

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**GREENING SCHOOLS & CLIMATE RESILIENCE COMMITTEE**

333 South Beaudry Avenue, Board Room Los Angeles, CA 90017

3:00 p.m., Wednesday, August 27, 2025

**Committee Members**

Dr. Rocío Rivas, Chairperson  
Sherlett H. Newbill, Board Member  
Scott Schmerelson, Board Member

**District Members**

Krisztina Tokes, Chief Facilities Executive  
Christos Chrysiliou, Chief Eco-Sustainability  
Officer  
Jay Golida, Associate General Counsel

**Board Secretariat Contact**

Ebony Wilson  
Tel: (213) 241-7002  
Email: [ebony.wilson@lausd.net](mailto:ebony.wilson@lausd.net)

**External Representatives**

Eddie Alvarez, LA/OC Building Trades  
Gloria Medina, Strategic Concepts in Organizing and  
Policy Education, SCOPE  
Lauren Ahkiam, Los Angeles Alliance for New  
Economy (LAANE)  
Mikaela Randolph, Green Schoolyards America

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- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

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Please contact the Board Secretariat at 213-241-7002 if you have any questions.

## **AGENDA**

**I. Welcome and Opening Remarks** .....Dr. Rocío Rivas  
Chairperson

## **II. Presentations**

a. Update on the Resolution to Strengthen Greening  
Initiatives through Community Partnerships. .... Christos Chrysiliou  
Chief Eco-Sustainability Officer

Carlos Moran  
Executive Director, North East Trees

Tori Kjer  
Executive Director, Los Angeles  
Neighborhood Land Trust

b. Climate Literacy Task Force Report ..... Christos Chrysiliou  
Chief Eco-Sustainability Officer

Jerry Song  
Coordinator, STEAM-Climate Literacy

Nicolas Gardner Serna  
UTLA Political and Community Organizer

### **III. Public Comment**

### **IV. Adjournment**

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[https://boe.lausd.org/apps/events/2025/8/27/31378601/?REC\\_ID=31378601&id=0](https://boe.lausd.org/apps/events/2025/8/27/31378601/?REC_ID=31378601&id=0)

# TAB 1



# ECO- SUSTAINABILITY OFFICE

## Strengthening Greening Initiatives Through Community Partnerships

Christos Chrysiliou, FAIA, LEED AP  
Chief Eco-Sustainability Officer

August 27, 2025



Sotomayor Magnet - From soil to structure: Climate literacy through Adobe





# Board Resolution

## Objectives

On February 11, 2025, the Board of Education unanimously passed a resolution for Strengthening Greening Initiatives through Community Partnerships.

### Objectives:

- Strengthen and expand partnerships with non-profit organizations
- Remove internal fees and allocate funding to cover fees that cannot be removed
- Prioritize review of grant-funded greening projects to ensure timely completion
- Implement a comprehensive plan to achieve these goals and strengthen partnerships





# Status & Discussion

- Commitment to Partnerships
- Removal of Internal Fees
- Eligibility Criterion
- Review Process
- Progress Reporting
- ESO Staffing



Eagle Rock Elementary School Living Schoolyard



# Commitment to Partnerships

## Action 1

### Strengthening partnerships:

- Monthly standing meetings with the Living Schoolyards Coalition
- Non-profit organizations are now supported by the Establishment of the Eco-Sustainability Office
- Actions described in the Implementation Plan demonstrate commitment to strengthening and expanding greening partnerships



Berendo Middle School CNRA Urban Greening Grant Garden project

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) recognizes the vital role of non-profit organizations in creating sustainable and equitable learning environments for all students, and commits to strengthening and expanding partnerships within this sector including organizations that have developed relationships with communities that have been historically underserved and negatively impacted by climate change and environmental hazards;



# Removal of Internal Fees

## Action 2

### Removal of Fees:

- LAUSD has approved a budget allocation of \$3 Million over 3 Years to support current third-party greening projects:
  - Cover unpaid fees and reimbursement of paid fees, including OAR and inspection fees
  - Other fees and expenses, including ADA upgrades etc. would require additional funding
  - Funding allocation will consider project construction cost
- Use of bond funds requires BOC & BOE approvals



Resolved further, That the Board directs the Superintendent to remove internal fees for non-profit organizations that lead District school greening projects regardless of funding source. Where feasible and legally allowable, up to \$3 million in District resources, including eligible bond funds, will be allocated to cover costs such as: Owner's Authorized Representative fees; project fees; ADA retrofits; District staff time; testing; design reviews; and inspections



# Removal of Internal Fees

## Summary of Strategies Reviewed

- Identify and categorize various fees and related services
- For essential services and fees such as environmental abatement and permits, identify them early and where allowable incorporate them into grant funding requests
- Determine if LAUSD can offset any costs if not allowable as grant-funded
- Assess internal LAUSD services/fees that impact greening project budgets
- Determine streamlining methods for LAUSD that will result in greater efficiency and cost reduction
- Evaluate applicability of various fees and remove costs where possible
- Determine if any applicable fees can be paid from another source
- Investigate all potential strategies to remove fees including reclassifying fees as in-kind contributions, using fee waivers, and reimbursing costs for fees to non-profit organizations



