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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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**MEMORANDUM**

FROM: Jody London, Director, District 1  
TO: Board of Education  
SUBJECT: Joining The We Are Still In Coalition and Developing Policies and Administrative Regulations on Living Schoolyards and Climate Literacy  
DATE: June 6, 2018

**Recommendation**

The Board of Education should join the We Are Still In Coalition to support climate action to meet the Paris Agreement. At the same time, the Board of Education should direct the Superintendent, or her designee(s), to:

- Develop a Board Policy and accompanying Administrative Regulation, based on existing Board Policy 3285, Vegetation Policy, for the development and maintenance of Living Schoolyards in the Oakland Unified School District; and
- Update the existing Board Policy 6142.5, Environmental Education, to reflect Next Generation Science Standards and develop an Accompanying Administration Regulation.

**We Are Still In**

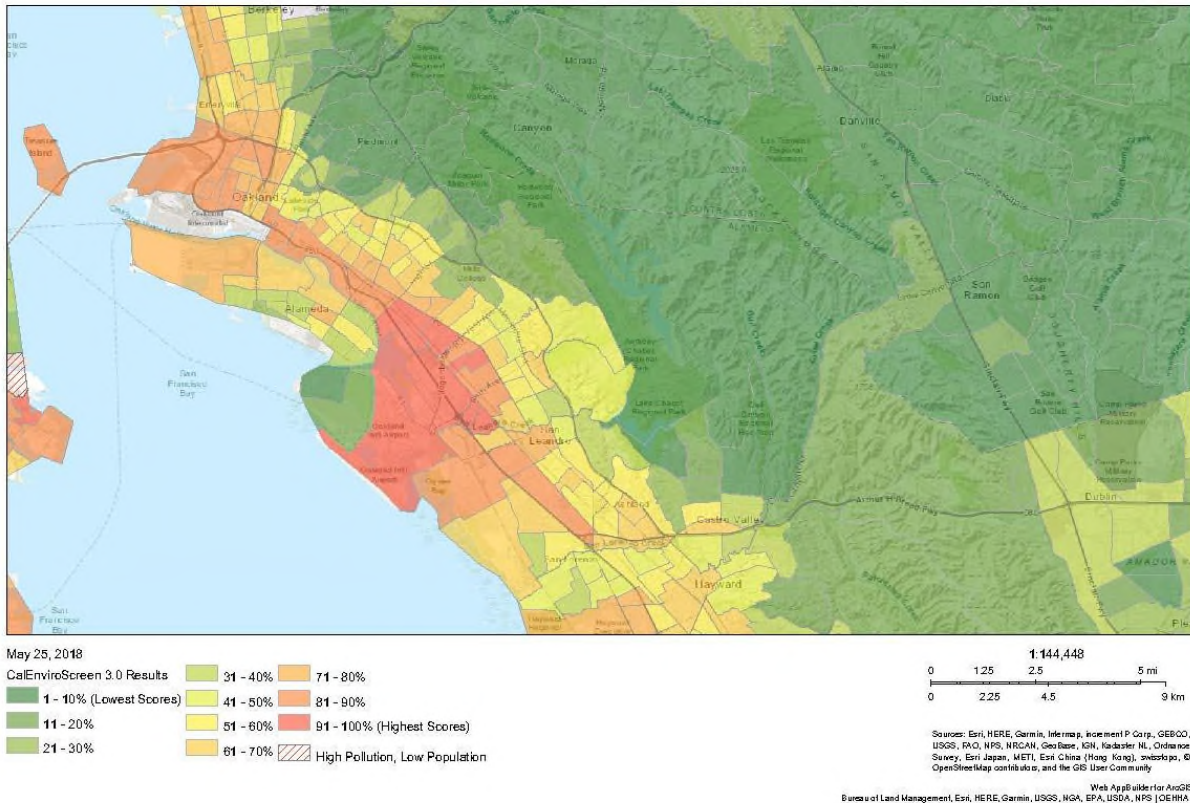
Local government entities around the world, including in the Bay Area, have been taking action to protect the climate since the early 1990's. Public agency commitment to reduce greenhouse gas emissions has been demonstrated through local climate action plans, resolutions, and joint statements for over twenty years, reflecting the view that acting to protect the climate yields a variety of benefits to local communities. The Oakland Unified School District (OUSD) has adopted numerous policies and administrative regulations that support climate protection goals, including Wellness (5030), Energy and Water Conservation (3511), Integrated Waste Management (3511.1), and Environmental Education (6142.5). In 2007, OUSD adopted Resolution 0607-0159, which adopted an Energy Plan and directed staff to follow the guidelines established by the Collaborative for High Performance Schools (CHPS). OUSD is widely recognized as a leader in building green schools, particularly the LaEscuelita Education Center, which is a nearly zero net energy facility.

