California Environmental and Climate Action and Literacy Policies and Expectations for TK-12 Schools

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*Explore Digitally: www.tinyurl.com/*CAStateECAPolicySchools

Purpose and Overview: Environmental literacy is a critical outcome and expectation for California's K–12 students, and environmental sustainability and climate resiliency have been infused into local jurisdiction mandates for facilities and operations. The purpose of this document is to provide a high level overview of some of the statewide policies and expectations for environmental literacy and sustainability that are most relevant to California schools. *Utilize the links below to navigate to the content resources you are most interested in:*

I. Policies and Expectations for Sustainability in Campus Facilities and Operations
II. Policies and Expectations for Environmental and Climate Literacy and Outdoor Learning
III. Policies and Expectations for Climate Impacts and Adaptations in Schools
IV. Statewide Organizations on Environmental and Climate Action: CTA, PTA, and CSBA
V. State Agencies Involved in Oversight and Regulation of Policies
VI. Additional Resources

Note: Some policies may use "shall", "should", and "may" language - use the guide below to understand:

- "Shall" means action which is necessary to achieve compliance, and indicates a requirement
- "Should" means action which is preferable to achieve compliance, and indicates a recommendation as there may be circumstances where alternative courses of action are open to users
- "May" means action which is an acceptable course to achieve compliance, and usually indicates that something is permitted and can't be banned

I. Policies and Expectations for Campus Facilities and Operations (Buildings, Grounds, and Purchasing)

There are a number of mandates, policies, expectations, and guidelines for school campuses to integrate environmental sustainability, climate mitigation, and environmentally friendly practices within their campus facilities and operations. See examples in the table below.

Focus Area	Key Details and Links
General Environmental Conditions Williams Case and Settlement *(2004)*	**Williams Case and Settlement:** The outcome of a lawsuit (taking place between 2000 - 2004), which seeks to ensure that all students have equal access to instructional materials, quality teachers, and safe and clean schools. Examples of issues in the *safe and clean schools* include: systems inspections, interior surfaces, cleanliness, electrical, restrooms, safety, structural, and external areas. *Learn more at Williams Settlement and the School Accountability Report Card (SARC) and see examples of inspections in the Coalition for Adequate School Housing (CASH) Facility Inspection Tool (FIT) Guidebook.*
Green Building Codes and Construction and Renovation	The state of California mandates (Title 24: Part 11) through a program called CALGreen (passed in 2008 and effective since Aug 2009) that all construction and renovation projects (including school facilities) meet green building codes for planning and design, energy efficiency, water efficiency and conservation, material conservation and resource efficiency, and environmental quality. CALGreen is updated every 3 years, and requirements for schools have evolved over time.

CALGreen and Division of State Architect (DSA)	As of 2021, the California Division of the State Architect (DSA), has added a fourth pillar of sustainability to their already existing compliance and review. This means all construction and renovation projects at schools must comply with guidelines on the following: 1) structural safety, 2) fire and life safety, 3) accessibility, and 4) sustainability. This fourth pillar focuses on increasing energy efficiency, water efficiency, water conservation, material conservation, resource efficiency, and environmental quality - learn more at DSA Sustainability Plan Review, and check out their roadmap and toolkit to support schools in *Getting to Net Zero Over Time* in their facilities and operations.