# Removal of Internal Fees

## Assessment

### Identification and categorization of fees:

GREENING PROJECT FEES	LAUSD	External	Cost Range per Project
Design Review (including TQST review)	X		\$9,000 - \$30,000
FETU Testing	X		\$4,500 - \$20,000
OAR/M&O Support	X		\$30,000
Inspection	X		4% of construction cost
CEQA & Site Assessment Oversight	X		\$1,200 - \$4,075
A&E Services Constr Admin Support	X		\$10,000 - \$27,000
DSA Review		X	based on construction cost
Soil Testing		X	TBD
Soil Compaction Testing		X	TBD
FETU Phase 3 (if applicable)	X		\$15,000 - \$20,000
Payment Bond		X	~3% of construction cost
Insurance		X	TBD
Site Survey and Utility Location		X	\$15,000 - \$25,000





# Project Eligibility



Elysian Heights Elementary School Edible Garden

Resolved further, That the Board directs the Superintendent to develop an implementation plan defining eligibility criterion for non-profit organizations and projects. The plan will describe strategies to remove and/or mitigate fees, such as fee waivers, returning or reimbursing costs for fees that non-profit organizations have already paid, reclassifying internal fees as in-kind contributions, and precluding the upfront payment of fees

## Action 3

### Implementation Plan eligibility criteria:

Eligibility criteria for non-profit organizations seeking to do projects for LAUSD:

- Organizations with tax-exempt status with the IRS

Eligibility criteria for greening projects eligible for fee mitigation:

- Bringing outside funding for use to implement greening projects
- Increase green permeable features of school sites, including native and drought-tolerant planting, permeable paving, edible gardens, and stormwater management





# Review Process



Students viewing 9<sup>th</sup> Street Elementary School's Climate Action Club beautification project

Resolved further, That for grant-funded partner greening projects, the District will prioritize the review of these projects and ensure that they begin construction on time to meet grant deadlines. In order to accomplish this, the District will utilize an efficient review process for all submittals including a 10-day review time as outlined in department guidelines

## Action 4

### Prioritize the review of grant-funded greening projects:

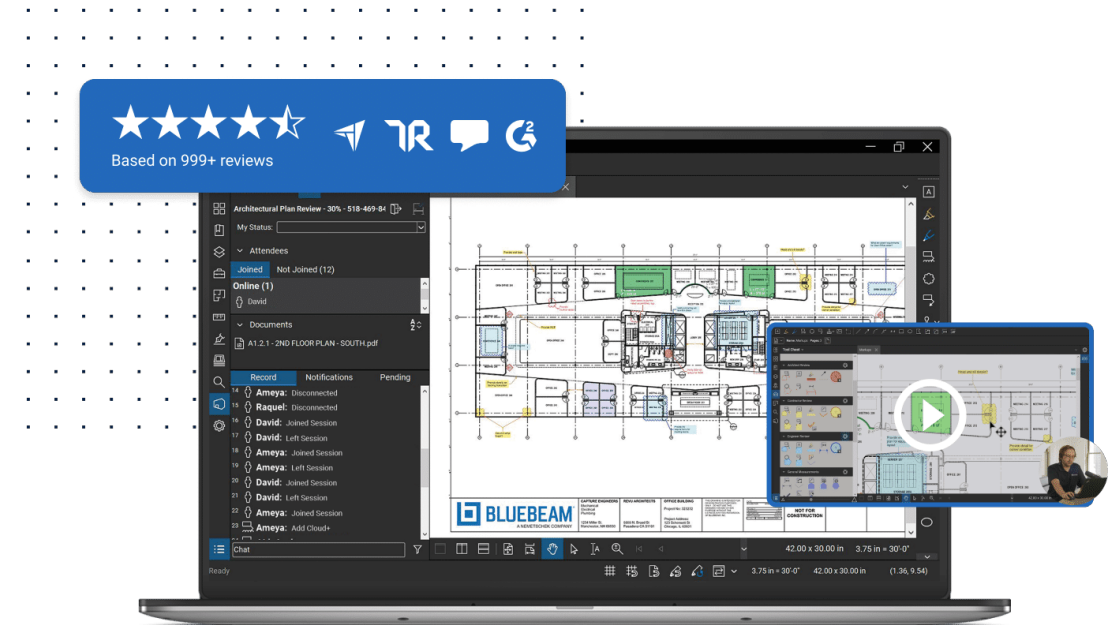
- The design review process is described in LAUSD guidelines and is explained in greater detail in the How-to Guide for LAUSD's Greening Partners
- The design review time-period:
  - 2-day intake period for upload of documents
  - 10-day initial design review
  - 1-week period for revisions by partner
  - 1-week back-check period
  - The revision and back-check periods can vary depending on the complexity of revisions

# Review Process

## Streamlining

### Ways to streamline the review process:

- Ensure that partners have full understanding of submittal requirements prior to submitting for design review
- Provide advanced notice to review team and emphasize importance of 10-day turnaround
- Provide 2-day warning of closing of Bluebeam review to ensure comments are added on time
- Close comments on time with notification provided to partner when review is complete
- Develop strategies to mitigate factors in the project implementation process that might delay the start of construction



