City of San Luis Obispo
CLIMATE ACTION PLAN

CCAP 2013
FEBRUARY 1, 2013
How did we Get Started?

- City Council had identified Climate Action Planning as a goal
- GHG Emissions inventory – Cal Poly Masters Student completed in 2009
- APCD – grants for local agencies to develop GHG emissions inventory provided peer review of inventory work
- Positioned City to take next step in developing a CAP
Community-wide GHG Emissions

Emissions Inventory – 2005 Baseline Year

- Transportation: 50%
- Commercial/Industrial: 22%
- Residential: 21%
- Waste: 7%

n = 264,230 MTCO₂e
Government Operations Emissions*

Emissions – 2005 Baseline Year

- Employee Commute: 15%
- Vehicle Fleet: 29%
- Water Delivery: 16%
- Wastewater Treatment: 18%
- Buildings: 18%
- Traffic Signals: 1%
- Traffic Business Travel: <1%
- Streetlights: 3%

*2.5% of total community emissions

n = 6,700 MTCO$_2$e
Then What?

- Federal Stimulus Funds (EECBG) became available and City identified $30,000 to work on Climate Action Plan effort
- Cal Poly Community Planning Lab had just finished draft CAP for Benicia
- Adrienne Greve proposed work for City as part of 2009-2010 Planning Lab
- City signed contract – sole source – with Cal Poly to develop draft CAP
Cal Poly Climate Team (2009 – 10)

- Policy audit and Literature Review– Fall Quarter 2009

- Winter Quarter 2010– Public outreach
  - Community workshops, Farmers’ Markets, school visits, stakeholder meetings, survey
  - SLOCOOL website, Facebook

- Student draft CAP
  - May 2010
  - Peer reviewed by PMC
What is Addressed in the CAP?

Buildings
- 3 strategies
- 9 actions

Renewable Energy
- 3 strategies

Transportation & Land Use
- 2 strategies
- 12 actions

Solid Waste
- 11 strategies
- 13 actions

Water
- 11 strategies
- 30 actions

Parks & Open Space
- 5 strategies
- 14 actions

Government Operations
- 3 strategies
- 8 actions
Benefits of Student-Lead Project

1. **Student Teams** took responsibility for topic areas and addressed strategies/info concurrently.

2. **Topical Experts** came to speak – Class had benefit of most current information.

3. **Enthusiasm** - Students were enthusiastic and engaged (and engaging).

4. **Focus** – Short duration required concentration on effort and continuity.
Student Delivery of Draft CAP

**CAP Drafts**

- **Student Draft**
  - May 2010

- **Public #1**
  - November 2011

- **Public #2**
  - May 2012

- **PC**
  - July 2012

- Student draft was reviewed and edited by TA’s to assist with “one voicing” of document.

- Time lag between when students delivered draft document and subsequent review through Planning Commission and Council.

- Review through City Departments and community stakeholder groups revealed some re-working needed to address community input, political reality, and concern about costs and priorities.
Public Outreach: 2011

- **Did We Hit the Mark? Exercise**
  - Green means Go, Red means Re-think

- **Community Workshops**
  - October 20 and November 19

- **Farmers’ Market**

- **Stakeholder Meetings**
  - Greenbuild Alliance, Chamber of Commerce, REALTORs, Kiwanis, Home Builders Assoc., Empower Poly, APCD, Workforce Housing Coalition
1. **Stress education** and incentives instead of additional regulations.

2. Rework the *Buildings* chapter and proposed efficiency retrofit requirements.

3. **Reformat** the document for readability.

4. **Prioritize** reduction strategies with the biggest impact.

5. **Strengthen** vague language.
• Costs were estimated based on budget categories already in use by the City (Low, Medium, High).
Lessons Learned

- Assumptions behind the reduction measures – spell these out so implications of changes to strategies through the hearing process can be evaluated.

- Student outreach and community engagement efforts need to be augmented with City staff efforts with stakeholder groups and residents.

- Students will push the envelope

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Goal: Maintain natural areas and plant trees and green spaces.

6% of Total GHG Reductions

- Provides Health Benefits
- Reduces Energy Demand
- Adaptation Measure
Lessons Learned continued

- Timeframe of classes may not allow for the community engagement process expected of planning efforts. “The San Luis Obispo Way”

- Peer review of CAP – lends credibility to work product.

- City resources - need to ensure staff has enough time to understand assumptions, language, and technical data.

- Students are often an untapped resource and collaboration provides an opportunity for positive community-building.

- Enrichment opportunity for City staff.
Future Steps

- CAP is a strategy document.
  - Flexible plan that can be easily amended.
  - Many strategies call for voluntary actions.
  - Adopted by resolution by the City Council in August 2012.

- Some strategies will require ordinances.
  - Public process with education, workshops and hearings.

- Others will be implemented in the LUCE update.

- Some implementation can be accomplished by assigning resources – including student resources!