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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jody London, Board President
Shanthi Gonzales, Board Vice President
Tadashi Nakadegawa, Acting Deputy Chief of Facilities
Brendan Havenar-Daughton, Energy & Sustainability Manager

Board Meeting Date October 28, 2020

Subject Climate Emergency Action Resolution

Action Approval of proposed Board Resolution – Climate Emergency Action Resolution

Background In acknowledgement of our students' urgent demand for equitable and just climate action and in concert with student voices from around the world, the Climate Emergency Action Resolution presented herewith declares a climate emergency and commits the District to immediate action.

It is evident that our changing climate is negatively impacting the District's operations and compromising student outcomes. Excessive heat, wildfire smoke, and power outages related to climate change will continue to reduce the actual number instructional days and adversely impact our students' ability to learn in a healthy and safe environment. The recurrent blanket of toxic smoke over Oakland and much of the west coast is testament to this reality, as were the Public Safety Power Shutoffs in 2019, closing many of our schools for days on end.

We have now set a new record for annual hazardous air quality days, compounding the long-standing air quality crisis already experienced by the most vulnerable and least-advantaged members of our

community. Many of our students live and go to school in neighborhoods that continue to be disproportionately impacted by environmental pollution.¹ This Resolution is grounded in our values of equity and justice and specifically highlights the critical need to keep the concerns of Black, Indigenous and People of Color (BIPOC) central to this work.

Apart from the paramount issue of protecting human health, the District stands to reduce waste, cut expenses and even generate revenue from many of the “climate actions” that will be detailed in the forthcoming Board Policy and Sustainability Plan.

Oakland Unified School District has a long history of action on different aspects of sustainability. This includes work involving facilities, buildings and grounds, custodial services, nutrition, and student instruction.² Most recently the Board passed BP 6142.5, Environmental and Climate Change Literacy, recognizing that Climate Change is the greatest threat facing future generations, and that education plays a critical role in preparing future citizens to be actively engaged in working together to create solutions to this crisis. In alignment with this goal, this Climate Emergency Action Resolution calls for the identification of specific opportunities for student engagement in sustainability planning and implementation activities for the purpose of curriculum enhancement within and outside of the classroom. Furthermore, it acknowledges that Oakland’s students must be afforded genuine agency to help lead society’s commitment to, and implementation of urgent climate action.

The intent of this Resolution is to declare an emergency and establish an OUSD Task Force and Community Sustainability Advisory Council to work collaboratively to define and implement an equitable and just Climate Action and Sustainability Planning process. This process serves as a road map for drafting a Climate Action and Sustainability Board Policy. The proposed approach to the planning process can be described in three phases:³

- Phase One - Climate Emergency Action Resolution
- Phase Two - Climate Action and Sustainability Board Policy
- Phase Three - Sustainability Plan

¹ As determined by the State of California CalEnviroScreen tool. See Attachment A for a detailed map.

² See Attachment B for a timeline outlining OUSD’s ongoing commitment to ecological Sustainability.

³ See Attachment C for an overview on the Climate Action and Sustainability Planning Approach.

The tentative timeline for this work is proposed below:

Phase One - (Resolution) - Initiated in August; First Read September 23rd; Board Approval October 28th (2020)

Phase Two - (Policy) - November 2020 through April 2021 (target board meeting closest to earth day (4/22) for approval)

Phase Three - (Administrative Requirements/Plan) - April 2021 - April 2022

Discussion

The current ecological crisis -- heat waves, fires, floods, and other extreme weather events -- attributable to the changing climate and its adverse impact on district operations and student outcomes underscores the need for OUSD to take immediate action to mitigate and adapt to climate change. While there are several programs and initiatives in place throughout the district, there is opportunity to better embed and coordinate these activities across all departments. OUSD is presented with an opportunity to bring together and build upon current sustainability efforts across the District through the creation of a comprehensive Sustainability Plan. The District should join other school districts and local governments in California and across the country in declaring a climate emergency and committing to immediate action.