President Trump’s announcement on June 1, 2017, that the United States would withdraw from the Paris Climate Agreement has elicited a variety of responses among state and local governments, most notably the rise of public statements expressing solidarity with the rest of the world in support of the Paris Climate Agreement. The We Are Still In commitment (Attachment A) was created in direct response to President Trump pulling the U.S. out of the Paris Climate Accord. We Are Still In invites interested parties to sign on to a statement to demonstrate that sub-national leaders in the United States remain committed to ambitious action on climate change. Joining the We Are Still In Coalition allows OUSD to make a strong, public statement on the specific issue of the United States’ withdrawal from the Paris Climate Accord.

Living Schoolyards

A cornerstone of California’s commitment to climate action was the establishment of a program that sets a cap on greenhouse gas emissions. Companies pay penalties if they exceed the cap, which gets stricter over time. Companies can buy and sell allowances that allow them to emit only a certain amount. The proceeds from this “cap and trade” market are deposited into the Greenhouse Gas Reduction Fund. State agencies allocate these funds according to certain guidelines, with attention to directing these funds to communities the State considers “disadvantaged.” Below is a map of the census tracts in Oakland identified as “disadvantaged.” It will come as no surprise that these neighborhoods are the same neighborhoods that experience disproportionate challenges in terms of other indicators such as poverty, access to parks and fresh food, exposure to violence, and others.

CalEnviroScreen 3.0 Results



Two non-profits last year successfully obtained Greenhouse Gas Reduction Funds from different State agencies for living schoolyards projects in OUSD. The Trust for Public Land (TPL) has a \$566,000 grant from the State for urban greening projects at 5 elementary school campuses: Markham Elementary, Melrose Leadership Academy, International Community School/Think College Now, Street Academy, and Ralph Bunche. TPL recently submitted an application for an additional \$1.3 million for additional campuses and has additional outside support, including the Kaiser Foundation. The Rose Foundation has a \$470,000 grant for a project on the Havenscourt campus (College Coliseum Prep, Roots, Community United Elementary, and Futures). Trees for Oakland has funding to plant up to 1,500 trees in the flatlands, and would like some of those trees to be on school campuses. The City of Oakland recently submitted an application for funds to plant trees on City property around schools, among other areas.

The Living Schoolyards initiative provides OUSD with an opportunity to revive the Oakland Schoolyards Initiative, which was authorized by the School Board in 2007 (Attachment B, Resolution 0708-0133). Under the Oakland Schoolyards Initiative a number of schoolyards were rebuilt to improve design and access for students. The Oakland Schoolyards Initiative recommends the formation of “a public/private partnership to revitalize and transform schoolyards, and any adjacent City of Oakland parks and playfields into safe and vibrant places for children and youth to play, learn, and have fun; public/private partnership with the City of Oakland in providing recreation spaces.” One outcome of the Living Schoolyards Initiative may be recommendations on how to institutionalize and fund the ongoing maintenance and operation of our schoolyards.

OUSD will be a better partner to these many entities that want to improve Oakland’s school campuses if we have a clear policy and administrative regulation that define goals, strategies, and responsibilities. In 2009, the Board adopted Policy 3925 on vegetation management that outlines the types of plants that can be used on school campuses and in school gardens, and defines responsibilities of school site staff and community and OUSD Buildings and Grounds staff. This policy can become the basis for an Administrative Regulation on Living Schoolyards. The Trust for Public Land and Green Schoolyards America have resources to assist in developing a Living Schoolyards policy and leading professional development for OUSD staff and teachers.

I recommend that the Board direct the Superintendent, or her designee, to develop a Board policy and accompanying Administrative Regulation on Living Schoolyards.

