Date of Hearing: June 26, 2024

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
SB 1182 (Gonzalez) – As Amended June 19, 2024

[Note: This bill was double referred to the Assembly Natural Resources Committee and was heard by that Committee as it relates to issues under its jurisdiction.]

SENATE VOTE: 36-0

SUBJECT: Master Plan for Healthy, Sustainable, and Climate-Resilient Schools

SUMMARY: Requires the California Energy Commission (CEC) to develop a master plan for healthy, sustainable, and climate-resilient schools by March 31, 2026. Specifically, **this bill**:

1) Defines the following terms:

   a) "Local educational agency (LEA)" means a school district, county office of education (COE), charter school, or state special school.

   b) "Master plan" means the Master Plan for Healthy, Sustainable, and Climate-Resilient Schools.

2) Requires the CEC, in consultation with the California Department of Education (CDE), Division of the State Architect (DSA), Office of Public School Construction (OPSC), and Natural Resources Agency (NRA), to develop a Master Plan for Healthy, Sustainable, and Climate-Resilient Schools on or before March 31, 2026.

3) Requires, for purposes of the development of the master plan, the CEC to engage a diverse group of stakeholders and experts that reflect the geographic and climate diversity of the state to inform the master plan's recommendations, including all of the following:

   a) Representatives of LEAs or their designees, including school administrators, members of governing boards of school districts, including small school districts, members of governing bodies of charter schools, and members of county boards of education;

   b) Private sector design professionals, including, but not limited to, building and landscape architects and engineers;

   c) School facility advocacy organizations;

   d) Educators;

   e) Representatives of classified school employee unions and building and construction trades councils;

   f) Pupil leaders;

   g) Parent advocates;

h) Subject matter and technical experts from the higher education and nonprofit sectors; and

i) Representatives from state agencies that support or regulate school infrastructure.

4) Requires, to ensure that all objectives, provisions, and recommendations expressed in the master plan also express and enact the state's commitment to educational equity and environmental justice, the CEC to undertake or solicit, and be informed by, analysis employing geographic cross-referencing among areas where climate-related hazards, such as heat indices and air pollution, are elevated and where there are concentrated populations of pupils who may be especially vulnerable to stresses and disruptions, including socioeconomically disadvantaged pupils, pupils of color, English learners, and pupils with disabilities.

5) Requires, to ensure that state and local funding is used efficiently, effectively, and with the greatest return on investment, the CEC to consult with state and federal leaders and technical experts to ensure that the master plan positions California schools to make the most of new unlimited, noncompetitive incentives for schools to deploy clean energy technologies, including funding available pursuant to the federal Infrastructure Investment and Jobs Act.

6) Requires the completed master plan to be provided electronically to the Governor, the appropriate policy and fiscal committees of the Legislature, the Superintendent of Public Instruction (SPI), the State Architect, the OPSC, and the Secretary of the NRA. Requires the CEC, CDE, DSA, OPSC, and NRA to make the master plan publicly available on their respective websites.

7) Requires the master plan to include all of the following:

a) An assessment of a representative sample of the state's public elementary and secondary school buildings and grounds that includes building and site sizes and location, building age, whether and when the building and building systems such as heating, ventilation, and air conditioning were last modernized, age and fuel source for all building systems and major appliances, scores under the United States Environmental Protection Agency's Energy Star system, information related to available shade, information related to outdoor ground surface materials, and energy and water expenditures in the three most recent school years. Requires the plan to also include recommendations for building ongoing capacity and systems to track and analyze this data to inform planning and investment decisions. Requires the CEC to catalog and use existing and previously collected data on the condition and performance of school infrastructure to inform the plan. Requires the assessment of a representative sample of the state's public school buildings and grounds to include information on emissions of greenhouse gases, sustainability, and climate vulnerability;

b) A sample of school buildings and grounds that is representative of geographic and climate zones, the size of the LEA's pupil population, building age, urban and rural communities, and pupil demographics. Requires, through the study of a representative sample of schools, the assessment to identify the aspects of a school that indicate high-priority status for intervention and investment. Authorizes the representative sample to be provided by LEAs that agree to participate in the master plan's development;