Passage of this Climate Emergency Action Resolution will approve the establishment of an Interdepartmental Task Force and Sustainability Advisory Committee responsible for developing a Climate Action and Sustainability board policy and ultimately, a comprehensive District-wide Sustainability Plan.

Fiscal Impact

This work can be accomplished by current staff. A core part of the policy and plan will be to identify funding opportunities for improvements and utility and waste disposal cost savings.

Attachment

Attachment A: Map of CalEnviroScreen Disadvantaged Communities and OUSD Schools

Attachment B: Timeline of Sustainability Initiatives in OUSD

Attachment C: Overview of OUSD Climate Action and Sustainability Planning Approach

Attachment D: Student Voices and Perspectives

**RESOLUTION
OF
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 2021-0081

OUSD Climate Emergency Action

WHEREAS, there is overwhelming scientific consensus that human activity, specifically the extraction and burning of fossil fuels, is the primary driver of the climate crisis; and that the resulting accumulation of greenhouse gases in the atmosphere is causing adverse climate threats that are already impacting human and ecological health around the world;

WHEREAS, climate change is a generational justice, human rights, social justice, and equity issue; and “climate neglect” or “climate inaction” has resulted in real harm to the physical and emotional well-being of young people;

WHEREAS, California is already experiencing the devastating effects of climate change, including prolonged heat waves, drought, wildfires, sea-level rise, and a growing list of local species threatened by extinction;

WHEREAS, excessive heat, wildfire smoke, and power outages related to climate change will continue to negatively impact instruction in the Oakland Unified School District (“District” or “OUSD”) and can adversely impact the ability of OUSD students to learn in a healthy and safe environment;

WHEREAS, environmental racism has subjected Oakland’s Black, Indigenous and People of Color (BIPOC) and low-income communities to more severe negative impacts on their health and well-being from air pollution and hotter temperatures caused by climate change;

WHEREAS, racist redlining policies have caused residents in East and West Oakland to be exposed to five times the toxic emissions levels compared to increasingly gentrified parts of Oakland, according to the Greenlining Institute, making community members more susceptible to asthma, other respiratory illnesses such as COVID-19, and premature death;

WHEREAS, nearly a third of asthma cases and other respiratory illnesses in California are due to poor air quality that is the result of burning fossil fuels and other pollution, and according to the California Department of Public Health, 18% of Oakland’s youth have asthma - which the US Centers for Disease Control has identified as a leading cause for school absenteeism and is associated with widening achievement gaps;

WHEREAS, the incredible urgency and magnitude of the climate crisis calls for immediate and bold leadership in all sectors of society, all institutions, and all elected leaders within the next ten years to mitigate irreversible damage to Earth's life-sustaining ecosystems;

WHEREAS, the City of Oakland has joined the global effort to combat climate change by declaring a climate emergency in 2018 and committing to the 2030 Equitable Climate Action Plan goal to cut greenhouse gas emissions by 56% by 2030 compared to 2005 emission levels;

WHEREAS, the OUSD Board of Education ("Board") recently passed Board Policy 6142.5 - Environmental and Climate Change Literacy, which recognizes that climate change is the greatest threat facing future generations, and that education plays a critical role in preparing future citizens to be actively engaged to create solutions to this crisis;

WHEREAS, the Board acknowledges that OUSD's students and their community must be afforded genuine agency to help lead society's commitment to, and implementation of, urgent climate action because student voice, student opinion, and student action are critical to effectively combating the climate crisis;

WHEREAS, the Board is committed to principles of equity, justice and inclusion, and transitioning to 100% clean energy, and expanding ecologically sustainable practices can help advance these goals by (i) saving money that can be invested into under-resourced schools, (ii) improving indoor air quality, which results in better learning outcomes, (iii) helping to address climate change, which disproportionately harms low-income communities and communities of color, (iv) creating multidisciplinary learning opportunities, and (v) expanding community resiliency;

WHEREAS, according to the American Red Cross, school facilities comprise over 50% of emergency shelters, and an investment by OUSD in solar plus battery storage could serve the dual purpose of keeping schools operational during power outages and expanding community resiliency during disasters;

