

Peace and Justice  
Commission

## PEACE & JUSTICE COMMISSION MEETING AGENDA Tuesday, January 4, 2022 – 7:00 p.m.

### **PUBLIC ADVISORY: THIS MEETING WILL BE CONDUCTED EXCLUSIVELY THROUGH VIDEOCONFERENCE AND TELECONFERENCE**

*Pursuant to Section 3 of Executive Order N-29-20, issued by Governor Newsom on March 17, 2020, the January 25, 2021 meeting of the Peace and Justice Commission will be conducted exclusively through teleconference and Zoom videoconference. Please be advised that pursuant to the Executive Order and the Shelter-in-Place Order, and to ensure the health and safety of the public by limiting human contact that could spread the COVID-19 virus, there will not be a physical meeting location available.*

*To access the meeting remotely: Join from a PC, Mac, iPad, iPhone, or Android device: Please use this URL*

<https://us02web.zoom.us/j/82346061868>

*If you do not wish for your name to appear on the screen, then use the drop-down menu and click on "rename" to rename yourself to be anonymous. To request to speak, use the "raise hand" icon by rolling over the bottom of the screen.*

*To join by phone: Dial 1-669-900-9128 and enter Meeting ID 82346061868. If you wish to comment during the public comment portion of the agenda, Press \*9 and wait to be recognized by the Chair.*

*Please be mindful that all other rules of procedure and decorum will apply for Commission meetings conducted by teleconference or videoconference.*

### **SECTION A. PRELIMINARY MATTERS**

1. Roll Call
2. Announcements
3. Comments from the Public (*subject to time limits applicable to all speakers as necessary*)
4. Review and approval of meeting minutes
5. Commission Updates & Chairperson's Report
6. Secretary's Report (including status of passed items from previous meetings)

### **SECTION B. DISCUSSION/ACTION ITEMS**

7. Integrate climate change into California education (Commissioner Bohn)
8. Discussion and Action on Fiscal Year 2022 Peace and Justice Commission Work Plan

### **SECTION D. COMMUNICATIONS**


9. No communications received.

### **SECTION E. BACKGROUND INFORMATION**

### **SECTION F. ADJOURNMENT**

## Attachments:

- A. December 2021 Draft Minutes
- B. Integrate climate change into California education
- C. Peace and Justice Committee Fiscal Year 2022 Work Plan

 Meeting Access: To request a disability-related accommodation(s) to participate in the meeting, including auxiliary aids or services, please contact the Disability Services Specialist, at 981-6418 (V) or 981-6347 (TDD), at least three (3) business days before the meeting date.

### Communications Disclaimer

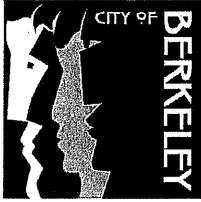
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### SB 343 Disclaimer

*Any writings or documents provided to a majority of the Commission regarding any item on this agenda will be made available for public inspection at Old City Hall located at 2134 Martin Luther King Jr. Way, Berkeley, CA 94704.*

### Commission Contact Information

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Peace and Justice  
Commission

**Peace and Justice Commission Meeting  
December 13, 2021**

*Pursuant to March 17, 2020 Governor's Executive Order N-29-20, this meeting was held electronically.*

**MINUTES (Draft)**

The meeting convened at 7:12 pm with George Lippman (Chair) presiding. Okeya Vance-Dozier, Community Service Specialist, Secretary.

**SECTION A. PRELIMINARY MATTERS**

**1. Roll Call**

**Present:** Morizawa, Rodriguez, Jacquelin, Gussmann, Lippman, Maran, Bohn

**Absent:** Leon-Maldonado, Lee

**Excused:** None

**Leave of Absence:** None

**2. Announcements**

**3. Comments from the Public**

Public Attendance: 2

Public Comments: 2

**4. Review and approval of meeting minutes**

Peace and Justice Commission approved minutes from 11/1/21.

**M/S/C:** Morizawa, Rodriguez

**Ayes:** Morizawa, Rodriguez, Jacquelin, Gussmann, Lippman, Maran, Bohn

**Noes:**

**Abstain:**

**Absent:** Leon-Maldonado, Lee

**Excused:** None

**5. Commission Updates & Chairperson's Report (No Action Taken):**

Updated the commission on the passing of our beloved Commissioner Bob Meola. The letter which was to be sent to BUSD as an action needs to be approved by council. Commission decided the best course of action was to send the letter to BUSD as community members.

