



2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.



U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: [] Charter [] Title I [] Magnet [] Choice

Name of Principal MS. KATHERINE DINH
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name PROSPECT SIERRA SCHOOL
(As it should appear in the official records)

School Mailing Address 960 AVIS DRIVE
(If address is P.O. Box, also include street address.)

EL CERRITO CA 94530
City State Zip

County West Contra Costa State School Code Number* N/A

Telephone (510) 527-4714 Fax (510) 527.3728

Web site/URL www.prospectsierra.org E-mail katherine@prospectsierra.org

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Katherine Dinh Date 11 February 2013
(Principal's Signature)

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* N/A Tel.()

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

_____ Date _____
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency _____ California Department of Education _____

Name of Nominating Authority _____ Tom Torlakson, State Superintendent of Public Instruction _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the



school meets the provisions above.

Tom Tomalakson Date February 14, 2013
(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Summary of Achievements – Prospect Sierra School

At Prospect Sierra School environmental sustainability and ecoliteracy are embraced as part of our philosophy for teaching 21st Century skills, which we integrate throughout our institutional, operational, and curricular programs. Our Strategic Plan commits "to support our environmental and green curriculum...[and] lower our carbon footprint." Community-wide support for our environmental programs, from teachers, students, and parents, has given our school a purposeful vision for leaving our planet a better place than how we found it.

We completed a thorough carbon footprint analysis that led us to actively pursue ways to reduce our impact, including upgrades to our facilities and operations. Since 2001 we have reduced our energy use by 11%, our water use by 36%, and our greenhouse gas emissions by 5.2%. To lower our transportation footprint, we recently chartered a new low-emissions bus service. We installed solar panels, waterless urinals, and a new energy efficient boiler. Currently, 8% of our energy comes from our photovoltaic system. We converted ~4000 sq ft of asphalt to green space, developed two new outdoor classrooms, and added a second school garden. Students' use of the recycling and food scrap stations has decreased solid waste, and now 47% of our solid waste is diverted from landfill and incineration. We recently installed equipment that transforms ordinary tap water into a chemical-free cleaner by infusing it with ozone, and we developed a plan to modernize 11 classrooms with an emphasis on sustainability.

Prospect Sierra's curriculum integrates ecoliteracy, environmental education, service learning, and social-emotional learning into an innovative program, which places students and staff in the context of the larger environment and social community. Our curriculum explores the complex connections among humans and the natural world including food production, resource use, and green technology, as well as an understanding of local and global citizenship. Students learn about the environment and economy, through a lens of compassion and stewardship. Prospect Sierra teachers have been trained in "design thinking" by innovators at Stanford's d.school and the international award-winning design firm IDEO. Students are introduced to "design thinking," a methodology for identifying and solving problems, as a creative approach to social and environmental problem solving. Our partnerships with organizations, businesses, and individuals have enriched students' learning with opportunities to gain hands-on experiences in and out of the classroom. For example, students organize Carrotmob events to incentivize local business to improve their environmental sustainability. A recent Carrotmob event resulted in 52 tons of waste being diverted from the landfill *annually* and prompted an entire shopping center to become a model of sustainability.

Students in nearly every grade have outdoor learning experiences as well as opportunities to integrate sustainability into community projects. Kindergartners grow native plants and experience a sense of wonder as they explore the habitat of nearby Baxter Creek. First graders grow vegetables, organize a farmer's market, and support local farmers by organizing CSA boxes. Through a collaboration with the Golden Gate Raptor Observatory, second graders learn to identify birds and set up feeders on campus. In art class, they transform their bird paintings into postcards to raise public awareness. Third graders study native plants that local historical tribes used and visit Coyote Hills and Olompali Park. Fourth graders explore the geology of Ring Mountain and Fort Ross and lead recycling efforts at the elementary school. To help protect forests, fifth graders did a three-year study on our school's paper use, and made persuasive recommendations to school administration to purchase recycled paper, which have since been adopted. Sixth graders spend three days at a local farm, learn about the importance of sustainable farms, and create websites to support local farmers. Seventh graders take a week-long environmental study trip to Yosemite. Eighth graders work in urban gardens during their service trip to L.A. and complete various outdoor projects each year.

