

Date of Hearing: June 28, 2023

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
SB 394 (Gonzalez) – As Amended June 12, 2023

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

**SENATE VOTE:** 40-0

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

**SUMMARY:** Requires, upon an appropriation by the Legislature for this purpose, the California Energy Commission (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 facilitate an interagency process and stakeholder engagement to develop a Master Plan for Healthy, Sustainable, and Climate-Resilient Schools (master plan). Specifically, **this bill:**

- 1) Requires, upon an appropriation by the Legislature for this purpose, the CEC, in consultation with the CDE, DSA, OPSC, and NRA, to facilitate an interagency process and stakeholder engagement to develop a master plan on or before March 31, 2025.
- 2) Requires a master plan steering team to be organized and led by the CEC to facilitate the planning process and stakeholder engagement to develop the master plan. Requires the steering team to include representatives from the CDE, DSA, OPSC, and NRA and to begin meeting at least monthly on or before March 1, 2024, to coordinate and advance the master planning process. Requires the process to create the master plan to include input from additional state agencies that provide funding, guidance, and oversight for school buildings and grounds.
- 3) Requires the master plan development process 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 local educational agencies (LEAs) or their designees, including school administrators, members of governing boards of school districts, including small school districts, 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 trades councils;

- f) Pupil leaders;
  - g) Parent advocates; and
  - h) Subject matter and technical experts from higher education and nonprofit sectors.
- 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, the master plan steering team 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 the completed master plan to be provided electronically to the Governor, the appropriate policy and fiscal committees of the Legislature, the CEC, the Superintendent of Public Instruction (SPI), the State Architect, the OPSC, the Secretary of the NRA, and others as specified. Requires the CDE, DSA, OPSC, and NRA to make the master plan publicly available on their respective websites.
- 6) 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, 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 steering team to catalog and use existing and previously collected data on the condition and performance of school infrastructure to inform the plan;
  - b) An assessment of a representative sample of the state's public school buildings and grounds for both of the following: the school and surrounding community's vulnerability to climate hazards, such as heat, wildfire, landslide, sea level rise, flood risk, and electrical grid reliability, and adaptation potential; and emissions of greenhouse gases, sustainability, and mitigation potential;
  - 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. Requires these priorities, benchmarks, and milestones to do all of the following: encompass recommendations for school buildings, school grounds, and support facilities, account for the need for LEAs to maintain fiscal sustainability and responsibly invest local and state funding, and prioritize schools and communities that are disproportionately impacted by climate-related hazards and by structural inequities in the state's economy and education system;

- d) Actionable steps 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, limitations, including existing demand for available financial resources, and opportunities within California's public school system;
  - f) Recommendations on future school infrastructure spending, including guidance on infrastructure-related budget proposals and state bond measures;
  - 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 LEA employees who construct, operate, and maintain school infrastructure. Requires the recommendations and guidelines to be consistent with existing law for LEAs 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;
  - k) Recommendations for county and city governments to more effectively include LEAs in their decarbonization and climate adaptation efforts; and
  - l) Requires the sample of school buildings and grounds to be 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 study of the 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.
- 7) Requires, to guide the implementation of well-aligned state investments in healthy, sustainable, 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.

- 8) Defines the following:
  - a) “LEA” to mean a school district, county office of education (COE), charter school, or special education local plan area (SELPA); and
  - b) “Master plan” to mean the Master Plan for Healthy, Sustainable, and Climate-Resilient Schools.

#### **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.
- 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, work spaces, 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, promotes school safety, and provides 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. 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, or that is near an airport runway or freeway, 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,

- The CEC estimates one-time costs of \$1.5 million (Energy Resources Programs Account [ERPA] or General Fund) and 10 limited-term positions to develop the master plan. In addition, the CEC estimates one-time costs of up to \$5 million (ERPA or General Fund) to fund the work of the nongovernmental agency contractor.

- Unknown, likely minor costs (various funds) for other departments and state entities to participate in development of the master plan.

#### COMMENTS:

***Need for the bill.*** According to the author, “California’s K-12 students are served by over 1,000 school districts that utilize more than 10,000 facilities, comprising 125,000 acres of grounds, and 730 million square feet of buildings. The students who attend these schools each day 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.

While the condition of our school facilities plays an integral part in the mission of educating California’s students, the State currently has no mechanism for assessing its school facilities’ sustainability, and 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 394 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. The Master 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 Inflation Reduction Act and 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 difficulties in 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 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 temperature reduces performance by up to 13% of a standard deviation and leads 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 not an 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*** 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, the CEC 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 Natural Resources Agency 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 Natural Resources Agency 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.

***Recommended Committee Amendments.*** *Staff recommend that this bill be amended* as follows:

- Add members of charter school governing bodies to the list of entities that must be consulted when developing a master plan.
- Remove SELPA from definition of LEA, and add state special schools.
- Add, to the assessment of a representative sample of the state's public elementary and secondary school grounds, information related to available shade, and outdoor ground surface materials.
- Add, to the actionable steps required of state agencies by the master plan: 1) that the master plan provide actionable steps and recommendations, and 2) include actionable steps and recommendations for school and LEAs.
- Add cost estimates to the recommendations on future school infrastructure spending.

