Date of Hearing: July 12, 2023

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
SB 499 (Menjivar) – As Amended May 18, 2023

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

SENATE VOTE: 32-4

SUBJECT: School facilities: School Extreme Heat Action Plan Act of 2023

SUMMARY: Requires: 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 next time the outdoor surfaces of a schoolsite are resurfaced or replaced, the schoolsite to replace low specific heat surfaces; 3) the California Department of Education (CDE), in consultation with the California Department of Social Services (CDSS), to develop a template for an extreme heat action plan, and to make available a model program guidebook; and, 4) the CDSS to identify a liaison for child care facilities. Specifically, **this bill**:

1) Establishes the School Extreme Heat Action Plan Act of 2023.

2) States that it is the policy of the state that outdoor surfaces with high specific heat should be the preferred method of resurfacing outdoor surfaces at schoolsites and that the state, in order to reduce children's exposure to extreme heat, should take the necessary steps to facilitate the adoption of effective high specific heat surfaces at schoolsites.

3) Requires, the next time the outdoor surfaces of a schoolsite are resurfaced or replaced, the schoolsite to replace low specific heat surfaces, such as cement, asphalt, brick, pebbles, sand, aggregates, rubber, and synthetic turf, with high specific heat surfaces, such as cool pavement technologies, natural grass, shrubs, trees, wood chips, or other natural systems that mitigate heat and pollution. Requires the school designee to make every effort to meet these requirements in the least costly manner, to the extent permissible under state law.

4) Requires all schoolsite decision-making personnel involved in the replacement or resurfacing of outdoor surfaces at a schoolsite to be trained in extreme heat mitigation measures.

5) Requires, or before January 1, 2025, all schoolsites to develop an extreme heat action plan addressing all of the following:

    a) The installation or planting of shade trees or mini-forests, positioned on schoolsites where pupils can access them when in attendance. Requires planting locations for shade trees to be selected to improve the thermal comfort of outdoor surfaces, including:

        i) Directly protecting pupils from the effects of extreme heat; and

        ii) Casting shade on adjacent classroom windows in schoolsite buildings to help reduce temperatures indoors and save cooling costs during the warmest parts of the year.

b) The installation or planting of school garden infrastructure and plantings, such as raised garden beds, potting soil, hoses, and installation of native, low-water, and food-producing plants that may help block the wind or provide shade; and

c) The installation or planting of a green barrier, such as a hedgerow of native plants, fruit trees, or conifers, between the schoolsite and any adjacent high-polluting streets or commercial projects.

6) Requires, on or before January 1, 2027, all schoolsites to begin implementation of their extreme heat action plan. Requires the implementation of the extreme heat action plan to be contingent upon an appropriation for this purpose in the annual Budget Act or another statute.

7) Requires the CDE, in consultation with the CDSS, as appropriate, to do both of the following:

a) Develop a template for an extreme heat action plan to be used by schoolsites; and

b) Make a model program guidebook available to schoolsites and establish a process for systematically updating the guidebook and supporting documentation.

8) Requires the CDSS to identify a liaison for child daycare facilities for purposes of this act.

9) Defines the following:

a) "Child daycare facility" to mean a facility, owned or operated by a local educational agency (LEA), that provides nonmedical care to children under 18 years of age in need of personal services, supervision, or assistance essential for sustaining the activities of daily living or for the protection of the individual on less than a 24-hour basis. The term "child daycare facilities" includes daycare centers, employer-sponsored childcare centers, infant centers, preschools, extended daycare facilities, and schoolage childcare centers.

b) "Local educational agency" to mean a school district or charter school.

c) "Outdoor surfaces" to mean any ground surface within the boundaries of the school property.

d) "School designee" to mean a schoolsite or LEA employee identified by the schoolsite or LEA to carry out and ensure that the specified requirements are met.

e) "Schoolsite" to mean any facility used as a child daycare facility or by an LEA for purposes of providing kindergarten or any of grades 1 to 12, inclusive, including buildings, structures, playgrounds, athletic fields, areas for vehicles, or any other area of property visited or used by pupils. "Schoolsite" does not include any institution of higher education facility attended by pupils or any private school offering kindergarten or any of grades 1 to 12, inclusive.

f) "Specific heat" to mean the heat necessary to raise the temperature of a substance by 1 degree Celsius, taking into account the mass of the substance and the amount of temperature change in Celsius.

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) Established 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 assures that it is clean, safe, and functional as determined pursuant to a school facility inspection and evaluation instrument developed by the Office of Public School Construction (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. 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 county offices of education (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:

- While the bill's requirement for schools to implement an extreme heat action plan would be contingent upon an appropriation, it could lead to one-time Proposition 98 General Fund cost pressure in the low to mid hundreds of millions of dollars. This estimate assumes a minimum cost of $10,000 for each schoolsite in the state and is based on the amount that is currently provided for the existing Green Schoolyards grant program. Further, by requiring all schoolsites to replace low specific heat surfaces and develop extreme heat action plans, this bill could result in a reimbursable state mandate. The extent of these costs is unknown but could be significant, and would create additional cost pressure on the K-12 Mandate Block Grant.