**6. Secretary's Report (No Action Taken)**

Discussion on how to properly submitted agenda items and supporting documents.  
Provide the time frame in which documents must be sent to secretary in order to comply with the posting requirements.

## SECTION B. DISCUSSION/ACTION ITEMS

### 7. Meeting Calendar for 2022

Calendar dates approved for 2022

**M/S/C:** Morizawa, Rodriguez

**Ayes:** Morizawa, Rodriguez, Jacquelin, Gussmann, Lippman, Maran, Bohn

**Noes:**

**Abstain:**

**Absent:** Leon-Maldonado, Lee

**Excused:** None

### 8. Normalize Relations with Cuba

Commission is requesting that resolution be sent to President Biden, to immediately reverse all sanctions against Cuba by the United States and end all aspects of the United States embargo against Cuba, including restrictions on travel. Restore the diplomatic relations with Cuba. As well as remove Cuba from the United States list of state sponsors of terrorism; and to immediately close the United States military base at Guantanamo Bay and return the occupied territory in Guantanamo Bay to Cuba.

**M/S/C:** Bohn, Morizawa

**Ayes:** Morizawa, Rodriguez, Jacquelin, Gussmann, Lippman, Maran, Bohn

**Noes:**

**Abstain:**

**Absent:** Leon-Maldonado, Lee

**Excused:** None

### 9. Recognize the Japanese American Day of Remembrance

Call on the City of Berkeley to denounce racial discrimination by collaborating with immigrants to create community programs and advocate for policy and legislation that will support community building. Address systematic barriers for reporting Anti-Asian hate crimes. Adopt February 19<sup>th</sup> as the Japanese American Day of Remembrance in recognition for Japanese Americans who were victims of mass incarceration.

**M/S/C:** Morizawa, Rodriguez

**Ayes:** Morizawa, Rodriguez, Jacquelin, Gussmann, Lippman, Maran, Bohn

**Abstain:**

**Absent:** Leon-Maldonado, Lee

**Excused:** None

## SECTION C. COMMUNICATIONS

**10. No communications received prior to meeting.**

**SECTION D. ADJOURNMENT**

The meeting was adjourned at 8:45 PM.

**M/S/C:** Lippman

**Ayes:** Morizawa, Rodriguez, Jacquelin, Gussmann, Lippman, Maran, Bohn

**Noes:**

**Abstain:**

**Absent:** Leon-Maldonado, Lee

**Excused:**

Respectfully Submitted,

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Okeya Vance-Dozier, Secretary  
Peace and Justice Commission

1 Integrate climate change into California education

2  
3 WHEREAS, the Peace and Justice Commission advises the City Council on  
4 all matters relating to the City of Berkeley's role in issues of peace and social  
5 justice (Berkeley Municipal Code (BMC) Chapter 3.68.070; and

6 WHEREAS, California Assembly Member Luz Rivas and other state  
7 legislators have introduced a bill to require climate change education as part  
8 of the K-12 science curriculum; and

9 WHEREAS, the bill would require that the adopted course of study for  
10 grades 1-6, inclusive, and the adopted course of study for grades 7-12,  
11 inclusive, include an emphasis on the causes and effects of climate change as  
12 soon as possible, commencing no later than the 2023-24 school year; and  
13 that, commencing with the class graduating in the 2027-28 school year,  
14 material on the causes and effects of climate change be included in one or  
15 more courses required for high school graduation; and

16 WHEREAS, young people are leading the fight against climate destruction;  
17 as Assembly Member Luz Rivas has stated, "Millennials and Generation Z  
18 have already mobilized as key leaders in climate and environmental activism  
19 because they know their generations will have to live with the consequences  
20 of a changed climate. This legislation will cultivate a new generation of  
21 climate policy leaders in California as we educate, help prepare, and give  
22 our next generation the tools to shape their futures in the wake of our current  
23 climate crisis;"<sup>1</sup> and

24  
25 WHEREAS, climate will be central to the lives of our youth throughout this  
26 century; co-author Lisa Calderon stated, "it is undeniable that climate  
27 change is upon us, and the question now is not how to stop it, but how to  
28 mitigate its impact. This task falls upon California and its children.  
29 Environmental literacy must be taught in our schools so that our children can  
30 be prepared for the future;"<sup>2</sup> and

31 WHEREAS, Italy and New Zealand have taken the lead on the world stage  
32 by requiring every grade in its public school system to study climate change;  
33 additionally, New Jersey is leading the charge on climate change education

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<sup>1</sup> <https://a39.asmdc.org/press-releases/20211130-following-united-nations-cop26-climate-change-conference-assemblymembers>

<sup>2</sup> Ibid.