Bluebeam Software **SOURCE:** Bluebeam Product demo video



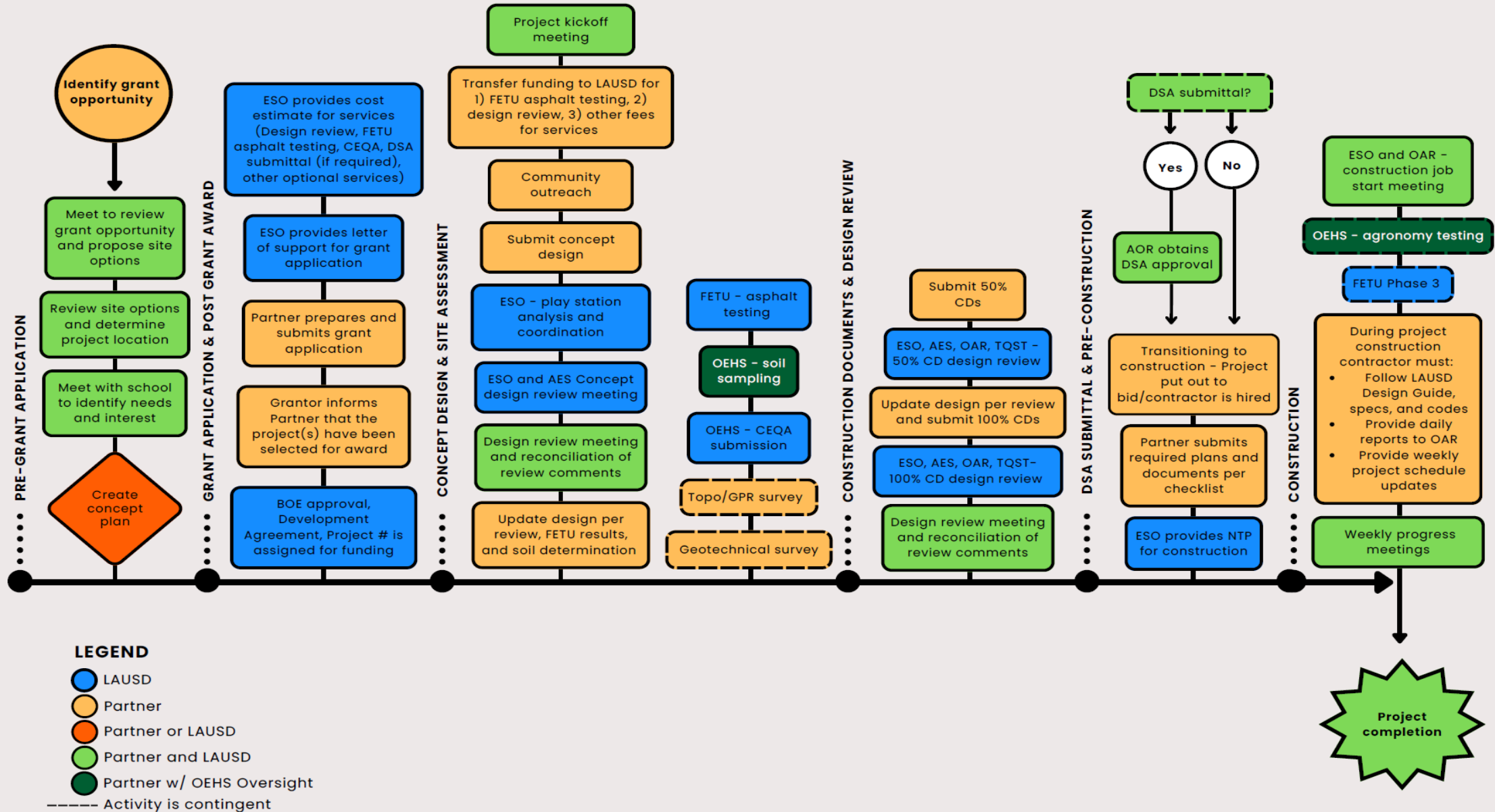
# Review Process

## Strategies for Timely Start of Construction

- How-to Guide section on transition to construction
- OAR onboarding checklist
- Job start checklist
- Greening Project Process is explained in the How-to Guide for LAUSD's Greening Partners



# Greening Project Process







# Progress Reporting



## Action 5

- 1) "How-to" Guide for LAUSD's Greening Partners
- 2) Recommendations for streamlining project supervision
- 3) Work on Design Guidelines specific to school greening projects
- 4) Development Agreement modifications

Resolved further, That the Board directs the Superintendent to present to the Greening Schools and Climate Resilience Committee a comprehensive plan for fee removal and a progress report on potential funding options to support third-party greening projects, within 60 days. The District will also provide a progress report on (1) the District's "how-to" guide for greening projects requirements; (2) recommendations to streamline project supervision requirements and reduce oversight expenses; (3) development of school greening-specific Design Guidelines; and (4) potential modification to Development Agreements to reduce unnecessary burdens on greening partners; and, be it finally



# PROGRESS REPORTING

## How-to Guide for LAUSD's Greening Partners

- ESO has addressed comments from recent reviews of the draft guide
- How-to Guide was issued on June 5, 2025
- Topics covered in the How-to Guide:
  - Pre-Grant Application
  - Pre-Grant Award
  - Non-Grant Funded Projects
  - Design and Planning
  - Transitioning to Construction
  - Project-Related Fees



Pacoima Middle School Ribbon Cutting day – "How-to" Guide for Greening Partners



# Progress Reporting

## Streamlining Project Supervision

Change in approach for review and oversight of third-party greening projects

- ESO staff will provide expedited TQST design review per criteria developed in collaboration with TQST
- ESO will have dedicated Program Manager/OAR staff to provide targeted expertise and streamlined services during construction
- Additional ESO staff hiring will be required to carry out this increased workload