Greenhouse Gas Emissions and Energy	• The State of California has legislated greenhouse gas reductions of 40% by 2013 (SB32 and AB197), and an executive directive (EO B-30-15) to reduce emissions in CA by 80%, by 2050. These emission reduction goals do not explicitly call out K12 schools, but county and city jurisdictions may include suggestions for K12 schools in their Climate Action Plans to get K12 schools to engage with these emission reduction goals.
	• SB 100 (De Leon, 2018) - 100 Percent Clean Energy Act of 2018: This bill requires California's renewable energy and zero-carbon resources to supply 100 percent of electric retail sales to end-use customers, and 100 percent of electricity procured to serve state agencies, by 2045. The bill requires that the transition to a 100% renewable and zero-carbon electricity does not cause or contribute to increases of greenhouse gas emissions elsewhere in the western electricity grid. OPR supports SB100 by informing planning priorities through the General Plan Guidelines.
	• AB 1482 (Gordon, 2015) - The California Climate Adaptation Strategy, mandated by Assembly Bill 1482, links together the state's existing and planned climate adaptation efforts, showing how they fit together to achieve CA's six climate resilience priorities:
	  ○ Strengthen Protections for Climate Vulnerable Communities
	  ○ Bolster Public Health and Safety to Protect Against Increasing Climate Risks
	  ○ Build a Climate Resilient Economy
	  ○ Accelerate Nature-Based Climate Solutions and Strengthen Climate Resilience of Natural Systems
	  ○ Make Decisions Based on the Best Available Climate Science
	  ○ Partner and Collaborate to Leverage Resources

	The state of California mandates (Title 24: Part 6) that all new commercial buildings be Zero Net Energy (ZNE), and energy usage among existing buildings be halved by 2030. - See Division of the State Architects (DSA) Sustainability Review Program - See DSA *Getting to Net Zero Over Time* roadmap and toolkit
Water	California mandates for water are focused around providing access, conserving water, and reducing water pollution. Examples of legislation and mandates include the following: • SB 1413 - Chapter 558 (2010), which requires school districts to provide access to free, fresh drinking water during meal times. • AB 1343 - Chapter 90 (2017), which allows school districts to enter into Go Low Flow Water Conservation Partnership with a public water system for purposes of reducing water use at schools, reducing stormwater and dry weather runoff at schools, reducing school site water pollution, and establishing water conservation education. • CA EO B-37-16 (May 2016), which is the five-year roadmap used by the Brown Administration to "Make Water Conservation a California Way of Life."

Waste & Materials	California has legislated mandatory commercial laws for recycling and organics: ● Recycling (AB 341): Started July 2012 → 75% diversion by 2020 ● Organics (AB 1826): Started Apr 2016 - Jan 2019 → 75% diversion by 2025 ● Edible food recovery (AB 1219 - Chpt 619) and SB 557 - Chpt 285): 20% by 2025 ● Regulations (SB 1383 - Chpt 395): requires school districts to divert edible food and improve commercial organics waste sorting. Enforcement began Jan 2022. In 2021 California signed two bills into law that bans the sale of paper based food packaging that contains PFAS: AB 1200 (starts in Jan 2023) and AB 652 (starts in Jan 2023, specifically targets products used by children ages three and younger).
Transport	● California Highway Patrol (CHP) and Federal Transportation Authority (FTA) Rules (49 CFR - part 605) says that buses must be a part of regular school service, and must be open to the general public. CA also mandated a no-idling law (ACR 160 - Chpt 98) to reduce air pollution and greenhouse gas emissions where children congregate. ● CalGreen Code (2021) requires all new construction to include EV charging stations.
Food (Cafeteria & Dining)	● AB 130 - Universal Meals (2021): Requires all LEA's to serve two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. ● Healthy Hunger Free Kids Act (2010): Authorizes funding for federal school meal and child nutrition programs; increases access to healthy food for low-income children. ● Smart Snacks in Schools Criteria (2014-15): All foods sold at school (including vending) during the school day are required to meet nutrition standards. ● Additionally, the above waste laws related to organics and food recovery are part of relevant food laws for dining and cafeteria programs.
Landscape and Schoolyards	● ACR-128: Designates May to be recognized as CA Living Schoolyard Month, and urges schools to prioritize accessible green space and integration in curriculum. ● The Healthy Schools Act: This right-to-know law provides parents and staff with information about pesticide use taking place at public schools and child care centers. *References: AB 2260 (2000) AB 405 (2005), AB 2865 (2006), and SB 1405 (2014).* ● Biodiversity & Species Conservation: CA CESA (1970) requires conserving, protecting, restoring, and enhancing any endangered or threatened species and its habitat.
IEQ	AB 1173 (Keeley - 2002), required the Air Resources Board (ARB) to prepare a comprehensive report on indoor air quality. This report has led to extensive Indoor Air Quality (IAQ) recommendations for schools - see EPA overview here.