As part of their everyday experience, our students learn to recycle, compost, and conserve resources on a campus that models sustainability. What sets Prospect Sierra apart is how we embed these practices in a larger context of teaching empathy and compassion, and for activating students' innate desire to be stewards and social entrepreneurs. Prospect Sierra was recognized by the National Association of Independent schools as a Model School of the Future; we are part of the National Youth Leadership Council's Generator School Network; and we were named one of five schools nationwide by Ashoka International as a Changemaker School. Our 21st Century curriculum includes teaching and mastery of these skills: collaboration, responsibility, self-knowledge, disciplinary knowledge, communication, innovation, and creativity. Prospect Sierra delivers an education that inspires students to care for each other and for the planet, to observe and reflect on the world around them, and to apply their learning and talents to develop solutions for this century and beyond.

2013 California Green Ribbon Schools Award Scoring Rubric

School Name: Prospect Sierra School

Cross-Cutting Questions – 5 Points Total			
<i>Participation in Green School Programs</i>	Reviewer # 13	Reviewer # 11	Average
C1 (1.5 points):	1	1.5	1.25
C2 (1.5 points):	1.5	1.5	1.5
C3 (2 points):	2	2.0	2
Subtotal (5 points maximum):	4.5	5	4.75
Pillar I: Reduced Environmental Impact and Costs – 30 Points Total			
<i>Element IA: Reduced or eliminated greenhouse gas (GHG) emissions – energy and buildings - 15 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
IA1 (1 point):	1	1	1
IA2 (Up to 2 points):	2	1.5	1.75
IA3 (Up to 2 points):	2	2	2
IA4 (Up to 2 points):	2	2	2
IA5 (1 point):	1	1	1
IA6 (1 point):	-	-	-
IA7 (1 point):	1	1	1
IA8 (Up to 2 points):	1	2	1.5
IA9 (1 point):	1	1	1
IA10 (Up to 2 points):	2	2	13.25
Subtotal (15 points maximum):	13	13.5	26.75
<i>Element IB: Improved water quality, efficiency, and conservation – water and grounds - 5 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
IB11 (Up to 1 point):	1	1	1
IB12 (Up to 1 point):	1	1	1
IB13 (0.5 point):	.5	.5	.5
IB14 (0.5 point):	.5	.5	.5
IB15 (0.5 point):	.5	.5	.5
IB16 (0.5 point):	.25	.5	.375
IB17 (0.5 point):	.5	.5	.5
IB18 (0.5 point):	.5	.5	.5
Subtotal (5 points maximum):	4.75	5	4.875

<i>Element IC: Reduced waste production – waste and hazardous waste - 5 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
IC19 (Up to 0.5 point):	.5	.5	.5
IC20 (0.5 point):	.5	.5	.5
IC21 (0.5 point):	.5	.25	.375
IC22 (0.5 point):	.5	.5	.5
IC23 (0.5 point):	.5	.5	.5
IC24 (0.5 point):	.5	.5	.5
IC25 (0.5 point):	.5	.5	.5
IC26 (0.5 point):	.5	.5	.5
IC27 (0.5 point):	.5	.5	.5
IC28 (0.5 point):	.5	.5	.5
Subtotal (5 points maximum):	5	4.75	4.875
<i>Element ID: Use of alternative transportation - 5 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
ID29 (Up to 1 point):	1	1	1
ID30 (Up to 1 point):	.25	.5	.375
ID31 (1 point):	1	1	1
ID32 (1 point):	1	1	1
ID33 (1 point):	1	1	1
Subtotal (5 points maximum):	4.25	4.5	4.375
Pillar II: Improve the Health and Wellness of Students and Staff – 30 Points Total	27	27.75	27.375
<i>Element IIA: Integrated school environmental health program - 15 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
IIA1 (2 points):	2	2	2
IIA2 (1 point):	1	1	1
IIA3 (Up to 3 points):	2	2	2
IIA4 (Up to 1 point):	.5	.5	.5
IIA5 (Up to 1 point):	.5	1	.75
IIA6 (Up to 1 point):	1	1	1
IIA7 (Up to 1 point):	1	1	1
IIA8 (Up to 1 point):	1	1	1
IIA9 (1 point):	1	1	1
IIA10 (Up to 1 point):	1	1	1
IIA11 (Up to 1 point):	.5	1	.75
IIA12 (Up to 1 point):	1	.5	.75
Subtotal (15 points maximum):	12	13	12.5
<i>Element IIB: Nutrition and fitness -15 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
IIB13 (Up to 6.5 points):	3.5	5	4.25
IIB14 (Up to 2.5 points):	1.5	2.5	2