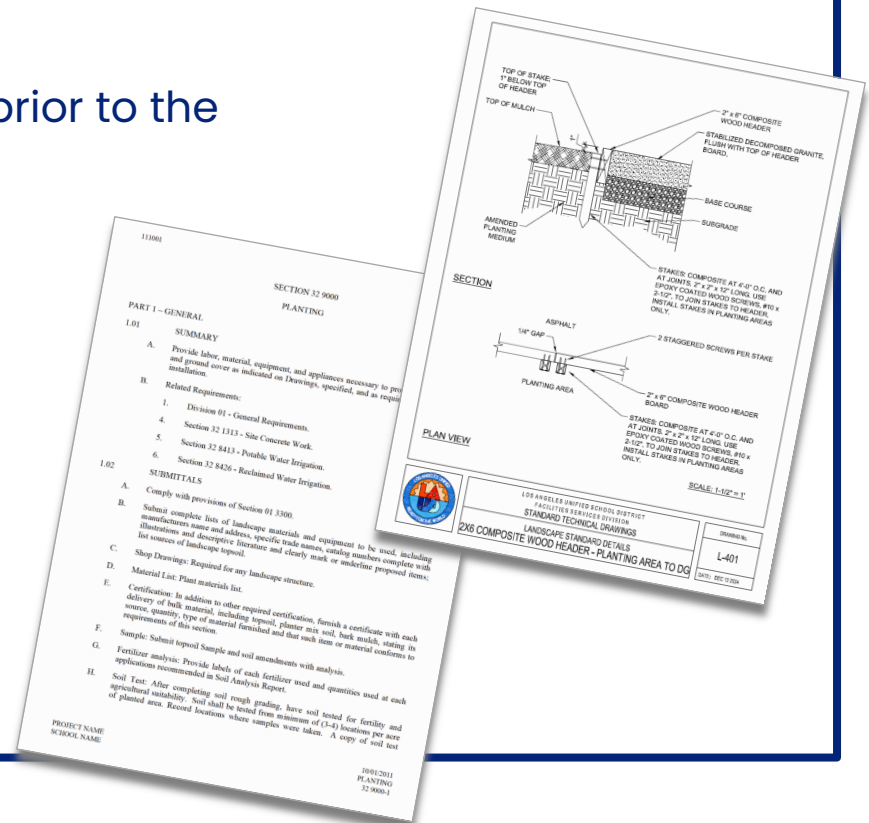


Hamasaki Elementary School landscaping bed is prepared for shrub installation

# Progress Reporting

## Greening-Specific Design Guidelines

- LAUSD Design Guidelines for Greening Projects
  - Initial draft in development and under review by internal departments
- A pilot wood play structure was approved for Esperanza ES
- Removal of lead-containing paint and coating is not required prior to the demolition of asphalt that has tested negative for asbestos.
- List of details updated
  - L-401 thru L-407 (2x6 and 4x6 headers)
- List of specs updated
  - Section 32 9000 - Planting







# Progress Reporting



## Development Agreements

- In response to feedback from greening partners, the following modifications have been made to the Development Agreement:
  - The term “Developer” was replaced with the name of the partner organization throughout
  - Projects that are not within 20-feet of a building or structure can be exempt from fire insurance requirement
  - Small-scale projects limited to planting trees and native plants within existing landscape areas will utilize a Beautification License Agreement instead of a Development Agreement
  - Performance Bonds for third-party greening agreements are no longer required. However, if there is no added cost, maintaining the Performance Bond remains the best practice



# ESO Staffing

## Action 6

- Currently four (4) ESO positions posted at [careers.lausd.org](https://careers.lausd.org):
  - Sustainability Specialist – published date 3/7/2025
  - Energy & Sustainability Program Manager – published date 3/20/2025
  - Energy and Sr. Energy Specialists – published date 4/1/2025
- Outreach to nine regional universities with energy and sustainability related programs to recruit qualified graduates
- Hiring for Sustainability Specialist is underway; hiring for the other positions will proceed following the Sustainability Specialist
- Staff augmentation to support 3<sup>rd</sup> party project workload is under review



"Create & Cultivate" Eco-Sustainability Office Interactive Tabling Exhibit poster at LAUSD Arts Fest 2025

Resolved. That the Board directs the Superintendent to take all necessary steps to hire staff for the Eco-Sustainability Office up to the maximum number of positions allocated in the approved funding allocation. This measure ensures that the office has the necessary resources to effectively fulfill its mission and provide service to our District staff, school communities and greening partners. The Superintendent or designee shall provide biannual reports to the School Greening and Climate Resilience Committee on hiring progress, including any challenges or delays. If full staffing is not achieved, the District must state the reasons and any mitigating actions being taken.





