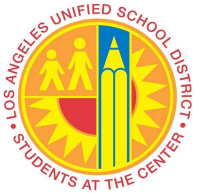


TAB 25

Res-016-21/22

(Replace all pages with attached pages)



Board of Education Report

File #: Res-016-21/22, **Version:** 2

Mr. Schmerelson, Dr. McKenna, Ms. Goldberg - Climate Literacy (Res-016-21/22) (Noticed January 25, 2022)

Whereas, The students of Los Angeles Unified School District, a majority of which are children of color, suffer disproportionately from the mounting climate crises, especially those who live in L.A.'s neglected city centers, which are becoming more dangerously hot;

Whereas, The pollutants from the freeways and refineries in our neighborhoods increase as the climate gets hotter, causing more students, parents, and teachers to get asthma, heart disease, and diabetes;

Whereas, Drought deepens due to global warming, making our water supplies less certain and more polluted, becoming additional uncertainty for our students;

Whereas, Pandemics like COVID-19, which have killed so many, will happen more frequently because we are destroying the natural habitats of plants and animals;

Whereas, The increasing heatwaves, fires, downpours, and floods are due to burning fossil fuels, which continues despite humanity's understanding, confronting students with increasingly unstable futures;

Whereas, Students' families, cultures, communities, and experiences, as well as their friendships, are resources to face these difficulties;

Whereas, Students' social and emotional health is supported by experiences in nature on schoolyards, parks, beaches, or trails;

Whereas, Our students' mental and emotional health must be supported by learning about the climate crises, thinking through solutions for themselves, and by taking part in climate solutions to be implemented in their surroundings;

Whereas, Schools can teach these deep considerations since they are strategically placed as the "beating hearts of communities," preparing students for the millions of jobs in the rapidly expanding green economy and for the work of realigning civilization to nature's flows;

Whereas, With proper support, all teachers can infuse climate themes into all subjects, well beyond STEM, all of which affect culture and governance;

Whereas, Ongoing support and coordination are required at various levels to rapidly improve and increase climate teaching, especially because climate is highly related to equity, and both subjects are complex and emotionally and politically fraught; and

Whereas, The District has monies from both federal and state government that are specifically directed at improving schools' ability to address equity and climate in curricula, money that must be spent in 3 to 5 years;

File #: Res-016-21/22, Version: 2

now, therefore, be it

Resolved, That the Los Angeles Unified School District commits to transforming our teaching of climate change to meet the scale and urgency of the crises by implementing, infusing, and developing climate change education across all curricula, and in every grade PK-12, a commitment that will require the allocation of significant resources;

Resolved further, That the District will develop, streamline, and expand outdoor education with the goal of within three years having every student, every year, participate in an outdoor experience which includes climate literacy instruction;

Resolved further, That the District will create a comprehensive, flexibly constituted, school- and community-based Climate Literacy Curriculum Implementation Task Force to coordinate all these efforts, which meets quarterly and as needed, and meetings should include public input;

Resolved further, That the District designate an overarching District's Climate Literacy Curriculum Implementation Task Force will have working groups that will serve to convene and organize all other related working groups called for by previous initiatives and resolutions that will coordinate resources and support that are focused on allocated to school greening, gardening, outdoor education, and clean energy efforts and create a Districtwide effort that will include (i) staff development (including Schoology integration) using California climate curricula across all disciplines, (ii) curricula development where needed, especially for climate justice lessons, local issues, trauma-informed activities and (iii) streamlining and expanding outdoor education and school greening at the District level; and (iv) organization of a resource repository and its promotion through Schoology Climate Literacy groups, folders, and resources;

Resolved further, That an existing staff member in at each Local District, Community of Schools, and in every school, be designated as a Climate Champion who will monitor how climate literacy is built into language acquisition, English language arts, math, science, history/social studies, health, and other core subject areas; and, be it finally

Resolved, That the District commits to support staff creating and funding positions in to exploring future sources to fund positions in each Local District, Community of Schools, and every school to develop and implement the above programs.

INTEROFFICE CORRESPONDENCE
 Los Angeles Unified School District
Office of the Chief Financial Officer
Resolution Budget Impact Statement

TO: Members, Board of Education
 Megan Reilly, Interim Superintendent

DATE: February 3, 2022

FROM: David D. Hart, Chief Financial Officer *David D. Hart*

SUBJECT: CLIMATE LITERACY
(RES 016-21/22)

VERSION: 2

Presented By:			
Mr. Schmerelson, Dr. McKenna, Ms. Goldberg			
Date Noticed:	01/25/22	Date Presented for Action:	02/08/22

Budget Impact

This resolution states that the District commits to transforming our teaching of climate change by implementing, infusing, and developing climate change education for grades P-12 across all curricula. It also states that the District create a comprehensive school and community-based Climate Literacy Implementation Task Force to coordinate all these efforts and have working groups that will coordinate resources allocated to school greening, gardening, outdoor education, and clean energy efforts. The resolution also includes the funding of positions in each Local District, Community of Schools, and schools to support the program.

