Fiscal Year 2024 - 2025

ECO-SUSTAINABILITY ANNUAL REPORT

LAUSD UNIFIED



We acknowledge

that the Los Angeles Unified School District operates on land originally and still inhabited and cared for by the Gabrieleño and Fernandeño Tataviam peoples, who have stewarded this land for generations.

We recognize these Indigenous communities' ongoing presence and contributions and honor their connection to this region.

We recognize Gabrieleño people as the original stewards of the Los Angeles Basin, and the nearby coastal lands, and the Fernandeño Tataviam as protectors of the northern valleys. These lands have and continue to hold deep cultural and spiritual significance to their people and have shaped the community we live in today.

We pay our respects to the Honuukvetam (Ancestors), 'Ahiihirom (Elders), and 'Eyoohiinkem (our relatives/relations) past, present, and emerging and commit to supporting Indigenous communities through education ensuring their voices are heard and their legacies are respected.

We commit to deepening our understanding of the histories and cultures of the Native peoples of this land. This acknowledgment demonstrates our ongoing efforts to build and sustain relationships with Indigenous communities and contribute to healing and reconciliation.

You can learn more about the Gabrieleño San Gabriel Band of Mission Indians and the Fernandeño Tataviam Band of Mission Indians as well as LAUSD's land acknowledgement at mmed.lausd.org

"Americanization of California" by Dean Cornwell, Los Angeles Public Library, 1932

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Valley View Elementary School students work on an art project during Winter Academy

LAUSD UNIFIED

MESSAGE FROM THE CHIEF ECO-SUSTAINABILITY OFFICER



During the 2024–2025 school year, Los Angeles Unified School District (LAUSD) advanced some of the most ambitious sustainability goals of any major urban school district: *100% Clean Energy*, *Climate Literacy*, and *Green Schools for All*. Guided by these priorities, the Eco-Sustainability Office (ESO) focused on delivering healthy, resilient, and sustainable learning environments for all students and staff.

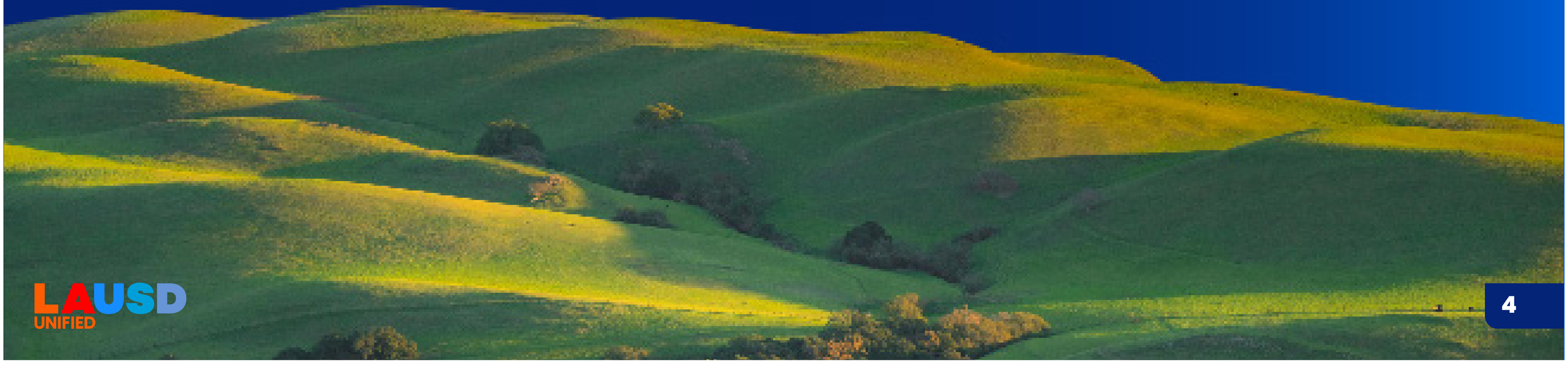
This year, ESO accelerated districtwide progress by advancing the electrification of the District's bus fleet, expanding school gardens and green spaces on campuses, strengthening sustainability and conservation policies, and reducing overall energy and water use. In response to the extreme heat, pollution, flooding, and wildfires impacting our communities in early 2025, we intensified our efforts to decarbonize campuses by expanding our solar program at 21 new LAUSD schools and launching pilot projects featuring innovative technologies to strengthen the District's climate resilience.

We also received approval to launch LAUSD's first comprehensive *Eco-Sustainability Plan*. This plan will align divisions and departments across the District and engage internal and external stakeholders in developing a holistic, long-term sustainability strategy.

These actions reduce our environmental footprint while creating safer, healthier schools and communities.

Throughout 2024–2025, we remained committed to data-driven standards, cost-effective implementation, and empowering students to lead sustainability efforts in their communities. Together, with our partners and school communities, we are building a greener, more resilient future for LAUSD.

Christos Chrysiliou
Chief Eco-Sustainability Officer



EXECUTIVE SUMMARY

The LAUSD Eco-Sustainability Annual Report for Fiscal Year 2024 – 2025 highlights the District's progress towards achieving the Board's sustainability goals and commitments to the environment and all LAUSD students, staff, and the greater school community.

In October 2023, the Eco-Sustainability Office was created to accelerate progress towards the District's goals across all sectors, expanding the efforts of the previous Sustainability Initiatives Unit through collaboration with all LAUSD divisions. Focus areas include decarbonization, high performance schools, campus ecology, and climate resilience, amongst others.

Most notably, ESO began the development of the first districtwide Eco-Sustainability Plan to align all LAUSD sectors with the District's *Strategic Plan*[1] and sustainability goals.

We invite readers to learn about LAUSD's progress towards becoming the most sustainable, large urban school district in the nation.

Los Angeles Unified Board Vice President and Chair of the Greening Schools and Climate Resilience Committee, Dr. Rocío Rivas, visited MacArthur Park Elementary on the first day of Summer of Learning, alongside Region East Superintendent, Lourdes Ortiz Ramirez, and school staff

INTRODUCTION

Who We Are

The Los Angeles Unified School District is the **second-largest school district** in the nation by students served, with nearly **450,000 students** learning at more than 1,300 school centers and academic programs located at 850 campuses across across Los Angeles County.[2]

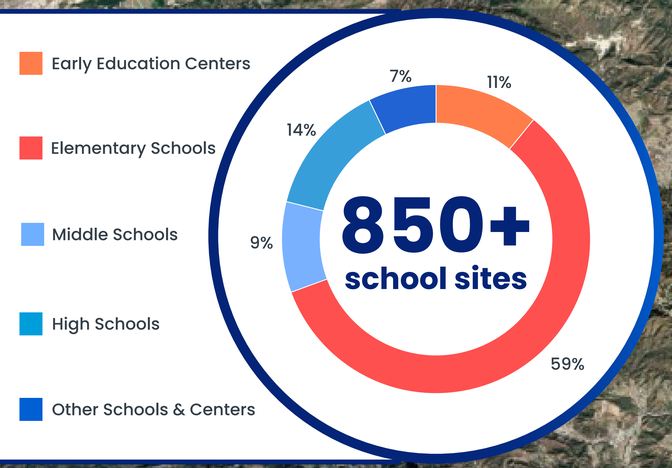


Figure 1.2 LAUSD school sites by type

District Overview

LA Unified manages over 25,000 unique facility structures totaling more than 90 million square feet of building space with more than 31,000 classrooms and is located on over 6,600 acres of land, primarily in the City of Los Angeles, and in all or portions of 25 cities and unincorporated areas of Los Angeles County.

LAUSD is the second-largest employer in Los Angeles County with over 78,000 employees working at school sites and in multiple cross-collaborative divisions and offices led by the Superintendent of Instruction and overseen by the LAUSD Board of Education ("Board").

The District is guided by the Five Pillars of the ***2022-2026 Strategic Plan***: *1. Academic Excellence, 2. Joy and Wellness, 3. Engagement and Collaboration, 4. Operational Effectiveness, & 5. Investing in Staff.* Check out the *Strategic Plan* in the QR code to the right.

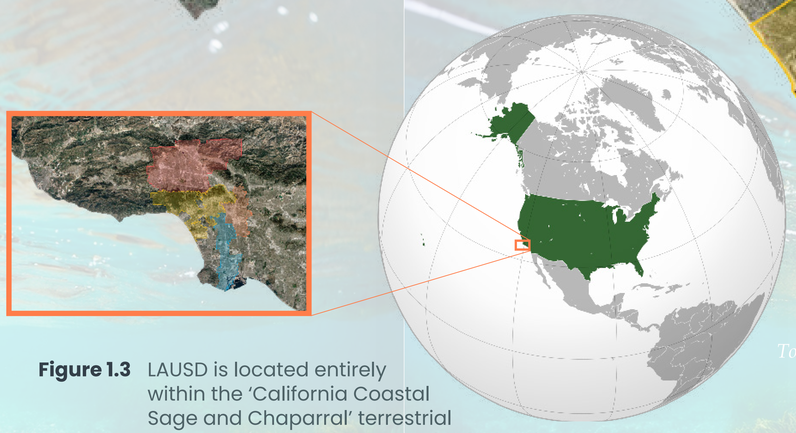


Figure 1.3 LAUSD is located entirely within the 'California Coastal Sage and Chaparral' terrestrial ecoregion[3] and within watersheds that feed into the 'Temperate North Pacific' marine biogeographic realm[4]

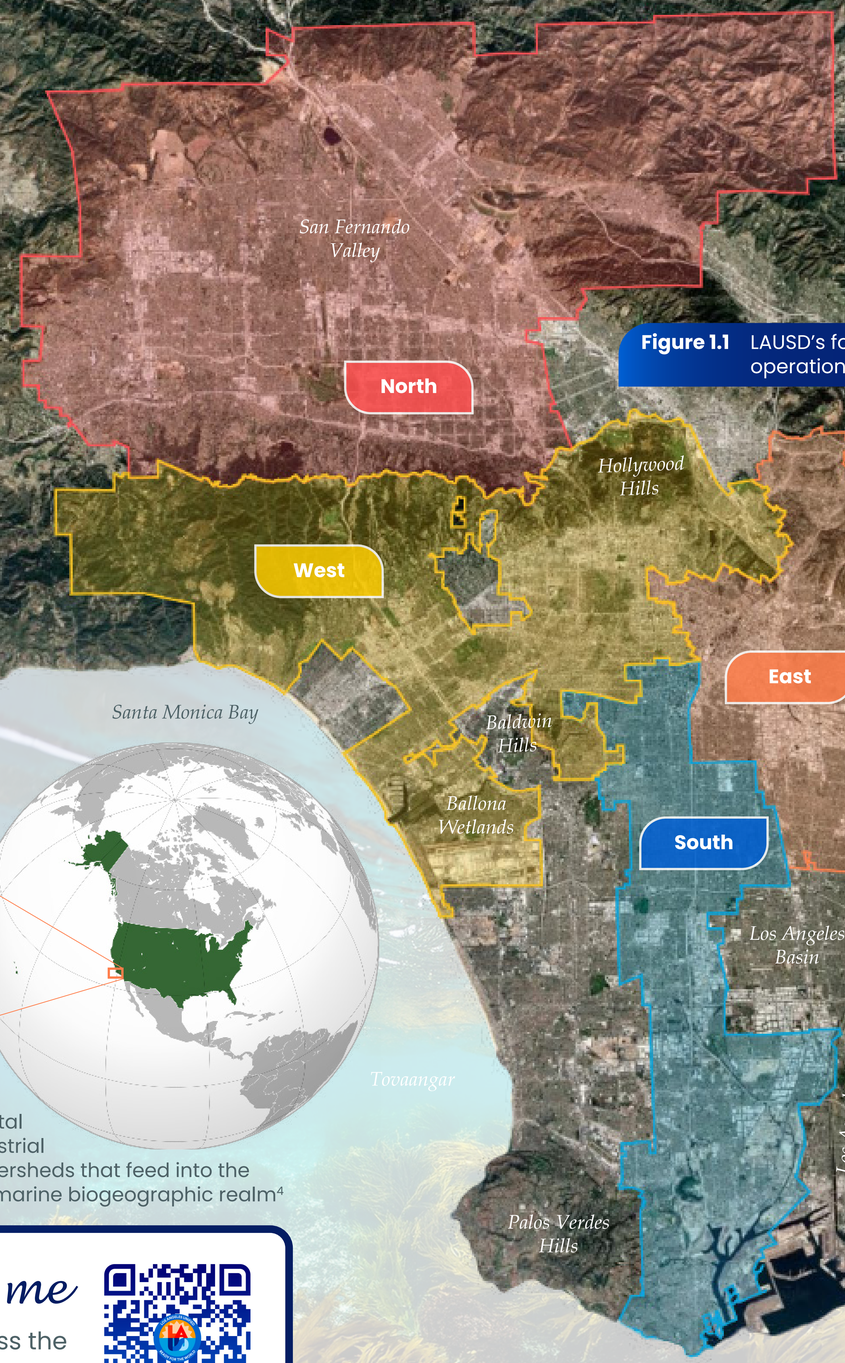


Figure 1.1 LAUSD's four major operational regions

2nd largest school district by students served

710 square miles of service area

More than 4.8 million people live within LAUSD's service area. LAUSD is divided into four major operational regions: north, south, east, and west.

scan me

To access the LAUSD *Strategic Plan*

ECO-SUSTAINABILITY OFFICE

Mission

LAUSD is committed to being the most sustainable and environmentally friendly large urban school district in the nation.[5]

Vision

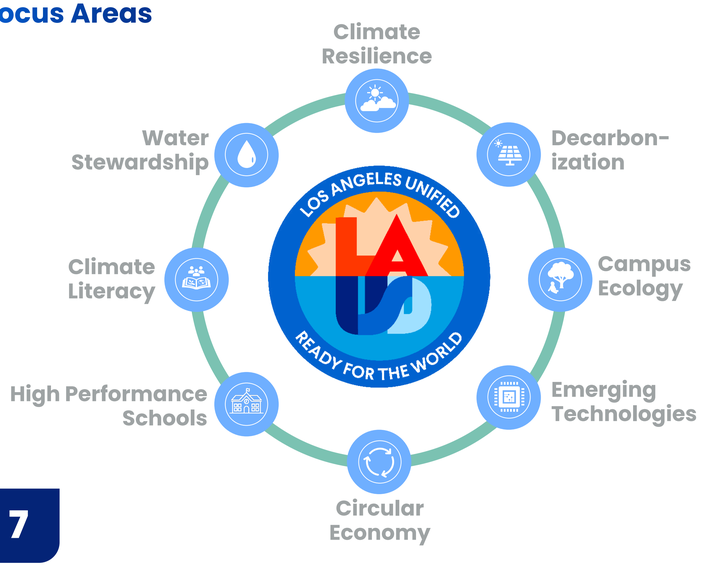
The Eco-Sustainability Office is committed to supporting the LAUSD *Strategic Plan* by developing programs and policies that encourage environmental stewardship and provide a healthy and sustainable learning environment for all LAUSD students.

Goals

The District is guided by three main goals that the Board outlined and passed in the *100% Clean Energy Resolution*[6], the *Climate Literacy Resolution*[7], and the *Green Schools for All Resolution*[8]. Additionally, the District has joined the Department of Energy's (DOE) Better Buildings[9] and Better Climate Challenges[10] as two supplemental goals to achieve the District's mission in sustainability:

1. 100% Clean Electricity & 100% Electrification of All Sectors
2. 50% GHG Reduction
3. Climate Literacy for All
4. 30% Campus Greening
5. 20% Energy & Water Use Reduction

Focus Areas





Chief Eco-Sustainability Officer, Christos Chrysiliou, accepting the 2nd place sustainability award from Los Angeles Department of Water and Power (LADWP)

Timeline

LAUSD's journey towards sustainable and resilient operations has evolved over the past two decades as our understanding of the scope and gravity of the challenges before the planet has grown. LAUSD's climate journey will continue to progress towards ever more inclusive and rigorous standards.

2003
The Board passes the *Sustainability and High Performance Schools Resolution*[11]

2007
The Board passes the *Green LAUSD Resolution*

2008
LAUSD establishes the Sustainability Initiatives Unit (SIU)

2015
SIU joins DOE's Better Buildings Challenge

2019
The Board passes *100% Clean Energy Resolution, Res-018-19/20, V.3*

2020
SIU joins DOE's Better Climate Challenge

2022
The Board passes *Climate Literacy Resolution, Res-016-21/22, V.1 and Green Schools for All Resolution, Res-002-22/23, V.19*

2023
SIU and the Energy Management Unit become the Eco-Sustainability Office (ESO)

2024
20% Water & Energy Reduction Goal Target *(achieved)*

2025
The Board passes *Resilient Schools: Extreme Heat Mitigation & Disaster Preparedness Resolution, Res-017-25/26*[12]

We are here

2027
Sun Valley Bus Yard Full Electrification Target

2030
100% Clean Energy & 50% Emissions Reduction Target

2035
30% Campus Greening Target

2038
San Julian Bus Yard Electrification Target

2040
100% Electrification Target

ECO-SUSTAINABILITY DASHBOARD

FY 2024-2025

High Performance Schools

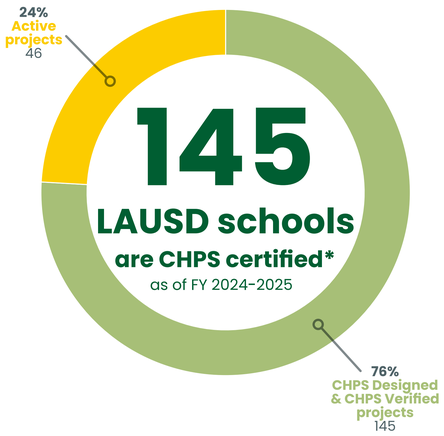


Figure 2.1 LAUSD Collaborative for High Performance Schools CHPS project status, FY 2024-2025

See additional details on page 18

Decarbonization

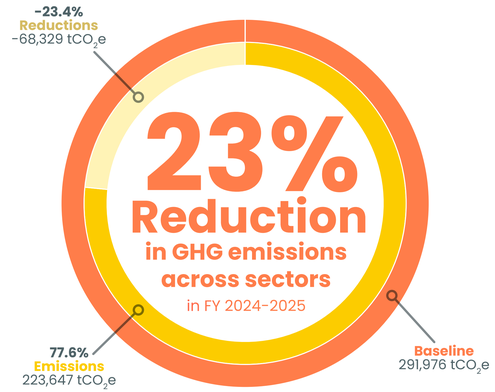


Figure 3.1 LAUSD GHG reductions (All Known Sectors' Emissions), FY 2024-2025

See additional details on page 21

Clean Energy

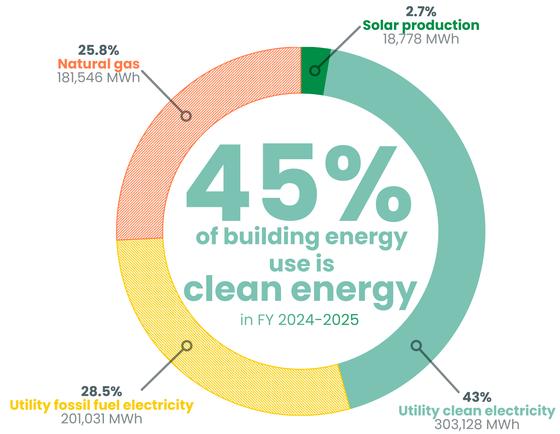


Figure 3.4 LAUSD Building Portfolio Energy Mix, FY 2024-2025

See additional details on page 23

Electrification

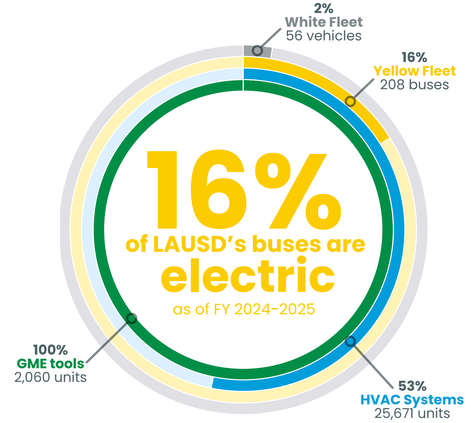


Figure 3.7 LAUSD Electrification by sector, FY 2024-2025

See additional details on page 25

Climate Literacy

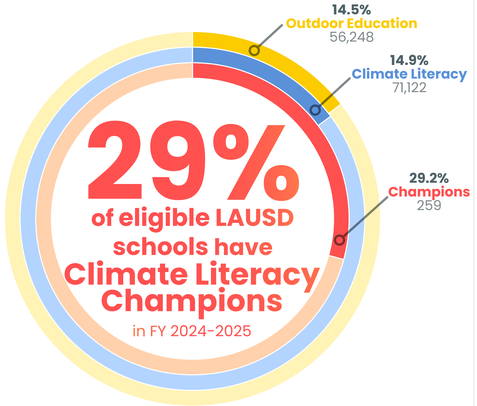


Figure 4.1 LAUSD climate literacy goal progress, FY 2024-2025

See additional details on page 29

Campus Ecology

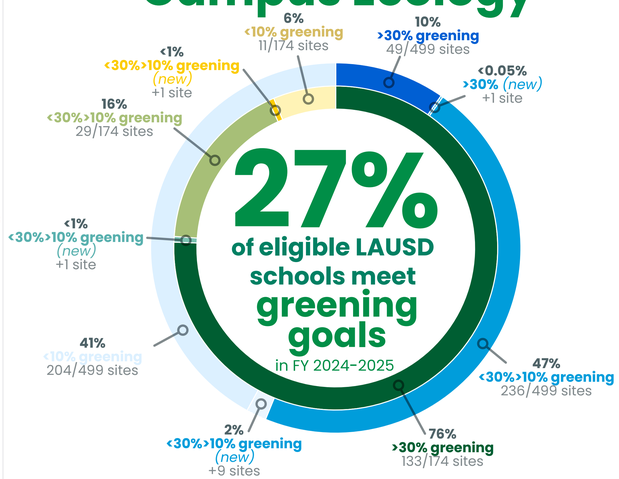


Figure 5.1 LAUSD campus ecology goal progress, FY 2024-2025

LEGEND *Elementary* *Middle & Senior High*

See additional details on page 35

Water Stewardship

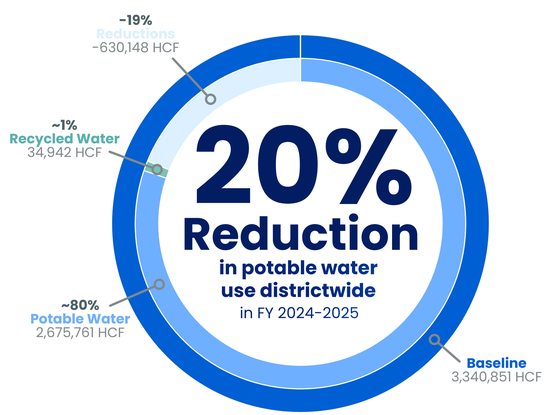


Figure 6.1 LAUSD water stewardship goal progress, FY 2024-2025

See additional details on page 41

Circular Economy

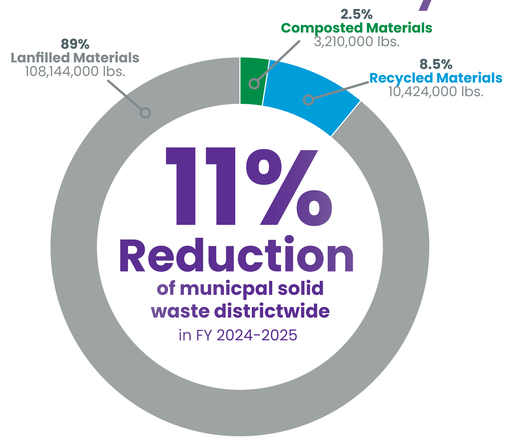


Figure 7.1 LAUSD municiapl solid waste diversion progress, FY 2024-2025

See additional details on page 46

CHAPTER I

CLIMATE RESILIENCE

Cleveland Charter High School comprehensive modernization project

CLIMATE RESILIENCE

As global greenhouse gas (GHG) emissions, such as carbon dioxide (CO_2), methane (CH_4), and nitrous oxide (N_2O) continue to rise (Figures 1.1a-c) and more of the world's natural environments are developed and exploited, extreme climate disasters are becoming increasingly common. According to the Scripps Institution of Oceanography ("Scripps Oceanography"), in the Los Angeles region, climate change is increasing the frequency of excessive heat events, longer wildfire seasons, droughts, more severe storms, flooding and landslide risks, as well as more acute incidents of poor air quality and increased spread of diseases.[13] LAUSD recognizes these challenges and is responding with policies and plans that strengthen the District's resilience to the challenges of a changing climate. LAUSD's efforts to promote climate resilience across District campuses and facilities are described in the sections below. This work directly supports the Board's ***Resilient Schools: Extreme Heat Mitigation & Disaster Preparedness Resolution*** and *Strategic Plan*, particularly Pillar 2: Joy and Wellness, which prioritizes safe and healthy environments for student and staff well-being, Pillar 3: Engagement and Collaboration, which emphasizes strong relationships between families, students, and their schools, and leading for impact, and Pillar 4: Operational Effectiveness, which stresses optimizing operations and modernizing infrastructure.

GOALS

Initial goals for climate resilience were identified with LAUSD stakeholders through the process of updating LAUSD's Local Hazard Mitigation Plan. These goals will be evaluated and further defined with the development of metrics, objectives, and a roadmap for implementation as part of the comprehensive Eco-Sustainability Plan, to be completed in 2026. These goals will outline how to improve the safety and resilience of District students, staff, and the broader community through holistic disaster preparedness planning to ensure a comprehensive response to escalating climate threats.

Current efforts to address climate resilience include assessments, planning, and implementation of mitigation measures for emergency preparedness, extreme heat, wildfire resilience, air quality, and climate resilience hubs, described in the sections that follow. Related efforts that impact climate resilience, including electrification and decarbonization, educational resources for trauma and resilience, campus ecology, water stewardship, and circularity are described in the subsequent chapters of this report.