WHEREAS, energy-related expenses are the largest non-personnel expenditure in school district budgets (according to the U.S. Environmental Protection Agency), and savings from energy costs can be redirected into classrooms and student learning;

WHEREAS, the District intends to build on the accomplishments of its ongoing efforts aligned with ecological sustainability, including but not limited to:

1. Designing and building ecologically sustainable schools and facilities by adhering to the Collaborative for High Performance Schools standards;
2. Investing in energy-efficient lighting and high efficiency building systems;
3. Installing 4.7 MW of solar photovoltaic systems installed at 16 sites throughout the District;
4. Becoming, in 2013, a priority school district with StopWaste in a Partnership Resolution that adopts the county's waste diversion goals;

5. Developing and implementing a comprehensive District-wide food share program and a donation program that provides surplus food to our students, families and communities;
6. Approving Board Resolution No. 1314-1109 - Authorizing and Approving Shared Operational Savings and Green Revolving Fund Program in Support of District-Wide Sustainability;
7. Adopting, in 2019, Board Policy 7110.1, Development of Living Schoolyards, which outlines the Board's vision for all OUSD school grounds to have living schoolyards that support 21st Century education, promote children's health, well-being and joy and function as ecologically rich community schools that connect children and their neighborhoods to the natural world right outside their classroom door, every day;

WHEREAS, the District has a long history of tackling society's deeply rooted systemic challenges through innovative and creative solutions that put students first, and thus OUSD is uniquely positioned to lead by example, establish bold goals, and adopt paradigm-shattering commitments to climate action that influence and inspire other organizations, school districts, and public agencies to prioritize climate action.

NOW, THEREFORE, BE IT RESOLVED that the Board declares a climate emergency and recognizes its direct and immediate threat to our students, families, schools, city, region, state, nation, and all of humanity;

BE IT FURTHER RESOLVED, the Board hereby establishes the goal of achieving 100% clean electricity by 2030 and phasing out the use of fossil fuels by 2040, which is a bold step toward becoming a carbon-neutral school district - one that off-sets or avoids all carbon pollution generated by our operations;

BE IT FURTHER RESOLVED, that the Board urges the Superintendent to establish an Interdepartmental Task Force of appropriate Department heads, or their senior deputies, led by the OUSD Energy & Sustainability Manager to draft a Climate Action and Sustainability Board Policy that describes a holistic and equitable sustainability planning process focused on the areas of energy, water, waste, transportation, facilities, schoolyards, purchasing, curriculum integration, climate adaptation, and the implementation of a sustainability revolving fund;

BE IT FURTHER RESOLVED, If established, the Task Force shall meet on a regular basis during the policy development phase to collect relevant data, identify strategies, prioritize actions, set goals, and ensure accountability and also coordinate and publicly document interdepartmental sustainability efforts in collaboration with a Sustainability Advisory Council (outlined below). It is the expectation of the Board that, if established, the Task Force and Advisory Council collaborate closely to draft and present a Climate Action and Sustainability Board Policy to the Board for its consideration within one year of passage of this Resolution. Any Board Policy adopted by the Board to effectuate this Resolution shall include therein a requirement for an update to the Facilities Committee twice a year regarding progress towards the goals contained herein;

BE IT FURTHER RESOLVED, that the Board also urges the Superintendent to establish a Sustainability Advisory Council that includes representation of OUSD families, teachers, students, environmental/climate justice representatives, and subject matter experts to help inform the creation and implementation of the associated Climate Action and Sustainability Board Policy and subsequent District-wide Sustainability Plan; and,

BE IT FURTHER RESOLVED, that the District's final Sustainability Plan should acknowledge and align with the goals set forth within the District's existing ecological, financial and social sustainability related board policies, agreements and resolutions such as Board Resolution No. 1314-1109 - Authorizing and Approving Shared Operational Savings and Green Revolving Fund Program in Support of District-Wide Sustainability by establishing a revolving fund that captures financial savings from sustainability projects and reinvests in sustainability priorities, and with Board Policy 6142.5 - Environmental and Climate Change Literacy by identifying specific opportunities for student engagement in planning and implementation activities for the purpose of curriculum enhancement within and outside of the classroom;

