (de Leon), Chapter 424, Statutes of 2015, requires the IQC to consider adding content to the health curriculum framework for grades 9-12 on sexual harassment and violence, including the affirmative consent standard, and requires school districts which require a health course for graduation to include this content.

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.

SB 1165 (Mitchell), Chapter 713, Statutes of 2014, requires the IQC to consider including sexual abuse and sex trafficking prevention education in the health framework when it is next revised.

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

American Association of University Women - California  
California Commission on the Status of Women and Girls  
California State PTA  
California Women's Law Center  
Californians for Justice  
California Federation of Teachers  
Children's Law Center of California  
Courage California  
Generation Up  
Los Angeles County Office of Education  
Public Counsel  
Stop Sexual Assault in Schools  
Together for Redlands  
Voices for Progress

**Opposition**

None on file

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