c) A set of priorities, benchmarks, and milestones for health, resilience, and decarbonization of California's public school campuses and support facilities in alignment with the state's climate and equity goals;

d) Actionable steps and recommendations for school, LEA, and state agency roles within each priority area and an estimate of the costs to implement and achieve the benchmarks and milestones over a multiyear period, and the fiscal, health, and learning costs of inaction;

e) Guidance for the Legislature and Governor to inform the development of infrastructure-related programs and the identification of the financial resources for LEAs to implement the recommendations and achieve the goals of the master plan. Requires this guidance to be informed by policy and institutional analyses to understand state and local climate adaptation capacities, and limitations, including existing demand for available financial resources, and opportunities within California's public school system;

f) Recommendations and cost estimates for future school infrastructure spending, including guidance on infrastructure-related budget proposals and state bond measures, to do all of the following:

   i) Align spending with the state's goal of achieving carbon neutrality by 2045 and climate adaptation and extreme heat action plans;

   ii) Position California schools to take full advantage of incentives and funding for decarbonization and climate adaptation within relevant federal legislation, including the Infrastructure Investment and Jobs Act and Inflation Reduction Act of 2022; and

   iii) Equitably identify climate-vulnerable communities for priority investment.

g) Guidance for local school infrastructure funding measures that align with state decarbonization and climate adaptation goals;

h) Guidance on the roles of state and county agencies and other partners in providing technical assistance to LEAs to support sustainable and climate-resilient school infrastructure;

i) Recommendations to ensure that LEAs have access to sufficient technical assistance, professional learning, training programs, and pipelines of sustainability and climate-resilience personnel to implement decarbonization and adaptation plans that include high road labor standards, project labor agreements with unionized workforces, workforce development, and training opportunities for current local educational agency employees who construct, operate, and maintain school infrastructure. Requires the recommendations and guidelines to be consistent with existing law regarding the roles of current employees and staff in the implementation of the plan;

j) Recommendations for state and local leaders from the public and private sectors to connect sustainable and climate-resilient school buildings and grounds to learning

opportunities for pupils, green career and technical education, and pathways to green economy careers that support and advance statewide sustainability and resilience; and

k) Recommendations for county and city governments to more effectively include LEAs in their decarbonization and climate adaptation efforts.

8) Requires, to guide the implementation of well-aligned state investments in healthy, sustainable, and climate-resilient school infrastructure, the CEC, or the CEC's designee, to enter into a contract with one or more nongovernmental entities to review existing research and data, support and coordinate the master plan development process, and conduct research on priority areas of study, as specified.

EXISTING LAW:

1) Establishes a goal of doubling energy efficiency savings from existing building end uses by January 1, 2030. Existing law requires the CEC to establish annual targets for statewide energy efficiency savings and demand reduction to achieve this goal.

2) Establishes the School Energy Efficiency Stimulus Program (also known as the California Schools Healthy Air, Plumbing, and Efficiency Program – CalSHAPE), which provides grants to LEAs to fund appliance, plumbing, and HVAC upgrades at schools using ratepayer energy efficiency incentives. Existing law designates the CEC as the third-party administrator of CalSHAPE grants and sunsets the program on January 1, 2027.

3) Establishes the Clean Energy Job Creation Program and allocates Proposition 39 revenues to fund energy efficient retrofits and clean energy installations, as well as related improvements and repairs that contribute to reduced operating costs and provide certain non-energy benefits, including improved health and safety conditions in public schools. The program also allocated funds to the State Energy Conservation Assistance Account Education Subaccount (ECAA-Ed) to provide LEAs with no-interest revolving loans to fund energy efficiency and renewable energy projects.