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II. Policies and Expectations for Environmental and Climate Literacy and Outdoor Learning in Curriculum and Instruction

California has a strong policy foundation for the integration of environmental and climate literacy in curriculum and instruction both indoors and outdoors. Explore policies in the table below, and see *some* of these policies in the *State Policy Infographics from NAAEE.*

Policy	Key Details and Links
AB3389 Outdoor Education *1951*	Outdoor Education Advisory Committee took the initiative to prepare legislation on Assembly Bill No. 3389 (aka "Outdoor Science Education and Conservation Education"), authorizing city school districts to have classes in Outdoor Education.
Foundational Education Code *1976*	The State of California legislated Environmental Education into the Education Code in 1976 with the creation of Part 6, Chpt. 4 - Environmental Education (8700-8744), an excerpt from 8706 reads: *"...in all grade levels, environmental facts should be taught as they relate to each other, rather than as isolated bits of information, and that students should become aware of the interrelated nature of living processes, gain understanding of ecological relationships and of the effect of human activities upon these relationships, and become sensitive to the interdependence of man and natural resources."*
AB 1548 and AB1721 Environmental Principles and Concepts (EP&Cs) *2003 - 2013+*	The CA Environmental Principles and Concepts (EP&Cs) highlight the deep relationship between humans and the natural world, and are intended to be "big ideas" that inform standards-based instruction and fuel student inquiry. The development and implementation of the EP&Cs has unfolded over two decades: • In 2003, AB 1548 (Chapter 665) initiated the Education and the Environment Initiative (EEI) by creating the Office of Education and the Environment, and mandating the creation of CA Environmental Principles and Concepts (EP&Cs) to complement existing standards, and requiring the creation of an environment-based "model" curriculum designed to demonstrate how to integrate the EP&Cs into standards-based instruction in science and social studies. • In 2004, the CAL EPA and Integrated Waste Management Board approved the EP&Cs, which were developed collaboratively by over 100 scientists, technical experts, state agencies, universities, business and industry, and environmental organizations. • In 2005, AB 1721 (Chpt 581) required the EP&Cs to be included in future textbook adoption criteria for science, social science, mathematics, and English language-arts. • Since 2016, the EP&Cs have been integrated into the revised California History-Social Science Framework and California NGSS Science Framework, and since then have been integrated into the Health Framework (2019), VAPA - Visual and Performing Arts (2020), Mathematics (2023), and the ELA - English Language Arts (TBD). *For more details on this policy visit: State Policy Infographics*
Children's Outdoor Bill of Rights *2007*	The State of California's Roundtable on Recreation, Parks and Tourism adopted the California Children's Outdoor Bill of Rights and was signed by the Governor in 2007 to "encourage parents, educators, and other concerned citizens to do all they can to help our state's children experience and enjoy the wonders of Mother Nature"