Pillar I Total - 27.375 points ²

IIB15 (Up to 2.5 points):	2.5	2.5	2.5
IIB16 (Up to 3.5 points):	2.5	3.0	3.25
Subtotal (15 points maximum):	11.5	13	12.5
Pillar III: Effective Environmental and Sustainability Education – 35 Points Total	27	27	29.0
<i>Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems - 20 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
IIIA1 (Up to 20 points):	16	20	18.5
IIIA2 (0 points):	0	0	0
Subtotal (20 points maximum):	16	20	18
<i>Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills - 5 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
IIIB3 (Up to 2.5 points):	2.5	2.5	2.5
IIIB4 (Up to 2.5 points):	2.5	2.5	2.5
Subtotal (5 points maximum):	5	5	5
<i>Element IIIC: Development and application of civic engagement knowledge and skills - 10 Points Total</i>	Reviewer # 13	Reviewer # 11	Average
IIIC5 (Up to 2 points):	2	2	2
IIIC6 (Up to 2 points):	2	2	2
IIIC7 (Up to 2 points):	2	2	2
IIIC8 (Up to 2 points):	2	2	2
IIIC9 (Up to 2 points):	2	1	1.5
Subtotal (10 points maximum):	10	9	9.5
	31	34	32.5
Total – 100 Points	85.5	92.75	89.125
	81	88.75	84.875

2013 California Green Ribbon Schools Award Scoring Rubric

School Name: Prospect Sierra School

Cross-Cutting Questions – 5 Points	4.75
Pillar 1: Reduce Environmental Impact and Costs – 30 Points	27.375
Pillar 2: Improve the Health and Wellness of Students and Staff – 30 Points	24.5
Pillar 3: Effective Environmental and Sustainability Education – 35 Points	32.5
Total – 100 Points	89.125

California State Green Ribbon Schools Award Program Application

County/District/School Code: Independent

District Name: East Bay Independent School Associaton

Check if one of the largest 50 districts

County: Contra Costa

School Name: Prospect Sierra School

Mailing Address: 960 Avis Drive

City: El Cerrito

Zip Code: 94530

School Website: www.prospectsierra.org

Facebook Page: <https://www.facebook.com/ProspectSierraSchool>

Principal/Head of School First and Last Name: Katherine Dinh

Principal/Head of School E-mail Address: katherine@prospectsierra.org

Principal/Head of School Telephone Number: 510-527-4714

Lead Applicant First and Last Name (if different from the Principal/Head of School):
Aaron Moorhead

Lead Applicant Title: Teacher/Green Leader

Lead Applicant E-mail Address: aaron@prospectsierra.org

Lead Applicant Telephone Number: 510-388-5435

School Level

Elementary

Middle

High

K-12

Other

Total enrollment: 480

School Type (Check only one)

Public

Private/Independent

Charter

How would you describe your school?

Urban

Suburban

Rural

In what year was your school originally constructed? 1956

In what year was your school last renovated? 2008

What is the total building area of your school? 72,532

Does your school serve 40% or more students from disadvantaged households?

(This must include free and reduced-price meals and may include students with disabilities and students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act.)

