

## **Resolution for Climate Literacy in Santa Clara County Schools**

WHEREAS, the world's climate is changing due to past and ongoing greenhouse gas emissions, causing an increase in the frequency of extreme weather events, disruptions to ecosystems, and an increase of negative effects on human health; and

WHEREAS, a 2020 research study published in 2020 by Cordero EC, Centeno D, and Todd AM found that educating just 16 percent of middle and high school students in middle and high income countries about climate change would decrease CO2 emissions by almost 19 gigatons by 2050; and <sup>1</sup>

WHEREAS, the Santa Clara County Superintendent of Schools, Dr. Mary Ann Dewan, was a contributing author on the "Climate-Resilient California Schools: A Call to Action" report. This report advocates for investment in K-12 public schools to ensure safe and healthy learning environments, prioritizing schools in California's climate action plan; and

WHEREAS, only 29% of teachers in California currently report that they teach students about climate change. <sup>2</sup>

NOW THEREFORE BE IT RESOLVED that the Santa Clara County Democratic Party supports the promotion, funding, and implementation of climate change and environmental literacy educational programming in all Santa Clara County K-12 schools, including through passage of AB 285, which would incorporate climate change into the science curriculum statewide; and

BE IT FURTHER RESOLVED that the Santa Clara County Democratic Party supports curriculum within Santa Clara County that engages youth by integrating environmental and climate change literacy across all subjects while also emphasizing action and civic engagement; and

BE IT FURTHER RESOLVED that the Santa Clara County Democratic Party adopts this resolution in support of the recommended actions laid out in the recently released report "Climate-Resilient California Schools: A Call to Action"; and

BE IT FURTHER RESOLVED that the Santa Clara County Democratic Party supports outreach to and the establishment of resources for teachers to incorporate climate curriculum, in the form of discussions and projects, into their classes. <sup>3</sup>

Submitted by Elisabeth Floyd, Xinpei Lu

<sup>1</sup> <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0206266>

<sup>2</sup> Ramanathan, V., Suárez-Orozco, M., Grenot-Scheyer, M., Uy, F., Arum, R., Cowe, K., Grace, J., Murchison, B., Ney, C., & Schell, E. (2019). Achieving Climate Stability and Environment Sustainability: PK–12 education as part of the solution for bending the curve. UC–CSU Environmental and Climate Change Literacy Project.

<sup>3</sup><https://www.edweek.org/teaching-learning/climate-change-is-tough-to-teach-5-ways-to-approach-it/2023/04>