Living Schoolyards *2014*	The State of California designated the month of May to be recognized as Living Schoolyard Month ACR-128, and urges the State Department of Education, school districts, county offices of education, and charter schools to continue to prioritize the design and construction of accessible green space on campuses and the integration of this space into curriculum.
Environmental Literacy Blueprint and Steering Committee *2015*	• California's Department of Education convened an Environmental Literacy Task Force, who developed the Blueprint for Environmental Literacy, which provides guidance for educating every California student in, about, and for the environment • Implementation of this Blueprint is guided through the work of the California Environmental Literacy Initiative (CAELI), a steering committee made up of key stakeholders across the Environmental Literacy landscape, and led by Ten Strands.
SB 720: Environmental Education *2018*	Senate Bill (SB) 720 (chpt 374): Co-authored by Senator Ben Allen and now State Superintendent Tony Thurmond (when he was an assembly member), was passed into law by Governor Jerry Brown in 2018, and further codifies the EP&Cs and ideas from the Blueprint for Environmental Literacy into California's Education Code. It also expanded the list of topics for environmental literacy to include climate change and environmental justice. *For more details on this policy visit: State Policy Infographics.*
AB/SB 130 Climate Justice Education 2021	**AB/SB 130**: Senator Ben Allen worked with Ten Strands to champion a proposal to change the way California teachers and students understand climate change and environmental justice issues while developing critical thinking skills around global topics. In July 2021, Governor Newsom signed a law allocating $6 million for the creation of free educational resources on climate change and environmental justice - learn more here. This curriculum project is being run in partnership between Ten Strand and the San Mateo County Office of Education, with an expected release date of the model curriculum in Spring 2025. *Learn more about the Seeds to Change Curriculum at Ten Strands Climate Change and Environmental Justice Program Overview.*
AB 285 Climate Change Education in Grades 1-12 2023	**AB 285:** Luz Rivas helped pass this bill that requires science instruction to include an emphasis on the causes and effects of climate change and methods to mitigate and adapt to climate change. Amendments to the Ed Code for both grades 1-6 and grades 7-12 state that the adopted course of science study include "material on the causes and effects of climate change and methods to mitigate and adapt to climate change" and that these "shall be offered to pupils as soon as possible, commencing no later than the 2024–25 school year." *Learn more here: Ten Strands Overview of AB 285.*
CA's Portrait of a Learner Framework 2026	In spring 2026, the State Board of Education (SBE) adopted a Portrait of a Learner, which is intended to help the state more clearly define and support the knowledge, skills, and experiences students need to thrive in college, career, and civic life. Environmental Literacy has been embedded in the Portrait of a Learner through two key student competencies: "Critical Thinker and Problem Solver" and "Community Contributor."
SB1048 Seal of Climate Literacy 2026	Ten Strands and their partners (UndauntedK12, SVYCA, and the CA PTA) co-sponsored the Seal of Climate Literacy bill with Senator Josh Becker. This voluntary high school diploma distinction recognizes students for demonstrating climate and environmental literacy through coursework and community engagement. Starting in 2028-29, districts may offer the state seal to students who complete the following requirements: • Completion relevant climate education coursework • Participation in a climate focused experiential learning project • Demonstration knowledge and skills related to CA's climate mitigation/adaptation goals

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III. Policies and Expectations for Climate Impacts and Adaptations in Schools

Policies and expectations are growing in California for protecting students and employees from climate related impacts such (i.e. high heat, storms, sea level rise, etc.).