Yes

No

Percent of students receiving free and reduced-price meals: 0%

Percent of students who are limited English proficient: 0%

Other measures and percentage:

Graduation rate: 100%

Attendance rate: 100%

Narrative

Provide a narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (4,000 characters maximum including spaces)

At Prospect Sierra School environmental sustainability and ecoliteracy are embraced at an institutional, operational, and curricular level. Our Strategic Plan commits "to support our environmental and green curriculum...[and] lower our carbon footprint. We have completed a thorough carbon footprint analysis and based on our findings have actively pursued ways to reduce our impact. The school has installed solar panels, no-flush urinals, a new energy efficient boiler, is piloting an new green/low-emissions transportation system for students to get to school. We have added fitness classes for staff, filters on our drinking fountains, to improve student and staff health. We have converted ~4000 sq ft of asphalt to green space, developed 2 new outdoor classrooms, added a second school garden, implemented guidelines to use only compostable or reusable eatware at school events, developed a plan to modernize 11 classrooms with an emphasis on sustainability (one has been completed so far). We are currently working on projects to develop an LCD energy dashboard to monitor real-time energy usage and install a second PV system.

At the curricular level, it is important to note the integration of sustainability education, environmental ed, service learning, social emotional learning, and ecoliteracy into a diverse and thoughtful program, which places students and staff in the context of the larger environment and social community. Our curriculum explores the complex connections among humans and the natural world including food production, resource usage, and green technology. Students learn about the connection between environment and economy, between compassion and stewardship. Our curriculum has a depth--well beyond the basic recycling and composting programs you may find at other schools. Our program delivers an innovative and interconnected curriculum, where students understand global citizenship and local impact. Students are introduced to design thinking as an innovative approach to real-world environmental problem solving. Our partnerships and connections with organizations, businesses, and individuals have continually enriched the student program with innovative opportunities to learn about the environmental and ways to protect it such as: workshops with local hydrologists to examine how best to remove dams, how to help refugees in Darfur by creating an energy efficient stove, how to incentivize business to "go green" by partnering with CarrotMob, how supporting local organic farmers directly supports the environment and our community. We have partnered and had professional development with organizations/individuals such as Center for Ecoliteracy, Green Schools Initiative, EcoVillage, Richard Louv, Sharon Danks, and Greater Good Science Center, just to name a few. Our students attend the Brower Youth Awards and Goldman Environmental Prize Awards.

For our forward-thinking, innovative curriculum, we were recognized by the National Association of Independent schools as a Model School of the Future (1 of only 7

nationwide). Our exemplary service learning program, which includes environmental education and stewardship, led the NYLC to name us as one of their exemplary generator schools. Our students learn to recycle, compost, & conserve resources--these are embedded in the everyday experience, but beyond that, what sets Prospect Sierra apart from others is the sophistication of our program. We know that a 21st century education isn't just about using new technology, but rather, we understand that an education for this century requires collaboration, responsibility, self-knowledge, disciplinary knowledge, communication, innovation, and creativity. To adequately prepare students for a world with immense environmental challenges such as climate change, food/water shortages, and loss of biodiversity, we are delivering an education which inspires and prepares students to develop solutions to these problems and become stewards of the planet.

Cross-cutting Questions (5 points total)

1. Is your school participating in a local, state, or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars? (1.5 points)

Yes No

If yes, what program(s) and level(s) were achieved?
(250 characters maximum including spaces)

We are one of six generator schools recognized by the National Youth Leadership Council for our exemplary service learning program, which incorporates ecoliteracy and sustainability. We have been featured by PBS and the Green Schools Initiative.

2. Has your school, staff, or student body received any awards for facilities, health or environment? (1.5 points)

Yes No

If yes, list the awards received and the years received:
(250 characters maximum including spaces)

In 2010 NAIS named us a 21st Century Model School of the Future for our forward-thinking curriculum, which includes ecoliteracy and stewardship. Bay Area Green Business for 6 years. 2003-12, received 3 Contra Costa County waste management awards.