34 in the United States, as they are the first state in the country to require  
35 schools to teach their students about climate change;<sup>3</sup> and

36 WHEREAS, a National Public Radio poll found that 80% of parents in the  
37 U.S. supported the teaching of climate change, and 86% of teachers believe  
38 climate change should be taught in schools.<sup>4</sup>

39 NOW THEREFORE BE IT RESOLVED by the Council of the City of  
40 Berkeley City Council that the Council support the climate change education  
41 bill; and

42  
43 BE IT FURTHER RESOLVED that copies of this resolution be sent to  
44 California State Assembly Members Luz Rivas, Lisa Calderon, Chris Ward,  
45 Tasha Boerner Horvath, Eduardo Garcia, Isaac Bryan, and Buffy Wicks, and  
46 State Senators Nancy Skinner and Dave Cortese.

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<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

## 2021-2022 AB-XXXX Luz Rivas

### LEGISLATIVE COUNSEL'S DIGEST

Bill No.

as introduced, Luz Rivas.

General Subject: Pupil instruction: science requirements: climate change.

(1) Existing law requires the adopted course of study for grades 1 to 6, inclusive, and the adopted course of study for grades 7 to 12, inclusive, to include certain areas of study, including, among others, English, mathematics, social sciences, science, and visual and performing arts, as specified.

This bill, with respect to both of the above-referenced adopted courses of study, would require the science area of study to include an emphasis on the causes and effects of climate change. The bill would require that appropriate coursework including this material be offered to pupils as soon as possible, commencing no later than the 2023–24 school year.

(2) Existing law requires a pupil to complete designated coursework while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school. Existing law requires pupils, as part of this requirement, to complete 2 courses in science, including biological and physical sciences.

This bill, commencing with the class graduating in the 2027–28 school year, would add the requirement that at least one of those science courses include material on the causes and effects of climate change.

Because the bill would impose new duties on school districts, it would constitute a state-mandated local program.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: yes



**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:**

**SECTION 1.** Section 51210 of the Education Code is amended to read:

**51210.** (a) The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

- (1) English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition.
  - (2) Mathematics, including concepts, operational skills, and problem solving.
  - (3) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
  - (4) Science, including the biological and physical aspects, with emphasis on the processes of experimental ~~inquiry and~~ *inquiry*, on the place of humans in ecological ~~systems~~ *systems, and the causes and effects of climate change*. *Appropriate coursework including material on the causes and effects of climate change shall be offered to pupils as soon as possible, commencing no later than the 2023–24 school year.*
  - (5) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.
  - (6) Health, including instruction in the principles and practices of individual, family, and community health.
  - (7) Physical education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.
  - (8) Other studies that may be prescribed by the governing board.
- (b) (1) A complaint that a school district or county superintendent of schools has not complied with the instructional minute requirements of paragraph (7) of subdivision (a) may be filed with a school district or county superintendent of schools pursuant to the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

(2) A complainant not satisfied with the decision of a school district or county superintendent of schools may appeal the decision to the department pursuant to Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations and shall receive a written appeal decision within 60 days of the department's receipt of the appeal.

(3) If a school district or county superintendent of schools finds merit in a complaint, or the Superintendent finds merit in an appeal, the school district or county superintendent of schools shall provide a remedy to all affected pupils, parents, and guardians.

(c) The Legislature finds and declares that neither the original provisions of this section, nor any subsequent amendments to it, were intended to create a private right of action. However, nothing in this subdivision shall restrict or expand the existing right of any party to seek relief from noncompliance with this section pursuant to a writ of mandate.

**SEC. 2.** Section 51220 of the Education Code is amended to read:

**51220.** The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

(a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.

(b) (1) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.

(2) For purposes of this subdivision, genocide may include the Armenian Genocide. The "Armenian Genocide" means the torture, starvation, and murder of 1,500,000 Armenians, which included death marches into the Syrian desert, by the rulers of the Ottoman Turkish Empire and the exile of more than 500,000 innocent people during the period from 1915 to 1923, inclusive.

(c) World language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.

(d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.