BE IT FURTHER RESOLVED, the Board encourages the Interdepartmental Task Force and the Sustainability Advisory Council if established, to seek partnerships with local student environmental and social justice groups, business leaders, nonprofits, and government agencies and organizations to promote climate education in District classrooms and ecologically sustainable practices in District operations, and to focus on climate-resilient District decision-making;

BE IT FURTHER RESOLVED, that the Board directs the Superintendent to designate the OUSD Energy & Sustainability Manager as liaison to the City of Oakland's Environmental Service Division to coordinate any OUSD Sustainability Plan activities with the City of Oakland's Equitable Climate Action Plan;

BE IT FURTHER RESOLVED, the Board commits to prioritizing the concerns of BIPOC and marginalized communities in the planning process and implementation of the OUSD Climate Action and Sustainability Board Policy and Sustainability Plan;

BE IT FURTHER RESOLVED, that climate injustice is racial injustice, and the Board believes that climate solutions must advance racial and environmental justice in alignment with the leadership of Black Lives Matter and the Movement for Black Lives;

BE IT FURTHER RESOLVED, that the Board does hereby urge the United States Congress to take swift and effective action to fight climate change; and

BE IT FURTHER RESOLVED, that the Board directs the Executive Assistant & Parliamentarian to the Board to transmit official copies of this Resolution to the Alameda County Office of Education, the State Superintendent of Public Instruction, and the President of the State Board of Education, the California School Boards Association, the National School Boards Association, the District's state and national representatives in Sacramento and Washington D.C., and the Schools for Climate Action campaign.

Passed by the following vote:

PREFERENTIAL AYE: Student Director Jessica Ramos, Student Director Samantha Pal

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Roseann Torres, Aimee Eng, Jumoke Hinton Hodge, Gary Yee, James Harris, Vice President Shanthi Gonzales, President Jody London

NOES: None

ABSTAINED: None

RECUSE: None

ABSENT: None

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 October 28, 2020.

