

Livermore Valley Joint Unified School District Climate Literacy Resolution

Responding to Climate Change through Education

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As future caretakers of our planet earth, the youth of the Livermore Valley Joint Unified School District (LVJUSD) are increasingly concerned about the challenges faced from impacts of climate change. To be prepared for this uncertain future, students need to graduate as climate literate members of society able to understand and fully engage on issues that will affect the health of our planet and human civilization. Greater understanding of the sources of climate change, of actions needed to reduce greenhouse gas in the atmosphere, and of adaptation approaches that are just and equitable are of paramount importance for LVJUSD students. Prioritization of K-12 climate change education will provide LVJUSD the opportunity to create an educational environment that successfully prepares Livermore students for the climate change challenges ahead.

WHEREAS, the LVJUSD mission statement states, “Each student will graduate with the skills needed to contribute and thrive in a changing world”; and

WHEREAS, the State of California passed AB 285 in 2023 pertaining to climate change education requirements that include science instruction on the biological and physical aspects of climate change, with emphasis on the processes of experimental inquiry, on the place of humans in ecological systems, on the causes and effects of climate change, and on the methods to mitigate and adapt to climate change; and

WHEREAS, in 2022, the City of Livermore revised and improved its Climate Action Plan to better protect public health and the environment, foster a green economy, and improve the quality of life and resiliency for all Livermore residents; and

WHEREAS, data from a student-led high school survey created by the *Tri-Valley Youth Climate Action Project* (sponsored by *Quest Science Center*) show a strong desire among students and teachers at Granada High School and Livermore High School for more climate literacy education; and

WHEREAS, time is of the essence and the actions taken from now to 2030 will have profound repercussions for today's students as adults and for future generations; and

WHEREAS, students, their families and neighbors in specific Livermore communities are disproportionately at risk of being adversely affected by impacts of climate change such as a result of severe weather events, poor air quality, urban heat islands, lack of trees and greenbelts and more; and

WHEREAS, the United States economy, in which LVJUSD students will soon participate, grows ever more volatile as a result of climate change, where new industries and careers are emerging that require climate-literate employees; and

WHEREAS, solutions and adaptation to climate change will require full engagement and actions from today's students as they become adults and participants in the next-generation workforce and as contributing members of their communities; and

WHEREAS, students often miss school due to mental health issues, some of which are related to climate change anxiety. Climate literacy helps them to feel capable of taking meaningful action and understanding how they can contribute to solutions; and

WHEREAS, with the necessary and proper support, all educators (not just those in science departments) can incorporate climate-relevant topics into their subject-specific classes and lesson plans. The inclusion of climate examples will serve to enhance and strengthen student interest in the classroom topics of all teachers;

NOW, THEREFORE BE IT RESOLVED, that the Livermore Valley Joint Unified School District believes that each student shall graduate with the knowledge, skills and orientations needed to be climate literate members of society. Consistent with this intent, the LVJUSD Superintendent shall:

1. Charter a climate literacy task force during the 2024-2025 academic year composed of students, teachers, and senior leadership to serve as a district-wide resource to advise and support approaches for strengthening climate literacy . Key elements of the task force shall include:
 - a. A majority student representation drawn from both high schools, and
 - b. A multi-disciplinary representation of science, social science, humanities, operations, trades and art, and
 - c. A role in supporting a multi-year implementation strategy. , including achievement metrics and progress reporting, and
 - d. An informal assessment of approaches to climate literacy by other similar California school districts²

2. Take actions to assess and strengthen climate literacy across all grade levels, consistent with California Department Of Education climate education guidelines, enabling climate literate students who upon graduation are:
 - a. Well-rounded in the topics and manner of the climate and environment, and
 - b. Capable of holding critical and respectful conversations regarding climate change and the environment, and
 - c. Capable of teaching climate change topics and applications to others, and
 - d. Capable of applying their knowledge and skills to real-world applications and decisions.

3. Support mutually beneficial collaboration with the City of Livermore and other external community entities to:
 - a. Seek opportunities for students to apply climate education in real-world applications, and
 - b. Strengthen and integrate climate action mitigation, adaptation, and resilience across all demographics in our community.

¹Students at Granada High School and Livermore High School, 2024, Livermore California. Members of Tri-Valley Youth Climate Action Project (sponsored by Quest Science Center). This resolution was a student-led initiative arising out of the Livermore Youth Climate Summit.

²Kathryn Hayes et al., American Geophysical Union Conference, 2023, San Francisco.
<https://agu.confex.com/agu/fm23/meetingapp.cgi/Paper/1325120>