- The Department of Social Services estimates ongoing administrative costs in the hundreds of thousands of dollars to comply with the bill's requirements, including the development of guidance, future updates, and providing technical assistance.

COMMENTS:

Need for the bill. According to the author, "Extreme heat events are expected to increase in frequency, severity, and duration. Extreme heat and climate change disproportionately impacts Black, Indigenous, and People of Color and low-income communities. One example of this has been seen in my district as on a 93-degree day, it was recorded that the school asphalt reached 145 degrees. Research supports that communities with the fewest resources usually have the least access to nature within and surrounding their school grounds, coupled with the highest heat, pollution, and environmental toxicology levels.

Current measures to combat the impacts on our children are not stringent enough or moving at a pace comparable to the effects of climate change. Every year that passes without implementing robust mitigation strategies, our young people on school sites endure increasing discomfort, physical harm, and mental and emotional exasperation. These high heat emitting surfaces affect their academic performance, sense of well-being, and future. SB 499 will implement clear, actionable directives to protect our students and support their prosperity."

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 federal Infrastructure Investment and Jobs Act (IIJA) and Inflation Reduction Act (IRA).

This bill seeks to require 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 green barrier between the schoolsite and any adjacent high-polluting streets or commercial projects, and to require, the next time the outdoor surfaces of a schoolsite are resurfaced or replaced, the schoolsite to replace low specific heat surfaces. ***The Committee may wish to consider*** that the diversity of size, condition, and location of California's LEAs creates significant challenges for unilaterally requiring specific methods to reduce the impact of heat on students and schools. Local building ordinances may discourage or prohibit the use of specific interventions required by the bill, such as tree barriers, due to concerns related to water conservation and defensible space for wildfire prevention.

Most, if not all LEAs make decisions regarding infrastructure changes or improvements at the LEA, rather than schoolsite level. ***The Committee may wish to consider*** if requiring each of the approximately 12,800 schoolsites, and applicable childcare sites, to each develop their own extreme heat action plan, and associated training related to ground surface materials, is appropriate at the schoolsite level, or is even necessary. Existing law requires schoolsites to complete a school safety plan, which may include many of the components that would be required by this bill. LEAs have numerous reports which must be developed regularly, such as the Local Control and Accountability Plan (LCAP), and feedback from LEA leaders has been clear – in their totality, the reports have become overly burdensome and hinder, rather than improve, their ability to manage the associated programs and funds to improve student outcomes.

LEAs have a number of climate change-related improvements they could make to their schoolsites, including fuel switching, electric vehicle (EV) charging, on-site clean energy generation, and replacing HVAC systems and water filtration with more efficient equipment. 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 experience tremendous challenges meeting these requirements without additional funding and technical assistance.

Finally, ***the Committee may wish to consider*** that the definition of LEA in the bill is limited to school districts and charter schools. County offices of education (COEs) also include schoolsites.

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.

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.

School garden programs. Existing law encourages schools to establish school garden programs. The Green Schoolyards grant program, a component of CalFire's Urban and Community Forestry Program, is designed to assist with planning and implementing projects to plant trees that, when mature, will cover at least 30% of each school property, shading areas used most often by students during the school day. Priority for these grants is being given to districts and schools in under-served communities with the highest poverty levels, hottest climates, and least existing tree cover. Non-profit child care facilities that receive state or federal funding are also

eligible for these grant funds. The 2022-23 Budget included $150 million over two years for Green Schoolyard grants ($117 million in 2022-23 and $33 million in 2023-24).

In 1995, the CDE launched the Garden in Every School initiative and collaborates with entities that support school gardens, including public and private agricultural agencies, waste management agencies, health agencies and others.

In 2006, AB 1535 (Nunez), Chapter 427, Statutes of 2006, provided $15 million via grants to LEAs to develop and maintain an instructional school garden program, administered by the State Superintendent of Public Instruction (SPI). Kindergarten through grade 8 schoolsites were eligible to receive a maximum of $2,500 and high schools were eligible to receive a maximum of $5,000. Funds were used for instructional school garden equipment or supplies and professional development for teachers, garden volunteers and food service staff. According to the CDE, approximately 3,500 schoolsites received grants.

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 city parks.

The impact of heat on students and their 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 2022 Legislative Analyst 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, thereby compounding student health risks from worsening climate change.

Indoor temperatures in California public schools are not currently subject to any upper limits in existing law, and schools are not required to have air conditioning or other cooling systems. Indoor classrooms that cannot maintain healthy temperatures exacerbate existing inequities in student and health outcomes (Patel, 2023). 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'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 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.