Figure 1.1a NOAA/Scripps Oceanagraphy global CO_2 concentrations[14], 1960-2025

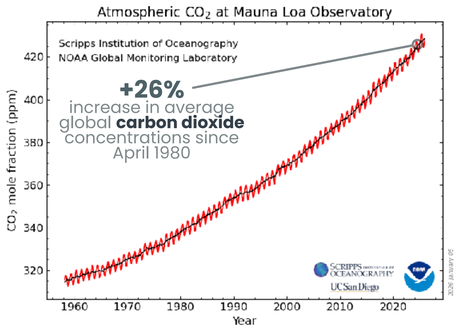


Figure 1.1b NOAA global CH_4 concentrations[15], 1984-2025

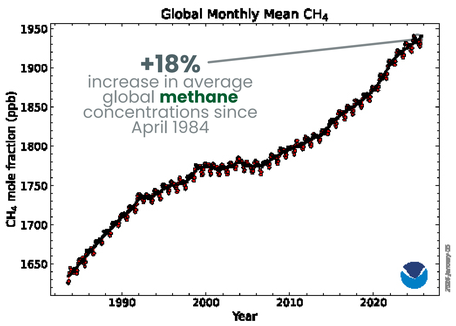
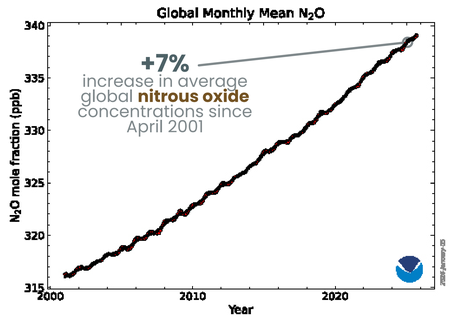


Figure 1.1c NOAA global N_2O concentrations[16], 2001-2024



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To access the full recommendations of the Local Hazard Mitigation Plan





Ms. Miriam Perez, Assistant Principal and Elementary Instructional Specialist, welcoming the Superintendent to MacArthur Park Elementary on the first day of Summer of Learning

Local Hazard Mitigation Plan

The foundation for LAUSD's climate resilience is its Local Hazard Mitigation Plan (LHMP)[17], a strategic planning document that identifies natural and human-caused hazards facing District schools and establishes priorities and actions to reduce risk and enhance safety. It guides the District in strengthening infrastructure, improving emergency preparedness, and promoting climate resilience while maintaining eligibility for federal hazard mitigation funding. LAUSD **completed an update to the LHMP in 2025**, which was approved by the LAUSD Board of Education and the Federal Emergency Management Agency (FEMA). Key recommendations for LAUSD administrators included:

1. Strengthening infrastructure, including wildfire-resistant landscaping and floodproofing of school campuses
2. Prioritizing extreme heat and weather mitigation interventions, such as maintaining hydration stations and cooling zones
3. Improving districtwide water and energy resilience, including incorporating renewable energy and microgrids
4. Increasing emergency preparedness integration, including regular drills and response plans
5. Prioritizing resiliency projects in communities that have vulnerable populations, been historically underserved, and/or are identified as high-risk
6. Incorporating data-driven long-term capital planning

CLIMATE RESILIENCE



LAUSD Chief Medical Director, Dr. Smita Malhotra, speaks to the opening of Marquez Charter Elementary School a year after the Palisades Fire with LAUSD leadership

Emergency Preparedness

LAUSD's Division of School Operations, Office of Emergency Management (OEM) is dedicated to assuring that **all District employees and students are prepared to respond to any emergency threat or hazard**. OEM offers thorough training and materials for District students, staff, and families on its website. OEM's focus of work includes conducting emergency exercises, updating emergency related documents and plans, such as the **Integrated Safe School Plan** (ISSP)[18], and assessing and evaluating hazards on and off-campus. LAUSD's Medical Services Division (MSD) has posted **guidelines for heat illness** prevention and LAUSD's Office of Environmental Health and Safety (OEHS) has **additional resources** for heat exposure mitigation.

scan me

To access the Office of Emergency Management's website[19]

scan me

To access the Medical Services Division's heat illness prevention guidelines[20]

scan me

To access the Office of Environmental Health and Safety's heat illness prevention resources[21]

LAUSD UNIFIED

Extreme Heat Mitigation

With the increasing frequency of excessive heat events[22], LAUSD has prioritized extreme heat mitigation through the 2022 *Green Schools for All Resolution*, and more directly through the 2025 *Resilient Schools: Extreme Heat Mitigation & Disaster Preparedness Resolution*. These resolutions call for the implementation of various measures to mitigate extreme heat, including short-term strategies, greening of the campus schoolyard, increasing tree shade and the percentage of permeable surfaces, and HVAC modernization.

Extreme heat is classified by the Los Angeles County Department of Public Health as ambient air temperatures that reach or exceed 90 degrees Fahrenheit.[23] Exposure to extreme heat can disrupt our ability to regulate internal body temperatures and impact human health and well-being, academic instruction, and District operations. Exposure varies across the District according to microclimate, impacted by geographic factors such as elevation, wind and sun exposure, and vicinity to the ocean, as well as site specific factors, such as campus permeability, canopy evapotranspiration, and shade coverage.

As required by the Resolution, heat mitigation procedures will be added to the *Enhanced Emergency Preparedness Bulletin*[24]. This plan will include updates on decision-makers and metrics for operational procedures, guidance on the continuity of instruction, notification systems for school administrators, staff, and families, and updated training for staff.

Short-term Strategies

LAUSD will prepare an **Interim Heat Mitigation Plan** (HMP) for schools identified as high risk, to be available by the end of the 2025-2026 school year. The HMP will outline short-term strategies to reduce heat exposure, including the use of portable cooling units, hydration stations, and designated cool zones, in addition to guidance on adjusting school schedules and outdoor activity during extreme heat events.



Tree planting at 1st Street Elementary School will increase shade and evapotranspiration on the schoolyard - extreme heat mitigation stategies for a warming climate

+4.2°F increase in average monthly temperature in Los Angeles since 1880s[22]

CLIMATE RESILIENCE

HVAC Modernization

The Board's *Resilient Schools Resolution* calls for accelerated HVAC modernization to address the growing threat of extreme heat and related climate hazards that have the potential to compromise the health, safety, and learning conditions of District students and staff. By prioritizing HVAC replacements aligned with American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) standards, such as utilizing **MERV 13 filters**, which captures fine particulates ($PM_{2.5}$) such as vehicle exhaust, wildfire smoke, bacteria, and some viruses, and electrifying HVAC systems with high-efficiency technologies such as heat pumps, the District aims to improve indoor environmental quality, promote equity in climate resilience, and align with broader goals for clean energy and sustainable facilities. In addition to this modernization effort, the District's comprehensive heat mitigation strategy will include interim cooling measures and equitable prioritization based on community vulnerability to extreme heat. Learn more about the electrification of District HVAC systems in *Decarbonization*.



An LAUSD HVAC technician asseses the cooling systems at Rancho Dominguez Prepatory High School



MacArthur Park Elementary student adjusts their water bottle on the campus playground

Hydration Stations

The Interim Heat Mitigation Plan includes hydration stations, portable cooling units, and designated cool zones with the aim to protect all students—especially those in historically underserved and heat burdened communities—from the growing risks posed by extreme heat, promoting environmental justice and climate resilience districtwide.

In 2023, the Board approved **$33 million** to fund Phase III of the **Drinking Water Quality Program** to install water bottle filling stations and upgrade drinking water fountains to bring lead levels to below five parts per billion (ppb), which is 10 ppb below the state's safety threshold[25], at Special Education Centers and Elementary School sites. As part of the Program, the District's Maintenance and Operations (M&O) teams have installed water bottle filling stations at all early education and elementary schools, with **remediation at all early education centers complete**.

At elementary schools, remediation is still in progress, with **276 of 630 locations completed (around 44%)** so far. Once remediation work is finished -currently projected for June 2028- M&O will begin installing bottle-filling stations at secondary schools across the District.

In addition, FSD and ESO are providing additional hydration stations when opportunities arise, including in major school upgrade projects, and by utilizing sustainability awards. LAUSD has installed **FloWater**, a District partner, hydration stations at the following schools:

- James Monroe High
- Lanai Road Elementary
- Dr. Richard A. Vladovic Harbor Teacher Preparation Academy

CLIMATE RESILIENCE



Mr. Derrick Walker, Cesar Chavez Learning Academies - Technology Prep Academy Climate Literacy Champion and environmental justice advocate, and top winners, the TPA Eagles, at the HEROES for Zero Contest, FY 2023-2024

The following schools have installed bottle filling stations funded by the HEROES for Zero Contest (annual sustainability competition) awards:

- Cesar Chavez Learning Academies - Technology Prep Academy
- Braddock Drive Elementary School - this bottle filling station project is scheduled to be completed in early 2026

Several additional schools are currently working with ESO to secure funding for hydration stations. Learn more about the HEROES for Zero Contest awards in *Climate Literacy*.

Shade Structures

Resilient Schools calls for increased deployment of shade structures across the District as part of a portfolio of strategies to protect students and staff from the harmful effects of extreme heat. The Board recognizes that many school campuses lack adequate shade, leaving outdoor spaces—such as play areas, walkways, and gathering points—exposed to high temperatures that can contribute to heat stress, illness, and reduced comfort. By prioritizing shade structures alongside other heat mitigation measures like increased permeability and tree canopy expansion, LAUSD campuses will be cooler, more resilient outdoor environments that reduce thermal exposure and support health and safety for all campus communities. This focus on shade is particularly important for historically underserved and heat-burdened areas, promoting equitable access to protective climate adaptations while longer-term infrastructure upgrades are underway.

FSD has earmarked **$50 million for shade shelters** as part of the $4.9 billion Measure US target spending plan, which includes another $1.2 billion for campus exterior and schoolyard greening upgrades. FSD will use these funds to construct shade structures over play structures at **49 District campuses**. These new shade structures will nearly double the number of elementary schools with shade structures over playgrounds from 53 to **102**. The Eco-Sustainability Plan will develop a more detailed analysis and roadmap for the District to secure additional funding needed for the remaining 387 LAUSD elementary schools lacking shade structures in the coming years. Learn more about shade coverage in *Campus Ecology*.

(*left*) Evergreen Early Education Center Outdoor Classroom and garden with shade structures ; (*top-right*) a mobile biometeorological instrument platform designed by LBNL and funded by Los Angeles Department of Water and Power (LADWP); (*bottom-right*) ESO and LBNL staff taking measurements at Braddock Drive Elementary







Solar Reflective Coatings Research Study

LAUSD has applied solar reflective coatings on dark colored asphalt playgrounds to reduce surface temperatures, extend pavement life, and mitigate the heat island effect. Solar reflective coatings reduce the urban heat island effect by painting asphalt surfaces a bright color, reflecting more sunlight and absorbing less heat than bare asphalt, keeping building surfaces and surrounding areas cooler. This lowers overall urban temperatures, reducing the need for air conditioning and mitigating heat-related energy use and pollution. To help inform the use of solar reflective coatings going forward, LAUSD has partnered with **Lawrence Berkeley National Laboratory** (LBNL) to conduct a study on the impacts of solar reflective coatings on students, surroundings, and the environment. The study includes a literature review, field assessments at two LAUSD school sites, and a white paper summarizing findings. LBNL is leading this effort, with field measurements supported by the **University of Southern California** (USC). Fieldwork and data collection are scheduled for Fall 2025, and findings will be presented to the **Greening Schools and Climate Resilience Committee** for further evaluation and action planning.

CLIMATE RESILIENCE

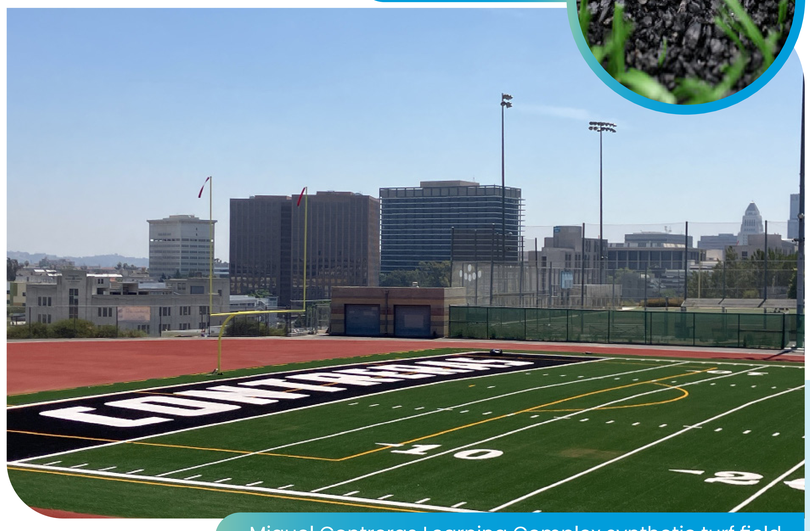
Synthetic Turf Assessment

The Board's *Resilient Schools Resolution* indicates risks from the installation of synthetic turf at early education centers (EECs), primary centers, elementary schools, and middle schools, and prioritizes the replacement of existing synthetic turf at EECs and elementary schools. The Resolution notes synthetic turf significantly exacerbates surface temperatures and the urban heat island effect, making outdoor spaces dangerously hot and increasing heat exposure for students and staff.

To address this issue, the *Resilient Schools Resolution* directs the District to conduct a **comprehensive study on synthetic turf to address the environmental and health impacts of synthetic turf**, evaluating not only cost and maintenance, but also public health impacts, injury liability, environmental concerns such as microplastic contamination, and heat exposure data under high temperature conditions. This assessment is intended to inform a **future policy update** regarding turf installations and replacements, ensuring decisions around athletic fields and play surfaces support campus cooling goals, equity, and student safety while aligning with the District's broader climate resilience objectives.



Crumb rubber



Miguel Contreras Learning Complex synthetic turf field



The Palisades Fire as seen from LAUSD Headquarters with smoke from the Eaton Fire overhead

Wildfire Resilience

The Palisades and Eaton fires in January 2025 marked a shift in recognizing the risk of fire impacting the Los Angeles region, particularly in areas close to the wildland urban interface (WUI). In recognition of this shift, combined with the need to rebuild school facilities at three sites in the Palisades area, LAUSD has begun the development of **wildfire resilience standards** to deploy at these three sites, and more broadly across the District. A broad coalition of stakeholders, CBO's, and agencies is involved in this critical effort to prevent a reoccurance of the devastation that occurred in January 2025. These include the State of California Department of Forestry and Fire Protection (Cal Fire), the American Institute of Architects (AIA), US Green Building Council (USGBC), the Theodore Payne Foundation, local community groups affected by the Eaton and Palisades fires, and numerous others. CalFire standards for defensible space around buildings, initially planned to be released in 2025, have been delayed until 2026 or later, as issues are debated regarding best practices to minimize fire risk while promoting green and cool urban environments. The District is working specifically with the Los Angeles Cleantech Incubator's (LACI) Innovation Initiative, Arup, and USGBC, to **evaluate WUI standards**.



LAUSD Chief Eco-Sustainability Officer, Christos Chrysiliou, takes LACI's Incubation cohort to evaluate the resiliency of the District's rebuilding of Marquez Charter Elementary to spur innovation in long-term risk reduction

As these standards are developed, LAUSD has been strengthening its wildfire resilience specifications for the three rebuild projects in the Palisades: **full school rebuilds** for **Marquez** and **Palisades Charter Elementary School**, and a partial rebuild of certain buildings and outdoor areas for **Palisades Charter High School**. The rebuild project specifications emphasize proven strategies that can be incorporated within tight timelines.

Additional strategies being considered, such as microgrids to provide community resilience, and operable window/HVAC interconnects to allow natural ventilation, will be incorporated where and when feasible. Standards and specifications will then be further evaluated to establish criteria for potential deployment across the District and incorporation into the broader districtwide wildfire resilience standards.

CLIMATE RESILIENCE

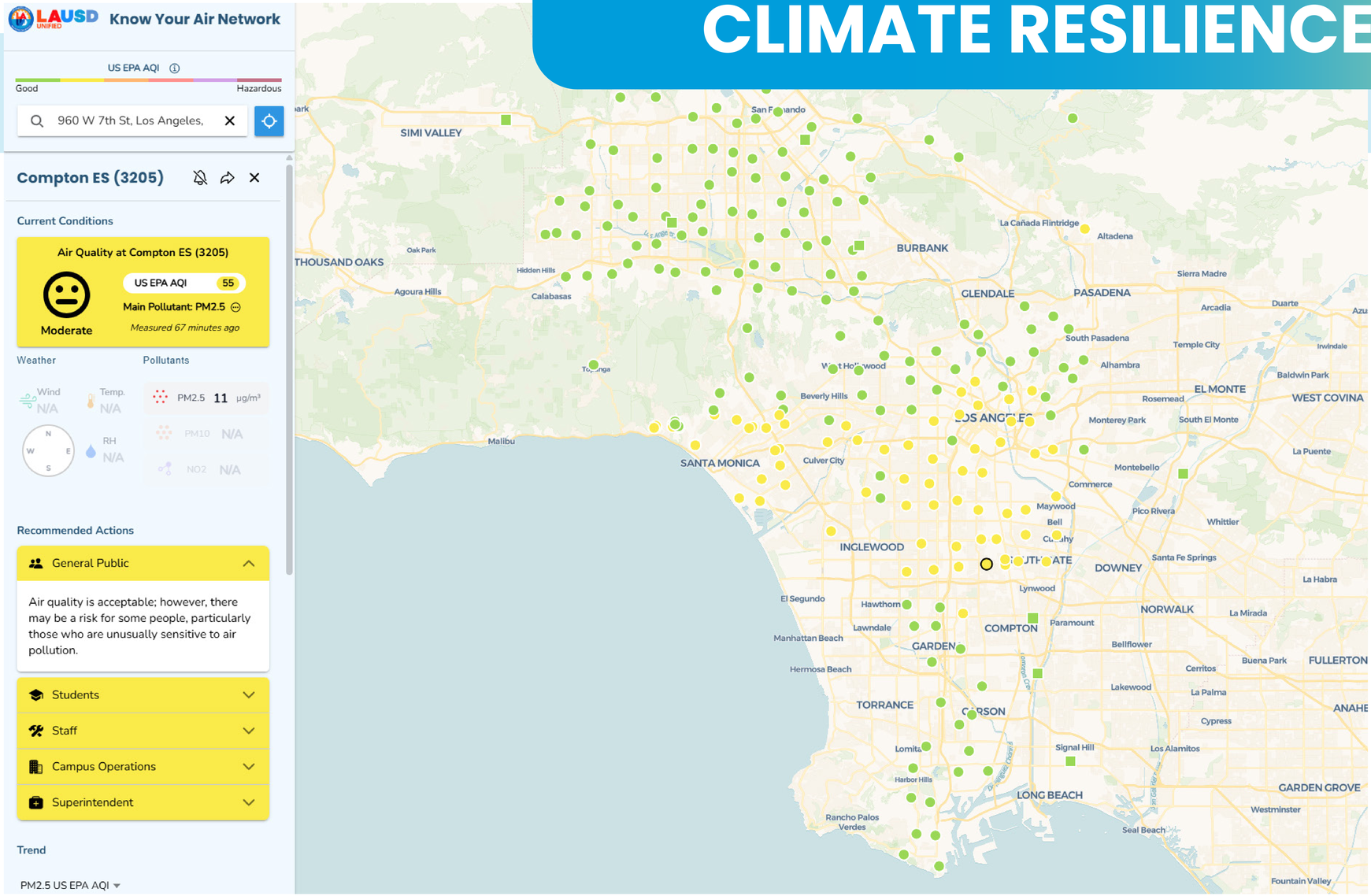
Air Quality

CO_2 Monitors

CO_2 monitors are devices that measure the concentration of carbon dioxide in the air, usually expressed in parts per million (ppm), to assess air quality within closed, ventilated spaces. Elevated CO_2 levels often indicate insufficient fresh air exchange, which can contribute to drowsiness, reduced academic performance, and discomfort amongst building occupants. In schools, CO_2 monitors are particularly valuable for monitoring ventilation in classrooms, optimizing HVAC system performance, and supporting strategies to reduce the transmission of airborne pathogens by ensuring adequate airflow. ESO is currently planning to install CO_2 monitors at schools located in historically underserved communities and within the Southern California Edison (SCE) service area, utilizing grant funds received from the California Energy Commission (CEC) as part of its California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) program. This work is scheduled to be completed by October 2026. Learn more about CalSHAPE in *Decarbonization*.

scan me

To access the LA Unified Know Your Air Network[26]



LA Unified Know Your Air Network 2.0

OEHS, in partnership with the Coalition for Clean Air and Clarity Movement Company, has deployed over **230 outdoor air quality sensors** across the District, including **21 schools in and around the Palisades area**, to help improve the District's ability to understand and respond to poor air quality issues. These sensors monitor pollutants such as NO_2 and particulates with $PM_{2.5}$ and PM_{10} or smaller, along with meteorological data, providing real-time insights into local air quality, thereby enhancing our ability to monitor air quality in and around schools. **Every LAUSD school** is now located within approximately **1.6 miles of a sensor**, allowing students, staff, and families to access nearby air quality data easily. The District is continuing to evaluate the need for additional sensors to further strengthen its response to air quality concerns.

To expand the utilization of this data, OEHS and ESO are investigating options for software to create a centralized database of the air quality data, that can be linked to operations and schedule protocols and be available for mitigation planning.

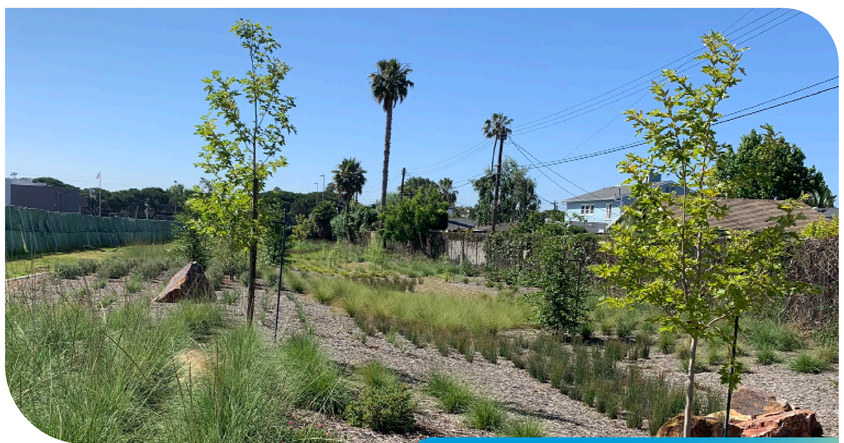
CLIMATE RESILIENCE

Stormwater Management

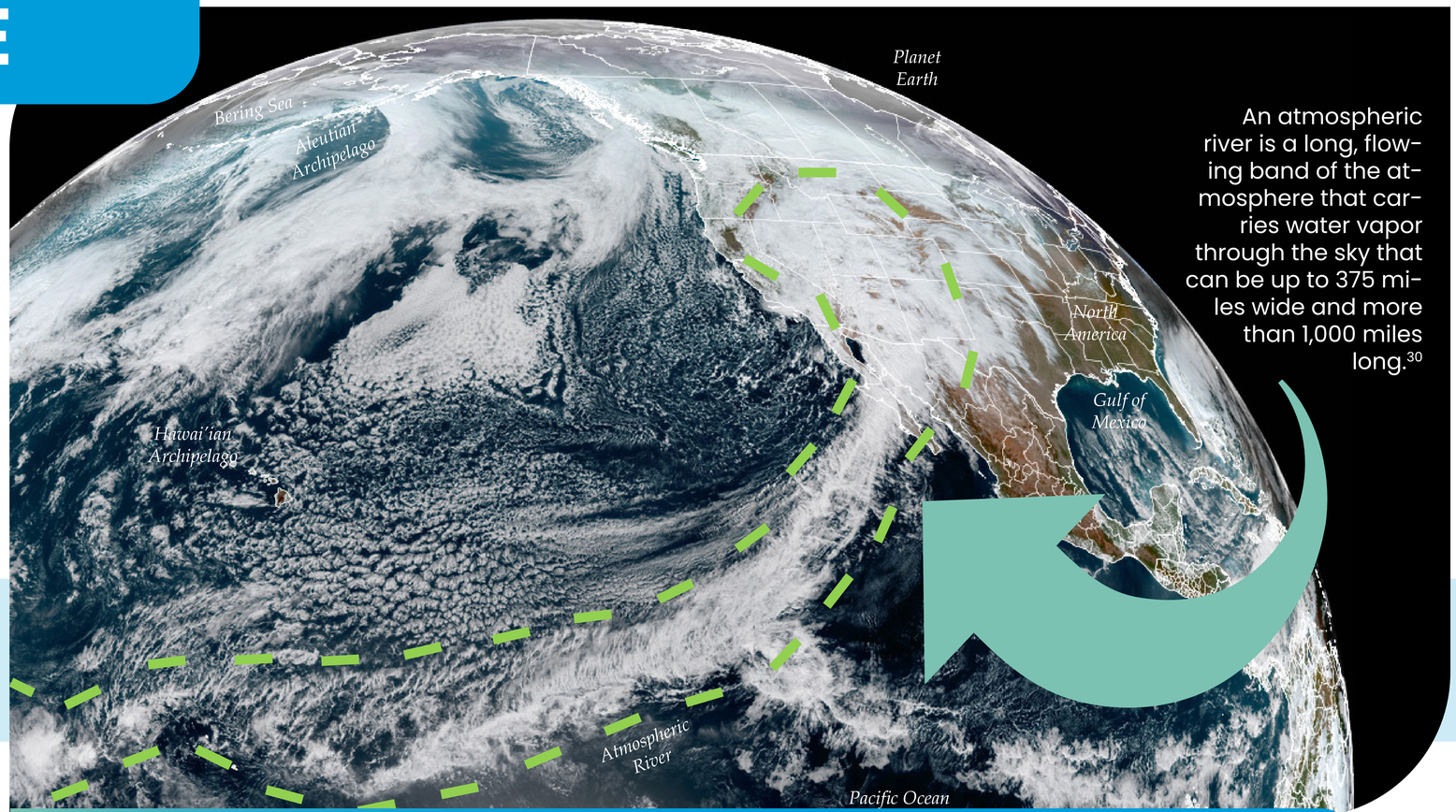
Stormwater management spans the climate impacts of drought and flooding, facilitating the use of maximum water flows during atmospheric river events (Figure 1.4) to allow water to infiltrate into the soil and aquifers, and into storage for use during periods of drought. The District is engaging LA County on improving stormwater management, in advance of developing long-term guidelines for the District. As part of this effort, discussions are underway regarding potential funding and pre-planning for **joint stormwater management projects** involving underground storage for Bethune Park and the Diego Rivera Learning Complex. Learn more about stormwater management in *Water Stewardship*.