4) Establishes the School Facility Program (SFP), under which the state provides general obligation bond funding for various school construction projects, including new construction, modernization, joint-use facilities, and programs to specifically address the construction needs of charter schools, career technical education facilities, and seismic mitigation. (EC 17070.10 et seq)

5) Defines "good repair" to mean a school facility that is maintained in a manner that ensures that it is clean, safe, and functional as determined pursuant to a school facility inspection and evaluation instrument developed by the OPSC and approved by the State Board of Education (SBE) or a local evaluation instrument that meets the same criteria, and requires the evaluation instrument to include mechanical systems, including heating, ventilation, and air-conditioning systems, that are functional and unobstructed, appear to supply adequate amount of air to all classrooms, workspaces, and facilities, and maintain interior temperatures within normally acceptable ranges. (Education Code (EC) 17002(d))

6) Requires the CDE to establish standards for use by school districts to ensure that the design and construction of school facilities is educationally appropriate, promote school safety, and provide school districts with flexibility in designing instructional facilities. (EC 17251(c))

7) Requires, the Department of General Services (DGS), under the police power of the state, to supervise the design and construction of any school building or the reconstruction or alteration of or addition to any school building to ensure that plans and specifications comply with the specified rules and regulations, and to ensure that the work of construction has been performed in accordance with the approved plans and specifications, for the protection of life and property. (EC 17280)

8) Requires the governing board of any school district to meet with appropriate local government recreation and park authorities to review all possible methods of coordinating planning, design, and construction of new school facilities and schoolsites or major additions to existing school facilities and recreation and park facilities in the community. (EC 35275)

9) Makes findings and declarations that school gardens provide an interactive, hands-on learning environment in which pupils learn composting and waste management techniques, fundamental concepts about nutrition and obesity prevention, and the cultural and historical aspects of our food supply. States that school gardens also foster a better understanding and appreciation of where food comes from, how food travels from the farm to the table, and the important role of agriculture in the state, national, and global economy. (EC 51795)

10) Establishes the Instructional School Gardens Program, administered by the CDE, for the promotion, creation, and support of instructional school gardens through the allocation of grants and through technical assistance provided to school districts, charter schools, or COEs. (EC 51796)

11) Prohibits a local governing board from siting a school located on land that was previously a hazardous waste disposal site, that contains pipelines that carry hazardous substances, that is near an airport runway or freeway, or other busy traffic corridors and railyards that have the potential to expose students and school staff to hazardous air emissions. (EC 17213 and 17215)

12) Requires the California Environmental Protection Agency (CalEPA) to identify disadvantaged communities for investment opportunities. Requires these communities to be identified based on geographic, socioeconomic, public health, and environmental hazard criteria and may include, but are not limited to, either of the following:

    a) Areas disproportionately affected by environmental pollution and other hazards that can lead to negative public health effects, exposure, or environmental degradation; or

    b) Areas with concentrations of people that are of low income, high unemployment, low levels of homeownership, high rent burden, sensitive populations, or low levels of educational attainment. (Health and Safety Code (HSC) 39711)

FISCAL EFFECT: According to the Senate Appropriations Committee:

- Unknown one-time costs, likely in the low millions of dollars, spread over two years (General Fund or Energy Resource Programs Account) for the CEC to create and administer

the Master Plan. In addition, CEC notes that the amount needed to fund the work of the nongovernmental agency contractor may be up to $5,000,000 for a two-year term due to there being more than 10,000 schools throughout the state that may need information and data gathered, researched, and analyzed. Staff notes that the Energy Resources Programs Account (ERPA), the CEC's main funding source, has a significant structural deficit and may not be the most appropriate funding source to support the implementation of this bill.

- Unknown ongoing costs, likely in the low hundreds of thousands of dollars annually (Greenhouse Gas Reduction Fund), for the duration of California Air Resources Board (ARB) participation in the creation, maintenance, and implementation of the Master Plan.

- Unknown, potentially significant cost pressure to fund school facility improvements or make other investments identified in the Master Plan.

COMMENTS:

Need for the bill. According to the author, "California's K-12 students are increasingly burdened by climate-related threats such as extreme heat, flooding, wildfire smoke, and other hazards that can harm their health and hinder their ability to learn. A recent report from the Legislative Analyst's Office showed that, as climate change continues to drive extreme weather events and other disruptions, students will face learning loss, food insecurity, and traumatic mental health impacts that are likely to affect their ability to learn and result in diminished academic outcomes.

While California's 10,000 school facilities play an integral part in the mission of educating California's students, the State has no cohesive strategy to make school buildings and grounds climate-resilient to protect the health and safety of students. It is abundantly clear that for California to meet its climate goals and ensure the educational opportunities of students there must be a comprehensive policy and implementation road map.