(e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific ~~investigation~~ and *investigation*, on the place of humans in

ecological systems, *on the causes and effects of climate change*, and with appropriate applications of the interrelation and interdependence of the sciences. *Appropriate coursework including material on the causes and effects of climate change shall be offered to pupils as soon as possible, commencing no later than the 2023–24 school year.*

(f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.

(g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

(h) Applied arts, including instruction in the areas of consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture.

(i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment in the occupations and in the numbers that are appropriate to the personnel needs of the state and the community served and relevant to the career desires and needs of the pupils.

(j) Automobile driver education, designed to develop a knowledge of the Vehicle Code and other laws of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness, and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles. A course in automobile driver education shall include education in the safe operation of motorcycles.

(k) Other studies as may be prescribed by the governing board.

**SEC. 3.** Section 51225.3 of the Education Code, as amended by Section 17 of Chapter 865 of the Statutes of 2021, is amended to read:

**51225.3.** (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences. *Commencing with the class graduating in the 2027–28 school year, at least one of these courses shall include material on the causes and effects of climate change.*

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts, world language, or, commencing with the 2012–13 school year, career technical education.

(i) For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in world language.

(ii) For purposes of this subparagraph, “a course in career technical education” means a course in a district-operated career technical education program that is aligned to the career technical model curriculum standards and framework adopted by the state board, including courses through a regional occupational center or program operated by a county superintendent of schools or pursuant to a joint powers agreement.

(iii) This subparagraph does not require a school or school district that currently does not offer career technical education courses to start new career technical education programs for purposes of this section.

(iv) If a school district or county office of education elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the governing board of the school district or county office of education, before offering that alternative to pupils, shall notify parents, teachers, pupils, and the public at a regularly scheduled meeting of the governing board of all of the following:

(I) The intent to offer career technical education courses to fulfill the graduation requirement specified in this subparagraph.

(II) The impact that offering career technical education courses, pursuant to this subparagraph, will have on the availability of courses that meet the eligibility requirements for admission to the California State University and the University of California, and whether the career technical education courses to be offered pursuant to this subparagraph are approved to satisfy those eligibility requirements. If a school district elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the school district shall comply with subdivision ~~(m)~~ (l) of Section 48980.

(III) The distinction, if any, between the high school graduation requirements of the school district or county office of education, and the eligibility requirements for admission to the California State University and the University of California.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(G) (i) Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in ethnic studies. A local educational agency, including a charter school, may require a full-year course in ethnic studies at its discretion. Commencing with the 2025–26 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer at least a one-semester course in ethnic studies.

(ii) Subject to the course offerings of a local educational agency, including a charter school, a pupil may fulfill the requirement of clause (i) through the completion of any of the following types of courses:

(I) A course based on the model curriculum developed pursuant to Section 51226.7.

(II) An existing ethnic studies course.

(III) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.

(IV) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.

(iii) A course that does not use ethnic studies content as the primary content through which the subject is taught shall not be used to satisfy the requirement of clause (i).

(iv) A pupil completing a course described in clause (ii) shall also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for a diploma of graduation from high school pursuant to this section.

(v) Curriculum, instruction, and instructional materials for a course described in clause (ii) shall meet all of the following requirements:

(I) Be appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.

(II) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.

(III) Not teach or promote religious doctrine.

(vi) It is the intent of the Legislature that local educational agencies, including charter schools, consider that, pursuant to Section 51226.7, the Instructional Quality Commission undertook a lengthy, thorough, deliberative, and inclusive process before submitting a model curriculum in ethnic studies to the state board. To the extent that local educational agencies, including charter schools, choose to locally develop an ethnic studies program for approval by their governing board or governing body, it is the intent of the Legislature that local educational agencies not use the portions of the draft model curriculum that were not adopted by the Instructional Quality Commission due to concerns related to bias, bigotry, and discrimination.

(vii) The amendments made to this section by the act adding this subparagraph Section 1 of Chapter 661 of the Statutes of 2021 shall not be construed to alter any other requirement of this section for pupils enrolled in a charter school.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) On or before July 1, 2017, the department shall submit a comprehensive report to the appropriate policy committees of the Legislature on the addition of career technical education courses to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a), including, but not limited to, the following information:

(1) A comparison of the pupil enrollment in career technical education courses, world language courses, and visual and performing arts courses for the 2005–06 to 2011–12 school years, inclusive, to the pupil enrollment in career technical education courses, world language courses, and visual and performing arts courses for the 2012–13 to 2016–17 school years, inclusive.