Northridge Middle School campus greening tour



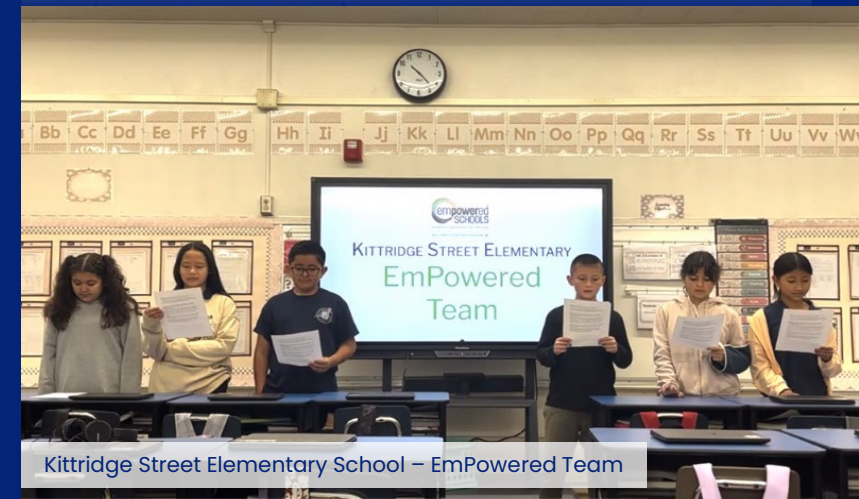
Ms. Aghajanian's class's Earth Month actions showcase



Superior Street Elementary School – HEROES for Zero '24-'25 Team



Alta California Elementary School – Aeroponic Tower Garden Program



Kittridge Street Elementary School – EmPowered Team



Sotomayor Magnet CTE Agriculture Program – Kunekune pigs



Gage Middle School SEEDS Garden planting day



LA Environment & Sanitation tabling at LA Tech Center Earth Day event



# ECO- SUSTAINABILITY OFFICE

## Climate Literacy Task Force Report

Greening Schools and Climate  
Resilience Committee Meeting

Christos Chrysiliou, FAIA, LEED AP  
Chief Eco-Sustainability Officer

August 27, 2025



Sotomayor Magnet CTE Agriscience Program – Saplings growing in the greenhouse

# TAB 2





# AGENDA

- Welcome & Introductions
- Climate Literacy Task Force (CLTF)
  - Task Force Timeline
  - CLTF Report Methodology
  - CLTF Report Recommendations







# WELCOME & INTRODUCTIONS



**Christos Chrysiliou**

Chief Eco-Sustainability Officer,  
Climate Literacy Task Force Member



**Jerry Song**

STEAM Coordinator,  
LAUSD Division of Instruction



**Nicolas Gardner  
Serna**

Political and Community  
Organizer, UTLA



"Create & Cultivate" Eco-Sustainability Office Interactive Tabling Exhibit activities at LAUSD Arts Fest 2025



# Climate Literacy Task Force

## CLTF Goal

To convene and organize all other related working groups called for by previous initiatives and resolutions focused on school greening, gardening, outdoor education, and clean energy...**to deliver recommendations that increase climate literacy and climate justice throughout the District.**

*(Res-016-21/22 and LAUSD-UTLA Agreement, April 2023)*

## Climate Literacy Task Force

### LAUSD Division of Instruction

**Susan Canjura**  
Linked Learning Director,  
LAUSD

**Gerry Salazar**  
Outdoor & Environmental  
Education Coordinator, LAUSD

**Jerry Song**  
STEAM Coordinator,  
LAUSD

**Aaron Ferrel**  
Social Emotional Learning Advisor,  
LAUSD



### LAUSD Facilities Services Division

**Alix Walsh O'Brien**  
Deputy Chief Facilities  
Executive, LAUSD

### LAUSD Eco-Sustainability Office

**Christos Chrysiliou**  
Chief Eco-Sustainability Officer,  
LAUSD

**Sylvia Palomera**  
Sr. Sustainability Specialist,  
LAUSD

### United Teachers Los Angeles

**Julie Van Winkle**  
Vice President,  
UTLA AFT

**Lauren Ahkiam**  
LAANE Director, Water Justice  
LA Campaign

**Michelle Cohen**  
Adult Education Counselor,  
LAUSD

**Reies Flores**  
CTE Teacher, Sotomayor  
High School

### LAUSD Transportation Division

**Daniel Kang**  
Director of Transportation,  
LAUSD





# TASK FORCE TIMELINE



CLTF Tour at Los Angeles Cleantech Incubator (LACI), Meeting 2



CLTF Tour at Sotomayor Magnet – CTE Agriscience Program, Meeting 3

- **Meeting 1** – December 13, 2023 via Zoom
  - Introductions, review of Climate Literacy Resolution & LAUSD-UTLA MOU
  - Next steps for review of tasks & roles determined
- **Meeting 2** – February 27, 2024 @ Los Angeles Cleantech Incubator (LACI)
  - Tour of LACI with presentations from partners
- **Meeting 3** – April 16, 2024 @ Sotomayor Magnet
  - Tour of the Agriscience Program & updates on Task Force member findings
- **Public Meeting** – June 12, 2024 via Zoom
  - Preliminary recommendations shared & comments received
- **Meeting 4** – September 25, 2024 via Zoom
  - Draft report outline shared & task force members begin drafting respective sections
- **June 2025** – Final Recommendations Report and published to CLTF website at [lausd.org/cltf](https://lausd.org/cltf)



# CLTF REPORT – METHODOLOGY

## CLTF Focus Areas



Curriculum



Workforce  
Development



Outdoor Education



Infrastructure

On-site

Off-site

Solar

Water Quality

Transportation

Stormwater

Each CLTF member was assigned a focus area to identify:

- **Existing programs and resources** at LAUSD for students across all school sites including existing partnerships
- **Gaps to be filled in existing programs and resources** at LAUSD
- **Resources needed to fill gaps** in existing programs to provide comprehensive climate literacy curriculum as specified in the Board Resolution and LAUSD-UTLA MOU:
  - a. Program materials, equipment, etc. including external resources available
  - b. Staffing, professional development and staff support in each Local District, Community of Schools, and every school
  - c. Funding
- **Key recommendations** to implement meaningful and effective climate literacy curricula and programs that can be maintained sustainably by the District over time





# CLTF REPORT Recommendations



## Curriculum

Presented by Jerry Song  
CLTF Member and STEAM Coordinator,  
LAUSD Division of Instruction



Noble Avenue Elementary School –  
Heroes for Zero Public Announcement



Elizabeth Learning Center High School  
students teaching younger students  
recycled art for ELC Beautification Day 2025



Planet Media Summit 2025 – Virgil  
Middle School student artwork display



Planet Media Summit 2025 – Virgil Middle School  
student exhibit of 3D printed reusable utensils



Planet Media Summit 2025 – Virgil  
Middle School student artwork display

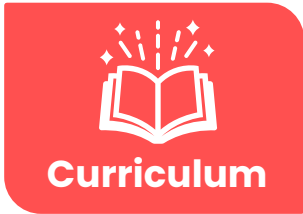




Arminta ES composting cafeteria food scraps & collecting data



ITI LEVEL UP LA: Students design a more sustainable LA in Minecraft Education



# CLTF REPORT Recommendations

- Ongoing Support for Climate Literacy:** Continue to support the District’s Climate Literacy programs, including the Climate Literacy Champions differential for every school, the Climate Literacy Leadership Team, and climate literacy professional development for all LAUSD educators
- Enhanced Collaboration for Climate Literacy Education:** Strengthen collaboration between the Division of Instruction and the Eco-Sustainability Office on climate literacy education efforts
- Shared Staffing for Eco-Sustainability Initiatives:** Share staffing resources between the Division of Instruction and the Eco-Sustainability Office, such as a sustainability specialist, for specific tasks like grant applications, graphic design, and social media



“Create & Cultivate” Eco-Sustainability Office Interactive Tabling Exhibit poster at LAUSD Arts Fest 2025



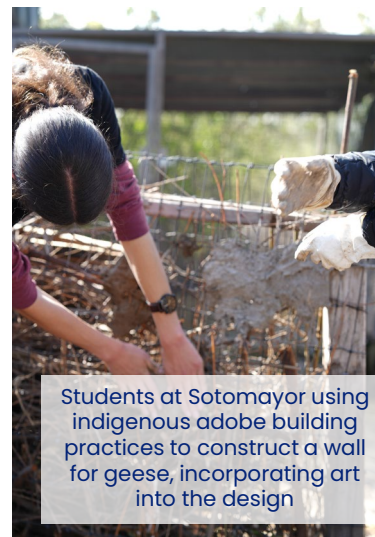
Climate Literacy Champions at Tree People Headquarters



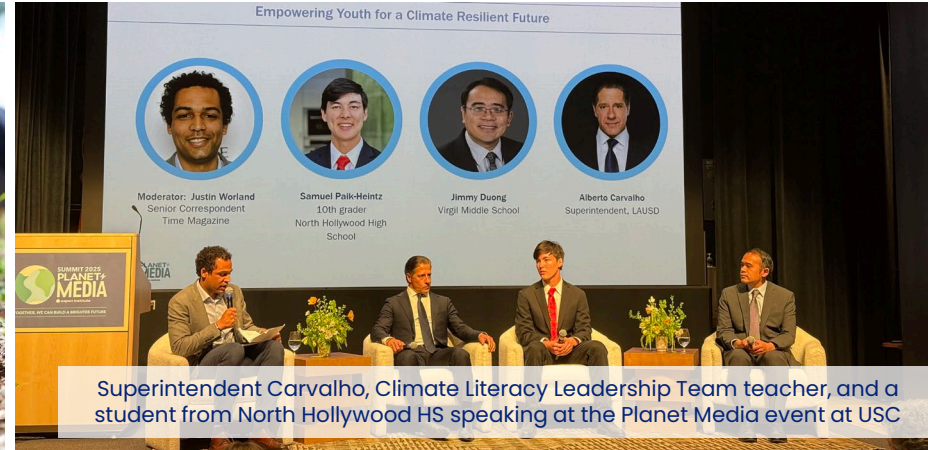
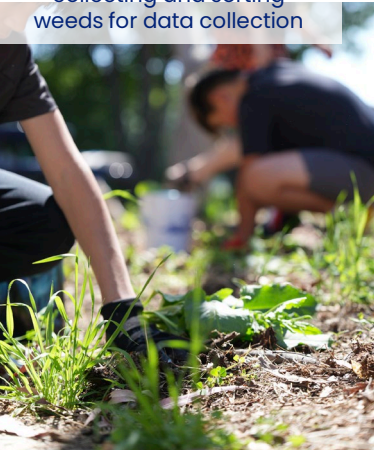
Climate Literacy Champion Leadership Team, Jerry Song DOI, and Sylvia Palomera ESO



Portola MS students collecting and sorting weeds for data collection



Students at Sotomayor using indigenous adobe building practices to construct a wall for geese, incorporating art into the design



Superintendent Carvalho, Climate Literacy Leadership Team teacher, and a student from North Hollywood HS speaking at the Planet Media event at USC