Legislative File	
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By:	os

OAKLAND UNIFIED SCHOOL DISTRICT



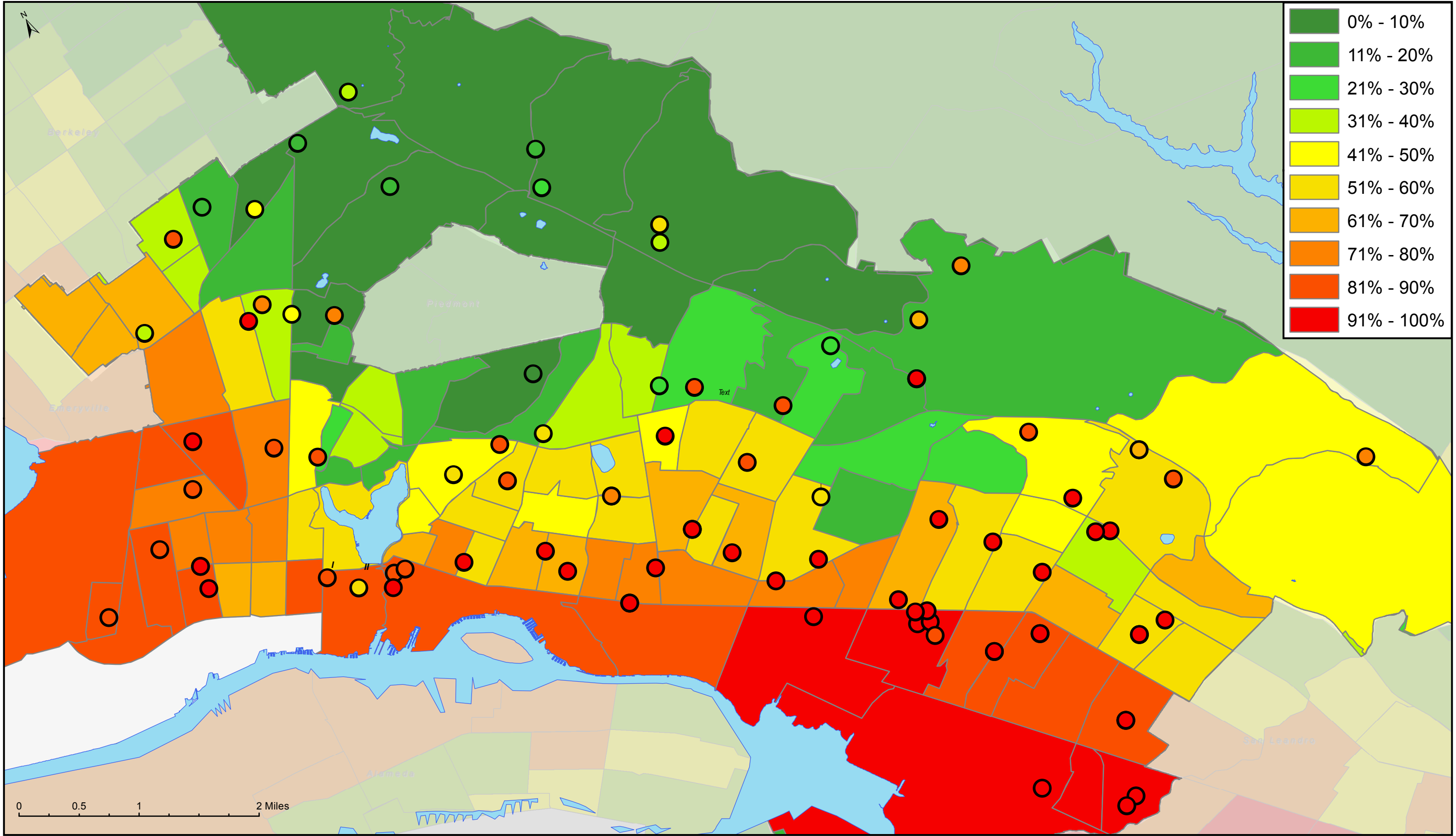
Jody London
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education



2018 District-Run Schools: % LCFF Student (Foster, English Learners, Free or Reduced Lunch Eligible) Oakland Census Tracts: California Communities Environmental Health Screening Pecentage



Environmental Sustainability Initiatives in Oakland Unified School District

2006: Measure B, \$435 million facilities bond

2007: Board adopts Collaborative for High Performance Schools (CHPS) as standard for school facilities projects. Board also adopts energy efficiency policy.

2009: Chabot Elementary portable replacement project is first in California to receive matching grants for being green verified. Today Oakland Unified is one of the districts with the most CHPS verified schools in California.

2009: Board adopts policy on vegetation management, governing roles, responsibilities, and planting lists for school gardens. (This policy will be incorporated into living schoolyards administrative regulation, hopefully in 2020.)

2009: Nutrition Services establishes a food donation program with two local nonprofits to be recipients to our meal programs surplus food from 4 schools.

2009: Custodial Services adds an award to their annual recognition program for custodial staff, Green Gloves Award, to recognize a leader custodian for their engaged and innovative involvement in their schools waste sorting program.

2009: Custodial Services hosts their first and annual Green Gloves Symposium that encompasses professional development, a panel discussion of engaged custodians and training on specifics to school waste sorting program.

2009: Custodial Services initiates OUSD Green Gloves Program that focuses on waste reduction and sorting programs for our schools and facilities.

2010: Nutrition Services takes on the Green Gloves Program in a partnership with Custodial Services.

2011: Board stops approving contracts for styrofoam in food services program, effectively ending use of styrofoam trays. Nutrition Services switches over to compostable trays.

2011: OUSD wins [Golden Bell award](#) from California School Board Association (CSBA) for Green Gloves cafeteria composting program

2012: Measure J facilities bond (\$475 million) includes funds for solar panels, new central kitchen with adjacent 1-acre educational farm.