(2) The reasons, reported by school districts, that pupils give for choosing to enroll in a career technical education course to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a).

(3) The type and number of career technical education courses that were conducted for the 2005–06 to 2011–12 school years, inclusive, compared to the type and number of career technical education courses that were conducted for the 2012–13 to 2016–17 school years, inclusive.

(4) The number of career technical education courses that satisfied the subject matter requirements for admission to the University of California or the California State University.

(5) The extent to which the career technical education courses chosen by pupils are aligned with the California Career Technical Education Model Curriculum Standards, and prepare pupils for employment, advanced training, and postsecondary education.

(6) The number of career technical education courses that also satisfy the visual and performing arts requirement, and the number of career technical education courses that also satisfy the world language requirement.

(7) Annual pupil dropout and graduation rates for the 2011–12 to 2014–15 school years, inclusive.

(d) For purposes of completing the report described in subdivision (c), the Superintendent may use existing state resources and federal funds. If state or federal funds are not available or sufficient, the Superintendent may apply for and accept grants, and receive donations and other financial support from public or private sources for purposes of this section.

(e) For purposes of completing the report described in subdivision (c), the Superintendent may accept support, including, but not limited to, financial and technical support, from high school reform advocates, teachers, chamber organizations, industry representatives, research centers, parents, and pupils.

(f) The amendments made to this section by the act adding this subdivision Section 1 of Chapter 661 of the Statutes of 2021 shall become operative only upon an appropriation of funds by the Legislature for purposes of these amendments in the annual Budget Act or another statute.

(g) This section shall become inoperative on the earlier of the following two dates:

(1) On July 1, immediately following the first fiscal year after the enactment of the act that adds this paragraph Chapter 621 of the Statutes of 2011 in which the number of career technical education courses that, as determined by the department, satisfy the world language requirement for admission to the California State University and the University of California is at least twice the number of career technical education courses that meet these admission requirements as of January 1, 2012. This section shall be repealed on the following January 1, unless a later enacted statute, that becomes operative on or before that date, deletes or extends the dates on which it becomes inoperative and is repealed. It is the intent of the Legislature that new career technical education courses that satisfy the world language requirement for admission to the California State University and the University of California focus on world languages aligned with career preparation, emphasizing real-world application and technical content in related career and technical education courses.

(2) On July 1, 2022, and, as of January 1, 2023, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2023, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 4. Section 51225.3 of the Education Code, as amended by Section 2 of Chapter 661 of the Statutes of 2021, is amended to read:

51225.3. (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences. Commencing with the class graduating in the 2027–28 school year, at least one of these courses shall include material on the causes and effects of climate change.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or world language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in world language.



(F) Two courses in physical education, unless the pupil has been exempted pursuant to this code.

(G) (i) Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in ethnic studies. A local educational agency, including a charter school, may require a full-year course in ethnic studies at its discretion. Commencing with the 2025–26 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer at least a one-semester course in ethnic studies.

(ii) Subject to the course offerings of a local educational agency, including a charter school, a pupil may fulfill the requirement of clause (i) through the completion of any of the following types of courses:

(I) A course based on the model curriculum developed pursuant to Section 51226.7.

(II) An existing ethnic studies course.

(III) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.

(IV) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.

(iii) A course that does not use ethnic studies content as the primary content through which the subject is taught shall not be used to satisfy the requirement of clause (i).

(iv) A pupil completing a course described in clause (ii) shall also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for a diploma of graduation from high school pursuant to this section.

(v) Curriculum, instruction, and instructional materials for a course described in clause (ii) shall meet all of the following requirements:

(I) Be appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.

(II) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.

(III) Not teach or promote religious doctrine.

(vi) It is the intent of the Legislature that local educational agencies, including charter schools, consider that, pursuant to Section 51226.7, the Instructional Quality Commission undertook a lengthy, thorough, deliberative, and inclusive process before submitting a model curriculum in ethnic studies to the state board. To the extent that local educational agencies, including charter schools, choose to locally develop an ethnic studies program for approval by their governing board or governing body, it is the intent of the Legislature that local educational agencies not use the portions of the draft model curriculum that were not adopted by the Instructional Quality Commission due to concerns related to bias, bigotry, and discrimination.