### Climate Literacy

The State adoption of the Next Generation Science Standards (NGSS) in 2013 ushered in a new area of climate literacy in which students are expected to develop a deep understanding of the concepts, evidence, and models within climate science throughout their education. Students as young as kindergarten gain foundational understandings, for example through K-PS3-2: “Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth’s surface.” In middle school, students explicitly engage with climate concepts, for example through MS-ESS3-5: “Ask questions to clarify evidence of the factors that have caused the rise in global

temperatures over the past century.” In high school, students “Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.” (HS-ESS3-5)

While the Next Generation Science Standards systematically and explicitly call for students to engage with and understand concepts related to global climate change and human impact on the environment, the adopted materials currently in OUSD classrooms are aligned to the 1998 California Science Standards, which address neither climate change nor human impact on the environment at all. While there are teacher-created instructional resources at most grade levels to support the transition to the Next Generation Science Standards, including the SIRA, the OUSD NGSS Curriculum in grades 6-Bio9, and the Scope and Sequences for Chem10 and Physics11, these are transitional tools intended to support NGSS foundational learning. OUSD staff is currently implementing a multi-year plan to select, adopt, purchase, and implement NGSS-aligned curriculum in K-12. This plan began with the selection of elementary NGSS-aligned curriculum materials in 2016-17 and continues with middle school and high school science curriculum selection in subsequent years. In May 2018, the OUSD Board of Education approved the adoption of Next Generation FOSS for K-5. When this curriculum is purchased, pending final budget decisions for 2018-19, and these materials are in schools, elementary students will have unprecedented access to climate education.

The transition to these new standards and materials and to rigorous climate literacy instruction require professional learning supports for teachers. Currently, the OUSD Science Teacher Leader program serves as our key professional learning support. As part of the NGSS Early Implementation Initiative, 70 Science Teacher Leaders representing over 50 K-12 schools have engaged in deep professional learning over the course of three years with local scientists and science leaders from across California. In 2017-18, 70 TK-12 Science Teacher Leaders engaged in an 8-part series deeply exploring phenomena related to climate change as they learned about the vertical articulation of Next Generation Science Standards. This type of professional learning is needed to ensure the district-wide implementation of NGSS and teaching of climate concepts.

During the 2017-2018 school year, the AP Environmental Science classes at Oakland Technical High School, working with the OEA Environmental Justice Caucus and members of the local Sierra Club have advocated for a climate literacy requirement for all OUSD students, meaning all students would graduate familiar with climate science. Ideally this would be taught across the curriculum K-12. Students attended the School Board meeting on April 25, 2018, to explain the importance of strong environmental education and how updated policy from the Board would help our youth become better stewards of the environment.

To ensure that staff and student efforts to implement quality climate literacy instruction are well integrated and implemented effectively, I recommend that the Board direct the Superintendent, or her designee, to convene a climate literacy working group, in partnership with the OEA Environmental Justice Caucus. The goal will be an updated

[Board Policy 6142.5](#) on environmental education and an accompanying administrative regulation, which has never been developed.

JL:os

Attachment A - We Are Still In

Attachment B - Oakland Schoolyards Initiative Resolution

# **WE ARE STILL IN**

## **Open letter to the international community and parties to the Paris Agreement from U.S. state, local, and business leaders**

We, the undersigned mayors, governors, college and university leaders, businesses, and investors are joining forces for the first time to declare that we will continue to support climate action to meet the Paris Agreement.

In December 2015 in Paris, world leaders signed the first global commitment to fight climate change. The landmark agreement succeeded where past attempts failed because it allowed each country to set its own emission reduction targets and adopt its own strategies for reaching them. In addition, nations - inspired by the actions of local and regional governments, along with businesses - came to recognize that fighting climate change brings significant economic and public health benefits.

The Trump administration's announcement undermines a key pillar in the fight against climate change and damages the world's ability to avoid the most dangerous and costly effects of climate change. Importantly, it is also out of step with what is happening in the United States.

In the U.S., it is local and state governments, along with businesses, that are primarily responsible for the dramatic decrease in greenhouse gas emissions in recent years. Actions by each group will multiply and accelerate in the years ahead, no matter what policies Washington may adopt.

In the absence of leadership from Washington, states, cities, colleges and universities, businesses and investors, representing a sizeable percentage of the U.S. economy will pursue ambitious climate goals, working together to take forceful action and to ensure that the U.S. remains a global leader in reducing emissions.

It is imperative that the world know that in the U.S., the actors that will provide the leadership necessary to meet our Paris commitment are found in city halls, state capitals, colleges and universities, investors and businesses. Together, we will remain actively engaged with the international community as part of the global effort to hold warming to well below 2°C and to accelerate the transition to a clean energy economy that will benefit our security, prosperity, and health.