2012: Nutrition Services replaces plastic wrapped spork kit district wide with dispensers for utensils and napkins and not replacing the straw.

2013: OUSD becomes a priority school district with StopWaste in a [Partnership Resolution](#) that adopts the county's waste diversion goals.

2013-Green California Schools and Community College recognition for our Green Gloves Program with a Student Engagement Award

2014 (ish): OUSD wins CSBA Golden Bell Award for Wellness Champion program

2014-2015: Solar panels installed at 16 sites across the district. 4.6 MW.

2015-2019: OUSD receives \$xx million in Prop 39 energy efficiency grants from the California Energy Commission. Funds are used for _____.

2015: OUSD becomes a member of USGBC Center for Green Schools, [School Sustainability Leaders Network](#).

January 2016: Environmental Justice Caucus (EJC) of the OEA is formed, a group of educators to promote and share resources about teaching environmental and climate literacy.

2016: La Escuelita Education Center wins awards for net zero energy design, [ZNE School Leadership Awards](#)

2016: Nutrition Services expands Food Share bins to be in cafeterias district wide that includes promotion of Take it to Go! Program.

2017: OUSD becomes a founding member of the [National Green Schools Alliance](#) District Collaborative.

2018 - OUSD partnered with StopWaste, LVJUSD and Alameda County Deputy Sheriff's League on a Smart Cafeteria Initiative. This program, funded in part by a \$500,000 grant from CalRecycle, focused on programs to reduce wasted food through prevention, food share, re-serving, and donation of surplus to those in need.

June 2018: OUSD joins We Are Still In Coalition, affirming support for Paris Climate Accord. Board directs Superintendent to develop new policy on living schoolyards and updated policy on environmental education that includes climate literacy for all graduates.

2018: Trust for Public Land and the Rose Foundation receive grants from California Climate Investment fund for living schoolyard projects at six schools.

2018: Partnership with [KidScoop](#) is started with providing waste reduction and sorting content in their newspapers that are provided to selected elementary schools.

2018: Collaboration with StopWaste in creating [How to Sort Cafeteria Waste at School video](#).

February 2019: Board adopts policies on living schoolyards, environmental education.
[OUSD Environmental Climate Change Literacy](#)

2019: Board directs Superintendent to develop an environmentally preferable purchasing policy.
This should come to the Board in fall 2020.

2020: Central Kitchen is completed.

Resources:

[OUSD Environmental Climate Change Literacy](#)

[OUSD Green Gloves Nutrition Services webpages](#)

[Exploring and Celebrating the Earth-Distance Learning Curated Resources](#)

[StopWaste Schools Program](#)

[KidScoop 2018-19](#)

[KidScoop 2019-2020](#)

[Sharing the Table: A Roadmap to Reducing and Recovering Surplus Food in Schools](#)

Overview of OUSD Climate Action and Sustainability Planning Approach

A truly just planning process requires all voices to be lifted up, most importantly those voices from Black, Indigenous, Communities of Color (BIPOC) that have consistently been silenced throughout the entirety of US History.

The proposed approach to the creation of an equitable and just Climate Action and Sustainability Planning process can be described in three phases.

Phase One - OUSD Climate Emergency Action Resolution

This Resolution is high level and intentionally defers the work of strategic planning and goals-setting to the policy development phase in order to allow for deep and meaningful stakeholder engagement. The intent of this Resolution is to declare an emergency and establish an OUSD Task Force and Community Sustainability Advisory Council to work hand-in-hand to define and implement an equitable and just planning process.