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 (10,521 schools, including alternative schools), there is not an inventory on the number of school buildings within a schoolsite, the types of facilities in those buildings (e.g., gymnasiums, multipurpose rooms, etc.), or the size, and status of their outdoor areas (e.g., gardens, play structures, and other surfaces). 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.

Arguments in support. A Voice for Choice Advocacy writes, "Children spend a significant portion of their day on their school campuses. Removing synthetic surfaces that absorb heat and adding shade trees in places that are accessible to children and youth during the school day will directly protect children from high temperatures and reduces urban heat islands in the surrounding community, while also reducing air pollution and toxic chemical exposure. Adding green spaces, including trees, shrubs, and natural grasses to schoolyards has also been linked to persistent changes in recess and classroom behavior, including increased physical activity, attention and social collaboration, higher academic achievement, decrease in stress, anxiety, and disruptive behavior. The choices schools and districts make about how they manage their land directly impacts students' daily experiences, mental and physical health, and learning outcomes."

Arguments in opposition. The Association of California School Administrators writes, "As you may know, school districts in California are currently taking steps to mitigate the impacts of extreme heat at their school sites. For example, the Desert Sands Unified School District in Riverside County has made heat mitigation a priority. The district's governing board recently allocated $30 million in available facilities funding to construct shade structures at all of the district's campuses. The district is also requiring all school sites to complete a heat mitigation plan, and has issued heat prevention guidelines for students and employees. These are locally driven efforts responding directly to the conditions created by the local environment.

Our concerns with SB 499 result from the bill's statewide mandates that are simply not appropriate for all school sites. We believe a more prudent approach would allow time for state and local stakeholders to develop guidelines and best practices that speak to the great diversity of California's climates and geographies. In doing so, it will create more resilient schools given the myriad environmental disasters schools endure, including fires, floods, landslides, mudslides, snowstorms and windstorms. We are also concerned that the implementation steps set forth in SB 499 fail to recognize the roles of other state and local agencies that are relevant to the discussion. For example, decisions regarding the installation of artificial turf fields at schools are often in response to concerns, if not restrictions, from water agencies during drought conditions.

We are also deeply concerned about the costs created by this proposal, made worse by the fact existing facility needs for public schools statewide exceeds $8 billion and the State Facilities Program is exhausted. There is no dedicated funding for schools to carryout the requirements in the bill."

Related legislation. SB 394 (Gonzalez) of the 2023-24 Session would require, upon an appropriation by the Legislature for this purpose, the California Energy Commission (CEC), in consultation with the CDE, Division of the State Architect (DSA), OPSC, and NRA, to facilitate an interagency process and stakeholder engagement to develop a Master Plan for Healthy, Sustainable, and Climate-Resilient Schools.

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 515 (Stern) of the 2023-24 Session exempt the installation of shade structures on the DSA's approved pre-check design list from requiring school districts, COEs, charter schools, or community colleges to provide an accessible path of travel, as required by 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, the California State University, 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

350 Sacramento
A Voice for Choice Advocacy
Amigos De Los Rios
Angelenos for Trees
Arts District Community Council LA
Bay Area Jea
Bay Area Urban Forest Ecosystem Council
Baycats
California Environmental Voters (formerly Clcv)
California Health Coalition Advocacy
California Parents Union
California Releaf

California Urban Forests Council
Canopy
Central Coast Urban Forests Council
Clean & Green Pomona
Clean Earth 4 Kids
Cleanearth4kids.org
Climate Action California
Climate Action Now
Climate Reality Project, Los Angeles Chapter
Climate Reality Project, San Fernando Valley
Coalition Letter
Community Forest Advisory Committee
Early Edge California
Educate. Advocate.
Glendale Environmental Coalition
Green Schoolyards America
Growing Together
Hills for Everyone
Industrial District Green
Inland Urban Forest Council
International Society of Arboriculture Western Chapter
Koreatown Youth and Community Center INC.
Los Angeles Beautification Team
Los Angeles Conservation Corps
Los Angeles Neighborhood Land Trust
Lumber Cycle
Madera Coalition for Community Justice
Non Toxic Communities
Nontoxic Schools
North East Trees
Pesticide Free Zone
Sacramento Urban Forest Council
Safe Healthy Playing Fields, INC.
San Diegans for Sustainable, Equitable, & Quite Equipment in Landscaping
San Diego Regional Urban Forests Council
San Joaquin Urban Forest Council
Silicon Valley Youth Climate Action
Solano County Democratic Central Committee
Stand Up California
Stand Up for California
Street Tree Seminar
Sustainable Claremont
The Climate Center
The Field Fund
Tree Fresno
Treepeople
Urban Ecos
Watsonville Wetlands Watch
Your Children's Trees

Opposition

Association of California School Administrators
California School Boards Association
Coalition for Adequate School Housing (CASH)
County School Facilities Consortium
Office of The Riverside County Superintendent of Schools
Riverside County Office of Education

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