(vii) The amendments made to this section by the act adding this subparagraph Section 2 of Chapter 661 of the Statutes of 2021 shall not be construed to alter any other requirement of this section for pupils enrolled in a charter school.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, Section 3 of Chapter 621 of the Statutes of 2011, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) The amendments made to this section by the act adding this subdivision Section 2 of Chapter 661 of the Statutes of 2021 shall become operative only upon an appropriation of funds by the Legislature for purposes of these amendments in the annual Budget Act or another statute.

(e) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, Section 3 of Chapter 621 of the Statutes of 2011, becomes inoperative.

SEC. 5. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

## RESOLUTION No. 5272

### Resolution to Develop an Implementation Plan for Climate Literacy

#### RECITALS

- A. On the April 19, 2016, several community members, including representatives from 350PDX, presented to the Board of Education's Teaching and Learning Committee a resolution that provided, in part, below:

*At a time when the science of global warming has prompted governments around the world to begin redefining our economies and to call for an end to the fossil fuel era, it is time for school districts to redefine what it means to educate students for a future of certain climate change. Climate literacy is essential for the success of Portland Public Schools students, both as members of their communities and citizens of the world.*

*Climate change is already having an enormous negative impact on nature and people around the world—which will only become worse—including present and future Portland Public Schools students.*

*There is overwhelming consensus in the scientific community that the climate crisis is created by human beings releasing greenhouse gases by mining and burning fossil fuels (coal, oil, and natural gas); through deforestation; and with environmentally damaging agricultural practices.*

*It is essential that in their classes and other school activities students probe the causes and consequences of the climate crisis—as well as possible solutions—in developmentally appropriate ways, and, from pre-K through 12th grade, become “climate literate”...*

*All Portland Public Schools students should develop confidence and passion when it comes to making a positive difference in society, and come to see themselves as activists and leaders for social and environmental justice—especially through seeing the diversity of people around the world who are fighting the root causes of climate change; and it is vital that students reflect on local impacts of the climate crisis, and recognize how their own communities and lives are implicated...*

*Portland Public Schools does not currently have a strategy for helping district educators to develop or to implement curriculum on the climate crisis...*

*Portland Public Schools' oft-stated commitment to equity requires us to investigate the unequal effects of climate change and to consistently apply an equity lens as we shape our response to this crisis...*

*In implementing its commitment to prepare students for college and careers, Portland Public Schools recognizes that as our society moves rapidly and definitively away from fossil fuels, we will need to prepare our students for robust job opportunities in green technologies, construction, and restoration efforts...*

- B. As part of the resolution presented at the April 19, 2016 Board of Education's Teaching and Learning Committee, there was a request for the following:

*Portland Public Schools [commit] itself to providing teachers, administrators, and other school personnel with professional development, curricular materials, and outdoor and field studies that explore the breadth of causes and consequences of the climate crisis as well as potential solutions that address the root causes of the crisis; and do so in ways that are participatory, imaginative, and respectful of students' and teachers' creativity and eagerness to be part of addressing global problems, and that build a sense of personal efficacy and empowerment...*

*Portland Public Schools [commit] itself to drawing on local resources to build climate justice curriculum—especially inviting the participation of people from “frontline” communities, which have been the first and hardest hit by climate change—and people who are here, in part, as climate refugees...*

*Portland Public Schools [recognize] that our schools must play a leadership role in modeling for students climate- and environmentally friendly practices when it comes to building design, energy use (including the use of solar panels), land use, waste disposal, and composting and recycling...*

*PPS curriculum will make students aware of training opportunities and living-wage jobs in the just transition away from fossil fuels—e.g., retrofitting old buildings to make them more energy efficient, the installation of solar panels, and more sustainable agricultural practices...*

*On a regular basis Portland Public Schools will sponsor activities that bring together teachers, students, and members of the community who are working for a future free of fossil fuels and for just solutions to the climate crisis, to share knowledge, resources, curriculum, and opportunities for students to become active in responding positively to the climate crisis, including learning job skills that will be needed in the transition away from fossil fuels; and ...that in developing a climate action plan for the school district, planners be mindful of proceeding in a way that reflects the ethnic and racial diversity of our student population; and that Portland Public Schools will support each school as it endeavors to effect this policy in response to the climate crisis...*

- C. At their April 19, 2016 meeting, the Teaching and Learning Committee voted 3-0 to support the concept of the development and implementation plan for integrating climate change curriculum into instruction.