3. Is there a forum provided where all representative stakeholders involved in the daily operation of the school (such as students, faculty, maintenance, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts? (2 points)

Yes No

If yes, describe: (1,000 characters maximum including spaces)

Three main groups drive our sustainability efforts: the Student Green Council, the Faculty Green Council, and the Buildings and Grounds Committee. The Student Green Council meets bi-weekly with the Green Council Coordinator. This is a project-based club, where students create and implement their own project related to sustainability and student environmental education. The B&G Committee is a board-level committee, which for over a decade has aggressively pursued environmental sustainability (see this article by our facilities manager: <http://prospectsierra.org/environmental-sustainability>). The Faculty Green Council includes faculty, administrators, and community members and manages projects and systems from the recycling/composting systems, faculty and student education, planting projects, and most recently the completion of a middle school Green Master Landscape Plan. The school pays a stipend to the Green Council Coordinator to ensure that green initiatives continue to move forward.

Pillar I: Reduced Environmental Impact and Costs

Element IA - Energy

1. Does your school have a plan in place to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, or energy conservation guidelines? (1 point)

Yes No

If yes, describe what type of plan: The school's 2008-2014 Strategic Plan, 2011 Green Master Plan, 2008 Carbon Footprint analysis

2. Can your school demonstrate a reduction in greenhouse gas (GHG) emissions? (Up to 2 points)

Yes No

If yes, percentage reduction over (mm/yyyy – mm/yyyy): 07/2004 – 06/2010

If yes, initial GHG emissions rate (MTeCO₂/person): 552

If yes, final GHG emissions rate (MTeCO₂/person): 523

If yes, offsets:

5.2% reduction over this time period

If yes, how did you calculate the reduction?

Cool Climate Carbon Calculator/UC Berkeley Institute of the Environment

3. Has your school received EPA ENERGY STAR certification or does it meet the eligibility requirements for ENERGY STAR certification? (Up to 2 points)

Yes No

If yes, year and score received: 2011, score 24.8

4. Has your school reduced its total non-transportation energy use from an initial baseline? (Up to 2 points)

Yes No

If yes, current energy usage (kBtu/student/year): 3,717

If yes, current energy usage (kBtu/square feet/year): 24.8

If yes, percentage reduction over (mm/yyyy – mm/yyyy): 07/2001-06/2010

If yes, how did you document this reduction?

11% reduction over this time period, calculated using Ratcliff Architects spreadsheet based on UC Berkeley's Cool Climate calculator and PG&E invoices
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5. What percentage of your school's energy is obtained from on-site renewable energy generation and what type? (1 point) 8% from 30kw photovoltaic system

6. What percentage of your school's energy is obtained from purchased renewable energy and what type? (1 point) 0%

7. Does your school participate in federal, state, or utility school energy program(s)? (1 point)

Yes No

If yes, which program(s)?

We are enrolled in the EPA Energy Star Portfolio Manager Program.

8. Has your school been constructed or renovated building(s) in the past ten years? (Up to 2 points)

Yes No

If yes, for new building(s) what is the total constructed area and what percentage of the building area meets green building standards? 17,371 sq f and 100%

If yes, for new building(s) what certification and what level was earned?
California Title 24 energy code

If yes, for renovated building(s) what is the total constructed area and what percentage of the building area meets green building standards? 3,000 sq ft and 70%

If yes, for renovated building(s) what certification and what level was earned?
California Title 24 Energy Code

9. Does your school have a program or made progress toward reduction of the heat island effect, such as cool roofs, reduced pavements, or reflective coatings on pavement? (1 point)

Yes No

10. What has your school done to reduce energy use (such as lighting retrofit, installation of an energy management system, etc.)?