***Arguments in support.*** The California Federation of Teachers writes, "A master plan will also remedy an unintentional and consequential gap in State policy, whereby mandates and incentives that are prompting local governments and other actors to reduce greenhouse gas emissions do not expressly apply to public school districts. Lacking clear guidance and support, school districts continue to invest in antiquated, inefficient equipment that produces emissions and environmental hazards rather than safeguarding against them. Once installed, such equipment – heating and air conditioning systems, for example – can run for 30 years. As a result, decisions local districts make in the 2020s will largely determine whether the State's 11,000 public schools will play a part in fulfilling California's pledge to achieve carbon neutrality by 2045."

A master plan process will provide a critical opportunity for communication and coordination across State, County, and local agencies to clarify goals, identify approaches that meet the unique needs of school facilities, and reduce barriers that could otherwise slow or misdirect implementation of State climate programs. A master plan will also help position California schools to fully leverage funding opportunities under the Federal Infrastructure Investment and Jobs Act and the Inflation Reduction Act – which could bring billions to California over the next 10 years – an especially important aim in light of the State’s budget challenges.”

**Arguments in opposition.** The Western Electrical Contractors Association writes, “WECA does not oppose the Master Plan but opposes requirements in the bill that mandate the plan includes ‘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...’ WECA believes project labor agreements are discriminatory and increases the cost of construction.”

**Related legislation.** 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 require 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.

AB 527 (Calderon) of the 2023-24 Session would require the CAL FIRE to provide grants to qualified entities to support school greening.

AB 1642 (Gipson) of the 2023-24 Session would require 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. Requires 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.

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 require 1) all schoolsites and child care facilities to develop and implement an extreme heat action plan to plant shade trees, install a school garden, and plant a coniferous tree barrier; 2) the CDE, in consultation with the California Department of Social Services (CDSS), to develop a template for an extreme heat action plan, make available a model program guidebook; and, 3) the CDSS to identify a liaison for child care facilities.

SB 515 (Stern) of the 2023-24 Session would exempt the installation of shade structures on the DSA’s approved pre-check design list from requiring LEAs to also provide an accessible path of travel under the California Building Standards Code.

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 2597 (Bloom) of the 2021-22 Session would have required the Department of Housing and Community Development to develop, propose, and submit to the California Building Standards Commission standards for adequate residential cooling for both new and existing units. This bill was held in the Senate Housing Committee.

SB 1167 (Mendoza), Chapter 839, Statutes of 2016, requires the Division of Occupational Safety and Health to propose to the Occupational Safety and Health Standards Board for review and adoption, a standard that minimizes heat-related illness and injury among workers working in indoor places of employment by January 1, 2019.

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**

1000 Grandmothers for Future Generations  
Alliance for A Better Community  
Alliance of Nurses for Healthy Environments  
American Academy of Pediatrics, California  
Association for Environmental and Outdoor Education  
California Climate Voters  
California Federation of Teachers  
California Green New Deal Coalition  
California Labor for Climate Jobs  
California Nurses for Environmental Health and Justice  
California School Employees Association  
California State Council of Service Employees International Union (SEIU California)

California State PTA  
Center for Cities+Schools, UC Berkeley  
Center for Ecoliteracy  
Central California Asthma Collaborative  
Children Now  
Climate Action Campaign  
Climate Action Pathways for Schools  
Climate Health Now  
Climate Reality Project, Los Angeles Chapter  
Climate Reality Project, San Fernando Valley  
CMTA Engineers  
Coalition for A California Green New Deal  
Collective Resilience  
Education Justice Academy  
Fossil Free California  
Generation Up  
GenUp (generation Up)  
Green Schools National Network  
Green Schoolyards America  
Greenpeace USA  
Jobs With Justice  
Jobs With Justice San Francisco  
Labor Network for Sustainability  
Let's Green Ca!  
Long Beach Alliance for Clean Energy  
Los Angeles Unified School District  
Menlo Spark  
Natural Resources Defense Council  
New Buildings Institute  
NextGen California  
NRDC  
Oil & Gas Action Network  
Oil Change International  
Our Turn  
Poder  
Rewiring America  
Santa Clara County Office of Education  
School Energy Coalition  
Schools for Climate Action  
SEI  
Sierra Club California  
State Building and Construction Trades Council of Ca  
Strategic Energy Innovations  
Ten Strands  
Terraverde Energy  
The Climate Center  
Tree People  
UC Berkeley's Center for Cities and Schools  
UFCW - Western States Council

Undauntedk12  
UPTE-CWA

**Opposition**

Western Electrical Contractors Association

**Analysis Prepared by:** Marguerite Ries / ED. / (916) 319-2087