SB 1182 will address the lack of guidance and planning around school facilities and sustainability by requiring the California Energy Commission to collaborate with various state agencies and education stakeholders to develop a Master Plan for Healthy, Sustainable, and Climate-Resilient Schools. This plan will provide the State and the public with substantive guidance to ensure California's school facilities will be resilient in the face of continuing climate change and its acute impacts on the health and wellbeing of our students. A cohesive plan will also position California to take full advantage of forthcoming grants and incentives for de-carbonization and climate adaptation under the federal Infrastructure Investment and Jobs Act and Inflation Reduction Act."

Climate change impacts in California. California's climate is generally expected to become hotter, drier, and more variable over the coming decades, increasing the risk of catastrophic wildfires, droughts, floods, extreme weather, biodiversity loss, and sea level rise. California's Fourth Climate Assessment estimates the economic cost to California for these losses by 2050 will be over $100 billion annually. Average global temperatures have increased since 1895, with the fastest relative increase beginning in the 1980s. Nine of the ten hottest years recorded have occurred in the last decade. In California, the statewide average temperature is predicted to increase 1.9°F by 2025 and 4.6°F by 2050. Populations in cooler parts of the state, particularly along the coast, are generally at a greater risk for health-related illness because they are less

acclimatized to heat, people may be less aware of behaviors to reduce exposure, and the built environment is not designed for warmer temperatures.

Urban areas have higher temperatures than in surrounding areas due to pavement and building materials that absorb sunlight and heat. This phenomenon is referred to as the urban heat island effect. Average daytime temperatures in urban areas are 1-6°F warmer than surrounding areas, but at night that increases to as much as 22°F as the heat is gradually released from buildings and paved surfaces. The urban heat island effect increases the health risks associated with extreme heat for populations living in those areas. A number of strategies can be used to mitigate the urban heat island effect, such as shading, green spaces, and the use of cool building and paving materials.

LEAs have diverse and unique energy and climate challenges. Public K-12 facilities in California include approximately 12,800 schools with more than 714 million square feet of space, making LEAs the largest category of building in the public building sector. Unlike other commercial end users, government buildings generally are not able to use energy savings to reinvest in more capital improvements, which leads public buildings to require regular cycles of investment to update facilities and replace less efficient appliances. While some school districts may seek local and state bond or tax funding to make these updates, other school districts may seek monies and tax incentives from the recently enacted Infrastructure Investment and Jobs Act (IIJA) and Inflation Reduction Act (IRA).

This bill seeks to establish a master plan that may help provide LEAs with guidance about the types of building decarbonization and climate resilience investments that can provide benefits for LEAs. ***The Committee may wish to consider*** that the diversity of size, condition, and location of California's LEAs creates challenges for providing guidance that meaningfully addresses an LEA's needs. While some LEAs may seek to make major investments in fuel switching, electric vehicle (EV) charging, and on-site clean energy generation, other LEAs may need new HVAC systems and water filtration. LEAs with sufficient resources may have little difficulty taking advantage of new funding opportunities as they arise; however, smaller LEAs and LEAs with limited support resources may require additional guidance and technical assistance to identify the best opportunities for their specific considerations and submit successful applications.

Greener schools. The majority of the state's urban schools are covered in hard surfaces, particularly in neighborhoods that are already suffering from park scarcity. Play spaces are covered in asphalt and concrete, which contribute to the urban heat island effect. Green space, such as grass, trees, and shrubs, which have been shown to lower temperatures, is linked to improved child development outcomes. In addition to reducing heat, spending time in green spaces has been shown to improve student's academic achievement, improve concentration, and reduce stress. Greenery near schools has also been shown to improve air quality. Existing law also requires a local governing board to evaluate methods for coordinating and planning new schoolsites and parks in the community. Many new schools are now constructed adjacent to a city park.