#### **RESOLUTION**

1. The Board of Education would like to thank the organizations and community partners that endorsed the resolution that was presented to the Teaching and Learning Committee, and for their activism on climate literacy.
2. Guided by the above recitals, the Board of Education directs the Superintendent in collaboration with PPS students, teachers, and community members to develop an implementation plan so that there is curriculum and educational opportunities that address climate change and climate justice in all Portland Public Schools.
3. The implementation plan should include a review of current textbooks for accuracy around the severity of the climate crisis and the impact of human activities. PPS will abandon the use of any adopted text material that is found to express doubt about the severity of the climate crisis or its root in human activities.

### **Appendix 1: Peace and Justice Committee Fiscal Years 2021-2022 Work Plan**

#### Participation in Community Engagement Process to Develop a New Paradigm of Public Safety and Racial Justice

The Commission shall focus its work in Fiscal Years 2021-2022 on contributing to two priority Council initiatives: “Community Engagement Process to Develop a New Paradigm of Public Safety in Berkeley” and “Declare Racism as a Public Health Crisis, a Threat and Safety Issue in the City of Berkeley.”

The Commission brings to bear on this initiative a history of engagement with subjects at the heart of re-imagining public safety, as well as a practice of community engagement. Over the last decade, it has sponsored community roundtables on such issues as “breaking the prison cycle,” sex-trafficking, immigration, and the international human rights framework. Our practice has been to bring together stakeholders concerned with a common issue but with diverse perspectives. Using a social justice lens, Peace and Justice views community concerns that are typically stovepiped in a holistic manner. The search for positive and non-punitive solutions to social problems such as conflict and anti-social behavior, providing healthcare, education, housing, and counseling at the front end rather than policing at the back end, has been fundamental to the Commission dating back to our founding mandate in 1986.

Some elements of the Commission’s participation in the re-imagining process may include:

1. Participating in the Reimagining Public Safety Task Force if invited, or else in a structured relationship with the Task Force.
2. The Commission’s participation recognizes that the Task Force’s charter integrates public safety with the public’s health. This concept is critical not only because safety and health are integrally connected, and because of the emerging awareness that armed police intervention should be minimized in mental and behavioral health incidents. Most importantly, the Commission will help ensure that a consciousness of public health shall include the social and racial determinants of health. This understanding of the interrelatedness of key human needs has long been an integral part of the Commission’s practice.
3. The Commission will pursue an anti-racist approach, recognizing and committing in our proposals to dismantle the institutional and social structures of white supremacy, and committing in our process to, as the Council has stated, “centering the voices of those who are most impacted by our current system of public safety.”
4. The Council recommended on December 15, 2020 that “Berkeley leverage our commissions and community organizations to provide additional input and research to inform the Task Force’s work.” The Peace and Justice Commission is uniquely situated to assist in coordinating work of other civic boards and commissions due to its holistic social justice

approach, its long history of work with multiple commissions, and its practice of public education on social issues.

5. Recognizing the City's priority of work on the Covid-19 pandemic, city management has asked that all commissions' work have a focus on efforts to fight the pandemic. Under the Council's "holistic, anti-racist approach to community safety," the public's health is key to community safety. Racial disparities in pandemic infection rates are gravely concerning from a human rights perspective. According to City statistics, infection rates per 100,000 of City population are over five times as high for the Latinx population as for White people, and for African Americans, twice as high as for White people. The holistic approach demands of us who seek a new paradigm of public safety that we envision an end to racial discrimination in the pandemic.
6. The "Declare Racism as a Public Health Crisis, a Threat and Safety Issue in the City of Berkeley" proposal, passed by Council on January 19, 2021, provides an additional framework and greater depth for Peace and Justice participation in the Council initiative for a new paradigm in public safety.<sup>1</sup>

#### Ongoing Projects

##### Nuclear-Free Berkeley

The Nuclear Free Berkeley Act came into force in 1986 (Chapter 12.90.070 Section 030D). The Peace & Justice Commission established the Subcommittee on The Nuclear Free Berkeley Act (NFBA) to oversee and reinforce compliance with the terms of the Act. The Subcommittee's activities have included:

- recommendation against a waiver for continuation of the Berkeley Public Library's contracts with 3M (2009-2010);
- consideration of a waiver for the City of Berkeley Public Health Division's proposal on medical supplies (2012);
- recommendation of a waiver for the SkyDeck Business Incubator-Accelerator Contract