Curriculum

# CLTF REPORT

## Recommendations

- **Promotional Campaigns: Wellness and the Outdoors:** Launch campaigns promoting social-emotional wellness and the outdoors, as well as social-emotional wellness and climate change
- **Partnerships for Educator Engagement in SEL Events:** Develop partnerships for the Eco-Sustainability Office to engage educators at high-profile SEL events, including SEL Day and SEL Symposium
- **Cross-Departmental Procurement Strategy for Climate Literacy Services:** Implement a cross-departmental procurement strategy for climate literacy services, fostering collaboration between the Division of Instruction, the Eco-Sustainability Office, and other relevant parties





# CLTF REPORT Recommendations



## Workforce Development

Presented by Nicolas Gardner Serna  
Political and Community Organizer, UTLA



Planet Media Summit 2025 – student presenting from 9<sup>th</sup> Street Elementary School's Climate Action Club beautification project



Sotomayor Arts and Sciences Magnet High School – CTE Agriscience Program tour – farm-to-table exhibit





Polytechnic High School CTE Agriculture greenhouse and plant starters



Community Services Unlimited tabling at L.A. Technology Center Adult School



Good Earth Community Garden tabling at L.A. Technology Center Adult School



Polytechnic High School CTE Agriculture Teacher, Ms. Fajardo

# CLTF REPORT

## Recommendations



Workforce  
Development

- **Expand Partnerships with Unions and Industry Leaders:** Collaborate with unions and industry to build green career pathways linking education to jobs
- **Develop a pipeline:** Create a seamless K-12 to employment pathway in key green sectors (renewable energy, sustainable transport, etc.)
- **Empower educators and infrastructure:** Invest in teacher training and resources, including hands-on learning spaces like gardens and labs
- **Leverage existing funds:** Maximize use of grants (e.g., Golden State Pathways, Strong Workforce) for green CTE programs
- **Hands-On Learning Through District Infrastructure Projects:** Include CTE students in LAUSD's infrastructure projects, such as installing solar panels, rain gardens, or other sustainable infrastructure, allowing them to apply their knowledge in real-world settings





Sotomayor Arts and Sciences Magnet High School – CTE Agriscience Program tour – building with earth project



Sotomayor Arts and Sciences Magnet High School – CTE Agriscience Program tour – fiber arts exhibit



Sotomayor Arts and Sciences Magnet High School – CTE Agriscience Program tour – building with earth exhibit



Sotomayor Arts and Sciences Magnet High School CTE Agriscience Program tour – natural dyes exhibit

# CLTF REPORT Recommendations



- **Expand Non-Construction Green Career Pathways:**

- While green building trades are essential, LAUSD will also promote green career options beyond construction, such as:
  - Sotomayor High School's Agriscience CTE Program
  - West Los Angeles College's Climate Change and Environmental Studies Program
  - Lincoln High School's Green Career Pathways

- **Expand MC3 Offerings in Secondary Schools:**

- Increase Multi-Craft Core Curriculum (MC3) programs to introduce high school students to various green career pathways early, giving them the skills they need to succeed in a green economy

- **Partner with Unionized Transportation Industries:**

- Work with transportation sectors, such as electric vehicle (EV) development, to create green transportation career pathways, preparing students for the future of urban mobility





# CLTF REPORT

## Recommendations



Outdoor  
Education

On-site

Off-site



Northridge Middle School tree planting



Gage Middle School learning garden outdoor classroom



Logan Elementary School outdoor classroom





Sotomayor Arts and Sciences Magnet High School – CTE Agriscience Program tour



Sotomayor Magnet CTE Agriscience Program – Three the Beautiful Brown Cow



Sotomayor Magnet CTE Agriscience Program – Sheep

# CLTF REPORT

## Recommendations



Outdoor Education

### On-site Outdoor Education

- **Outdoor Learning Integration:** Integrate the climate literacy curriculum with existing outdoor learning opportunities i.e. SEEDS, EEC Outdoor Classrooms, Outdoor Learning Environments
- **Curriculum Enrichment:** Integrate curriculum focused on indigenous roots, food waste reduction, hunger awareness, and the UN's 17 Sustainable Development Goals into relevant classes
- **Community Partnerships:** Partner with organizations like UC Cooperative Master Gardeners and utilize parents' expertise in school gardens, potentially offering stipends
- **Partnership Framework:** Create a guiding document for establishing partnerships between schools and external organizations
- **Support for Regenerative Farming:** Establish a veterinary program to support the regenerative farming curriculum
- **Dedicated Outdoor Space Coordination:** Establish a District-wide Garden/Outdoor Space Coordinator position (potentially regional positions) to oversee and support school gardens and outdoor spaces



# CLTF REPORT

## Recommendations



Outdoor Education

- **Sustainable Water Management:** Prioritize the use of water catchment systems as educational tools for school gardens
- **Sustainable Program Funding:** Secure funding for educational programs that integrate with existing outdoor learning infrastructure programs

### Off-site Outdoor Education

- **Integrated Climate Literacy:** Weave the Climate Literacy Curriculum into outdoor learning opportunities, expanding hands-on experiences for students
- **Expanded Day of Discovery:** Broaden the Day of Discovery Program to incorporate vital topics such as clean energy, wastewater treatment, and other climate mitigation efforts
- **Equitable Program Connections:** Foster equitable connections between existing programs and address indigenous and racial equity issues
- **Streamlined School-Organization Partnerships:** Develop a School-Organization Partnership Guide, a guiding document to streamline the process of establishing partnerships between schools and external organizations