A bioswale at Camino Nuevo Charter Academy, Castellanos Campus



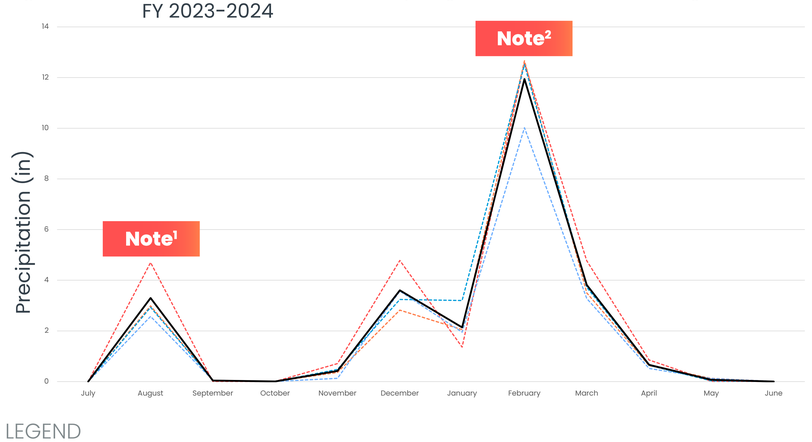
A bioswale at Webster Middle School



An atmospheric river is a long, flowing band of the atmosphere that carries water vapor through the sky that can be up to 375 miles wide and more than 1,000 miles long.[30]

A category 3 atmospheric river (AR3) as seen from the GOES-18 satellite, precipitating 5-10 inches of rain across the Los Angeles Region on February 6th, 2024, one of the wettest multi-day stretches on record. *credit:* Cooperative Institute for Research in the Atmosphere (CIRA) Slider Archive[29]

Figure 1.4 LAUSD Precipitation Data by Region & Districtwide Average FY 2023-2024



Note¹ August 20th, 2023, remnant low of Hurricane Hilary makes landfall over the Southwestern United States closing highways, killing one, and issuing Southern California's first ever tropical storm watch. Warmer than usual waters south of Baja California and a strong ridge of high pressure of the West Coast allow Hurricane Hilary to rapidly intensify and maintain relative strength to depress into a tropical storm over California[27].

Note² February 2024 is noted as the wettest month in DTLA since 1998, the fourth wettest February, and seventh wettest month in all of LA's recorded history. Climatologists note that as air temperatures increase due to climate change, more severe droughts and rainfall events will hit Southern California[28].

Community Resilience Hubs

With the even distribution of LAUSD schools across the LA Region, and the local school's place as a trusted and familiar institution in the community, local schools offer significant potential to serve as community resilience hubs. LAUSD is investigating the criteria for optimal community resilience hubs, the amenities that would best serve such a function, and potential challenges to the operation of schools as resilience hubs in times of need. LAUSD will be identifying a **list of school sites that might serve community resilience hubs** across the district, including critical food service and wellness facilities. Features such as microgrids and centralized utility command control centers that will maximize the reliability of the hubs after a disaster will also be scoped and evaluated for feasibility.

CHAPTER II

HIGH PERFORMANCE SCHOOLS

McKinley Elementary School

HIGH PERFORMANCE SCHOOLS

LAUSD is committed to certifying that all new construction and modernization projects at schools across the District incorporate standards that support student achievement and healthy and sustainable environments for the campus community. (Figure 2.1) This work directly supports the Board's *High Performance Schools* Resolution and the LAUSD *Strategic Plan*, particularly Pillar 1: Academic Excellence, which emphasizes enriching experiences, and Pillar 4: Operational Effectiveness, which prioritizes data-driven decision-making and modernizing infrastructure.

Collaborative for High Performance Schools (CHPS)

This year, LAUSD worked to install new electric systems and high-efficiency features, including lighting upgrades, meeting CHPS criteria, at **46 project sites**. By retrofitting existing schools and designing new schools with these technologies, applying CHPS guidelines greatly reduces the District's annual energy use - see more in *Decarbonization*. CHPS criteria also encourage high-efficiency water fixtures that reduce LAUSD's potable water consumption, read more about these features in *Water Stewardship*.

Savings By Design (SBD) & Zero By Design (ZBD)

SBD and ZBD are LADWP programs that encourage high-performance construction by providing financial incentives for new construction projects that exceed Title 24 standards. This year, LAUSD received over **$257,000 in incentives** from combined SBD and ZBD participation with our partners at LADWP and **avoided nearly $850,000 in utility costs**. (Figure 2.2) Implementing these sustainable standards additionaly **avoided emitting over 4,000 metric tons ["*tons*"] of carbon dioxide** (tCO_2e). [Figure 2.3]

GOALS

- Incorporate CHPS criteria into every new school and modernization project design in the school construction program
- Prioritize student performance and staff health and well being and mitigate impacts on the environment
- Minimize costs through energy and water efficiency

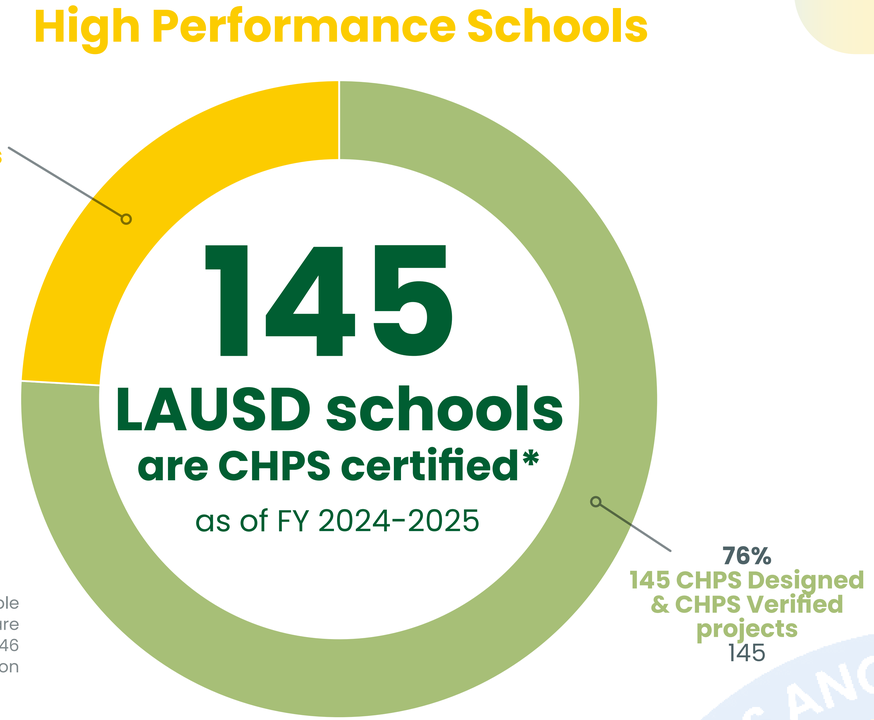


Figure 2.1 LAUSD Collaborative for High Performance Schools CHPS project status, FY 2024-2025

LEGEND

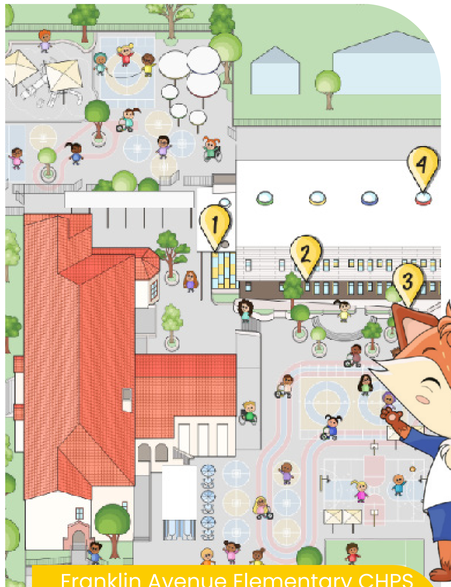
- CHPS Designed projects & CHPS Verified projects
- Active CHPS projects

*some LAUSD campuses have multiple CHPS-certified projects. Districtwide, there are 145 completed CHPS-certified projects and 46 projects pursuing CHPS certification



Dahlia Heights Elementary's portable classroom replacement project is is the latest CHPS Verified project at LAUSD

HIGH PERFORMANCE SCHOOLS



Franklin Avenue Elementary CHPS educational display exhibits high performance building features and school mascot, Franklin Fox



Venice High School's Comprehensive Modernization project was designed using CHPS criteria



Wonderland Avenue Elementary and Gifted Magnet's kindergarten classroom replacement project is CHPS Verified



Grover Cleveland Charter High School's Comprehensive Modernization project was designed using CHPS standards

Direct Install Lighting Retrofit Program

In October 2020, the District continued its **partnership with the Los Angeles Department of Water and Power** (LADWP) to fund up to **$87.5 million** to improve energy efficiency, including a direct install lighting program for upgrades and controls. This year, **32 projects** were completed, estimated to **save over $1 million** and **avoid an estimated $2 million in utility costs**.

Figure 2.2 Cumulative Savings by Design and Zero by Design Incentives and Avoided Utility Costs ($)

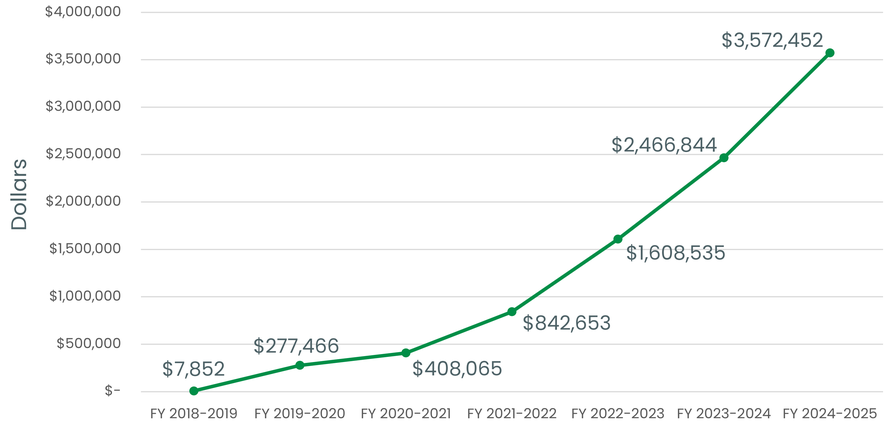
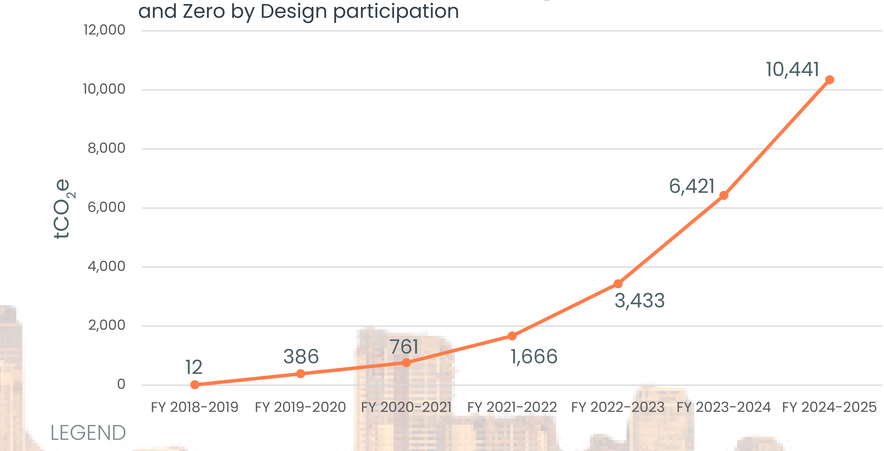


Figure 2.3 Cumulative avoided GHG emissions (tCO_2e) through Savings by Design and Zero by Design participation



CHAPTER III

DECARBONIZATION



Electric school buses in LAUSD's yellow fleet are charged at the Sun Valley Bus Yard

DECARBONIZATION

LAUSD's Overall GHG Emissions

LAUSD is committed to transitioning to *100% clean renewable energy by 2030*, as well as *100% electrification across all sectors within the District's operations by 2040*. Together, these two goals comprise a shift towards clean energy, eliminating all greenhouse gas (GHG) emissions from its operations, and in the process, enhancing students' health, wellness, and academic learning. This transition towards clean energy is defined as the process of **decarbonization**.

In FY 2024-2025, the District achieved a **23% reduction in known GHG emissions** compared to FY 2022-2023. (Figure 3.1)

GOALS

- Transition LAUSD's electricity sector to 100% clean energy sources by 2030
- Transition all LAUSD sectors to 100% clean energy by 2040

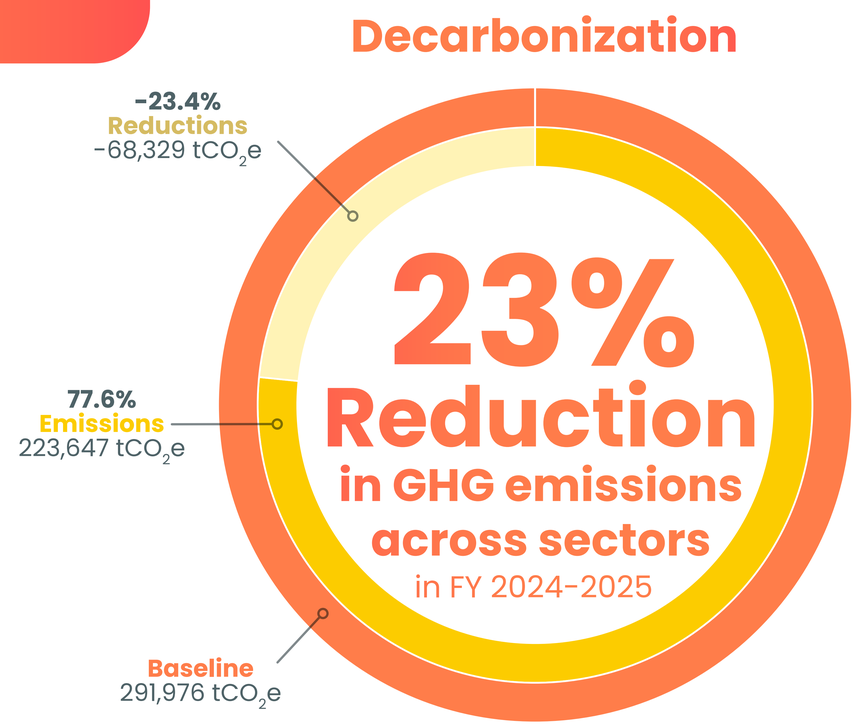


Figure 3.1 LAUSD GHG reductions (All Known Sectors' Emissions) FY 2024-2025

LEGEND

- 2022-2023 Baseline
- 2024-2025 Emissions
- 2024-2025 Reductions

KEY CONCEPTS

CLEAN ENERGY

Clean energy refers to energy from sources that do not emit greenhouse gases during energy generation*, including renewable forms of electricity such as wind, solar, hydro, and thermal, as well as other forms of energy such as nuclear and large hydroelectric that have significant environmental trade-offs but do not emit GHGs during energy production

*all clean energy sources produce waste and emit greenhouse gases throughout their lifetimes as a function of embodied carbon (see *Circular Economy*)

tCO_2e

tCO_2e is shorthand for "metric tons ["*tons*"] of Carbon dioxide equivalent", a unit of measurement to uniformly calculate how much a particular GHG contributes to global warming

Common greenhouse gases include carbon dioxide (CO_2), methane (CH_4), nitrous oxide (N_2O) [Figure 2.1], and water vapor, amongst others. Each gas's molecular attributes contribute to planetary warming differently, but are converted to tCO_2e to better assess impacts and options when pursuing decarbonization

ELECTRIFICATION

Electrification refers to switching things that used to run on fuels like gas or oil — like cars, heaters, and stoves — to run on electricity instead; when electricity is sourced from clean sources like solar or wind power, electrification reduces the emission of greenhouse gas pollution and mitigates global warming and climate change

Figure 3.2 LAUSD's known GHG emissions by sector (tCO_2e), FYs 2022-2025

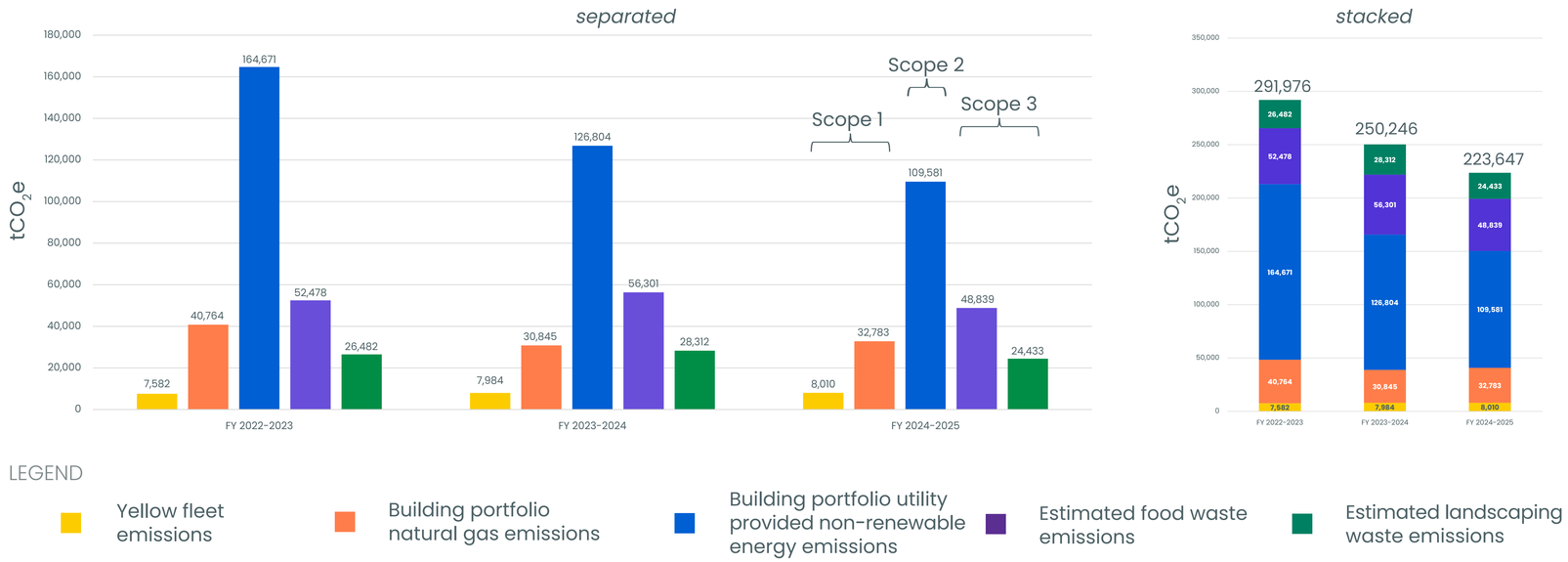


Figure 3.3 LAUSD's known GHG emissions by scope (tCO_2e), FYs 2022-2025



LAUSD's Emissions by Scopes and Sectors

This year, ESO calcualted the emissions from two sectors not included in previous years' calculations:

1. GHGs from **fossil fuels burned to power buses** in the District's yellow fleet (Scope 1)
2. Estimated **methane emissions** from anaerobic decomposition of or ganic waste streams such as yard clippings and food waste (Scope 3)

These emissions were calculated for FYs 2022-2025, years for which data was available, and were added to the District's building portfolio emissions, for a calculated emissions total of **223,647 tCO_2e**. (Figures 3.2 & 3.3) These figures do not include emissions from the District's white fleet and workforce commuting, waste water, nor the embodied carbon of materials that the District purchases, uses, and disposes of.

LAUSD's Eco-Sustainability Office is working to further analyze the District's emissions for the **LAUSD Eco-Sustainablity Plan** which will include a more comprehensive accounting than what is shared in this report.

KEY CONCEPTS

SCOPE

Scope refers to a way of organizing where an entity's greenhouse gas pollution comes from in order to make it easier to measure and reduce.

Scope 1 is pollution an entity creates directly on-site such as burning fuel in owned vehicles

Scope 2 is pollution from the electricity an entity buys and uses from an off-site producer like a utility

Scope 3 is all the indirect pollution from things like the products an entity buys, employee commuting, and services an entity provides

DECARBONIZATION



Rooftop solar array at Canoga Park High School

Transition to Clean Energy by 2030

LAUSD continues to **add solar capacity** to District campuses in tandem with LAUSD's **utility partners adding clean sources of electricity to the region's grid**. In the last ten years, the proportion of renewable and clean energy making up our utilities' energy mix has continued to grow. As a result, we continue to see the District's GHG emissions decline despite rising electricity demands.

LAUSD Solar Program

Solar power will play a key role in the District's goal to transition to 100% clean energy by 2030. Including energy provided by LADWP, SCE, and Constellation New Energy (CNE), in addition to LAUSD's solar production, the District was able to source over **45% of its building portfolio's power needs through clean energy**, including **3% which was solar energy** sourced from photovoltaic arrays installed on LAUSD academic and non-academic facilities. LAUSD has installed **solar panels at 63 sites** across the District (Figure 3.6) and is expanding a solar installation program that **will add 15 megawatts (MW) of solar** energy capacity in the coming years.