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<sup>1</sup> The "Declare Racism as a Public Health Crisis, a Threat and Safety Issue in the City of Berkeley" proposal reflects on both the disparate impact of Covid-19 on Black, Latinx, Native American, and Asian American communities, and the heightened understanding of structural and institutionalized racism nationally. The proposal commits the City to eliminate all socioeconomic barriers to health equity. Specifically, it calls for a series of town hall meetings throughout the sessions to address the concerns of people of color and marginalized community members and to strengthen the anti-racist capacity building; establishment of a working group to promote racial equity; the City Manager to explore greater health disparities that have emerged as a result of the COVID-19 crisis; to propose a Health in All Policies Ordinance; mandatory anti-racist training for City employees; a Strategic Plan for Health Equity; an anti-racism dashboard; work with BUSD to study whether "race-based differential access means that some students have less access to educational opportunities."

(2012);

- recommendation (February 7, 2013) to the Regents of the University of California that it phase out responsibility for operating the Nuclear Weapons Laboratories in Livermore and Los Alamos;
- a letter from the City of Berkeley to President Obama in 2014 urging support of a ban on nuclear weapons.

More recently, in light of the Award of the Nobel Peace Prize in 2017 to the International Campaign to Abolish Nuclear Weapons (ICAN), whose goal is international adherence to and full implementation of the Treaty on the Prohibition of Nuclear Weapons (the Treaty), the Peace and Justice Commission will seek to collaborate further with ICAN on activities of mutual concern. We would note that the California State Senate and the California State Assembly voted affirmatively on a bill in September 2018 to urge U.S. Senate adoption of the Treaty. Strong support comes also from the International Red Cross Red Crescent Movement; Nuclear Ban US; The City of Los Angeles, California; the City of Takoma Park, Maryland; Physicians for Social Responsibility; and the U.S. Conference of Mayors, among others.

#### Indigenous Peoples

Between December 2015 and January 2016, the Berkeley City Council, upon the recommendation of the Peace and Justice Commission, adopted five important resolutions supporting the treaty rights of indigenous people in Berkeley. The resolutions included: recognition of the Ohlone people as the original inhabitants of Berkeley and the Bay Area, pledging to work in good faith with Ohlone representatives; implementing the UN Declaration on the Rights of Indigenous Peoples as municipal policy; endorsing the upgrading of the Declaration to a Convention; honoring the Berkeley Shellmound indigenous site; and urging the East Bay Regional Parks District to protect the Ohlone place of origin sacred site.

The resolution on the Berkeley Shellmound mandated that “free, prior, and informed consent of the Ohlone and other indigenous peoples of the region should be integral to any alteration planning for the Berkeley Shellmound site, in accordance with the provisions of the United Nations Declaration on the Rights of Indigenous Peoples.”

#### Socially Responsible investment and Procurement Policy (SRIPP) and Sustainable Sweatshop-Free Berkeley

The SRIPP Subcommittee of the Peace and Justice Commission was chartered by resolution of the Berkeley City Council on July 16, 2019. Its immediate charge is to develop a proposed policy to “govern the Commission’s advisory role in socially responsible investing and socially responsible procurement.” Prior to March 2020, the subcommittee held several meetings



including one discussion with City Finance Department staff and used those conversations to craft a draft SRIPP ordinance that is responsive to the City Council's request.

The Sweatshop-Free Berkeley Policy now has a zero-dollar threshold per supplier per year for textile products purchased by the City. This threshold is an improvement over the previous minimum of \$1,000 purchase per supplier for the Policy to apply. However, the policy is complaint-driven, so the burden is on community members to research the supply chain for each supplier. The SRIPP Subcommittee proposes to establish a mechanism for suppliers to show that they are using Sweatshop Free products for City purchases.

The Policy governs textile purchases only. The goal is to identify sweat-free alternatives for technology purchases so tech can be covered as well.

The BUSD, through the School Board Policy Committee, is in the process of establishing a Sweatshop-Free Schools Policy for athletic supplies. The SRIPP Subcommittee and the Commission are supporting the BUSD to ensure the development of an effective policy.

Subcommittee on the Convention on the Rights of Persons with Disabilities

The mandate of the Peace & Justice Commission's "Subcommittee on the Convention on the Rights of Persons with Disabilities" (CRPD) expired in 2019. During its five years of operations, the Subcommittee educated broadly about the CRPD via public newsletters, public conferences, and initiatives with educators, non-governmental organizations, and legislators of the City of Berkeley, the State of California, and the U.S. Congress.