The budget impact cannot be quantified based on the current language in the Resolution. However, any recommendations from the Climate Literacy Task Force may have a budget implication. In addition, any positions created to support this resolution will also have a budget impact.

Please indicate if proposed actions above will be completed with current resources or if additional resources will be required, i.e. staff, funding, etc.

Contact Person:	Telephone:	Email:
Art Malicdem	213-241-2189	arthur.malicdem@lausd.net

Submission Date to the Office of the Superintendent:	02/03/22
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INTEROFFICE CORRESPONDENCE
 Los Angeles Unified School District
Division of Instruction
Operational, Policy & Student Impact Statements

TO: Members, Board of Education
 Megan K. Reilly, Interim Superintendent

DATE: February 3, 2022

FROM: Alison Yoshimoto-Towery, Chief Academic Officer

SUBJECT: CLIMATE LITERACY RES-016 21-22

VERSION: 2

Presented By:			
Mr. Schmerelson, Dr. McKenna, Ms. Goldberg			
Date Noticed:	01/25/22	Date Presented for Action:	02/08/22

<p>Operational Impact</p> <p>An Environmental and Climate literacy Implementation Task Force will be created and serve as a convening body to promote coherence and efficiency, with the existing three other task forces (e.g., Garden, Outdoor and Environmental Education, and Clean Energy) will be merged with this one. The Environmental and Climate literacy Implementation Task Force will curate resources, organize professional learning and promote increased outdoor education opportunities. In consideration of the significant facilities impact required to expand outdoor education programs, facilities staff will be represented on the task force.</p> <p>This initiative will require enhanced coordination across departments. Additional staffing will be needed in the Office of Outdoor Environmental Education (OOEE) programs to support the expansion of outdoor education programs and ensure that:</p> <ul style="list-style-type: none"> ● Increased operations and participation at the outdoor education centers. ● Increased Day of Discovery Programs that operate at District and non-District facilities. These include the supervision and instruction provided by OOEE staff as well as partner/collaborator entity staff. ● Possible expansion of Skyhook Eco Van Programs to visit schools during school day or after school. ● Increased coordination with Division of Instruction, STEAM Coordinators and OOEE. ● Instructional coordination to align with District Climate Change Curriculum goals and the larger umbrella of Environmental Literacy per the California Blueprint on Environmental Literacy ● Development of alignments and periodic sessions between Local Districts, Facilities Division, Division of Instruction and OOEE as it pertains to Green Schoolyards and outdoor learning spaces.

Space Impact: Yes No If yes, please describe

Each year, additional schools will receive green school yards and connected professional development and coaching on how to use them. This may impact the definition, organization, and structure of play/recreational space which currently does not include green space as a play area.

Please indicate if proposed actions above will be completed with current resources or if additional resources will be required, i.e. staff, funding, etc. (Please connect with Budget if funding impact)

Existing school and local district staff will be compensated to serve as the climate champion for their site. The fiscal impact of this option includes the cost of stipends, professional development and planning.

Item		Total Cost
School Climate Champion Designee differential for attending and facilitating PD/meetings, curating/creating/sharing lessons leveraging digital tools such as Schoology, planning and monitoring implementation	1004 Schools X \$1,274	\$1,279,096
X-time for Climate Champion Support by Existing District/Local District staff for planning, creating/curating lessons, professional development, etc.	112 X-time Hours x 60 LD/COS/COA/Division of Instruction Staff	\$537,600
Total Staffing Cost for Option #1 (Annually for a minimum of 3 years)		\$1,816,696

Note: In some instances, it may be challenging to identify staff at the school site that are willing and able to take on the additional responsibility of the Climate Designee even with the differential.

Additional transportation costs will be incurred to transport more students to and from residential outdoor camps or day of discovery programs. Funding for expanded outdoor green spaces will be required. Supplemental State funding may become available for green spaces per proposed legislation. Future costs may be incurred as additional staffing is identified.

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Policy Impact

It will be important to have robust and common messaging on the importance of climate literacy so schools, communities and local district staff understand why this is important and what the expectations are.

Contact Person:	Telephone:	Email:
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Student Impact

As the students of Los Angeles Unified School District suffer disproportionately from the negative impacts of climate change, this resolution will provide students needed instruction and experiences so that:

- Students become aware of the climate challenge we are facing locally and globally.
- Students become active contributors to reducing the impact of climate change and help educate their community in that process.
- Students benefit from outdoor learning experiences instructionally and their social and emotional wellness grows.

Contact Person:	Telephone:	Email:
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Submission Date to the Office of the Superintendent:	2-3-22 (revised)
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