(250 characters maximum including spaces) (Up to 2 points)

Retrofitted lighting in 44k sq ft of buildings w/energy efficient ballasts and tubes, developing energy dashboard with Lucid Design, Constellation Energy, and PG&E, considering proposals from 2 vendors for 60kw pv system, updating HVAC control system

Element IB - Water and Grounds

11. What is your school's water use per person? (Up to 1 point) 1,086 gal/year

12. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? (Up to 1 point)

Yes No

If yes, average baseline water use (gallons per occupant): 1,580

If yes, current water use (gallons per occupant): 1,011

If yes, percentage reduction in domestic water use: 36%

If yes, percentage reduction in irrigation water use: 36%

If yes, time period measured (mm/yyyy – mm/yyyy): 07/2001-06/2010

If yes, how did you document this reduction (i.e. ENERGY STAR Portfolio Manager, utility bills, school district reports)? Documented with utility bills

13. Is the school's landscaping considered water-efficient and/or regionally appropriate? (0.5 point)

Yes No

If yes, what percentage of the schools landscaping is considered water-efficient and/or regionally appropriate? 75%%

If yes, what types of plants are used and the location? Each campus has native and Mediterranean species including mix of perennial ground cover, shrubs, and trees. A new artificial turf field, which uses coconut husk and cork instead of rubber for infill, was installed at the middle school campus in 2011

14. Describe alternate water sources used for irrigation.

(250 characters maximum including spaces) (0.5 point)

Middle school students designed a 180 gallon rainwater harvesting system for the student garden area. This rainwater catchment is used exclusively for the middle school organic garden.

15. Describe any efforts to reduce storm water runoff and/or reduce impermeable

surfaces. (250 characters maximum including spaces) (0.5 point)

In 2011 we removed ~4,000 sq ft of asphalt replacing it with trees, shrubs, mulch, and turf. We reclaimed an overgrown, unused hillside as a new student outdoor space. We used straw waddles and native grasses to reduce runoff and erosion.

16. The school's drinking water comes from: (0.5 point)

- Municipal water source
- Well on school property
- Other

Describe how the water source is protected from potential contaminants.
(250 characters maximum including spaces)

Backflow tests are conducted yearly

17. Describe the program in place to control lead in drinking water.
(250 characters maximum including spaces) (0.5 point)

Of the 7 drinking fountains in common areas, 2 are newly installed using copper pipes. 4 have been outfitted with commercial water purification systems, and the final fountain is scheduled to be fitted with the same equipment by the end of the year.

18. What percentage of the school grounds are devoted to ecologically beneficial uses (such as rain gardens, wildlife or native plant habitat, outdoor classrooms)?
(0.5 point) 10%

Describe uses: (250 characters maximum including spaces)

We have 2 outdoor classrooms at the middle school used for recreation and learning, which include native plants. We have gardens on both campuses that are open to students during lunch and recess, as well as during science/garden classes.

Element IC – Waste

19. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling, and/or composting? (Up to 0.5 point) 47%

A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 32

Is service stopped/reduced during non-service times?

- Yes No

B. Monthly recycling volume in cubic yards (recycling dumpster size(s) x number of collections per month x percentage full when emptied or collected): 21

C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 7

Recycling rate = $((B+C)/(A+B+C)) \times 100$ 46.6

Monthly waste generated per person = $(A/\text{number of students and staff})$
.06 yd/person

20. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine/free? (0.5 point) 30%

21. List the types and amounts of hazardous waste generated at your school and how was it measured: (0.5 point)

Flammable liquids:

0

Corrosive liquids:

0

Toxics:

computers and fluorescent tubes

Mercury:

computers and fluorescent tubes

22. How have you reduced your hazardous waste generation (lbs/person/year)?
(250 characters maximum including spaces) (0.5 point)

We have reduced our haz waste by 1.38 lbs/person/year. We are quickly moving away from desktop computers towards smaller laptops and iPads, which will greatly reduce the total pounds of computer waste that will need to be recycled each year.

Time period measured: (mm/yyyy – mm/yyyy): 08/2011-06/2012

23. How is waste disposal and recycling tracked?
(250 characters maximum including spaces) (0.5 point)

The facilities manager oversees disposal of batteries and fluorescent tubes. Technology staff is responsible for tracking and properly recycling all the school's electronic equipment.