Policy	Key Details and Links
CA Department of Social Services 1983-1984	Under California law (Title 22 regulations by the California Dept. of Social Services (.gov), which went through a major re-adoption and consolidation of child care center licensing regulations in 1983/84): • Child care facilities must maintain indoor room temperatures between 68°F and 85°F. • In areas of extreme heat, the maximum indoor temperature must be at least 20°F cooler than the outside temperature.
Cal/OSHA Heat Illness Prevention Standards, Guidance, and Resources 2006, 2016, 2019, and 2024	California Heat Illness Prevention Regulations: As of July 2024, California has enacted the Cal/OSHA's Heat Illness Prevention in Indoor (and Outdoor) Places of Employment Regulation (California Code of Regulations, Title 8 (T8CCR), sections 3395 (2006) and 3396 (2024)), which requires employers to take steps to protect workers from heat illness when indoor temperatures reach 82° F, and additional requirements are required in any workplace that reaches 87° F. Section 3396 is a result of the passage of SB 1167 (Chapter 839) in 2016, which tasked Cal/OSHA with establishing heat standards for indoor places by Jan 1, 2019. The Occupational Safety and Health Standards Board approved the 3396 standards officially in 2024, and they went into effect on July 23, 2024. *Learn more about Title 8 and Heat Illness Prevention at the Department of Industrial Relations.*
High Heat Protections for TK-12 Schools for P.E. and Athletics SB 1248 Signed in September 2024	SB 1248 (CalMatters and LegiScan) signed into law on September 22, 2024, requires school districts, county offices of education, and charter schools, on or before July 1, 2026, to develop, adopt, and implement weather protocols for extreme weather conditions, and would require the weather protocols to incorporate the standardized guidelines compiled by the department and to detail the specific measures to be taken during extreme weather conditions, as specified. The bill applies these provisions to physical education classes, sports, and athletic practices and games sponsored by a local educational agency, except for those relating to an interscholastic athletic program administered by the California Interscholastic Federation (CIF),* which the bill would instead require to comply with the established CIF guidelines. *California Interscholastic Federation (CIF) is the governing body for interscholastic athletics in California high schools, membership in CIF includes both public and private high schools.
AB 1653: Interscholastic Athletics Protections for High Heat Signed in October 2024	AB 1653 (CalMatters and LegiScan) signed into law in October 2023 If a school district or charter school elects to offer any interscholastic athletic program, existing law requires the governing entity of the school district or charter school to ensure that there is a written emergency action plan in place that describes the location and procedures to be followed in the event of sudden cardiac arrest or other medical emergencies related to the athletic programs activities or events. Section 2 requires plans for high heat, and was enacted on July 1, 2024. Learn more in this Sep 2024 Article from Cal Matters: "How a New CA Law will Shield Athletes from High Heat".

CDPH Health Guidance for Schools on Sports and Strenuous Activities During Extreme Heat  *Released June 2023, and Revised in July 2024*	The California Department of Public Health's (CDPH) CDPH Guidance for Schools on Sports and Strenuous Activities During Extreme Heat provides recommendations and protocols for school administrators, staff, coaches, and others about how to protect students from heat-related illness during extreme heat, especially in settings involving sports or strenuous physical activity. **Featured Tool in this Guidance:** In April 2024, the CDC, in partnership with the NWS, the National Oceanic and Atmospheric Administration (NOAA), and the U.S. Environmental Protection Agency (EPA), released the HeatRisk Dashboard -- a user- and mobile-friendly online tool for individuals (including students, parents, guardians, and more) to look up the HeatRisk for the week by entering their zip code, along with actions to keep themselves and their families safe.
California Department of Housing and Community Development (HCD) Recommendations for Indoor Air Temperatures in Residential Dwellings  *2025 Report to the Legislature*	The California Department of Housing and Community Development (HCD) recommends a general maximum safe indoor air temperature of 82 degrees Fahrenheit (27.8°C) for residential dwelling units, according to their policy recommendations under Assembly Bill (AB) 209. This recommendation is for all statewide residential units, including newly constructed and existing homes, manufactured homes, and mobile homes. The HCD also recommends that implementation methods include developing building standards for new construction and creating incentive programs for existing homes, as well as considering passive and low-energy cooling strategies. This document provides the California State Legislature and interested parties Policy Recommendations on the Recommended Maximum Safe Indoor Air Temperature and related activities conducted by the California Department of Housing and Community Development (HCD) during the 2023 -2024 fiscal year.

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IV. Statewide Organizations on Environmental and Climate Action: CTA, PTA, and CSBA

In addition to state agencies that support environmental and climate action taking place in schools; there are a number of other key organizations that have political influence over education who have called explicitly for environmental and climate action in California's TK/K-12 schools.