Sotomayor Magnet CTE Agriscience Program – Pot Belly Pig



Sotomayor Magnet CTE Agriscience Program – Silkie Chickens



Sotomayor Magnet CTE Agriscience Program – Sheep



Sotomayor Arts and Sciences Magnet High School – CTE Agriscience Program tour







# CLTF REPORT

## Recommendations



### Infrastructure

Solar

Water Quality

Transportation

Stormwater



San Julian Bus Yard EVC



Canoga Park High School Solar Photovoltaic Panels



LAUSD Pico Procurement Services Center Solar Photovoltaic Panels





# CLTF REPORT Recommendations

## Solar Energy Generation

- **New Funding For Renewable Energy:** Explore how recent bonds can boost solar programs and connect to energy efficiency, building decarbonization, and EV charging goals
- **Maximizing Renewables:** Partner to assess total solar potential on LAUSD sites and plan how to meet the 2030 clean energy target
- **Funding Opportunities:** Keep looking at ways to finance solar projects, including bonds and government incentives
- **Improve Efficiency:** Identify changes needed in policies and procedures to better implement energy efficiency programs
- **Union Strong:** Continue using union labor for all solar and related energy projects
- **Stay Informed:** Keep sharing project and program updates with the public



El Dorado Elementary School  
Solar Photovoltaic Panels



Bellingham Elementary School  
Solar Photovoltaic Panels



Maywood Academy High School Solar Photovoltaic Carports





Cesar Chavez Learning Academies – TPA HEROES for Zero Project: A bottle-filling station



DROPS field trip to Ballona Wetlands



East Valley High School Recycled Water Irrigation installation – purple pipes & signage



# CLTF REPORT

## Recommendations

### Water Quality

- **Lower School Lead in Water:** Aim for super low lead in water (under 1 ppb) in school water, using new funding to speed up current programs (getting elementary schools below 5 ppb quickly)
- **Expand to High Schools:** Create and fund a program to get low lead in water (below 5 ppb) in middle and high school water fountains and bottle fillers, prioritizing filters
- **Filters:** Install certified filters in bottle filling stations for near-zero lead in water and better taste/smell
- **Check Other Faucets:** Investigate and fix lead in water issues in classroom and kitchen faucets
- **Annual Testing & Transparency:** Test water yearly and make results public
- **Partner with Health Experts:** Work with health professionals to check lead levels in water and community water risks





# CLTF REPORT

## Recommendations



### Stormwater Management

- **Water Capture:** Set school-wide goals for capturing rainwater and coordinating with LAUSD's 30% greening goal
- **Maintenance Plan:** Plan for resources, training, and procedures needed to sustain the greening improvements long term
- **New Funds for Greening:** Explore funding opportunities including County's Safe Clean Water Program and other local and state funds for building and maintaining greening and stormwater projects
- **Partnering for Success:** We should work with other government agencies (like the County, Metro, and City departments) who can help with design, construction, and even manage rainwater near our schools



Pacoima Middle School Infiltration Tanks





Infrastructure

# CLTF REPORT Recommendations

## Stormwater Management

- **Handle Rainwater Issues:** Find ways to avoid problems with rainwater leaving our sites
- **Schoolyards as Community Parks:** Consider opening schoolyards as community parks helps us get more money for green projects that benefit everyone
- **Teamwork Makes the Dream Work:** We'll keep partnering with schools and the community to develop and fund these projects
- **Guides for Green Building:** We're creating easy-to-use guides for building and maintaining rainwater and native plant projects
- **Green Projects:** We're looking at our own rules and processes to make it easier and quicker to build these projects, learning from past successes. We'll also talk to others for ideas
- **Keep You Updated:** We'll continue sharing project news and funding opportunities with the public





# The Work Continues!



Climate Literacy Champions at TreePeople Headquarters



Curriculum



Workforce Development



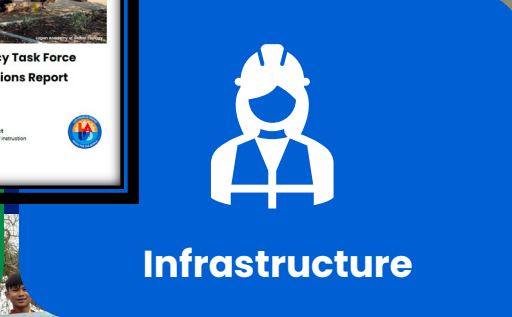
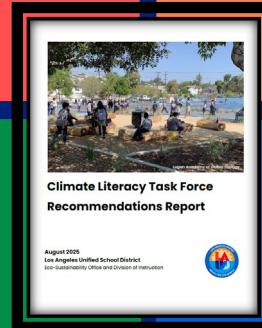
2025 CTE Summer Interns – ESO interns learning from a local partner how fallen trees are harvested for lumber in LA County



Gage Middle School learning garden outdoor classroom



Outdoor Education



Infrastructure



HEROES for Zero Contest Student Team



Clean Energy Bus & Bellingham ES Solar Panels







# Thank You



Christos Chrysiliou, FAIA, LEED AP  
Chief Eco-Sustainability Officer