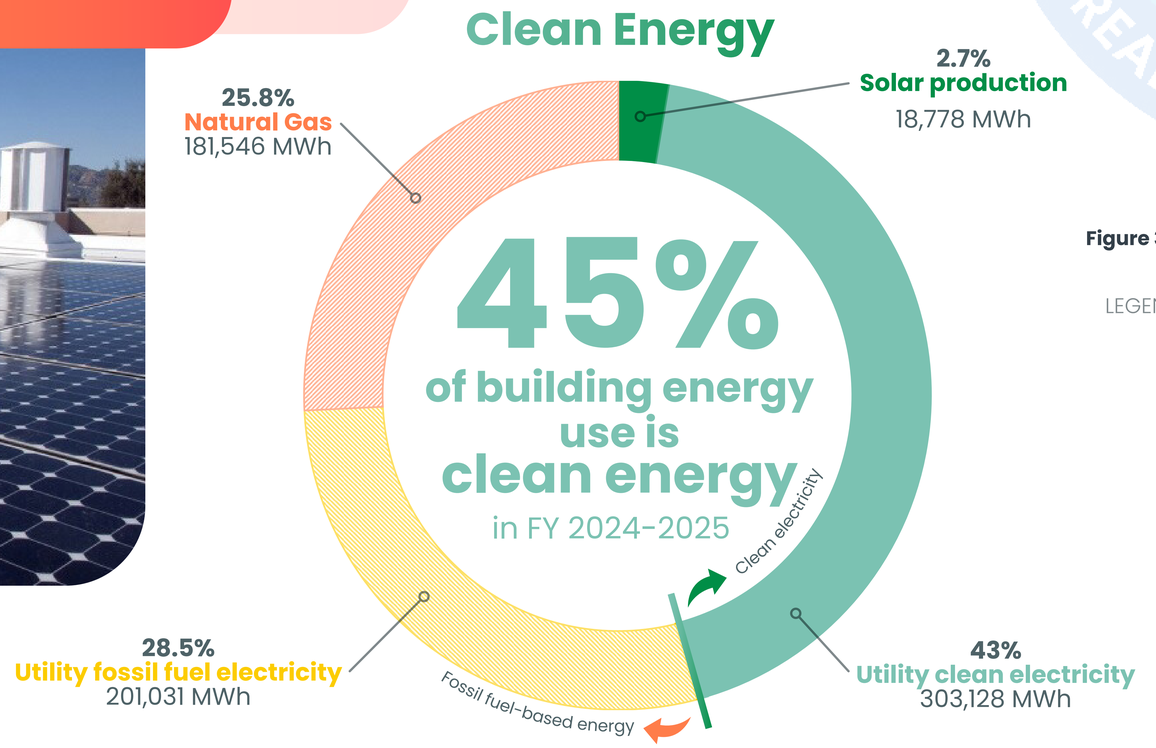
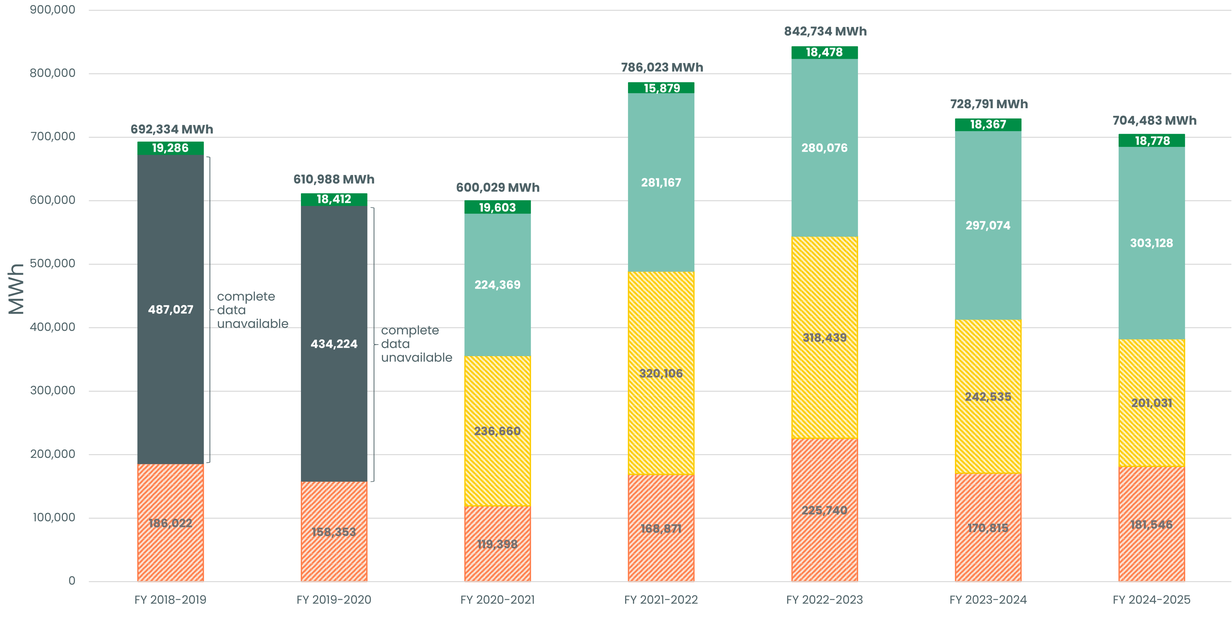


Figure 3.4 LAUSD Building Portfolio Energy Mix FY 2024-2025

LEGEND

- LAUSD solar production
- Utility provided clean electricity
- Utility provided fossil fuel electricity
- LAUSD on-site natural gas use

Figure 3.5 LAUSD Building Portfolio Energy Use [electricity, natural gas, & solar production] (MWh)



19 Megawatts
of existing solar capacity across 63 sites

15 Megawatts
of new solar photovoltaic arrays to be added with projects underway

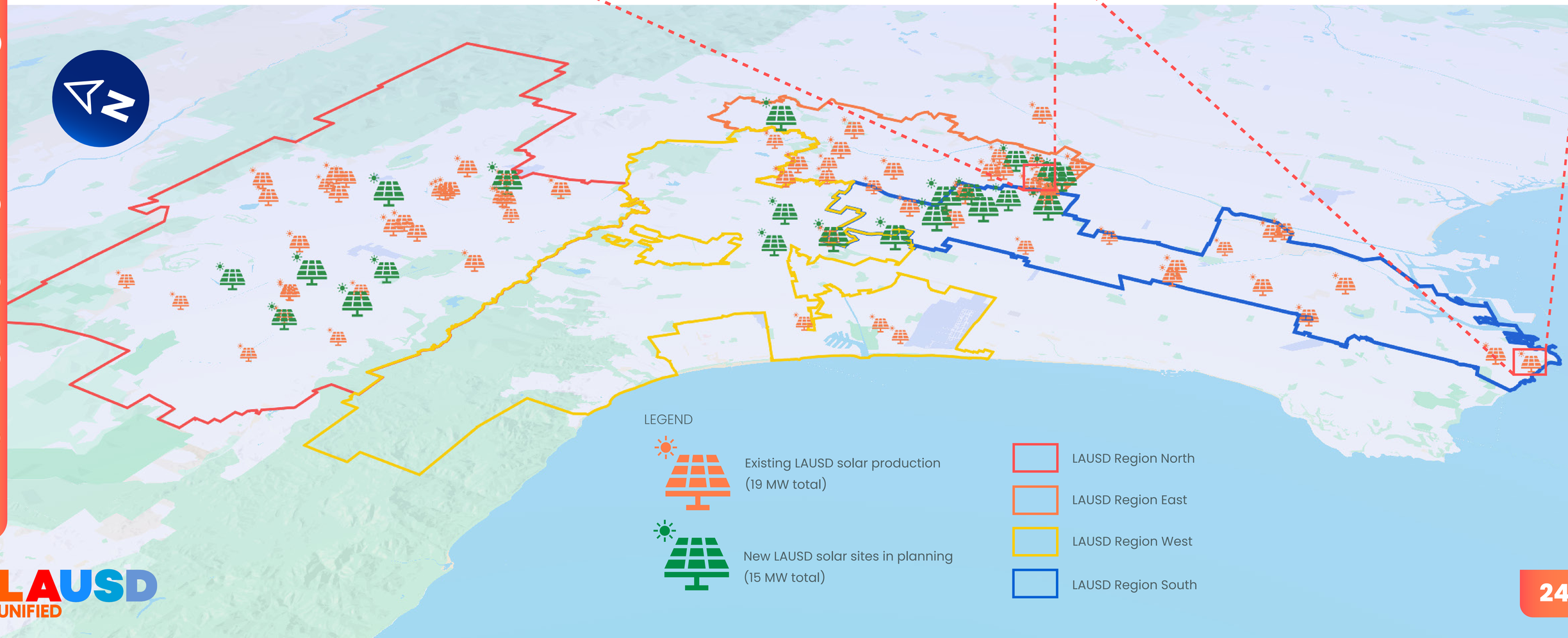


South East High School solar car ports



San Pedro High School rooftop solar

Figure 3.6 LAUSD solar system array rooftop and carport solar installations and up coming solar projects



DECARBONIZATION

Electrification of All Sectors by 2040

100% electrification of the District's operations, in tandem with *100% clean energy*, will ensure that the buildings, devices, systems equipment, and vehicles that LAUSD employs run on the clean energy needed to reduce emissions and mitigate climate change. The status of each sector that LAUSD is working to electrify is described below:

I. Transportation

LAUSD operates two fleets: a Yellow Fleet, consisting of a little under 1,300 active school buses for student transportation, and a White Fleet, comprised of around 2,156 administrative and utility vehicles driven by LAUSD staff.

In FY 2024 - 2025 the District added 154 electric buses to its yellow fleet, bringing **the total number of electric buses in service to 208**. Electric buses now account for just over **16% of the District's total yellow fleet.** (Figure 3.7) ESO and the Transportation Services Division (TSD) additionally sought grants for electric bus chargers at Sun Valley and Gardena Bus Yards. This year, LAUSD installed **two Level 2 chargers** at Garfield High School for staff and student use and **started the design of the Sun Valley Bus Yard**, a project that will **add 186 new EV bus chargers** and is anticipated to be complete in Q1 2027.

Currently, **56 vehicles within the District's White Fleet are EVs**, a little **more than 2% of the fleet**. The electrification of LAUSD's Yellow and White Fleets will support the District's 100% clean energy goals in addition to eliminating the District's emissions in the communities we serve everyday transporting students to and from school, to field trips, and athletic events. Once released in FY 2026-2027, the Eco-Sustainability Plan will outline a roadmap to further electrify the District's transportation

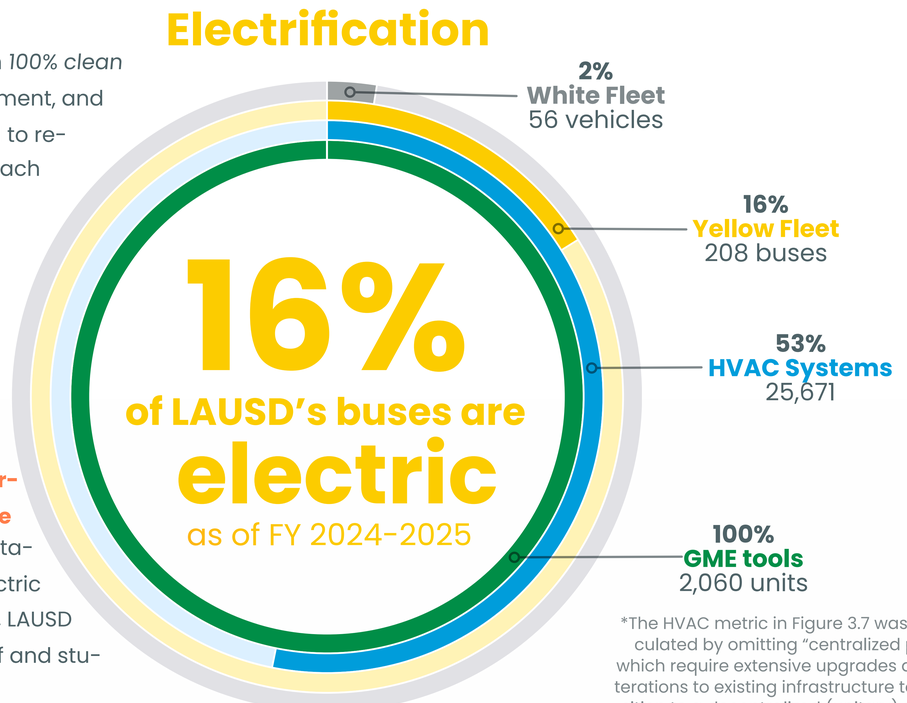


Figure 3.7 LAUSD Electrification by sector FY 2024-2025

LEGEND

- LAUSD Ground Service Equipment out of ~2,060 units
- LAUSD HVAC Systems* out of ~48,265 units
- LAUSD Yellow Fleet buses out of 1,291 buses
- LAUSD White Fleet vehicles out of 2,156 vehicles

*The HVAC metric in Figure 3.7 was recalculated by omitting "centralized plants" which require extensive upgrades and alterations to existing infrastructure to transition to a decentralized (unitary) system – including prohibitively expensive structural, architectural, and electrical upgrades – one-to-one replacements do not meet current technological nor current code requirements (Title 24)**

**HVAC units in excess of 18 US short tons were excluded from this analysis due to limitations in heating responsiveness to comfort issues for end-user demands which make transitioning to all-electric units greater than 18 US short tons challenging with current technology

II. Heating, Ventilation, & Air Conditioning Systems (HVAC)

53% of LAUSD's HVAC unitary systems are electrified. This year, with funding from the CALShape Ventilation Program Grant, ESO began HVAC assessments and CO_2 monitor installations at **53 schools** within the Southern California Edison Service areas. This work will provide guidance on how to improve classroom indoor air quality at school sites, improve HVAC efficiency, and will identify HVAC systems that need further upgrades.

III. Garden Maintenance Equipment

In 2022-2023, LAUSD **electrified 100% of all gas-powered garden maintenance equipment (GME)**, including leaf blowers and mowers in partnership with the **American Green Zone Alliance** (AGZA). Moving to all electric GSE has already led to a reduction in the District's GHG emissions, quieter school days, and healthier air quality on LAUSD campuses.

IV. Food Service Kitchens

This year, LAUSD reviewed a site assessment, scoping documentation, and cost estimates with Henderson Engineers and Frontier Energy regarding the electrification of three school kitchens as part of a **pilot program** to install fully electrified kitchen equipment. It was determined that electrifying food service kitchens will be delayed until additional capital is available to fund electricity infrastructure upgrades.

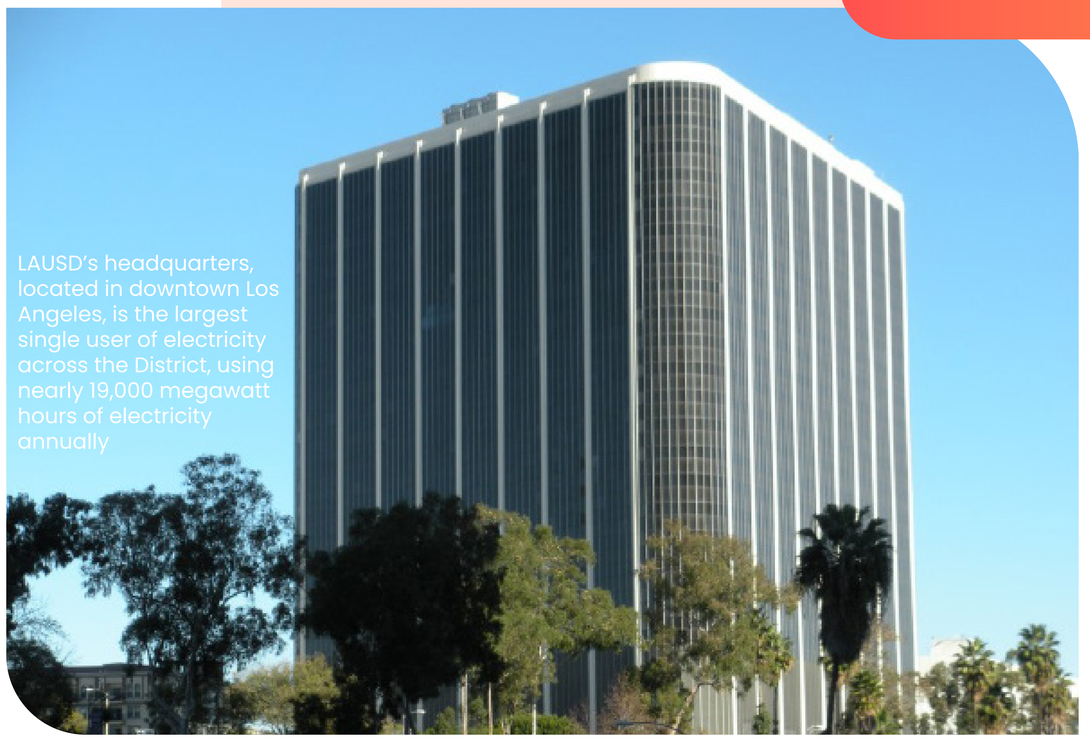


All electric school buses in LAUSD's yellow fleet at the Sun Valley Bus Yard

DECARBONIZATION

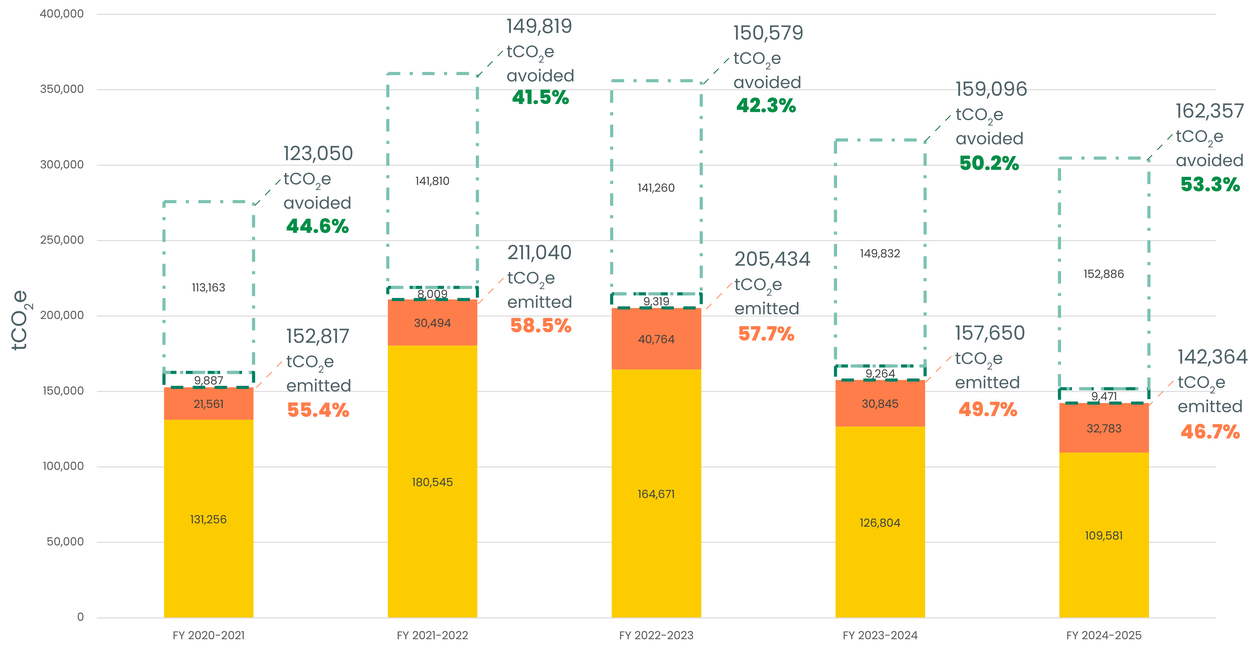
53%

of LAUSD's building emissions were avoided by renewable energy use



LAUSD's headquarters, located in downtown Los Angeles, is the largest single user of electricity across the District, using nearly 19,000 megawatt hours of electricity annually

Figure 3.8 LAUSD Building Portfolio GHGs Emitted and Clean Energy Equivalent Avoided (tCO_2e) [Scope 2 Emissions]



Building Portfolio Emissions

Until FY 2023-2024, LAUSD participated in DOE's Better Buildings Solution Center's **Better Climate and Better Buildings Challenges**, which set targets for 50% GHG reductions from LAUSD's 2019 Baseline (BL) by 2030, as well as 20% energy use reductions from LAUSD's 2013 – 2014 Baseline, measured by Scope 2 emissions. The Better Buildings and Better Climate Challenges were discontinued in 2025, nevertheless, LAUSD **continues to report its GHG emissions** in this annual report.

In FY 2024-2025, LAUSD emitted **142,364 tCO_2e** from non-renewable energy (utility fossil fuel electricity + District burned natural gas) to energize its building portfolio. (Figure 3.8). This represents a **7% reduction in LAUSD's building portfolio GHG emissions since FY 2020-2021**, the first year for which GHG emissions intensity data per megawatt hour for LAUSD's utility usage is available.

This year, LAUSD consumed 522,937 megawatt hours (MWh) of electricity, a 6% decrease in electricity use from FY 2023-2024 and a 1% increase from the FY 2013-2014 Baseline. Similarly, in FY 2024-2025, LAUSD burned 6,194,724 therms worth of natural gas to supply its building portfolio with heating, a 6% increase in natural gas use from last year. Collectively, LAUSD's grid electricity usage, solar energy production, and natural gas usage combine to a total of **704,483 megawatt hours (MWh) of energy used in its building portfolio**. (Figure 3.5)
Reasons for this increase in energy use include:

- on-going electrification, which shifts energy use from non-building users to energy-use associated with building sources (for example, through EV chargers)
- a colder than normal winter, which led to an increase in natural gas use (+10,731 MWh of natural gas electricty equivalent, ~+1,938 tCO_2e), which the Eco-Sustainability Office calculates through a **Heating and Cooling Degree Day analysis** (Figures 3.9, & 3.10)

DECARBONIZATION

Figure 3.9 LAUSD monthly electricity consumption & LAUSD avaerage CDD analysis, FY 2023-2024 v. FY 2024-2025

LEGEND

- FY 23-24 LAUSD electricity consumption
- FY 24-25 LAUSD electricity consumption
- FY 23-24 LAUSD Average CDD
- FY 24-25 LAUSD Average CDD

Note[1] As ambient air temperatures rise during the summer months, LAUSD's electricity usage rises to power HVAC systems to cool classrooms

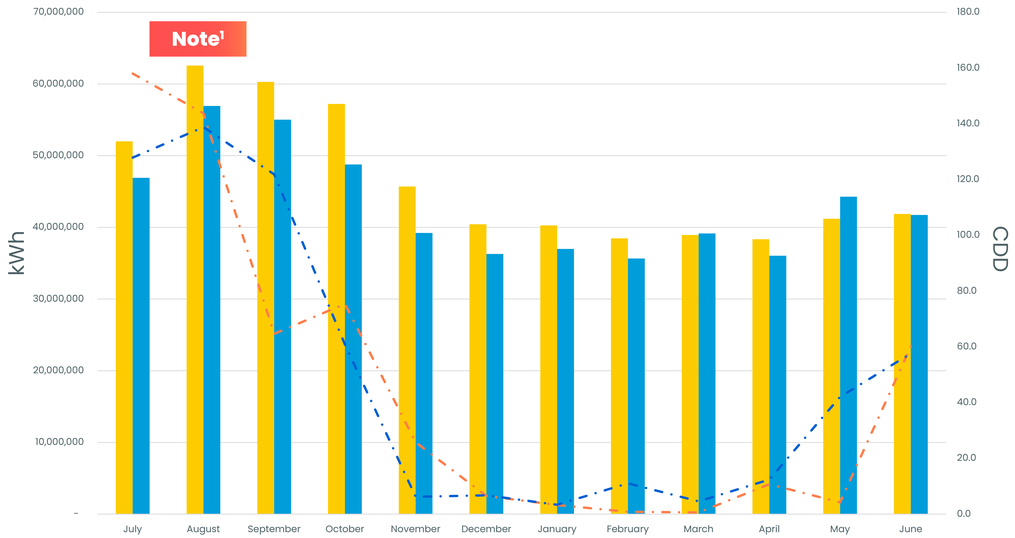
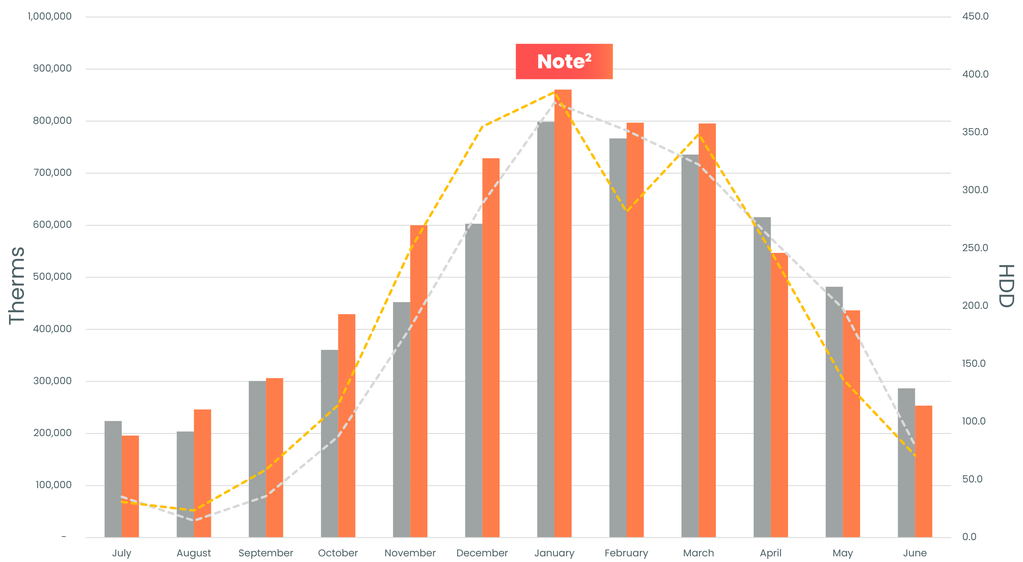


Figure 3.10 LAUSD monthly natural gas consumption & LAUSD avaerage HDD analysis, FY 2023-2024 v. FY 2024-2025

LEGEND

- FY 23-24 LAUSD natural gas consumption
- FY 24-25 LAUSD natural gas consumption
- FY 23-24 LAUSD Average HDD
- FY 24-25 LAUSD Average HDD

Note[2] As ambient air temperatures fall during the winter months, LAUSD's natural gas usage rises to power HVAC systems to heat classrooms



Climate Impacts on Energy Usage

LAUSD has calculated the impact of varying weather patterns from year to year on energy use for heating and cooling. These calculations support predictions that, as Southern California experiences more extreme cold weather events, LAUSD's carbon emissions in the form of natural gas will increase, as was the case this year compared to the FY 2013-2014 Baseline. (Figure 3.10) Similarly, as extreme heat becomes more common across seasons, the District's electricity use will increase (Figure 3.9), impacting LAUSD's energy efficiency and carbon emissions until the electricity grid has fully transitioned to clean energy and solar sites come online.

KEY CONCEPTS

HEATING & COOLING DEGREE DAY ANALYSIS

A Cooling Degree Day (CDD) is a way of measuring how warm a day was and how much energy a building needed to stay cool — the warmer the day, the higher the number; energy experts use these numbers to understand how much air conditioners had to work during hot months, which helps them find ways to save energy and reduce pollution

A Heating Degree Day (HDD) is the opposite — it measures how cold a day was and how much energy a building needed to stay warm; energy experts use these numbers to figure out how much heating fuel (such as natural gas) or electricity a building uses over a whole winter season

EXTREME WEATHER

As climate change warms the atmosphere, it disrupts major wind patterns like the jet stream — the fast-moving river of air that normally keeps cold Arctic air locked near the poles; when the jet stream weakens and wobbles, blasts of freezing Arctic air can escape southward, causing extreme cold snaps in places that don't usually experience them, at the same time, a widening of the Hadley cell (the large loop of air circulation near the equator) pushes hot, dry conditions into new regions, making heat waves and droughts more frequent and intense

CHAPTER IV

CLIMATE LITERACY

Students watch their peers present their climate literacy efforts at the Planet Media Summit at 9th Street Elementary School

CLIMATE LITERACY

LAUSD is committed to implementing holistic and engaging climate science and curricula across all grades for every student through education initiatives to expand each student's understanding, resiliency, and agency to address challenges presented by the impacts of climate change.

This work directly supports the Board's 2022 *Climate Literacy Resolution* and the *Strategic Plan*, particularly Pillar 1: Academic Excellence, which emphasizes high-quality instruction, enriching experiences, college and career readiness, and Pillar 3: Engagement and Collaboration, which emphasizes accessible information and leading for impact.

In FY 2024-2025, LAUSD facilitated **outdoor educational opportunities for over 56,000 students**, and **climate literacy programs for over 71,000 students**, and designated **Climate Literacy Champions at 259 schools** districtwide. (Figure 4.1) LAUSD continues to engage students, staff, and stakeholders through numerous efforts such as the Climate Literacy Task Force and the HEROES for Zero Contest to support climate literacy for all District students.

LAUSD continues to make progress towards expanding climate literacy across the District. **The Eco-Sustainability Plan** will support LAUSD's development of a detailed gap analysis and roadmap to further expand climate literacy curricula and programming across the District.