Organization	Key Details and Links
CA Teachers Association (CTA) Policy Handbook (pdf) Landing page for Policy Handbook	The California Teachers Association, initially established in 1863, is one of the largest and most powerful teachers' unions in the state with over 300,000 members and a high political profile in California politics. Their policy handbook supports environmental-based curriculum to be integrated across all subject areas. **As of May 2023 on Page 279**: CTA believes in the implementation of an informed, environmental-based curriculum, integrated across all subjects, specifically but not limited to the subject-matter areas of history/social science and science. CTA further believes that all PK-12 students in California need to develop a deep understanding of the interconnectedness between natural and human social systems. The curriculum shall include research-based instruction on climate change and environmental justice along with strategies to prepare students to think critically about solutions as they become global citizens. CTA supports comprehensive environmental literacy that increases student understanding, skills, and motivation to make responsible decisions that consider their relationships to natural systems, communities, and future generations. → *Year introduced and updated: January 1992, February 2002, June 2008, April 2023*
CA School Boards Association (CSBA)	CSBA is the nonprofit education association representing the elected officials who govern public school districts and county offices of education. Since 2020, CSBA has convened a Climate Change Task Force, which seeks to examine ways in which CSBA members can address climate change and its impacts on schools. ● As part of its work, the Task Force has released the Climate Change Task Force Report (Spring 2022), which provides recommendations and strategies for California public schools to address the climate crisis. ● The CSBA has a number of templated policies related to the environment, and climate change resolution template that school boards can adopt.
CA Parent Teacher Association (PTA)	The CA PTA is part of National PTA – the largest child advocacy association in America. PTA is the nation's largest volunteer-led child-advocacy association working to drive improvements in the education, health and well-being of all children and families. In recent years, delegates to the California State PTA convention have adopted resolutions that provide every PTA with the authority needed to take a stand regarding climate change - learn more here and below: ● Climate Change is a Children's Issue (adopted in 2015) calls for PTAs in California to educate families about climate issues and to urge school districts to both educate students and make local schools more climate safe and energy efficient. ● Net Zero Emission Schools (adopted in 2020) addresses changes in school facilities and operations needed to specifically reduce the greenhouse gas emissions which are causing climate change. ● Support for Sustainable and Climate Ready Schools Efforts - Jan 2023 Advocacy effort: https://capta.org/california-state-pta-supports-climate-resilient-schools/

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V. State Agencies Involved in Oversight and Regulation of Policies

There are a number of agencies within the California Environmental Protection Agency (CalEPA) that have responsibility in regards to supporting or enforcing the environmental policies in the above section. *It should be noted that this list is just a starting point, and that there are a number of other agencies and organizations that are involved in this work.*

A) **CalEPA** has the overall mission to restore, protect and enhance the environment, to ensure public health, environmental quality and economic vitality. This mission is carried out through the work of six different departments.

Department	Mission	Policy Connections
Air Resources Board (ARB)	The ARB mission is to promote and protect public health, welfare and ecological resources through the effective and efficient reduction of air pollutants in recognition and consideration of the effects on the economy of the state.	Greenhouse Gas Emissions and Air Quality ● AB32 (2006): this became updated with the 2017 laws (see below) ● SB32 and AB197 (see wikipedia page explaining their connection) ● Executive Orders EO-B-30-15 Transportation ● CA Idling Regulations ● Public Busses: FTA Rules 49CRF - part 605, and CHP says that busses must be a part of regular service, and must be open to the general public
Department of Pesticide Regulation (DPR)	The Department of Pesticide Regulation (DPR) has the responsibility for regulating all aspects of pesticide sales and use to protect the public health and the environment. DPR's mission is to protect human health and the environment by regulating pesticide sales and use, and by supporting reduced-risk pest management.	
Department of Resources Recycling and Recovery (CalRecycle)	CalRecycle's mission is to restore, protect, and manage the state's natural, historical, and cultural resources for current and future generations using creative approaches and solutions based on science, collaboration, and respect for all the communities and interests involved.	Waste Diversion ● AB 939: The CA Integrated Waste Management Act, established the CA Integrated Waste Management Board (IWMB), and created the original diversion goals. ● In 2010 the IWMB became CalRecycle, and since then, two mandatory commercial laws - AB 341 - Chpt. 476, and AB 1826 - Chpt. 727 - have been passed (see more here).
Department of Toxic Substances Control (DTSC)	To restore, protect and enhance the environment, to ensure public health, environmental quality and economic vitality, by regulating hazardous waste, conducting and overseeing cleanups, and developing and promoting pollution prevention.	
Office of Environmental Health Hazard Assessment	The mission of OEHHA is to protect and enhance public health and the environment by objective scientific evaluation of risks posed by hazardous substances.	
State Water Resources Control Board (OEHHA)	The State Water Resources Control Board's mission is to preserve and enhance the quality of California's water resources, and ensure their proper allocation and efficient use for the benefit of present and future generations.	● CA EO B-37-16 (May 2016): Governor Brown signed an executive order as part of the revision to the California Water Action Plan. The order outlines 10 principles that build on the conservation success that was mandated in 2015, and aims to establish long-term water conservation measures that "Make Water Conservation a California Way of Life."