In Summary the Resolution:

- Declares Climate Emergency
- Establishes Interdepartmental Task Force
- Establishes Sustainability Advisory Council
- Sets a concrete goal to achieve 100% clean electricity by 2030 and phasing out the use of fossil fuels by 2040 (this is the only goal called out in the Resolution as it is central to climate action)
- Highlights the need to keep the concerns of Black and Indigenous People of Color (BIPOC), frontline and marginalized communities central in the planning process and implementation

Phase Two - OUSD Climate Action and Sustainability Board Policy

This policy will present the vision of OUSD's Climate Action and Sustainability Activities. The policy will provide high-level direction and establish overarching sustainability goals. The policy will be created by the OUSD Task Force and Community Sustainability Advisory Council, working in collaboration. Prior to the drafting of this board policy, these bodies will define an equitable and just policy planning process to guide policy development.

In Summary, the Policy will:

- Establish OUSD's vision for climate action and sustainability work
- Establish high-level goals for each area of this work as described in the Resolution
- Provide a general framework for related implementation activities
- Be developed in partnership with Oakland's extensive network of community based organizations, especially those serving BIPOC members
- Be fully vetted by the general public and by all corners of OUSD's community of stakeholders
- Will provide a road map for comprehensive and robust sustainability planning at the district level

Phase Three - Sustainability Plan / Administrative Regulations

This plan (AKA Administrative Regulation) will serve as OUSD's comprehensive implementation plan related to climate action and sustainability. It will be the single resource containing all of OUSD's sustainability goals, strategies, implementation timelines, funding considerations, etc. The Interdepartmental Task Force and Sustainability Advisory Council should be proactively proposing updates to this plan on a regular basis which will inform the formal board-approved updates every two years.

Tentative Timeline

Phase One - (Resolution) - Initiated in August; First Read September 23rd; Board Approval October 28th (2020)

Phase Two - (Policy) - November 2020 through April 2021 (target board meeting closest to earth day (4/22) for approval)

Phase Three - (Plan) - April 2021 - April 2022

Student Voices | Climate Emergency Action Resolution

In October 2020, students from two periods of Mr. Senn's science classes at Oakland Tech were invited to provide direct feedback on OUSD's draft Climate Emergency Action Resolution. 38 students responded with over 1300 comments and questions. OUSD's Energy and Sustainability Manager reviewed all of the student feedback and incorporated 12 specific suggested edits to the final language of the Resolution. The sample of verbatim student quotes below reflects their deep interest, concern and curiosity for the climate crisis and how OUSD goes about addressing it. Our students are speaking up about the climate crisis, and their voices ring loud and clear.

"I hope that this plan can actually be implemented and recognized by everyone." - **Connie Q.**

"Recognizing youth advocacy as something more than a token inclusion is crucial to combating the climate crisis. I'm pumped that it's a key aspect of this resolution!" - **Sage P.**

"In order for everyone to beat climate change together we must first start off with racial injustice. Racial injustice blocks off a large population of people that are also willing to stop climate change." - **Anthony Y.**

"I am interested in being closer and go[ing] deeper into this project as a Brown student from East Oakland." - **Emily R.**

"They should listen to us, yes. AND the burden shouldn't fall on us alone. We were born into a trashed world. We did not make this mess and older generations need to take responsibility for cleaning it up." - **Maya W.**

"How will students be afforded genuine agency?" - **Kiyomi J.**

"Schools with higher percentages of BIPOC students (in low-income communities) also tend to be riddled with the most structural & systemic problems, exacerbating the pre-existing health conditions brought on by environmental racism. Although the board say[s] they commit to keeping the concerns of BIPOC central to the planning process, how will they make sure that these concerns are actually met with real-life solutions, not just "consideration"?" - **Lucia J.**

"The absenteeism issue is especially prevalent now, with all of the fires and smoke affecting people with asthma. Two years ago, when there was tons of smoke in the air right before Thanksgiving, I could not go outside without my inhaler or a smoke mask. I missed three days of school." - **Sage P.**

"Will the progress of the Task Force be provided to the public, so the community may understand their actions and input suggestions? When is the earliest time that the Task Force will be put together?" - **Wilson W.**

"I like that the task force will be interdepartmental. Also will a twice a year update be enough?" - **Elizabeth F.**

"...[R]ates of asthma are some of the best evidence for environmental injustice." - **Maya W.**