The impact of heat on student health and academic performance. As climate change intensifies, students are increasingly burdened by worsening heat waves, wildfires, drought, and other extreme weather-related events that hinder their well-being and academic development, according to a 2023 report from the Sean N. Parker Center for Allergy and Asthma Research at Stanford University and other partners, *Climate Resilient California Schools: Safeguarding*

Children's Health and Opportunity to Learn in TK-12. Children are particularly vulnerable to extreme weather conditions because their bodies are more sensitive and less capable of self-regulating temperature. According to a 2023 UCLA Luskin Center for Innovation policy brief, *Protecting California with Heat-Resilient Schools*, "Children also face a heightened risk of some health conditions, including asthma, when they experience extremely high temperatures. Overheating at schools can lead to hospital emergency department room visits and missed school days. Socially, children have less agency to take care of their needs by retreating to a cool area. And when considering the effects of hot protective sports equipment, heat-absorbing blacktops, and other intensifying factors, children often face particularly heightened heat exposures, and thus risk, at school."

According to a 2022 Legislative Analyst's Office (LAO) report, *Climate Change Impacts Across California K-12 Education*, climate change has led to students experiencing greater learning loss, poorer academic outcomes, food insecurity, and traumatic mental health problems. Moreover, minority children who live in high-poverty neighborhoods are often exposed to more heat, which contributes to racial disparities in health outcomes. School facilities located in low-income neighborhoods have historically had fewer financial resources to invest in efficient HVAC systems and may have play areas covered in asphalt without shade, thereby compounding student health risks from worsening climate change.

According to a 2020 Journal of Human Resources article, *Hot Temperature and High Stakes Performance*, hot temperatures reduce performance by up to 13% of a standard deviation and lead to persistent impacts on high school graduation status, despite compensatory responses by teachers who selectively upward manipulate grades after hotter exams. According to a 2020 American Economic Journal: Economic Policy article, *Heat and Learning*, students of color and students in lower-income areas are the most affected by heat-driven learning losses, exacerbating racial and income-based achievement gaps. It is estimated that 5% of the nationwide gap in academic achievement between White and Black students is due to heat and air conditioning disparities.

California lacks an inventory of public school facilities, including heating and cooling devices. While the state has general information on the number of K-12 schools (approximately 10,000 schools), there is no inventory on the number of school buildings within a schoolsite or the types of facilities in those buildings (e.g., gymnasiums, multipurpose rooms, etc.). Beginning in 2008, school districts applying for state bond funds must complete an informational worksheet on the project. Data on the number of new facilities and the types of facilities constructed since 2008 is available but is not comprehensive. California does not maintain a statewide database for tracking which schools have air conditioning, appropriately shaded schoolyards, and other heat interventions, according to the 2019 American Society of Civil Engineers *Report Card for California's Infrastructure*. According to a 2020 Public Policy Institute of California (PPIC) report, *Improving K-12 School Facilities in California*, not every California school has adequate access to indoor cooling, making it impossible to universally maintain temperatures ideal for teachers to educate and students to learn. And with limited statewide school facility data, ***the Committee may wish to consider*** that it is difficult to know how widespread the problem is or what the cost of interventions will be.

Existing CEC energy efficiency programs supporting LEAs. While the CEC has not established a master plan addressing K-12 buildings' climate adaptation needs, it has administered multiple programs aimed at providing incentives to improve energy efficiency,

water savings, and non-energy benefits associated with clean energy and appliance installations in LEA facilities. Following the passage of Proposition 39 in 2012, the CEC administered the Clean Energy and Jobs Creation Program. Between 2013 and 2020, the CEC approved 2,108 applications from 1,739 LEAs for a total of $1.53 billion in funding. As part of the program, the CEC also approved 42 loans from the ECAA-Ed program totaling $64.6 million. Following an extension and revision of the Proposition 39 program in 2017, the program expanded to include the School Bus Replacement Program. As part of this program, the CEC awarded $74.7 million for replacement electric buses and $14.1 million for electric bus charging infrastructure.