The District's climate literacy goals are supported by ESO, the Division of Instruction (DOI), the Division of Adult and Career Education (DACE), and the Early Childhood Education Division (ECED) in partnership with various community-based organizations (CBOs).

GOALS

- Establish a Climate Literacy Task Force
- Identify a Climate Literacy Champion at every school
- Develop sustainability educational partnerships to expand outdoor, climate literacy education for every student, every year
- Increase climate literacy across all curricula in every grade: Early Education Centers (EECs), TK-12, and adult education
- Develop curricula for climate justice lessons, local issues, & trauma-informed activities
- Create workforce development opportunities for students to obtain green jobs

Figure 4.2 LAUSD Division of Instruction Climate Literacy Approach, FY 2024 - 2025

REAL-WORLD	Relevant and connected to student passions and concerns.
PROBLEM-BASED	Beginning with a problem provides context for projects and learning objectives.
TRANSDISCIPLINARY	Subject matter content becomes tools for students to design solutions to complex problems.
LEARNING	Shifting the verb in the classroom from "teaching" to "learning".



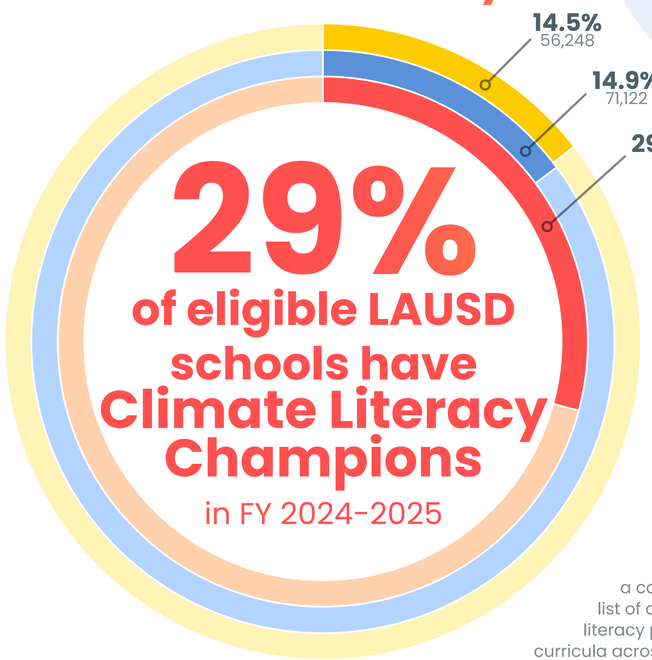


Figure 4.1 LAUSD climate literacy goal progress, FY 2024-2025

LEGEND

- Student participation in outdoor education programs out of ~387,152
- Student participation in Climate Literacy programs* out of ~475,405
- Schools w/ active Climate Literacy Champions out of 885*

*This is *not* a comprehensize list of all the climate literacy programs nor curricula across the District. ESO & DOI are working diligently to further synthesize a compendium of climate literacy programs and curricula that will be made avaialble in future annual reports. Tell us about the climate literacy effforts at your school by contacting eso@lausd.net.

The following programs *were* included in Figure 4.1*:

- Climate Literacy Champions
- Climate Action Clubs
- DACE Career Technical Ed
- Earth Month
- EmPowered
- HEROES for Zero
- iDream
- LATC Green! Newsletter
- Level Up LA
- SoCal Living Wise

*Individual school programs with principals eligible to nominate a Climate Literacy Champion and their student body; Figure 4.1 does *not* include independent charter schools and their students and may count multiple school programs as one school if there is only one eligible principal

Climate Literacy

DOI utilizes a real-world, problem-based, transdisciplinary learning approach where the subject matter knowledge and skills, as well as the culture and assets students bring to the classroom become tools students utilize to design solutions to tackle real-world problems. **Students are empowered as changemakers** and contribute to the solutions addressing real-world problems aligned with the **17 United Nations Sustainable Development Goals** (UN SDGs)[31]. DOI provides the funding to compensate teachers selected by school principals to lead climate literacy efforts at their schools as Climate Literacy Champions and dedicates a Science, Technology, Engineering, Arts, & Math (STEAM) Coordinator in DOI to lead this work.

CLIMATE LITERACY

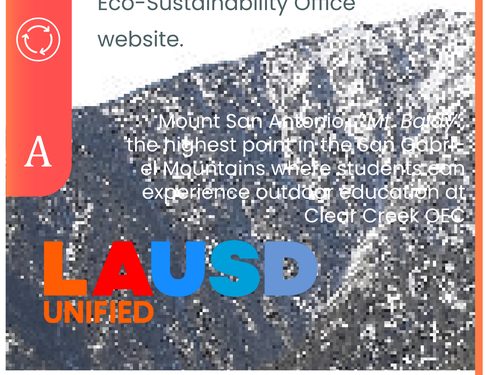

Climate Literacy Champion leadership team, FY 2024-2025

Climate Literacy Champions

Principals select a teacher as the school's Climate Literacy Champion, who receives a **$1,800 differential** per year to lead the work of climate literacy at their school. In the 2024-2025 academic year, **259 LAUSD staff** were selected by principals to be their school's Climate Literacy Champions. DOI expanded the schools eligible to select a Climate Literacy Champion to include the District's EECs and DACE schools. Over **40 professional development opportunities** were provided through DOI, including office hours, to support the learning of champions that can then be taken back to their school sites. To see a comprehensive list of professional development opportunities, please review the **Climate Literacy Task Force report**. Schoology, the District's learning management system (LMS), serves as the repository of resources for professional development across the District. The LAUSD **Climate Literacy Schoology Group** includes over **2,200 District member educators**.

Climate Literacy Task Force

The Climate Literacy Task Force (CLTF, "Task Force") supports the Board's *Climate Literacy Resolution* to **integrate climate literacy and climate justice into all subject matters at District schools** to prepare students to be ready for the world and its climate challenges. The Task Force committee includes educators, union representatives, and District staff members who meet quarterly to align initiatives in education, facilities, and transportation with climate literacy goals across all curricula in every grade. In 2025, CLTF published a **Recommendations Report**[32] with action items and resources for LAUSD staff and educators. Updates are additionally posted on the Climate Literacy Task Force webpage of the Eco-Sustainability Office website.

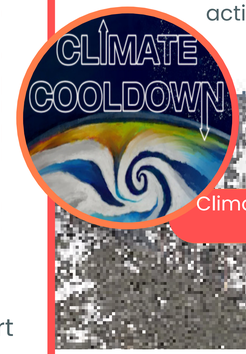

Mount San Antonio, "Mt. Baldy", the highest point in the San Gabriel Mountains where students can experience outdoor education at Clear Creek OEC

scan me

To access the full details of the Climate Literacy Task Force Report

Climate Action Clubs

DOI allocated over **$2 million** in Expanded Learning Opportunities (ELOP) and general funds to support after-school Climate Action Clubs at schools with Climate Literacy Champions. A total of **125 schools (2400 students)** received funding to compensate teachers for planning and administering Climate Action Clubs, purchase instructional materials, and obtain kits to support student learning. Clubs with students in 2nd grade and below received LEGO DUPLO kits aligned with **LEGO's Build the Change lessons**, empowering young learners to design solutions to real-world problems. Clubs with students in 3rd grade and above received **Climate Action Kits**, enabling students to build and code functional models—such as a **moisture-sensing irrigation systems** that activate water pumps when soil dries below a programmed threshold—promoting water conservation. Clubs also received class sets of the collaborative board game, **Climate Cooldown**, where students work together to save the planet from ecological destruction by facing disasters, investing in sustainable power, divesting from unsustainable power, and healing the land and ocean with climate solutions to bring down global emissions.



Climate Cooldown boardgame

Outdoor and Environmental Education

The Beyond the Bell Outdoor and Environmental Education (OEE) Department, a division of DOI, provides an immersive science experience for LAUSD students by providing hands-on, outdoor learning that supports classroom instruction. Students from 4th to 12th grade have opportunities to engage in overnight outdoor learning at **Clear Creek**, **Canyon Creek**, and **Point Fermin Outdoor Education Centers** (OEC). Single-day field study programs are offered through the Day of Discovery (DOD) program for K-12 students. In the past year, DOI, OEE, and ESO facilitated outdoor climate literacy education programs for over **56,000 K-12 students**.

EmPowered Schools

The EmPowered Schools Program educates TK-12 students on energy efficiency and its role in protecting the environment through STEAM-based activities that empower student ambassadors to apply energy conservation practices both at school and at home. The program offers **lesson plans**, activities, workshops, **energy auditing toolkits**, and LAUSD-branded T-shirts to enhance hands-on learning opportunities.


LEGO Build the Change


O'Melveny Elementary Climate Aciton Kit

Students exploring a touch tank at Point Fermin OEC

CLIMATE LITERACY

iDream

The iDREAM program advances LAUSD's climate literacy goals by engaging students in **tech-based learning** aligned with the UN SDGs. Through pathways in **Social Emotional Learning** (SEL), Music and Sound, e-sports, drones, and digital media, students explore innovation, sustainability, and green careers. The **iDREAM Mobile Learning Labs integrates climate-focused challenges**, projects, and storytelling that promote climate literacy, energy awareness, and **student-driven sustainability solutions** across LAUSD.The program directly supports LAUSD's climate literacy goals by incorporating specialized lessons in sustainable agriculture, renewable energy, green building technologies, and climate advocacy, ensuring students are equipped for the future green economy. In the 2024-2025 academic year, **500 secondary students** participated in the pilot and approximately **3,600 students** participated in e-sports outdoor education experiences through iDREAM.



iDream interactive booth at Girls Empowerment Day



iDream virtual headsets in use at Maywood Elementary School

Level Up Los Angeles

Level Up Los Angeles ("Level Up LA") was launched in 2022 as LAUSD's districtwide academic e-sports competition that integrates sustainability, literacy, numeracy, and social-emotional learning through build challenges in **Minecraft Education**. Students apply the UN SDGs to design innovative, sustainable solutions that mirror real-world environmental challenges.

In its **third season** during the 2024–2025 school year, the focus SDGs were **SDG 11**: Sustainable Cities and Communities and **SDG 13**: Climate Action. Close to **2,500 students across 133 schools participated**, demonstrating how academic e-sports and gaming inspire civic engagement and environmental stewardship. The Season 3 Championship took place at the Skirball Cultural Center, where student teams presented their builds in front of a live audience, reinforcing LAUSD's commitment to climate literacy and creativity.





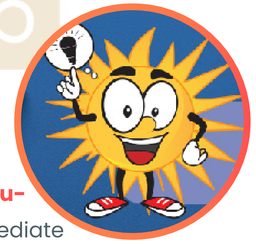


Level Up LA Season 3 Champions: (top) Elementary Division Champions: Computer Science Virtual Academy team, 'BloxFilms'; (middle) Middle School Division Champions: Business & Entrepreneurship Virtual Academy (BEVA) team, 'BEVA Builders'; (bottom) High School Division Champions: Franklin High School team, 'The Hive'

LATC Green! Newsletter

The LATC Green! Newsletter is a semi-monthly digital publication of DACE's **Los Angeles Technical Center** (LATC) where students draft, refine, and issue information focused on subject matter pertinent to sustainability. Publications are issued to all English as a Second Language (ESL) students and Career Class programs at LATC and regularly include lessons in circularity and **eco-friendly practices** that can be incorporated in the classroom and linked to English Learner (EL) Civics Lessons, such as DACE's **Environmental Sustainability Civic Objective and Alternative Assessment Plans** (COAAP). Furthermore, the LATC Green! Newsletter shares artistic, literary, and digital resources intended to enrich the lives of its readers as well as **opportunities to get involved**.

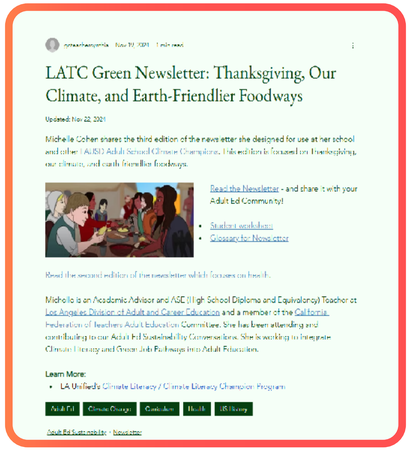
SoCalGas Living Wise Program



The LAUSD SoCalGas LivingWise Program is a **cost-free water and energy efficiency education program** designed to generate immediate and long-term resource savings for students and their families. This innovative program features a blend of comprehensive teacher support, engaging student activities, and real-world application to put energy and water efficiency knowledge to work in homes and classrooms throughout the SoCalGas service territory. The program includes lesson plans in line with state standards in language arts, mathematics, and science. The program began in Fall 2024 and was provided to **7,961 students** throughout LAUSD.



North Valley Occupational Center (NVOC) DACE teachers and students greening the East Valley Occupational Center, planting drought resistant succulents.



LATC Green Newsletter: Thanksgiving, Our Climate, and Earth-Friendlier Foodways

Updated: Nov 22, 2021

Michelle Cohen shares the third edition of the newsletter she designed for use at her school and other LAUSD Adult School Division Counterparts. This edition is focused on Thanksgiving, our climate, and earth-friendlier foodways.

Read the Newsletter - and share it with your Adult Ed Community!

- Student worksheets
- Glossary for Newsletter

Read the second edition of the newsletter which focuses on health.

Michelle is an Academic Advisor and ASE (High School Diploma and Equivalency) Teacher at Los Angeles Division of Adult and Career Education and a member of the California Federation of Teachers Adult Education Committee. She has been attending and contributing to our Adult Ed Sustainability Conversations. She is working to integrate Climate Literacy and Green Jobs Pathways into Adult Education.

Learn More:

- LA Unified's Climate Literacy / Climate Literacy Champion Program

Adult Ed Sustainability | Newsletter

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To read more!

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CLIMATE LITERACY



CTE Agriculture teacher, Stefanie Fajardo, and ESO Sustainability Specialist, Ilianna Padilla, tour Polytechnic Senior High's gardens

Career Technical Education

LAUSD Career Technical Education (CTE)-**Linked Learning program** offers career pathways in two industries that extend climate literacy into readiness for **environmentally conscious green careers**. These two industries include **Agriculture & Natural Resources**, and **Energy, Environment, & Utilities**. LAUSD currently has **27 secondary schools** that have the Agriculture & Natural Resources program pathways while DACE offers a variety of foundational vocational training CTE classes in the Energy, Environment, & Utilities sectors such as renewable technologies. Amongst these curricular offerings are **classes in photovoltaics**, where DACE students achieve competencies in electrical design, installation, and inspection, as well as courses in **hybrid vehicle battery technology**, where students learn how to diagnose battery/engine challenges and solutions and acquire skills that help them translate their newfound engineering knowledge into interview opportunities and real-world trades. You can find more DACE CTE courses by checking out the QR code, below.

Through access to high-quality, industry-relevant career pathways, CTE offers inter-disciplinary study programs that connect experiences from elementary school to post-secondary education and career readiness, equipping students with the necessary technical and academic skills to **succeed in their chosen careers**.

scan me

To echeck out all of DACE's CTE courses[33]!

Earth Month

This year, DOI and ESO collaborated to implement an Earth Month campaign expanding on the previous year's District Earth Day event, the Climate Literacy Symposium. To increase the accessibility of Earth Day climate literacy programming and resources, ESO and DOI built an **Earth Month website** that included video messages from the LAUSD Superintendent, Chief Eco-Sustainability Officer, and Chief Academic Officer, and three climate literacy videos from an environmental educator, influencer, and **LAUSD alumnus, Isaias Hernandez**. The website additionally hosted digital climate literacy curricula for grades PK-12 and adult education, a **showcase of LAUSD student sustainability projects** and efforts, an update on LAUSD's progress towards achieving the Board's sustainability goals, and a local events map of Earth Day events across the District for students, teachers, families, and staff to attend.

As part of the campaign, LAUSD participated in the **Planet Media Summit** held by USC and the Aspen Institute. The summit was organized by the Aspen Institute's Energy and Environment Program (EEP). The event was an EEP's Planet Ed initiative in partnership with the USC Annenberg School for Communication and Journalism, LAUSD, and the Natural History Museums of Los Angeles County. The Office of the Superintendent collaborated with DOI and ESO to share insights about climate literacy programs at LAUSD. Participants had the opportunity to visit LAUSD schools to learn about the work of **Climate Literacy Champions** and their schools. Tours were held at 9th Street Elementary School, Sotomayor Arts and Sciences Magnet School, and Virgil Middle School where students gave presentations and demonstrations of their climate literacy efforts. At Sonia Sotomayor Arts and Sciences Magnet, LAUSD Superintendent Alberto M. Carvalho and Board Members Scott Schmerelson and Karla Griego were in attendance. Students shared their hands-on learning experiences through the Career Technical Education Agriscience Program's **student-run farm** and **sustainable, indigenous practices and artwork**. At Virgil Middle School, students showcased climate action projects aligned with the UN Sustainability Goals, including innovative solutions. At 9th Street Elementary, visitors learned about climate-focused student clubs, family engagement initiatives, and a schoolwide Earth Month project inspired by the 17 UN Goals.

Woodland Hills Academy and Humanities Magnet outdoor classroom in the background



FSD Commissing Project Manager, Brian Sims, ESO Sr. Sustainability Specialist, Sylvia Palomera, and Environmental educator, Isaias Hernandez, discuss solar car ports and EMS systems at Sonia Sotomayor Arts and Sciences Magnet

Students at 9th Street Elementary present their climate literacy and sustainability efforts at the Planet Media Summit



scan me

To explore all of LAUSD's Earth Month resources[34]!

CLIMATE LITERACY

The Earth Month campaign culminated at the LAUSD Arts Festival, held on May 3rd at Gloria Molina Grand Park where ESO, DACE, and DOI staff facilitated sustainability and artistic activities such as at the **"Create & Cultivate"** table where students could **draw a garden for their school** as well as **plant native California poppies** in a compostable planter pot to take home. **Artemisia Nursery** generously provided **native plant seedlings** for LAUSD community members to plant, helping support local biodiversity here in Greater Los Angeles.





ESO's 'Create & Cultivate" interactive booth at the LAUSD Arts Festival



Students draw what they'd like to see at their school gardens

Sonia Sotomayor Arts and Sciences Magnet student tour guide shows Isaias Hernandez around the school farm

HEROES for Zero Contest

The HEROES for Zero (H4Z) Contest encourages schools to learn about Zero Net Energy (ZNE) concepts and **apply energy efficiency strategies** through a contest of innovative sustainability solutions. Funding is provided for student-led projects that promote energy conservation and environmental responsibility. In the past year, **70 schools** participated in the H4Z Contest, increasing participation from the previous year's 50 schools. **Three schools won $25,000 each** for their sustainability projects, contributing to a total of over **$480,000 awarded** since the program's inception in 2017. These top-honored schools include **Castelar Street Elementary**, **Woodland Hills Academy and Humanities Magnet**, and **Santee Education Complex**. The annual program[35] accepts registration in the summer and winners are announced in the spring at the district headquarters.



H4Z 2024-2025 1st Place High School Winners: Santee Science Club



H4Z 2024-2025 1st Place Middle School Winners: !The Energy Heroes!



LAUSD Greening Schools and Climate Resilience Committee Board Members, LADWP representatives, and H4Z 2024-2025 1st Place Elementary School Winners: Castelar Climate Dragons

CHAPTER V

CAMPUS ECOLOGY

Short Avenue Elementary School asphalt blacktop before construction of an LAUSD campus greening project, May 2022

Short Avenue Elementary School students listen to opening remarks from Board Member Nick Melvoin at a ribbon cutting for their new enahnced SEEDS garden May 2025

CAMPUS ECOLOGY

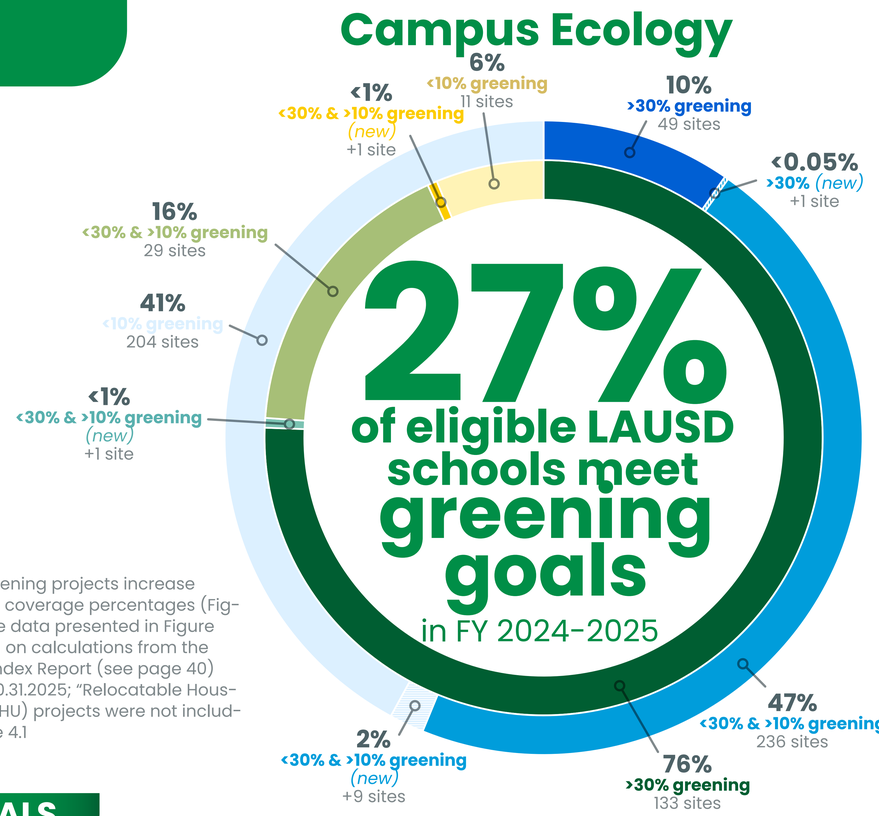
LAUSD has set a goal to provide every District schoolyard with a minimum of 30% natural green space by 2035. These green spaces will create vibrant, resilient environments that promote healthy learning and play for students and staff at every District campus. **This year LAUSD reached a new milestone of 27% of campuses reaching the 30% green space goal, districtwide.** Greening initiatives include various programs and funding sources, such as ELOP (Expanded Learning Opportunities Program), SEEDS (Sustainable Environment Enhancement Developments for Schools), PACE-UP (Playground and Campus Exterior Upgrade Program), OLE (Outdoor Learning Environments), Classroom Replacement and Comprehensive Modernization projects, Third-Party Greening projects, and the Green Schoolyards Upgrade Program (ELOP).

This work directly supports the Board's *Green Schools for All Resolution* and *Strategic Plan*, particularly Pillar 1: Academic Excellence, which emphasizes enriching experiences, Pillar 2: Joy and Wellness, which prioritizes whole-child well-being, Pillar 3: Engagement and Collaboration, which encourages accessible information and leading for impact, and Pillar 4: Operational Effectiveness, which prioritizes data-driven decision-making and modernizing infrastructure. The District continues to transform school campuses to achieve these goals and transform LAUSD into the most sustainable, environmentally friendly large urban school district in the nation.