		• AB 1343 - Chpt 90 (2017): Water Conservation and School Districts: This bill authorizes the governing board of a school district to enter into a Go Low Flow Water Conservation Partnership with a public water system for purposes of reducing water use at schools, reducing stormwater and dry weather runoff at schools, reducing school site water pollution, and establishing the basis for educational opportunities in water conservation. • SB 1413 - Chapter 558: (Statutes of 2010) establishes California Education Code (EC) Section 38086, which requires school districts to provide access to free, fresh drinking water during meal times (see overview here).

Other California Agencies Focused on Campus and Operations: There are other organizations outside of Cal EPA that have relevant mandates for schools, for example, Building Standards Commission and Title 24.

Agency	Mission	Policy Connections
Division of State Architects (DSA)	Provide design and construction oversight for K–12 schools, community colleges, and various other state facilities to ensure that they comply with all structural, accessibility, fire and life safety codes, as well as sustainability compliance.	The fourth pillar of focus at DSA is sustainability - specifically a focus on increasing energy efficiency, water efficiency, water conservation, material conservation, resource efficiency, and environmental quality - learn more about specific codes and regulations at the DSA Sustainability Plan Review.
California Department of Farm and Agriculture (CDFA) Office of Farm to Fork	The Office of Farm to Fork, located within the California Department of Food and Agriculture, is committed to helping all Californians access healthy and nutritious California-grown food. The Office of Farm to Fork connects school districts and community members directly with California's farmers and ranchers, and provides information and other resources. Note this department has a Farm to School Program and has run farm to school grant programs.	• AB 130 - Universal Meals (2021): Requires all LEA's to serve two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. • Healthy Hunger Free Kids Act (2010): Authorizes funding for federal school meal and child nutrition programs and increases access to healthy food for low-income children.

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VI. ADDITIONAL RESOURCES

- **California Environmental Literacy Initiative (CAELI)** - County Office of Education Innovation Hub Resources: Many of the above policies and expectations have been integrated into two key resources that call different constituents to action and provide support fo how to get started:
    - Educating Every California Student In, About, and For the Environment: A Call to Action for County, District, and Educational Leaders (Fall 2020) - *also see corresponding webinars for the release of this resource from September 2020*
    - Teacher Call to Action for Environmental Literacy (Spring 2022)

- **Statistics for Figuring out Footprint of Schools**
    - Number of Schools: http://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp
    - Square Footage: http://www.cde.ca.gov/ls/fa/sf/completesch.asp

- **Climate Literacy Policy:** The Coalition for Climate Education Policy (backboned by NAAEE) is a non-partisan network, we are working to advance climate change education and ensure that education and engagement are part of the toolbox of solutions to build more resilient communities, advance justice, and equity, and create a climate-ready workforce. This coalition has released two national focuses on climate education policy:
    - NAAEE - Report on the State of Climate Literacy (May 2022)
    - NAAEE - State Climate Policy Infographics (Sep 2022)