**Resolution  
of the  
Board of Education  
of the  
Oakland Unified School District  
Resolution No. 0708-0133**

**Establishing the Oakland Schoolyards Initiative**

Introduced by Board of Education Member Noel Gallo

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**WHEREAS**, on June 14, 2006, the State Administrator adopted Board Policy 5030 – Wellness Policy – to address student vulnerability to childhood obesity and chronic illnesses associated with it, as well as emotional and physical safety, staff wellness, health education, and disease prevention; and

**WHEREAS**, the Wellness Policy (BP 5030) states “Each school shall ensure that there is a clean and safe play environment which includes climbing elements, space to run and play active sports, as well as encourage non-sport activities. When possible, grass or other natural elements should be integrated into play yards to offer non-asphalt or cement play environments” (Healthy & Safe School Environment section); and

**WHEREAS**, the Oakland Unified School District maintains numerous campus schoolyards, many of which are under-utilized by children during in-school and out-of-school times because of deteriorated conditions, inadequate environmental design, and the lack of supervised recreational programming; and

**WHEREAS**, campus schoolyards constitute the only open recreational space available in many neighborhoods and a minority of schoolyards are located adjacent to parks, ball fields, recreation centers and libraries owned and managed by the City of Oakland; and

**WHEREAS**, the Oakland Unified School District and the City of Oakland share a mutual interest in enhancing safety, cleanliness, and utilization of campus schoolyards for the benefit of neighborhood children, youth, and adult residents; and

**WHEREAS**, the Oakland Unified School District is working in partnership with individual school sites and neighborhood organizations to renovate schoolyards at Garfield Elementary School, Urban Promise Academy, Manzanita Community School and Manzanita SEED; and

**WHEREAS**, the Oakland Unified School District is a recipient of The California Endowment grant to initiate the “Oakland Schoolyards Initiative”,

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education of the Oakland Unified School District, pursuant to Board Policy 5030 (Wellness Policy), direct the Oakland Unified School District to initiate the formation of the “Oakland Schoolyards Initiative”, a public/private partnership to revitalize and transform schoolyards, and any adjacent City of Oakland parks and playfields into safe and vibrant places for children and youth to play, learn, and have fun; and



**Resolution  
of the  
Board of Education  
of the  
Oakland Unified School District  
Resolution No. 0708-0133**

**Establishing the Oakland Schoolyards Initiative**

**BE IT FURTHER RESOLVED** that the Oakland Unified School District invites Mayor Ronald V. Dellums, City of Oakland, East Bay Community Foundation, and relevant neighborhood-based community organizations to participate in the creation and development of the Oakland Schoolyards Initiative; and

**BE IT FURTHER RESOLVED** that the Oakland Schoolyards Initiative addresses the following issues:

- \* establish criteria to select schoolyards for revitalization;
- \* establish the participatory process that will produce comprehensive schoolyard improvement plans that include physical design, recreational programming, and maintenance; and
- \* establish agreements regarding community-use and joint-use; and

**BE IT FURTHER RESOLVED** that the Oakland Unified School District staff provide necessary leadership and support to ensure this Resolution's implementation.

Passed by the following vote:

AYES: Kerry Hamill, Gregory Hodge, Gary Yee, Noel Gallo, Christopher Dobbins, Vice President Alice Spearman, President David Kakishiba

NOES: None

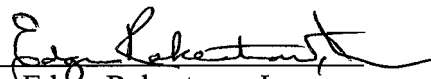
ABSTAINED: None

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed by the Board of Education at a Regular Joint Meeting of the State Administrator and the Board of Education of the Oakland Unified School District held on December 19, 2007.

**LEGISLATIVE FILE**

File ID No. 07-1476  
Introduction Date 11/28/07  
Enactment No. 08-0001  
Enactment Date 12/19/07  
By [Signature]

  
Edgar Rakestraw, Jr.  
Secretary  
Board of Education



**RESOLUTION**  
**of the**  
**Board of Education**  
**of the**  
**Oakland Unified School District**

**Resolution No. 1718-0203**

**Joining The We Are Still In Coalition [Supporting the Paris Climate Agreement] and Developing Policies and Administrative Regulations on Living Schoolyards and Climate Literacy**

WHEREAS, Local government entities around the world, including in the Bay Area, have been taking action to protect the climate since the early 1990s, and

WHEREAS, Public agency commitment to reduce greenhouse gas emissions has been demonstrated through local climate action plans, resolutions, and joint statements for over twenty years, reflecting the view that acting to protect the climate yields a variety of benefits to local communities, and

WHEREAS, the Oakland Unified School District (OUSD) has adopted numerous policies and administrative regulations that support climate protection goals, including Wellness (5030), Energy and Water Conservation (3511), Integrated Waste Management (3511.1), and Environmental Education (6142.5), and

WHEREAS, in 2007, OUSD adopted Resolution 0607-0159, which adopted an Energy Plan and directed staff to follow the guidelines established by the Collaborative for High Performance Schools (CHPS), and