Greening Specific Programs

Green Schoolyard Improvement Program

ELOP has program targets to replace asphalt with green spaces at LAUSD schools to enhance campus environments with native plants, natural turf, tree shade, and decomposed granite to significantly increase the green space at each site's schoolyard. **This year, the District completed the construction of eight ELOP greening projects**. There are currently **20 ELOP projects in various stages of planning, design, and construction** across the District with most targeting completion in FY 2025-2026. (Figure 5.3)



*Not all greening projects increase schoolyard coverage percentages (Figure 4.2); the data presented in Figure 4.1 is based on calculations from the Greening Index Report (see page 40) pulled on 10.31.2025; "Relocatable Housing Unit" (RHU) projects were not included in Figure 4.1

Figure 5.1 LAUSD campus ecology goal progress, FY 2024-2025

LEGEND

LAUSD Elementary Schools

- Schools w/ >30% coverage — 49 out of 499 sites
- New Schools w/ >30% coverage in FY 24-25 — 1 out of 499 sites
- Schools w/ <30% & >10% coverage — 236 out of 499 sites
- New Schools w/ <30% & >10% coverage in FY 24-25 — 9 out of 499 sites
- Schools w/ <10% coverage — 204 out of 499 sites

LAUSD Middle & Senior High Schools

- Schools w/ >30% coverage — 133 out of 174 sites
- New Schools w/ >30% coverage in FY 24-25 — 1 out of 174 sites
- Schools w/ <30% & >10% coverage — 29 out of 174 sites
- New Schools w/ <30% & >10% coverage in FY 24-25 — 1 out of 174 sites
- Schools w/ <10% coverage — 11 out of 174 sites

22 schoolyard greening projects completed in FY 2024-2025 (Figure 5.3)

GOALS

- Convert 30% of every schoolyard in the District to permeable, green spaces by 2035
- Provide tree shade to 20% of all schoolyards

Outdoor Learning Environments

OLE projects expand green schoolyard areas at elementary schools by providing outdoor environments where students can engage in activities such as reading, lessons, and play. OLEs include landscaping, shaded seating areas, shade structures, internet connectivity, hands-on lab space, demonstration counters with sinks, and accessibility improvements. There are currently **25 OLE projects in various stages of planning, design, and construction** across the District with most targeting completion in FY 2026-2027. (Figure 5.4)

Playground and Campus Exterior Upgrade Program

PACE-UP projects that address elementary schools with deteriorated paving conditions and incorporate replacement and upgrade of asphalt playgrounds including installation of landscaping, trees, and cool coatings. PACE-UP projects will meet the 30% natural schoolyard goal. There are currently **25 PACE-UP projects in various stages of planning, design, and construction** across the District with most targeting completion in FY 2029-2030. (Figure 5.4)

Calabash Charter Academy schoolyard in the background

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Figure 5.2 LAUSD progress towards 30% schoolyard greening goal

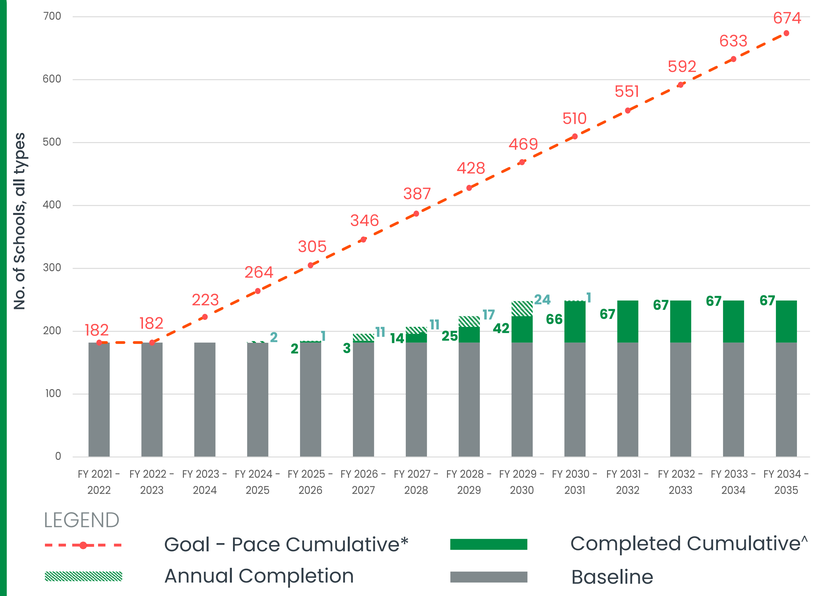
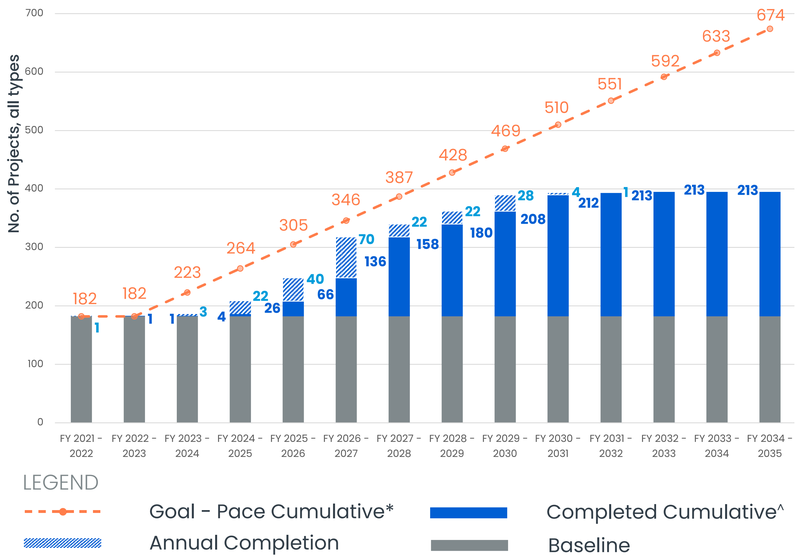


Figure 5.3 LAUSD schoolyard greening projects completed



*"Goal – Pace Cumulative" reflects the number of school sites that would need to reach >30% schoolyard greening each year to achieve the *Green Schoolyards for All* Resolution

^"Completed Cumulative" reflects the total cumulative number of projects that have achieved substantial completion (Note: projects achieve varying degrees of schoolyard percentage increases [~0.1%-30%])

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Third-Party Partner Greening Projects

LAUSD's Third-Party Partner Greening projects engage community partners to collaboratively remove asphalt, plant trees, add gardens, and construct unstructured play space to create "living schoolyards". This year, ESO and CBO partners have a total of 53 third-party projects underway across the District. These include **43 Third-party greening projects across six entities** with CAL FIRE grant funding: five planning only projects, three projects with partial funding for implementation, and **38 Third-party greening projects** in various stages of planning, design, and construction, with most targeting completion in FY 2026-2027. (Figure 5.4)

Sustainable Environment Enhancement for Schools (SEEDS)

The SEEDS program creates outdoor green spaces that enhance sustainability and align with LAUSD's curriculum. Equitable distribution across regions is promoted through a focus on schools in historically underserved areas. (Figure 5.1) SEEDS additionally builds partnerships with community organizations to support project design, implementation, and long-term maintenance. In the past year, LAUSD completed **seven SEEDS greening projects**. There are currently **34 SEEDS projects** in various stages of planning, design, and construction across the District with most targeting completion in FY 2026-2027. (Figure 5.4) Scan the QR code at the bottom to access the SEEDS application to bring a greening project to your school.



Pacoima Middle School Living Schoolyard

Other Projects Supporting Schoolyard Greening

Classroom Replacement Projects

Classroom Replacement projects remove aging portable classrooms and restore those areas with landscaping, trees, and open space. These projects often include sustainable site design features like outdoor learning areas, cool paving, and new vegetation. Classroom Replacement Project will meet the 30% green/natural schoolyard goal or significantly increase the amount of green/natural schoolyard. In the past year, the District **completed the construction of three classroom replacement projects** with greening elements. There are currently **10 Classroom Replacement projects** in various stages of planning, design, and construction across the District with most targeting completion in FY 2027-2028. (Figure 5.4)

Comprehensive Modernizations Projects

Comprehensive Modernization projects address schools with critical physical condition needs and essential safety issues, providing upgrades to site infrastructure, removal of relocatable buildings, and landscape improvements. All comprehensive modernization projects will meet or exceed 20% green/natural schoolyards. This year, the District **completed the construction of four Comprehensive Modernization projects with major greening elements**. There are currently **16 Comprehensive Modernization projects** in various stages of planning, design, and construction across the District with a handful targeting completion every year from now until FY 2031-2032. (Figure 5.4)

Major Modernization Projects

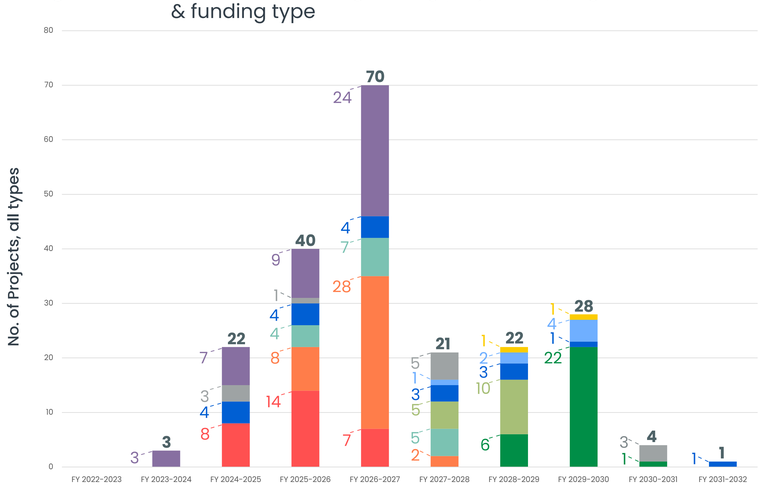
Major Modernization projects will incorporate the removal/replacement of relocatable buildings, ground improvements and landscape upgrades, meeting or exceeding the 30% green/natural schoolyard goal inclusive of playfields. (Figure 5.4)

scan me

To access the SEEDS application and begin greening your campus!

CAMPUS ECOLOGY

Figure 5.4 LAUSD schoolyard greening projects by targeted completion date & funding type



LEGEND

- ELOP
- Third-Party
- PACE-UP
- OLE
- Green Schoolyard Upgrade
- Comprehensive Modernization
- Major Modernization
- Classroom Replacement
- Palisades Fire
- SEEDS

Greening Standards

To ensure the successful implementation of the *Green Schools for All Resolution*, **LAUSD developed greening standards**, including numerous initiatives:

1. **Greening Metrics:** Methodology for calculations and guidance for design firms and partners
2. **Lessons Learned:** Policies and standards for successful projects
3. **How-To Guide:** Clear steps for partners to apply for and implement grants
4. **Nature-Based Play Station Standards:** Guidelines aligned with physical education and athletics needs
5. **Updated Details and Specifications:** Including recommendations for mow strips, irrigation controllers, decomposed granite, and plant species.

2+ Million square feet of asphalt removed from schoolyards FY 2024-2025

720 new trees planted on LAUSD campuses FY 2024-2025

Aeroponic Tower Garden leafy greens in the background



Belvedere Elementary School ELOP greening project, *before* & *after*

Lankershim Elementary School ELOP greening project, *before* & *after*

Marianna Elementary School ELOP greening project, *before* & *after*

Sheridan Street Elementary School bilingual 4th & 5th Grade students conducting a campus survey of what students would like added to the schoolyard

A survey of kids' opinions of what we should add to the schoolyard.

CAMPUS ECOLOGY

LAUSD Tree Inventory

This year, LAUSD partnered with the US Department of Agriculture (USDA) Forest Service and the University of California, Los Angeles (UCLA) to assess the trees on District campuses.[36] Of the more than **85,000 trees on LAUSD campuses**^, 20 species make up over 50% of all trees. These tree species include:

^does not include street trees, stumps, or species with shrub-like habits



Chinese Elm (5.1%)
Ulmus parviflora
~4,335 individuals



Tropical Ash (4.6%)
Fraxinus uhdei
~3,910 individuals



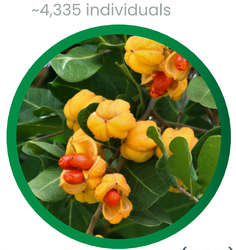
Crape Myrtle (4.2%)
Lagerstroemia indica
~3,570 individuals



Blue Jacaranda (2.5%)
Jacaranda mimosifolia
~2,125 individuals



Coast Live Oak (3.1%)
Quercus agrifolia
~2,635 individuals



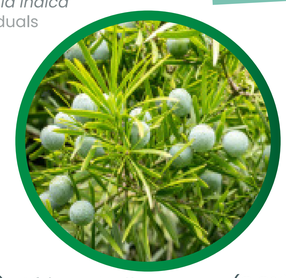
Beach Tamarind (3.1%)
Cupianiopsis anacardioides
~2,635 individuals



Chinese Juniper (3.1%)
Juniperus chinensis
~2,635 individuals



Canary Island Pine (3.1%)
Pinus canariensis
~2,635 individuals



African Yellowwood (3.3%)
Afrocarpus gracilior
~2,805 individuals



Mexican Fan Palm (2.1%)
Washingtonia robusta
~1,785 individuals



Italian Cypress (2.1%)
Cupressus sempervirens
~1,785 individuals



Aleppo Pine (2%)
Pinus halepensis
~1,700 individuals



American Sweetgum (1.9%)
Liquidambar styraciflua
~1,615 individuals



California Sycamore (1.9%)
Platanus racemosa
~1,615 individuals



White Mulberry (1.8%)
Morus alba
~1,530 individuals

***N**: Native to the California Coastal Sage and Chaparral terrestrial ecoregion



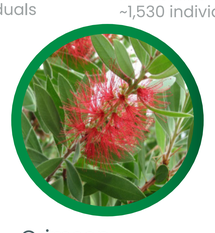
Chinese Flame Tree (1.4%)
Koelreuteria bipinnata
~1,190 individuals



Tipa Rosewood (1.5%)
Tipuana tipu
~1,275 individuals



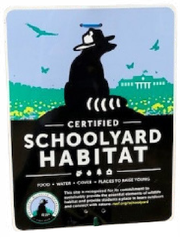
Australian Willow (1.5%)
Geijera parviflora
~1,275 individuals



Crimson Bottlebrush (1.6%)
Callistemon citrinus
~1,360 individuals

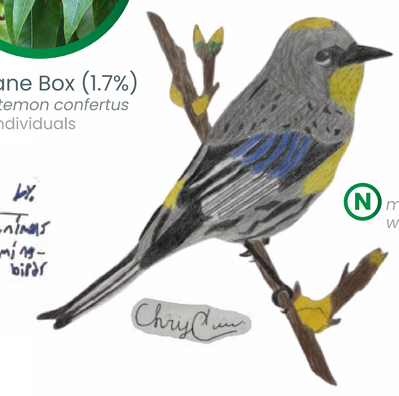


Brisbane Box (1.7%)
Lophostemon confertus
~1,445 individuals



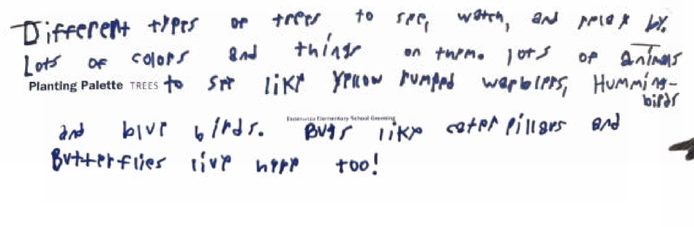
scan me

To access the LAUSD Greening Index



Yellow-rumped warbler
Setophaga coronata

(N) *migratory winter range*



Esperanza Elementary School student plant palatte visioning session imagining what they'd like to see in their school greening project

LAUSD Greening Index

In 2022, the District published the LAUSD Greening Index ("Index")[37]. The Index measures a school site's community-based need relative to Los Angeles County's Parks Needs Assessment[38] and the campus-based need as a percentage of green space on campus, utilizing data and measuring tools from the Facilities Condition Assessment. The **Greening Index has been utilized to prioritize projects** for Outdoor Learning Environments, Greening Upgrades, ELOP funding, and others. Access the Index by scanning the QR code to the left.

The Board subsequently passed the *Green Schools for All Resolution*. The Resolution guided efforts to engage stakeholders, update measuring and monitoring tools, and prioritize green/natural schoolyard improvements. In response to the goals of the Resolution, an updated index, the Green Schoolyards Index, was created. The new index scores sites based on percentage of existing green schoolyard space and the extreme heat and climate change score of their community. The elementary schools with ten percent or less green/natural space are identified as the top priority for greening in the Resolution.

In response to the Resolution's focus on the schoolyard, the Greening Index was revised on a metric which is a school's percentage of green space limited to the schoolyard.* This revision resulted in changes to the percentage of green space at schools and also the number of schools that currently have 30% greening. The updated Index **establishes three core metrics**:

1. Percentage of schoolyard with permeable ground cover
2. Percentage of schoolyard with tree canopy cover
3. Percentage of schoolyard with combined greening
   (permeable ground + tree canopy over *impermeable* ground)

**the exterior areas of a school site to which students have general, unrestricted, and secure access within the school fence line, including open space between permanent buildings wider than 20 feet*

LAUSD UNIFIED

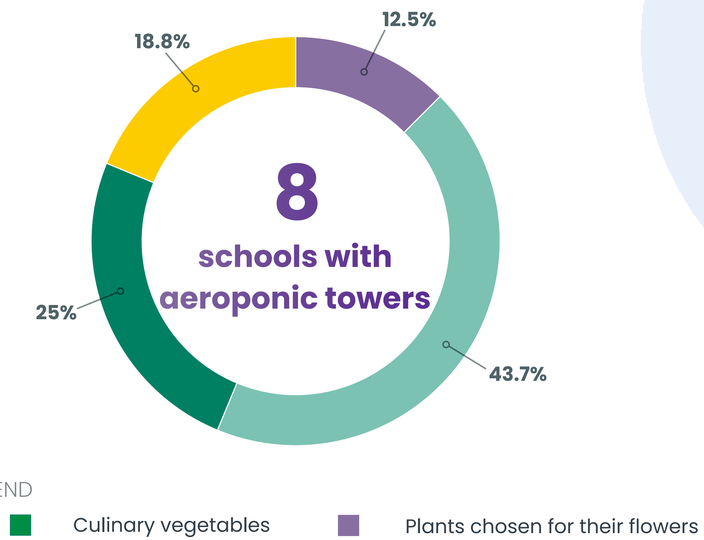
CAMPUS ECOLOGY

In addition to greening projects, LAUSD's Eco-Sustainability Office supplemented student learning regarding campus ecology with the following programs and pilot projects:

Aeroponic Tower Garden Pilot Program

The Aeroponic Tower Garden Pilot provides students with access to edible gardens in locations that would not otherwise allow for growing edible plants or campus greening, to introduce a sustainable method of growing produce through complimentary curriculum. In the Fall of 2024, **30 tower gardens were provided to eight schools** which were used throughout the 2024-2025 school year. Additionally, the pilot program provided a lifetime subscription to Bronx Green Machine's curriculum on Aeroponic Tower Gardens to the six schools that were initially chosen for the pilot program. Throughout the year, students and staff grew and cultivated a variety of edible plants and flowers for use on campus and at home. (Figure 5.5)

Figure 5.5 Types of edible plants grown in LAUSD's aeroponic tower garden pilot program, FY 2024-2025




Alta California Elementary students planting leafy greens in their aeroponic towers


Shenandoah Elementary Comprehensive Modernization campus greening elements


Aeroponic tower gardens at Sonia Sotomayor Art and Sciences Magnet


Students at Woodland Hills Academy observe kale grown on campus

CHAPTER VI

WATER STEWARDSHIP

Infiltration tank installation at Chatsworth High School

WATER STEWARDSHIP

As Southern California's climate changes, our region will experience increasingly severe periods of drought, alternating with progressively extreme rain and flooding events[39]. These will limit how much fresh water can be collected and stored within both the landscape and man-made infrastructure like reservoirs, leading to a higher risk of water shortages and increased water costs for the District. In response, LAUSD has developed water stewardship programs and tools to strengthen the District's resilience to a changing local water supply.

LAUSD is committed to reducing the District's water use, mitigating stormwater pollution, and replenishing Los Angeles Basin groundwater aquifers. As one of the largest landowners in LA County, LAUSD irrigates thousands of acres every year, giving the District an outsized opportunity to assist with protecting our local waterways and aquifers. In 2015, LAUSD joined the US Department of Energy's Better Buildings Challenge, with a goal to reduce water use by 20% from the 2013-2014 school year by 2024. LAUSD achieved this goal four years ahead of schedule in FY 2019-2020 and continued to meet this goal in 2020-2021, 2022-2023, and 2023-2024. [Figure 6.2] In FY 2021-2022, LAUSD missed the goal by 6% due to an exceptionally dry period that included below average rainfall in the winter resulting in higher irrigation demand. **This year, LAUSD decreased its water consumption by nearly 470 million gallons of water**, or about 19% of the District's water use from the FY 2013-2014 Baseline. [Figure 5.1] This decrease of **over 630,000 hundred cubic feet (HCF)** of water was achieved despite increasing green spaces at schools and receiving almost 20 fewer inches of rain districtwide as compared to FY 2023-2024. [Figures 6.3-6.6]

To achieve these water conservation goals, the District has implemented innovative technologies and proven water conservation practices. This work directly supports the *Strategic Plan*, particularly Pillar 4: Operational Effectiveness, which emphasizes data-driven decision-making and modernizing infrastructure. LAUSD continues to promote water stewardship across District campuses and facilities through comprehensive water efficiency educational programs and initiatives that highlight water efficiency, drought tolerant planting, stormwater capture and treatment, and recycled water. With the development of the **LAUSD Eco-Sustainability Plan** in FY 2025-2026, LAUSD will establish an updated water conservation goal and related water stewardship strategies and roadmaps.

The District's water reduction goals are supported by partnerships with the **City of Los Angeles**, **LADWP**, the **Metropolitan Water District** (MWD), **TreePeople**, the **Council for Watershed Health**, and the **State Water Resources Control Board**. LAUSD was able to achieve the water conservation goal through the following initiatives:

- CHPS water stewardship credits
- Irrigation Reduction Pilot
- Recycled Water Program
- Stormwater Management practices

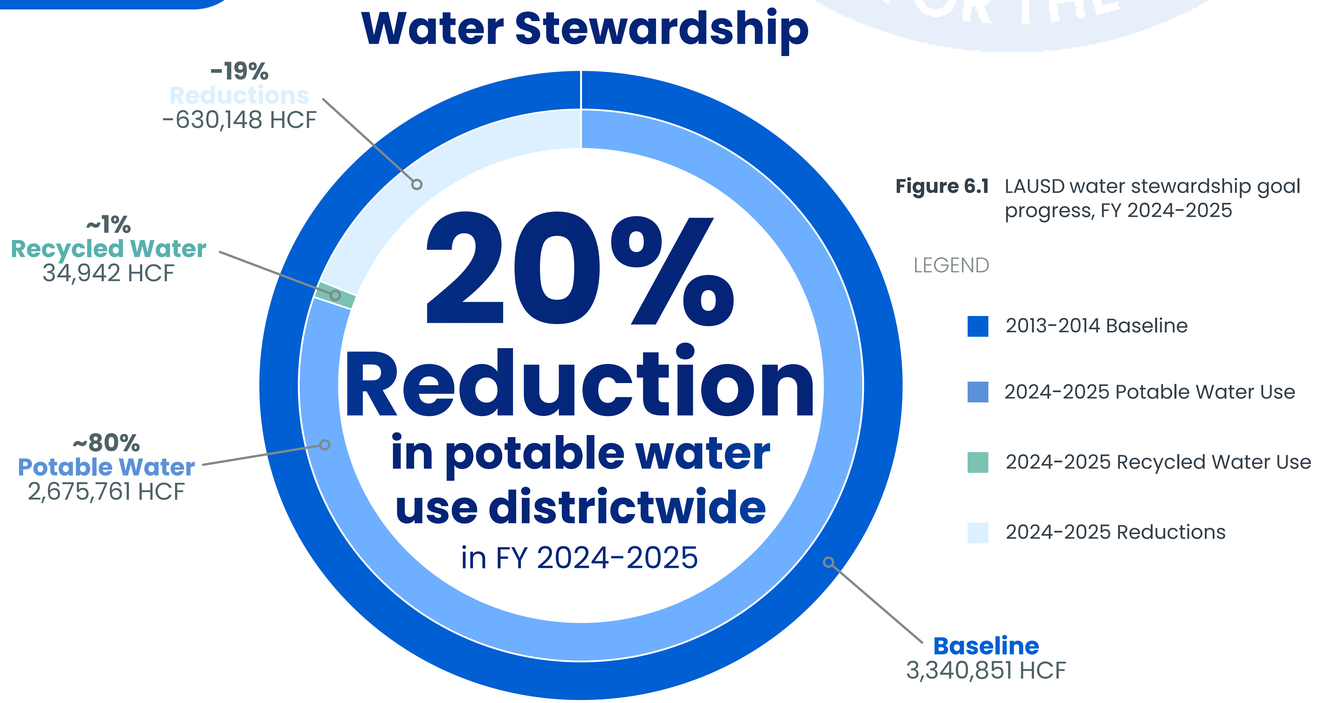


Figure 6.1 LAUSD water stewardship goal progress, FY 2024-2025

470 Million gallons of water saved in FY 2025-2026

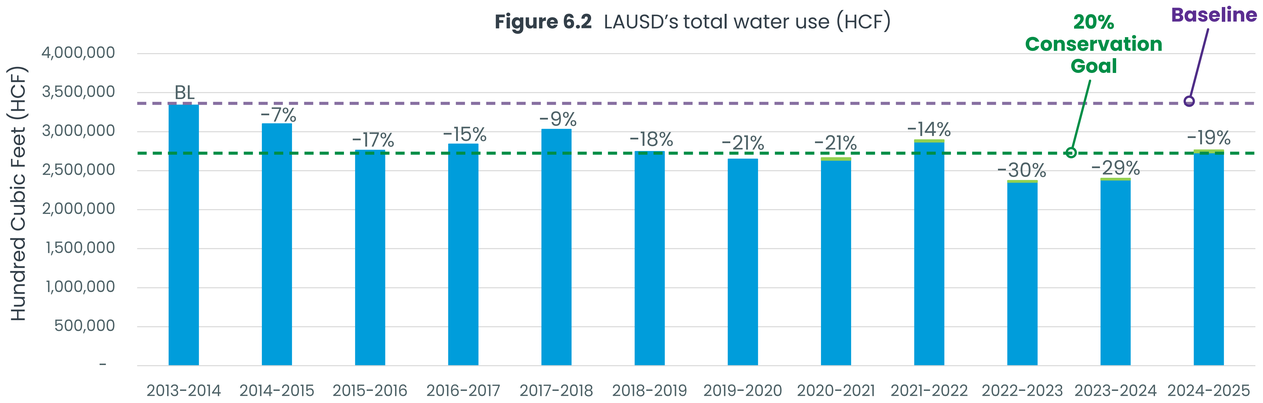
GOALS

- Continue to reduce districtwide water consumption and establish new goals for water savings
- Expand use of recycled water for irrigation at more schools sites across the District
- Update LAUSD's irrigation system standards to enhance monitoring capabilities while maintaining simplicity of installation and ease of maintenance
- Mitigate groundwater pollution
- Replenish groundwater aquifers

Roybal High School with downtown Los Angeles in the background

WATER STEWARDSHIP

Figure 6.2 LAUSD's total water use (HCF)



Collaborative for High Performance Schools

Through its participation in the CHPS verified certification program, LAUSD requires that all new construction and major modernization projects meet rigorous water efficiency standards. To meet these standards, new water systems feature state-of-the-art high-efficiency fixtures, like faucets, toilets, and showerheads, that meet both EPA and CHPS criteria, while sitework incorporates **Low Impact Development (LID) features**. By implementing green criteria, LID techniques, and advanced technologies in retrofits and new construction projects, the District will continue to reduce LAUSD's annual water consumption.

Project teams pursuing CHPS credits typically install **high efficiency irrigation systems** in addition to educating users and building occupants of these features in educational displays. These irrigation systems are outfitted with sensors that receive real-time weather data, which allow the system to turn off watering during rain and when the ground is saturated with water. This not only helps reduce the amount of water used but also protects the region's water quality by allowing the ground to absorb stormwater and filter the pollution runoff.