This bill requires the master plan to include various components that are similar to the goals of the Clean Energy and Job Creation Program. For example, this bill requires the master plan to include recommendations on how schools can obtain sufficient technical assistance to leverage investments in building decarbonization and climate resilience and encourage workforce development and high-road jobs. During its administration of the Clean Energy and Job Creation Program, the CEC established the Bright Schools Program to provide $3.3 million for technical assistance to help LEAs identify opportunities for energy savings and submit successful funding applications. As part of its administration of the School Bus Replacement Program, the CEC leveraged $1 million in Clean Transportation Program (CTP) monies to develop and implement an automotive instructor training program for school districts to provide instruction on operating, maintaining, and managing electric buses. This training curriculum was created by a local community college and provided to school districts that received electric buses through the School Bus Replacement Program.

California's Extreme Heat Action Plan. Existing law requires the NRA to update the state's climate adaptation strategy every three years. In updating the strategy, the need for an interagency approach to extreme heat was identified, and therefore the state updated its extreme heat guidance and recommendations to create California's Extreme Heat Action Plan.

California's Extreme Heat Action Plan was released by the NRA in April 2022. The plan provides a strategic and comprehensive set of state actions to adapt and build resilience to extreme heat, including exploring the implementation of indoor and outdoor heat exposure rules for schools, supporting climate-smart planning in heat-vulnerable schools, promoting climate-appropriate shade tree cover and schools, and promoting increased use of green barriers between agricultural fields and schools.

Arguments in support. Undaunted K12 writes, "The California K-12 school system infrastructure covers 730 million square feet and sits on over 125,000 acres of land, requiring significant energy to operate and emitting carbon and other greenhouse gasses in the process. Our schools must adapt, mitigate, and educate in order to meet these linked challenges. It is clear that California needs a broad vision and clear multi-directional communication across state, county, and local agencies – goals we can accomplish through what SB 1182 sets out to achieve: the creation of a master plan for healthy, sustainable, climate-resilient California schools.

A master plan will ensure that every dollar we spend to build and maintain school facilities – some $7 billion each year, including state and local outlays – is aligned with our legally-required GHG reduction targets, and the latest climate Scoping Plan Update for California which requires cutting emissions by 48% this decade to reach carbon neutrality by 2045. A master plan will also provide leverage for California schools to capitalize on extraordinary financing opportunities in the federal Inflation Reduction Act and Infrastructure Investment and Jobs Act."

Related legislation. SB 394 (Gonzalez) of the 2023-24 Session would have required CEC, upon appropriation by the Legislature, to convene a group of agencies and stakeholders to develop a master plan for healthy, sustainable, and climate-resilient schools. This bill was vetoed by the Governor with the following message:

> While I support the author's goal of making our schools more climate friendly and climate prepared, the development of this master plan will cost up to $10 million that was not considered through the annual budget process. Additionally, the master plan would create significant long-term cost pressures that are not accounted for in the state budget plan.

AB 247 (Muratsuchi) of the 2023-24 Session would place the Kindergarten-Community Colleges Public Education Facilities Bond Act of 2024 on the 2024 statewide ballot, to be operative only if approved by voters at that election.

AB 384 (Calderon) of the 2023-24 Session would have required the CDE to conduct a research study on recommended indoor air temperature ranges and temperature control standards for public schools, to compile a statewide inventory of heating and cooling systems and interventions in all public schools, and to develop policy recommendations for safe indoor air temperature standards for public school facilities. This bill was vetoed by the Governor with the following message:

> While I appreciate the author's goal of supporting access to indoor temperatures most conducive to student learning, this bill creates significant long-term cost pressures that are not accounted for in the budget.

AB 527 (Calderon) of the 2023-24 Session would have required the CAL FIRE to provide grants to qualified entities to support school greening. This bill was held in the Senate Appropriations Committee.

AB 1642 (Gipson) of the 2023-24 Session would have required the CDE and the NRA, in consultation with the DSA, the OPSC, and any other appropriate state entities to facilitate an interagency and stakeholder engagement process to develop, on or before December 1, 2024, recommendations for a master plan for green schoolyards. This bill would have required a report of the recommendations for a master plan for green schoolyards to be sent to the appropriate policy and fiscal committees of the Legislature on or before December 1, 2024. This bill was held in the Senate Appropriations Committee.

SB 28 (Glazer) of the 2023-24 Session would place the Public Preschool, K-12, and College Health and Safety Bond Act on the ballot for the March 2024 statewide primary election.