WHEREAS, since 2007, OUSD has become widely recognized as a leader in building green schools, particularly the LaEscuelita Education Center, which is a nearly zero net energy facility, and

WHEREAS, President Trump's announcement on June 1, 2017 that the United States would withdraw from the Paris Climate Agreement has elicited a variety of responses among state and local governments, most notably the rise of public statements expressing solidarity with the rest of the world in support of the Paris Climate Agreement, and

WHEREAS, the We Are Still In commitment was created in direct response to President Trump pulling the U.S. out of the Paris Climate Accord, and

WHEREAS, joining the We Are Still In Coalition allows OUSD to make a strong, public statement on the specific issue of the United States' withdrawal from the Paris Climate Accord, and

WHEREAS, two non-profits last year, the Trust for Public Land and the Rose Foundation, successfully obtained over \$1 million in Greenhouse Gas Reduction Funds from State agencies for living schoolyards projects at six campuses in OUSD, and the Trust for Public Land has applied for additional funds, and

WHEREAS, Trees for Oakland and the City of Oakland have separately obtained or are in the process of applying for funds that would plant trees on and around OUSD campuses, and

WHEREAS, in 2007, the Board of Education adopted Resolution 0708-0133, which directed staff to “initiate the formation of the ‘Oakland Schoolyards Initiative’, a public/private partnership to revitalize and transform schoolyards, and any adjacent City of Oakland parks and playfields into safe and vibrant places for children and youth to play, learn, and have fun,” and

WHEREAS, OUSD will be a better partner to these many entities that want to improve Oakland’s school campuses if we have a clear policy and administrative regulation that defines goals, strategies, and responsibilities, and

WHEREAS, the Next Generation Science Standards, adopted by the State of California in 2013, explicitly includes the study of climate change, from foundational understandings in kindergarten to in-depth analysis in high school, and

WHEREAS, in May 2018 the OUSD Board of Education approved a resolution to adopt the NGSS-aligned Next Generation FOSS curriculum for grade K-5, which will ensure climate science foundational understandings are taught in elementary schools, and

WHEREAS, in the coming school years, OUSD staff will pilot and propose for adoption NGSS-aligned curriculum for middle and high schools, which will ensure climate science foundational understandings are taught in secondary schools, and

WHEREAS, in spring of 2018-19, OUSD students will be tested for the first time on the Next Generation Science Standards on the California Science Test (CAST), which includes concepts related to climate science and human impact on the environment, and

WHEREAS, during the 2017-2018 school year, the AP Environmental Science classes at Oakland Technical High School, working with the Oakland Education Association (OEA) Environmental Justice Caucus and members of the local Sierra Club have advocated for a climate literacy requirement for all OUSD students, meaning all students would graduate familiar with climate science, ideally taught across the curriculum K-12, and

WHEREAS, the OEA has applied for a grant from the California Teachers Association to support developing curriculum and lesson plans on climate change, and

Board of Education

Resolution No. 1718-0203

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WHEREAS, students are advocating about the importance of strong environmental education and how updated policy from the Board would help our youth become better stewards of the environment,

NOW, THEREFORE, BE IT RESOLVED that the Board of Education will join the We Are Still In Coalition to demonstrate the support of the Oakland Unified School District for the Paris Agreement to take action to reduce greenhouse gas emissions and

BE IT FURTHER RESOLVED that the Board directs the Superintendent, or her designee, to develop a Board policy and accompanying Administrative Regulation on Living Schoolyards and

BE IT FURTHER RESOLVED that OUSD move forward with selection, adoption, purchasing, and implementation of NGSS-aligned curriculum and related teacher professional learning, which will ensure access to climate change education K-12, and

BE IT FURTHER RESOLVED that the Board directs the Superintendent, or her designee, to convene a Climate Literacy Working Group, in partnership with the OEA Environmental Justice Caucus, with the goal of an updated Board Policy 6142.5 on environmental education and an accompanying administrative regulation, and

BE IT FURTHER RESOLVED that the Living Schoolyards and Climate Literacy initiatives will draw on expertise from staff in the OUSD Wellness Program; Office of Equity; Teaching and Learning Department; and Facilities Department.

**PASSED AND ADOPTED** by the Governing Board of the Oakland Unified School District on this 27th day of June 2018, by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on June 27, 2018.

Legislative File	
File ID Number:	18-1439
Introduction Date:	6/6/18
Enactment Number:	
Enactment Date:	
By:	

**OAKLAND UNIFIED SCHOOL DISTRICT**

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Aimee Eng  
President, Board of Education

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Kyla Johnson-Trammell  
Superintendent and Secretary, Board of Education