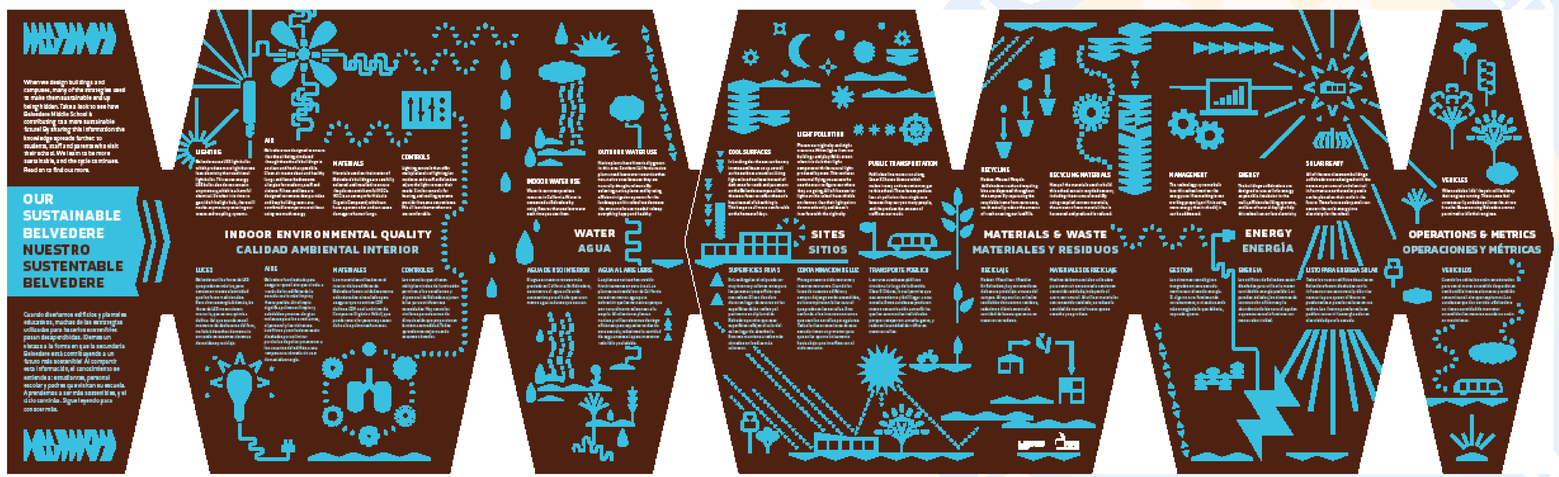
Rain Bird rain sensor at Hobart Elementary

Irrigation Reduction Pilot

The District is exploring water-saving technologies such as hydrogel treatments, non-toxic compounds injected at turf roots to absorb, store, and release water as soil dries. A hydrogel pilot at Roybal High School preliminarily found that installing hydrogel across two acres of the campus's irrigated turf **saved approximately 1.25 million gallons of water** in its first year and is projected to **save more than $110,000 over five years**. This year, the hydrogel pilot has expanded to Byrd Middle. The goal is to test the performance of the hydrogel treatment in the hotter and drier San Fernando Valley. Strategic application of treatments like hydrogel will allow the District to reduce irrigation schedules, so sites use even less water.



Hydrogel beads



Belvedere Middle's CHPS Educational Display noting the high-efficiency irrigation systems installed for students, teachers, and school community



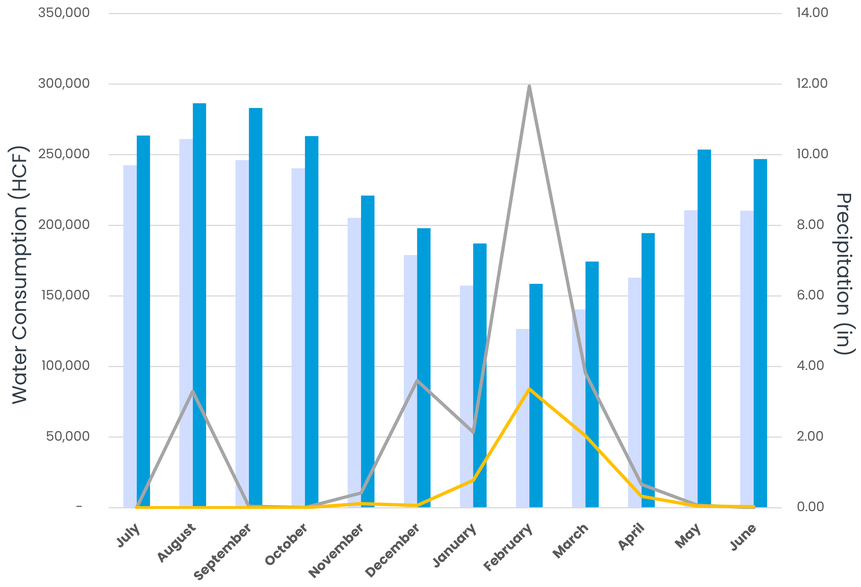
Richard E Byrd Middle School

Recycled Water Program

The District is expanding recycled water systems to more campuses through a partnership with LADWP and MWD. MWD's recycled water program **purifies and reuses wastewater for irrigation** to mitigate the need for more costly and resource intense potable water. Currently, four campuses—**Van Nuys High School, Sotomayor Art and Sciences Magnet** (Figure 6.7), **Playa Vista Elementary School, and Legacy High School**—use recycled water for irrigation.

WATER STEWARDSHIP

Figure 6.3 LAUSD monthly water use (HCF) & LAUSD average monthly precipitation (in), FY 2023-2024 v. FY 2024-2025



Recycled water is currently limited to landscape irrigation and bus washing. The District has additionally **installed water recycling systems at bus garages** in accordance with state law. These systems filter and reuse water for vehicle washing, further reducing the District's consumption of potable water. By the end of 2026, the District will complete the installation of the current recycled water projects. ESO is also reviewing future opportunities to extend recycled water service to additional District sites with MWD.



East Valley High School Recycled Water signage

Together, these four sites saved over **25 million gallons of drinking water last year** that would have otherwise been used to water landscaping. This year, LAUSD Is implementing recycled water projects at **five additional schools**. These include East Valley High School, which has been completed, one which is in construction: North Hollywood High School, and three which have completed design: Fulton College Prep, Westchester Enriched Science Magnet, and Gardena High School.



Recycled water sprinkler head

Recycled water irrigation valve box

Figure 6.4 LAUSD annual water use (HCF), FY 23-24 v. FY 24-25

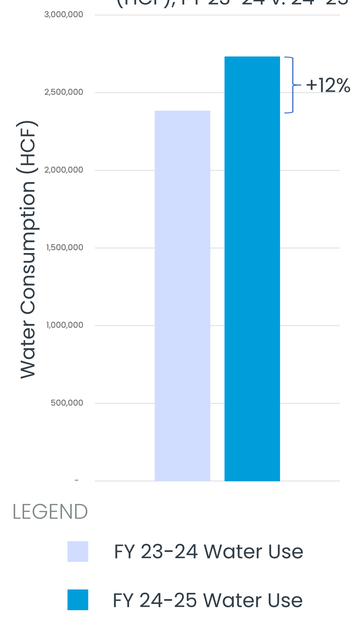


Figure 6.5 LAUSD average annual rainfall (in), FY 23-24 v. FY 24-25

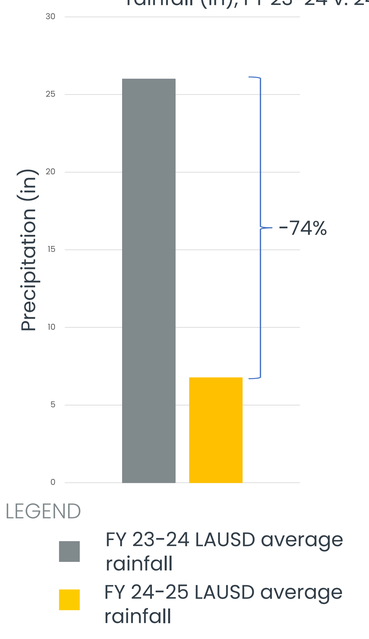
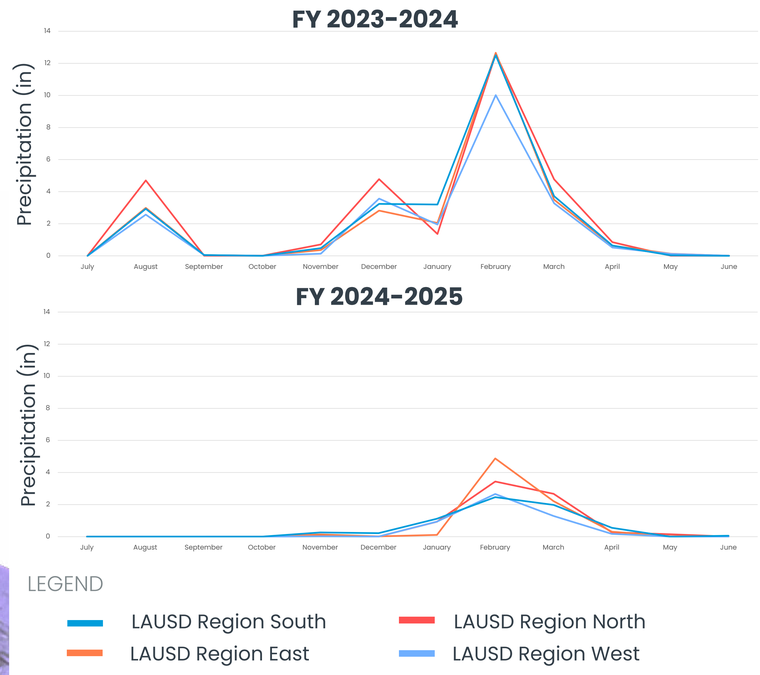


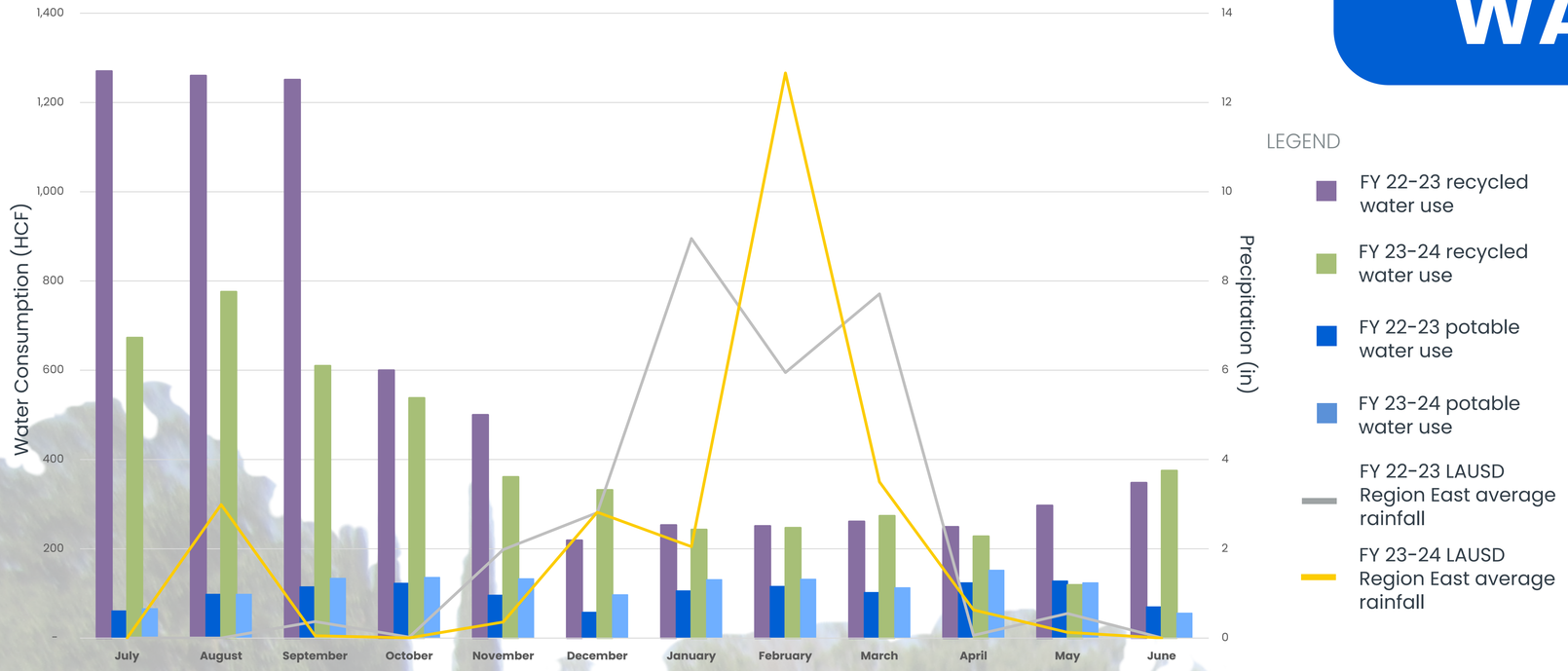
Figure 6.6 Rainfall data by LAUSD Region FY 2023-2024 v. FY 2024-2025



LAUSD UNIFIED

WATER STEWARDSHIP

Figure 6.7 Sonia Sotomayor Arts and Sciences Magnet School's monthly recycled & potable water use (HCF) & LAUSD Region East average monthly rainfall (in), FY 2022-2023 v. 2023-2024



Stormwater Management

Stormwater management practices are of crucial importance to prevent flooding, increase groundwater recharge, and remove urban contaminants from stormwater run-off before it reaches our waterways and the ocean. LAUSD has implemented LID projects and programs on campuses such as **bioswales** and infiltration and detention stormwater tanks as a part of the District's stormwater management strategy, and LAUSD's Asset Management and Architecture and Engineering (A&E) Services has nearly **150 stormwater management features planned** in projects across the District.

Infiltration tanks have porous bottoms to allow captured and stored runoff to slowly seep into the soil. This reduces the amount of stormwater runoff from selected sites, replenishes groundwater aquifers, and **naturally filters runoff** containing dissolved pollutants. Detention tanks, in contrast, collect and store stormwater runoff during storms and then release the water at a controlled rate to stormwater infrastructure below grade – this controlled release helps support area water treatment facilities from being overwhelmed during high rain events such as atmospheric rivers (see *Climate Resilience*).

When water treatment facilities are overwhelmed, raw, untreated sewage is released into local waterways resulting in eutrophication, unsafe ocean water, and beach closures. This year, **two Comprehensive Modernization projects** at **Belvedere Middle** and **Shenandoah Elementary were completed** that incorporated infiltration tanks on campus for a new running total of **95 detention or infiltration tanks, districtwide**, with **ten additional projects** adding infiltration and detention tanks in construction.

Additionally, LAUSD installed a **Modular Wetland System (MWS)**—an advanced stormwater treatment solution that naturally filters runoff to remove trash, debris, heavy metals, and other pollutants before it seeps into the ground to replenish local aquifers, at **Castle Heights Elementary**. MWS projects direct water into concrete vaults containing a series of mesh filters, before runoff then enters a settling chamber, followed by a filtration area that mimics a natural wetland, allowing pollutants to settle and be removed from downstream bodies of water. This MWS project will help ensure that **polluted stormwater runoff is thoroughly treated** before reentering the natural environment and serving other habitat and ecological functions for freshwater and marine organisms in the Los Angeles Region.



Modular Wetland System installation at Castle Heights Elementary





(*bottom-left*) Infiltration swale at Carthay Environmental Magnet; (*bottom-right*) Bioswale construction at Esperanza Elementary

Stagg Street Elementary School's infiltration tank installation in the background

CHAPTER VII

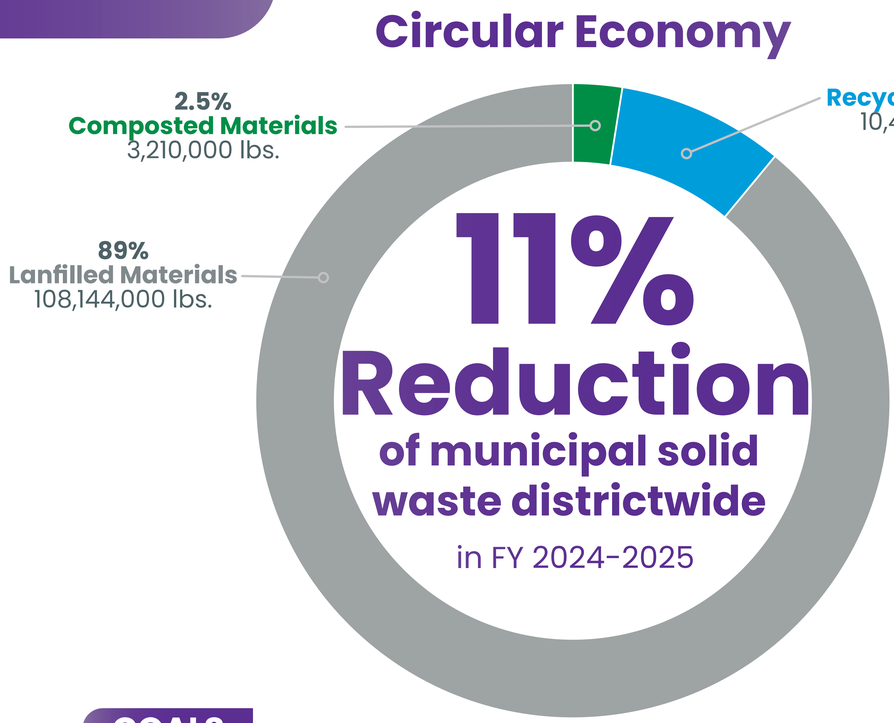
CIRCULAR ECONOMY

The Farm at Sonia Sotomayor Art & Sciences Magnet

CIRCULAR ECONOMY

From food to phones, every material we interact with is created with a combination of financial, human, and environmental resources. Since the Industrial Revolution, these materials have often been created with a linear "cradle-to-grave" lifecycle, in which the materials' life "starts" at resource extraction (cradle) and "ends" when materials are disposed of as "waste" at processing centers such as landfills and incinerators (grave). A "circular economy", as opposed to a "linear economy", is a more **sustainable economic model** that seeks to eliminate "waste" by reincorporating materials that would be at the end of their lifecycle in a linear economic model back into a circular economy as new inputs to be reused indefinitely, preserving the financial, human, and environmental costs of material production and management ("cradle-to-cradle"). (Figure 7.2) LAUSD recognizes that, to become the most sustainable large urban school district in the nation, incorporating principles and practices that support a circular economy will be vital in working towards this goal.

LAUSD is committed to promoting a circular economy through waste reduction and diversion, which directly supports the *Strategic Plan*, particularly Pillar 2: Joy and Wellness, which prioritizes whole-child well-being, and Pillar 4: Operational Effectiveness, which emphasizes data-driven decision-making and modernizing infrastructure. This year, **LAUSD achieved an 11% municipal solid waste diversion rate**, districtwide, **successfully diverting over 13 million pounds of materials from the landfill**. (Figure 7.1)

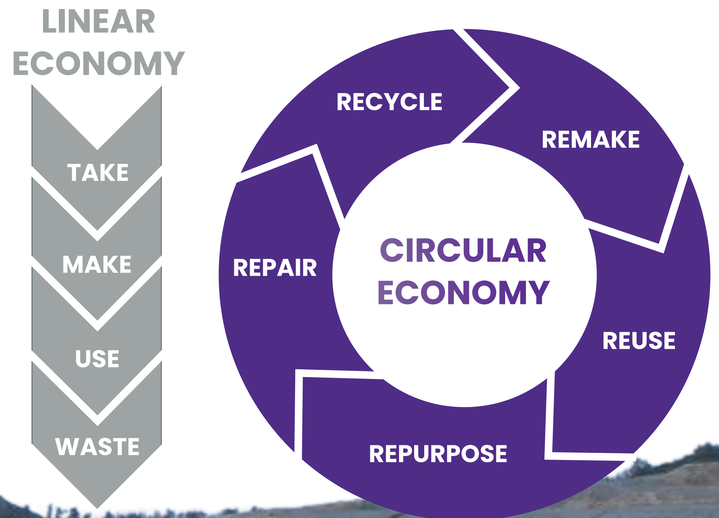


Over 10 Million lbs.
of materials diverted to recycling centers
FY 2024-2025

Figure 7.1 LAUSD municiapl solid waste diversion progress FY 2024-2025

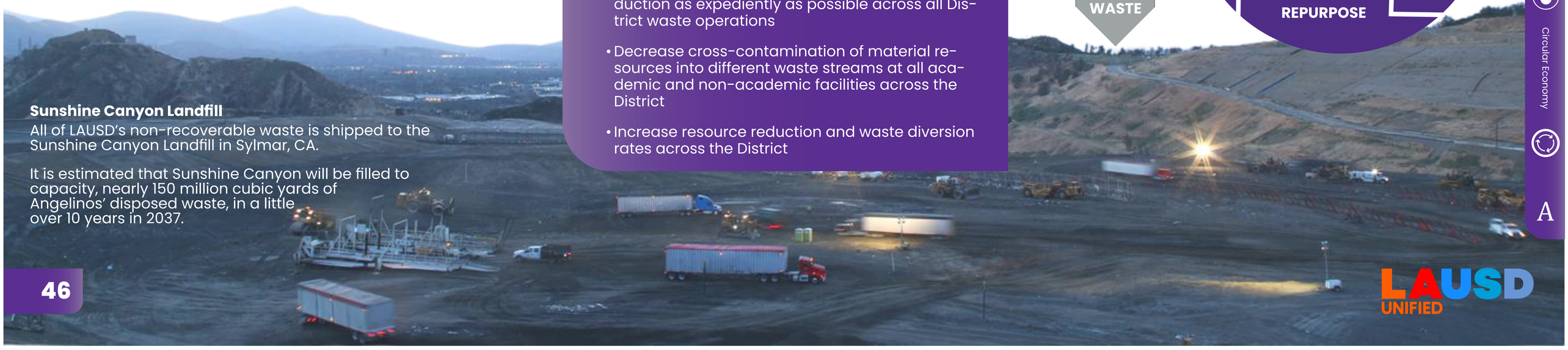
LEGEND
- LAUSD MSW sent to landfills
- LAUSD MSW sent to recycling facilties
- LAUSD MSW sent to compost facilities

Figure 7.2 Linear v. Circular Economy



GOALS

- Increase climate literacy of resource stewardship and circular economy principles and best practices across all grades and divisions throughout the District
- Progressively reduce emissions from waste production as expediently as possible across all District waste operations
- Decrease cross-contamination of material resources into different waste streams at all academic and non-academic facilities across the District
- Increase resource reduction and waste diversion rates across the District



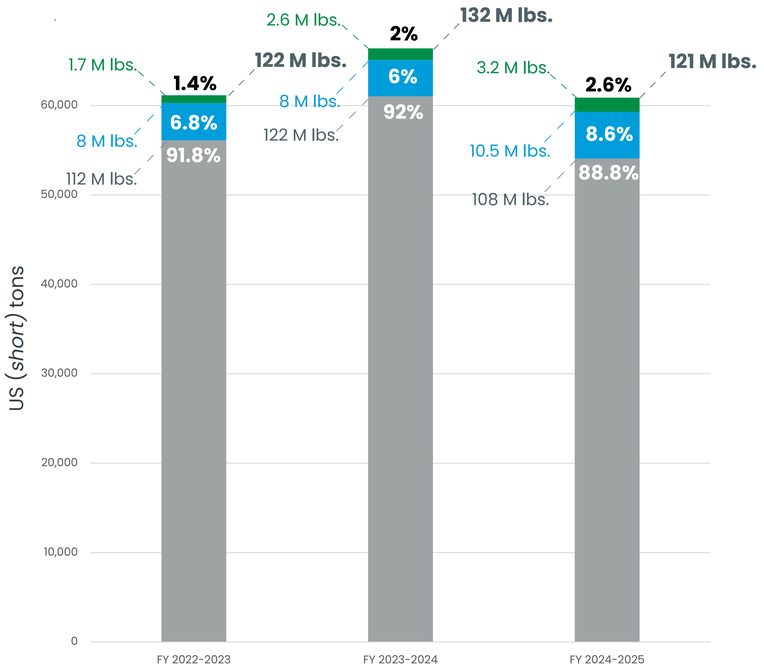
Sunshine Canyon Landfill
All of LAUSD's non-recoverable waste is shipped to the Sunshine Canyon Landfill in Sylmar, CA.

It is estimated that Sunshine Canyon will be filled to capacity, nearly 150 million cubic yards of Angelinos' disposed waste, in a little over 10 years in 2037.

LAUSD UNIFIED

CIRCULAR ECONOMY

Figure 7.3 LAUSD municiapl solid waste reduction and diversion progress





LAUSD is working to promote waste reduction and diversion across all District campuses and facilities through site visits, stakeholder interviews, researching and sharing "zero waste" best practices across District schools and divisions, and conducting pilot programs to improve data collection, reduce non-renewable material production and purchasing, and contribute to the success of the waste diversion goals of the City, County, and State.

State and local jurisdictions have established goals to reduce and divert material waste through the State's Short-Lived Climate Pollutants ("CA SB 1383") Law[40], the Los Angeles County Zero Waste Plan[41], and the City of LA's Green New Deal[42]. CA SB 1383 set a statewide goal of 75% organic waste diversion by 2025. LA County's Zero Waste Plan set goals for 80% diversion of all waste streams by 2025. LA's Green New Deal calls for a 90% landfill diversion rate and 25% reuse and repurpose of waste products and recyclables by 2025. None of these goals have yet been achieved.

Through the preparation of the **Eco-Sustainability Plan**, LAUSD will develop a more detailed waste diversion gap analysis and roadmap for the District to achieve waste management practices that support a circular economy. These roadmaps are intended to align with the goals established by state and local jurisdictions.

This year, ESO began the first step of **inventorying LAUSD's existing material ("waste") streams**. While some data is available for certain material streams, others lack a structure for documenting and reporting data. The status of each stream is described below:

I. Municipal Solid Waste

Municipal Solid Waste ("MSW") includes all solid wastes generated and OEHS currently collects data reported by municipal solid waste haulers in contract with the District for academic and non-academic facilities on a monthly basis, including materials sent to landfills, recycling centers, and commercial composting facilities.