SB 499 (Menjivar) of the 2023-24 Session would have required every school in the state, contingent on appropriation, to develop and implement an extreme heat action plan. The bill would have also required every school to replace outdoor surfaces with more heat resistant materials the next time the school replaces an outdoor surface. This bill was held in the Assembly Appropriations Committee.

SB 515 (Stern), Chapter 489, Statutes of 2023, limits the cost of complying with the requirement to provide an accessible path of travel to a free-standing, open-sided shade structure project to 20% of the adjusted construction cost, as defined, of the shade structure project.

AB 544 (O'Donnell) of the 2021-22 Session would have required LEAs to provide the CDE information related to each school facility, schoolsite, or school property owned or leased by the LEA. This bill was held in the Senate Education Committee.

AB 2232 (McCarty), Chapter 777, Statutes of 2022, requires a covered school (school district, COE, charter school, private school, the California Community Colleges (CCC), the California State University (CSU), and requests the University of California (UC), to ensure that facilities, including classrooms for students, have HVAC systems that meet minimum ventilation rate requirements, as specified, and to install filtration that achieves minimum efficiency reporting values (MERV) levels of 13 or higher. Requires the California Building Standards Commission and the DSA to propose for adoption mandatory standards for carbon dioxide monitors in classrooms of a covered school and the UC.

AB 1292 (Evans) of the 2005-06 Session would have required school districts to ensure that facilities, including, but not limited to, classrooms, have HVAC systems that meet minimum requirements of indoor air quality, as adopted by the California Occupational Safety and Health Standards Board. This bill was held in the Assembly Appropriations Committee.

AB 2863 (Pavley) of the 2003-04 Session would have required a school district applying for state school facilities funds to include in its plans for new construction and modernization of a school building an indoor air quality management plan, and authorizes the use of certain funds to prevent indoor air problems in school facilities. This bill was held in the Assembly Appropriations Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

A Voice for Choice Advocacy
A. O. Smith Corporation
AFSCME CA
Alameda County Office of Education
Alliance for A Better Community
American Academy of Pediatrics, California
American Federation of State, County and Municipal Employees, AFL-CIO
Association for Environmental and Outdoor Education
Bluegreen Alliance
Breathe California
Building Decarbonization Coalition
California Academy of Preventive Medicine
California Alliance for Clean Air in Schools
California Environmental Voters (formerly CLCV)
California Federation of Teachers AFL-CIO
California Green New Deal Coalition
California Labor for Climate Jobs

California School Employees Association
California State PTA
Center for Cities + Schools, UC Berkeley
Center for Ecoliteracy
Center for Environmental Health
CFT- a Union of Educators & Classified Professionals, AFT, AFL-CIO
Children Now
Cleanearth4kids.org
Climate Action Campaign
Climate Action Pathways for Schools
Climate Health Now
CMTA Engineers
Coalition for Adequate School Housing
Education Justice Academy
Gender Equity Policy Institute
GenUp (Generation Up)
Green Schools National Network
Green Schoolyards America
Greenbelt Alliance
Hed
Jobs With Justice San Francisco
Labor Network for Sustainability
Los Angeles County Office of Education
Los Angeles Unified School District
Menlo Spark
Natural Resources Defense Council (NRDC)
New Buildings Institute
Nextgen California
Non Toxic Schools
Our Turn
Physicians for Social Responsibility - San Francisco Bay Area Chapter
Re:wild Your Campus
Rewiring America
Sacramento Splash
San Francisco Bay Area Physicians for Social Responsibility
Santa Clara County Office of Education
Save the Bay
School Energy Coalition
Schools for Climate Action
SEIU California
Sheet Metal Workers' Local Union No. 104 (SMART)
Sierra Club California
State Building and Construction Trades Council
Strategic Energy Innovations
Sustainable Mill Valley
Ten Strands
Terraverde Energy
The 2035 Initiative
Tree People

Trust for Public Land; the
U.S. Green Building Council, INC. (USGBC)
UC Santa Barbara
Undauntedk12
United Food and Commercial Workers, Western States Council
United Steelworkers District 12
US Green Building Council

Opposition

None on file

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