CA State GOALS*

- 50% reduction in the landfilling of organic waste compared to 2014 levels by 2020
- 75% reduction in the landfilling of organic waste from 2014 levels by 2025
- 20% recovery of edible food that would otherwise be landfilled and redirected to people in need by 2025

*These goals were set forth in California's *Short-Lived Climate Pollutant Reduction* Law (2016)



LA County GOALS^

- Divert 80% of all waste streams by 2025, equivalent to no more than 3 lbs. per person per day
- Divert 90% of all waste streams by 2035, equivalent to no more than 1.5 lbs. per person per day
- Divert 95%+ of all waste streams by 2045, equivalent to no more than 0.75 lbs. per person per day*

^These goals were set forth in the *Los Angeles County Zero Waste Plan* (2022)



City of LA GOALS+

- Increase landfill diversion rate to 90% by 2025, 95% by 2035, and 100% by 2050
- Reduce municipal solid waste generation per capita by at least 15% by 2030, including phasing out single-use plastics by 2028
- Eliminate organic waste going to the landfill by 2028
- Increase the portion of waste products and recyclables productively reused and/or repurposed within LA County to at least 25% by 2025; and 50% by 2035

+These goals were set forth in *LA's Green New Deal* (2019)





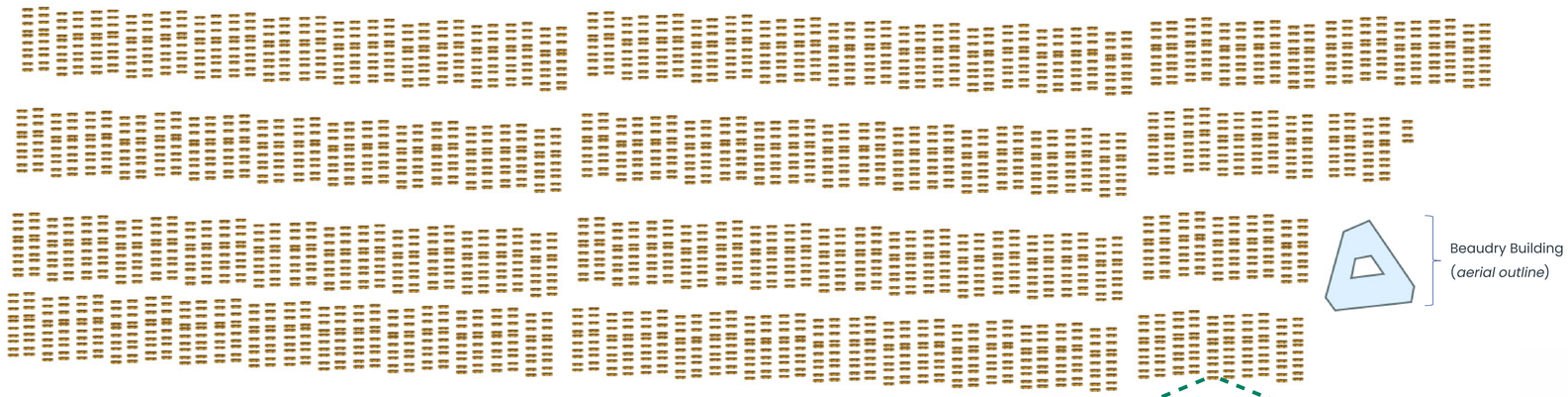
CIRCULAR ECONOMY

Ia. Non-recoverable (Landfilled) Materials

Non-recoverable materials ("[solid] waste, trash, rubbish, refuse, debris, garbage") includes all discarded materials except hazardous, medical, and radioactive waste or sewage as defined by the California Public Resources Code, section 40191 ("CA PRC § 40191")[43].

In FY 2024-2025, LAUSD sent **54,072 US short tons (hence "*tons*") of materials to the landfill**. (Figure 7.3) This is equivalent to **108 million pounds** of materials or the equivalent weight of a little more than 3,000 large Type D school buses. This is twice as many buses as LAUSD has in its entire fleet. (Figure 7.4)

Figure 7.4 LAUSD annual municipal solid waste total sent to the landfill in FY 2024-2025, in the equivalent mass of ~3,004 Type D (large) school buses



Ib. Construction & Demolition Debris

Construction and Demolition ("C&D") debris is a portion of the municipal solid waste stream that results from construction work on buildings, structures, roads, parking lots, and similarly paved and covered surfaces that is non-hazardous and contains no more than 1% of putrescible (quickly decaying) waste by volume as defined by 14 CA CCR § 17381[44]. C&D debris includes lumber, gypsum wallboard, glass, metal, roofing material, tile, window, carpeting, and floor coverings, plastic piping, concrete, cured asphalt, HVAC systems and their components, lighting fixtures, appliances, equipment, furnishings, and fixtures, tools, cardboard, and plant debris when comingled with dirt, rock, or other inert C&D debris. C&D debris, while technically considered MSW, has separate regulation and reporting requirements in California code as it presents a different potential threat to public health and safety as well as our environment.

In 2002, the Board passed a motion titled "*Resolution on Construction and Demolition Waste Reduction, Reuse, and Recycling*" directing LAUSD to address waste generated from the demolition, construction, and renovating of District school facilities whenever economically feasible. LAUSD adopted the Collaborative for High Performance Schools (CHPS) green building certification system to ensure that non-hazardous C&D debris is managed in line with the California Green Building Standards code, CALGreen. Section 5.408.1 of CALGreen[45] requires all projects to recycle, reuse, or salvage a minimum of 65% of all non-hazardous C&D debris (by weight or volume). The District currently lacks a documentation structure for reporting C&D debris data, however, ESO has begun to track C&D debris waste sheets to further analyze and report on this material stream.

Ic. Recyclable Materials

Recyclable materials ("recyclable waste, [comingled] recycling") includes all materials within the municipal solid waste stream that can be collected, separated, or processed and returned to the economy in the form of raw materials or products as defined by CA PRC § 40180[46], and includes mixed paper products, plastics labeled #1, #2, and #5, glass, and tin/steel and aluminum metal cans. (Figure 7.5) All waste haulers LAUSD contracts with collect comingled, recyclable materials and report diversion rates to OEHS. If you or your school is looking to start or expand your recycling program, please complete OEHS's Request for Recycling Programs form[47] and email it to oehswastemanagement@lausd.net.

scan me

To access OEHS's Request for Recycling Programs Form



All electric school buses in LAUSD's yellow fleet at the Sun Valley Bus Yard

In FY 2024-2025, LAUSD **diverted 5,212 tons of recyclable materials from the landfill to recycling facilities** here in Southern California. This is a **28% increase** from FY 2023-2024, and a 25% increase in the amount of recycling waste the District diverted from the landfill in FY 2022-2023. (Figure 7.3) ESO estimates that the District sent a total of 34 million pounds of recyclable paper and paper products (~31% of MSW districtwide) and another 500,000 pounds of recyclable glass (~0.5% of MSW districtwide) to the landfill this school year.

CIRCULAR ECONOMY



One of Café LA's Compost and Food Waste Reduction pilot partners, The Garden School Foundation, at Rockdale Elementary discussing best practices at their monthly programmatic meeting

Id. Organic Materials

Organic materials ("compostable waste/debris") includes all materials in the municipal solid waste stream in the process of being rapidly decomposed and is unstable that can be processed into stabilized compost ("compost") as defined by the California Code of Regulations, section 17852 ("CA CCR § 17852")[48], and includes organic debris such as food scraps, yard trimmings and landscape clippings, untreated compostable food paper and cardboard packaging, and non-hazardous (untreated) wood waste. All waste haulers LAUSD contracts with collect organic materials and report diversion rates to OEHS.

In FY 2024-2025, **LAUSD diverted 1,605 tons of compostable materials from the landfill to compost facilities** located in the Central Valley. This is a 23% increase from the previous year's totals, and nearly a doubling in the amount of organic materials the District diverted from the landfill in FY 2022-2023. (Figure 7.3) ESO estimates that the District sent a total of 34 million pounds of compostable food waste (~34% of MSW districtwide) and 17 million pounds of compostable yard waste (~17% of MSW districtwide) to the landfill this school year.

In the next year, **LAUSD's Food Services Division** ("Nutrition Services/Café LA") will collaborate with the **Garden School Foundation** (GSF) and **Crop Swap LA** (CSLA) to conduct a **Composting and Food Waste Reduction pilot to decrease food waste**, as well as **increase food donation** and composting rates across the District. The following schools are participating in Nutrition Services' Composting and Food Waste Reduction pilot:

1. 54th Street Elementary
2. Annalee Elementary
3. Carthay Elementary
4. Charnock Elementary
5. Dorsey Senior High
6. Gardner Elementary
7. Leapwood Elementary
8. West Athens Elementary

Figure 7.5 Common recyclable materials accepted by LAUSD waste haulers, *when cleaned* of food debris and separated from non-recyclable materials

Paper & Unsolied Paper Products



Clean plastics labeled:















Clean glass, tin, steel, and aluminum cans

Susan Miller Dorsey Senior High

CIRCULAR ECONOMY

Once completed in March 2027, this pilot program will serve as the basis for a **Food Waste Reduction Plan** that LAUSD's Maintenance and Operations ("M&O"), Procurement Services Division ("Procurement"), OEHS, ESO, and Café LA will model at all schools, districtwide, to align with the CA SB 1383 requirements. To support this plan, OEHS has updated their recycling program request form to include a request for large, back-of-house three cubic yard organic waste bins and Procurement has made materials necessary for schools implementing their own organic waste diversion programs such as pour-away cadets, bio-pucks, cleaning sprays, and green tinted 45-gallon compostable biobags available for purchase for on the General Stores Online Catalog.

Separately, several LAUSD schools have already implemented their own food donation and composting programs. These include:

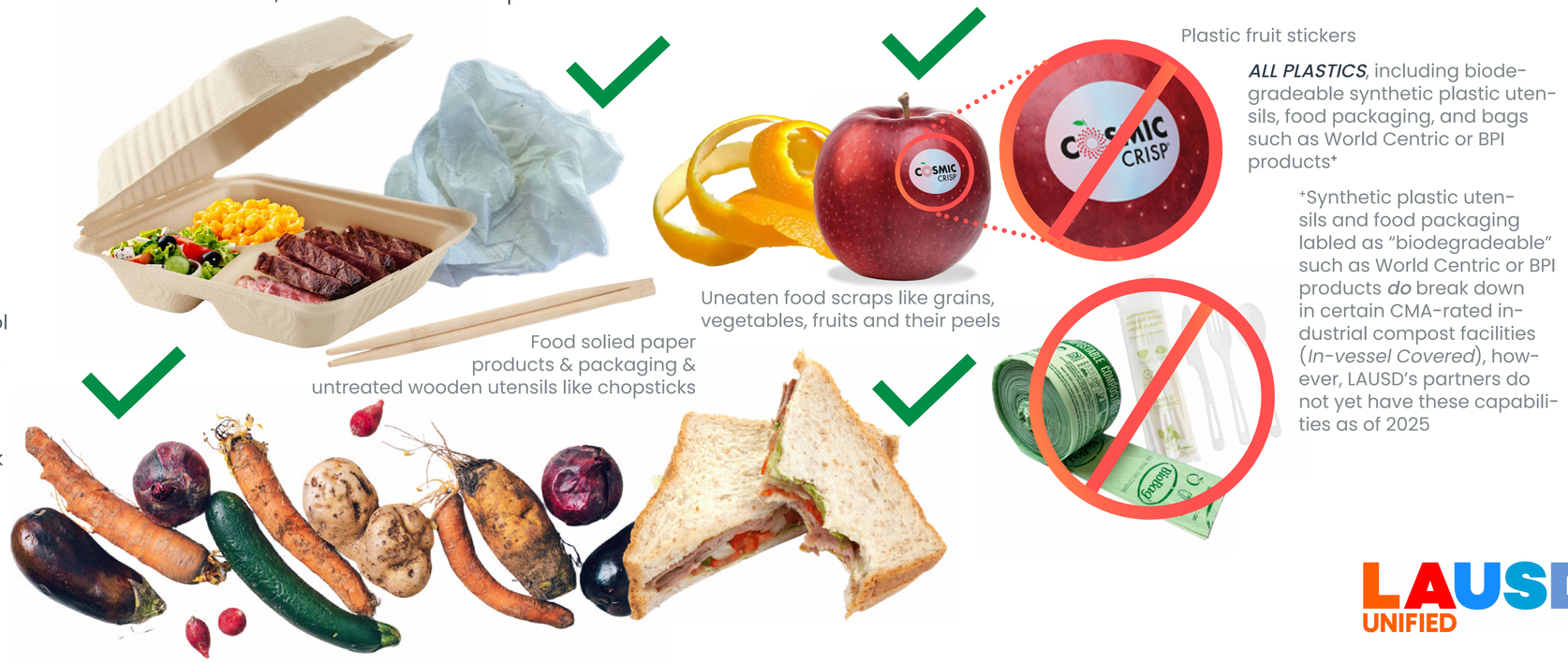
9. 24th Street Elementary
10. 99th Street Elementary
11. Arminta Street Elementary
12. Eagle Rock Elementary
13. Grand View Boulevard Elementary
14. Rockdale Elementary
15. Sherman Oaks Elementary Charter
16. Sonia Sotomayor Art & Sciences Magnet
17. Sylmar Charter High School
18. Wilshire Crest Elementary

...amongst others. **Congratulations to Café LA** as well as all of the faculty, staff, student leaders, and community volunteers working to help **donate nutritious and delicious food and reduce hunger** as well as convert **food scraps into compost**, reducing potent greenhouse gases such as methane while increasing local soil fertility. If you or your school is already implementing a food donation and/or composting program, **let us know** by contacting us at eso@lausd.net. Similarly, if you or your school is interested in starting your own food donation and/or compost program, please reach out to eso@lausd.net so that we may track your interest and capacity as additional resources become available to schools.



(left) CTE Agriscience students at Sonia Sotomayor Arts & Sciences Magnet hydrate and turn their on-site compost pile that services organic waste produced from their farm; (middle) ESO Interns, the ECO-3, place OEHS's Food Scraps Program flyers they added hooks to in the Beaudry Building cafeteria; (right) Garden School Foundation leadership team at their holiday party at 24th Street Elementary's community garden

Figure 7.6 Common biodegradeable/compostable materials accepted by LAUSD waste haulers, when separated from non-recyclable and recyclable materials, and common non-accepted items



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To review OEHS's Hazard Communication Policy

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To review CA Public Schools Science Safety Handbook

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To access OEHS's Hazardous Waste Pick-Up Request Form

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To access ITS's E-waste Pick-Up Request Form

II. Hazardous Waste

Hazardous waste includes all ignitable, corrosive, reactive, and/or toxic materials which, in certain quantities or concentrations, pose environmental and human health hazards as defined by the California Health & Safety Code, section 25117 (HSC § 25117)[49] and 22 CCR § 66261.3[50] and may include battery and cleaning chemicals, paints, pesticides and herbicides, and certain electronic materials, amongst others. Before handling hazardous or potentially hazardous materials, please first review OEHS's Hazard Communication Program Policy[51] and the California Public Schools Science Safety Handbook[52]. If you or your school needs to dispose of any hazardous materials, please complete OEHS's hazardous waste pick-up request form and email it to hazwaste@lausd.net.

In FY 2024-2025, LAUSD sent **4,414 tons of hazardous waste materials** to be treated, stored, and disposed of, or an equivalent of **8,828,660 pounds**.

IIa. Universal Waste

Universal waste is a portion of the hazardous waste stream that is widely generated, lower-risk, and easier-to-handle as compared to other hazardous materials as defined by 22 CCR § 66273.1[53] and may include non-empty aerosol cans, batteries, photovoltaic modules, mercury-containing equipment such as thermostats, cathode ray tube (CRT) glass devices, and certain electronic wastes ("e-waste").

IIb. E-Waste

E-waste is a portion of the universal waste stream that includes unwanted or unused electronic devices CRT products that are hazardous when discarded as defined by 22 CCR § 66273.3[54] and includes but is not limited to computers, radios, televisions, phones, printers, and batteries. In FY 2024-2025, LAUSD's Information Technology Services Division ("ITS") reported managing over **1.1 million computing devices** for over 2 million active users.

ITS and ESO are collaborating to streamline the collection and proper recycling of e-waste across the District for items such as computers, laptops, motherboards, mouses, headphones, tablets, and more. In FY 2024-2025, LAUSD met with the LA Sanitation ("LASAN") to discuss partaking in the State's **Covered Electronic Waste ("CEW") Recycling Program**[55] as well as researched other market solutions and opportunities to increase the District's e-waste collection and recycling.

Do not throw away technology assets in the recycle or trash receptacles. If you are or your school is in need of arranging e-waste pick-up and recycling, please reach out to ITS and submit a pick-up request[56].

III. Special Waste & Tire Waste

Special waste includes materials that are hazardous because of persistent and bioaccumulative substances as defined by 22 CCR §§ 66261.122–126[57] and may include industrial sludge, cement kiln dust, and fly ash. Tire waste ("waste tires") and tire derived products such as shredded tire crumbs and chips are a unique type of material with their own waste management in the State of California and are not considered "special wastes" as defined by PRC § 42807.16[58] and 14 CCR §§ 18250–18263[59]. Currently, California's waste tires recycling program approves of tires being transformed into tire-derived fuel, crumb-rubber to be used in playgrounds, asphalt, and landscaping, or to be sent to permitted landfills. LAUSD has over 3,000 vehicles in its yellow and white fleets, and owns tens of thousands of tires.

This year, LAUSD sent **2,136 waste tires to state-regulated tire-processing centers** here in Southern California. ESO is looking into the District's tire management and other special categories of waste which will be included and further analyzed in the Eco-Sustainability Plan and tracked in this report.



We Thank Our Partners

Children's Environmental Literacy Foundation
BEYOND THE BELL
Los Angeles Zoo
BERKELEY LAB
PEOPLE FOR PARKS Los Angeles
LA CONSERVATION CORPS
CALIFORNIA GREEN RIBBON SCHOOLS
THE CENTER FOR GREEN SCHOOLS
USC
ALLIANCE TO SAVE ENERGY using less. doing more.
CAPTAIN PLANET Foundation
ACE Action for the Climate Emergency
SKYHOOK FOUNDATION
HENDERSON ENGINEERS
green schoolyards america
AGZA AMERICAN GREEN ZONE ALLIANCE
Garden School Foundation
ACE ALLIANCE FOR CLIMATE EDUCATION
LEGO education
EDUCATION
Clean Earth Future
AM CONSERVATION
WILDWOODS
North East Trees
BALDWIN HILLS PARK LANDS
LOS ANGELES NEIGHBORHOOD LAND TRUST
CALIFORNIA DEPARTMENT OF FORESTRY & FIRE PROTECTION CAL FIRE SINCE 1885
DSA DIVISION OF THE STATE ARCHITECT DEPARTMENT OF GENERAL SERVICES
CROP SWAP
Los Angeles Environmental Learning Center at Hyperion
Magenta House
BREATHE SOUTHERN CALIFORNIA
IDS GROUP
LABT
WARE DISPOSAL
forward EDUCATION
ENERGIZE SCHOOLS
THE BROAD
SOUTHERN CALIFORNIA EDISON An EDISON INTERNATIONAL Company
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enrich LA
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FRIENDS OF THE LA RIVER
CALIFORNIA Water Boards STATE WATER RESOURCES CONTROL BOARD REGIONAL WATER QUALITY CONTROL BOARDS
LA DWP Los Angeles Department of Water & Power
TRUST FOR PUBLIC LAND™
qbv queer brown vegan
PLANET MEDIA aspen institute
SCIENCE UCLA PROJECT
REPUBLIC SERVICES
Los Angeles Neighborhood Initiative
LOS ANGELES AUDUBON SOCIETY
SoCalGas
SUBJECT to CLIMATE
CALIFORNIA NATURAL RESOURCES AGENCY
Cabrillo Marine Aquarium
Public Works LOS ANGELES COUNTY
PMA Pacific Maritime Association
COUNCIL FOR WATERSHED HEALTH
everfi
LOS ANGELES PUBLIC LIBRARY
LACI
GREEN SCHOOLS ALLIANCE
MARINE MAMMAL CARE CENTER
WEST BASIN MUNICIPAL WATER DISTRICT
U.S. GREEN BUILDING COUNCIL LOS ANGELES
THEODORE PAYNE FOUNDATION for Wild Flowers & Native Plants, Inc.
CITY OF LOS ANGELES FOUNDED 1781
NASA
UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
CALIFORNIA CONSERVATION CORPS CCC EST. 1976
OFFICE OF OUTDOOR & ENVIRONMENTAL EDUCATION LOS ANGELES UNIFIED SCHOOL DISTRICT
NATIONAL WILDLIFE FEDERATION SINCE 1936
Heal the Bay
THE UNIVERSITY OF CALIFORNIA 1868
COUNTY OF LOS ANGELES CALIFORNIA
THE METROPOLITAN WATER DISTRICT OF SOUTHERN CALIFORNIA
TreePeople
ARTEMISIA
CUMMING GROUP

ADDITIONAL THANKS

The achievements in this report were made possible by the LAUSD Board of Education, Superintendent Alberto Carvalho, Senior Advisor to the Superintendent, Jim Torrens, as well as the many Divisions and Offices across Los Angeles Unified, our incredible partners, and the entire LAUSD school community, including students, staff, parents, and caregivers.

Your collaboration and support have been instrumental in driving the sustainability programs highlighted in this report through the 2024-2025 school year. Together, we have made strides toward creating a greener and more sustainable future for our schools and communities.

Thank you for your shared commitment and collective efforts in championing this vital mission.

&

A special thank you to

Jerry Song

for all of your tireless and passionate work for the students of Los Angeles Unified School District.

Your leadership expanding a holistic and transdisciplinary approach to climate literacy education goes beyond our District and serves as a model for all students to be ready for the world.

ACRONYMS & ABBREVIATIONS

AB	Assembly Bill
A&E	Architecture & Engineering
BEVA	Business & Entrepreneurship Virtual Academy
BL	Baseline
BOE	Board of Education
Btu	British thermal unit
BPI	Biodegradable Products Institute
CA	California
CALShape	California Schools Healthy Air, Plumbing, & Efficiency Program
CAL FIRE	California Department of Forestry and Fire Protection
CASH	Coalition for Adequate School Housing
CBO	Community-Based Organization
CCLA	Cesar Chavez Learning Academy
C&D	Construction & Demolition
CEC	California Energy Commission
CEW	Covered Electronic Waste
CH_4	Methane
CHPS	Collaborative for High Performance Schools
CLTF	Climate Literacy Task Force
CMA-A	Compost Manufacturing Alliance – Aerated static piles
CMA-W	Compost Manufacturing Alliance - Windrow
CNG	Compressed Natural Gas
CO_2	Carbon Dioxide
COVID-19	Corona Virus Disease of 2019
CRT	Cathode Ray Tube
DACE	Division of Adult and Career Education
DCFC	Direct Current Fast Charger
DOD	Day of Discovery
DOE	Department of Energy
DOI	Division of Instruction
DROPS	Drought Response Outreach Program for Schools
ECM	Energy Conservation Measure
ECO	Ecological
EEC	Early Education Center
EL	English Language
ELOP	Expanded Learning Opportunities Program
EPA	Environmental Protection Agency
ESL	English as a Second Language
ESO	Eco-Sustainability Office
EV	Electric Vehicle
FSD	Facilities Services Division
FY	Fiscal Year
GHG	Greenhouse Gas
GME	Garden Maintenance Equipment
GHG	Greenhouse Gas
GOES-18	Geostationary Operational Environmental Satellite-18
H4Z	HEROES for Zero
HCF	Hundred Cubic Feet
HMP	Heat Mitigation Plan
HVAC	Heating, Ventilation, & Air Conditioning
ITS	Information Technology Services Division
K-12	Kindergarten through 12th grade
kWh	Kilowatt hour
LACI	Los Angeles Cleantech Incubator
LADWP	Los Angeles Department of Water and Power
LASAN	Los Angeles Sanitation & Environment
LAUSD	Los Angeles Unified School District
lbs	Pounds
LEED	Leadership in Energy and Environmental Design
LID	Low-Impact Development
LMS	Learning Management System
M	Million
MOU	Memorandum of Understanding
MSW	Municipal Solid Waste
Mt	Mountain
MW	Megawatt
MWD	Metropolitan Water District
MWh	Megawatt hour
N_2O	Nitrous Oxide
NGO	Non-Governmental Organization
NOAA	National Oceanic & Atmospheric Administration
NVOC	North Valley Occupational Center
OEC	Outdoor Education Center
OEE	Outdoor and Environmental Education
OEHS	Office of Environment and Health Safety
OEM	Office of Emergency Management
OLE	Outdoor Learning Environments
O&M	Operations & Maintenance
PACEUP	Playground and Campus Exterior Upgrade Projects
PK-12	Prekindergarten through 12th grade
$PM_{2.5}$	Particulate Matter – 2.5 micrometers
PPB	Parts Per Billion
PPM	Parts Per Million
PV	Photovoltaic
RHU	Relocatable Housing Unit
RW	Recycled Water
SB	Senate Bill
SBD	Savings By Design
SCE	Southern California Edison
SDGs	Sustainable Development Goals
SEEDS	Sustainable Environment Enhancement Developments for Schools
SEL	Social-Emotional Learning
STEAM	Science, Technology, Engineering, Arts, & Mathematics
tCO_2	Tons (metric) of Carbon Dioxide
tCO_2e	Tons (metric) of Carbon Dioxide equivalent
TPA	Technology Prep Academy
UN	United Nations
US	United States of America
USGBC	U.S. Green Building Council
W/	with
WUI	Wildland Urban Interface
ZBD	Zero By Design

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