24. Describe other progress and measures taken to reduce solid waste and elimination of hazardous waste. (500 characters maximum including spaces) (0.5 point)

Students take responsibility for collecting and consolidating all recycled material and food scraps. Impact of the students involvement has been positive and measurable. The number and/or size of the garbage cans on both campuses have

been reduced. Use of the recycling and food scrap stations has decreased solid waste. Green council and Parent association regularly campaign our food provider for reduced packaging. Students have won awards from Contra Costa Waste Mgmt for reducing tons of waste.

25. Describe your school's green cleaning custodial program including green cleaning products, services, advanced, equipment, and/or policies. (500 characters maximum including spaces) (0.5 point)

We just installed equipment that transforms ordinary tap water into an effective chemical-free cleaner by infusing it with ozone. This "aqueous ozone" cleans surfaces while eliminating germs, odors and stains. After four months, this experiment is going so well that we are planning to install similar equipment at our elementary school campus. We have already removed 90% of what use to be our normal supply of Green Seal chemical cleaners from the middle school campus! visit <http://www.tersano.com>

26. What percentage of all cleaning products is third-party certified as green? (0.5 point)
90%

27. What specific third party certified green cleaning product standard does your school use? (250 characters maximum including spaces) (0.5 point)

Green Seal and then the exciting new product mentioned above which uses no chemicals, but only aqueous ozone!

28. Describe how your school is implementing Environmentally Preferable Purchasing/Green Purchasing or products and equipment for administration, instruction, and/or maintenance? (500 characters maximum including spaces) (0.5 point)

Our paper usage was drastically reduced and we switched to recycled paper after the 5th graders did a 3 year study on our school's paper use, analyzing costs, waste and made recommendations to the school administration. We buy only compostable eatware for all school events. Equipment and materials are often reused and repurposed to reduce waste. Examples: parts of an old play structure were repurposed to make fitness stations, and lumber from a deck was repurpose to make a compost bin.

Element ID - Alternative Transportation

29. What percentage of students take the following to get to/from school? (Up to 1 point)

Walk: 1% Bicycle/scooter/skateboard:

1% Carpool (2+ students in the car):

25% School bus: 9%

Other public transportation: .5%

Total percentage: 36.5%

Describe how these percentages were collected and calculated:
(250 characters maximum including spaces)

In May 2012 we conducted a transportation survey among our parents. We had an 88% response rate. The goal was determine current transporation methods and parent priorities and concerns around transportaion, with the goal of developing a green vehicle transporatation plan to reduce our carbon footprint.

30. Has your school implemented any of the following? (Check all that apply)
(Up to 1 point)

Designated carpool parking stalls.

A well-publicized no idling policy that applies to all vehicles (including school buses that are required to meet the California Airborne Toxic Control Measure to Limit School Bus Idling and Idling at Schools Regulation.

Vehicle loading/unloading areas are at least 25 feet from building intakes, doors, and windows.

Safe Pedestrian Routes to School or Safe Routes to School.

Electric vehicle charging stations have been installed to encourage the use of these vehicles.

Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school.

31. Describe activities in your safe routes program.
(250 characters maximum including spaces) (1 point)

We participate in Bike to Work day in the spring and hold a big bike, walk, skate to school event on Earth Day. We gathered information on the impact these alternative transportation efforts have had calculated the reduction in our carbon footprint.

32. Describe how your school transportation use is efficient and has reduced its environmental impact. (250 characters maximum including spaces) (1 point)

To reduce our transportation carbon footprint: we subsidize 40% of the cost of the bus to encourage ridership. To reduce single rider vehicles, we help families coordinate carpools, providing a list of interested carpools organized by zip code.

33. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.
(500 characters maximum including spaces) (1 point)

This year we are piloting an alternative transportation program, partnering with TransMetro, a local nonprofit. This transportation solution will significantly reduce

our carbon footprint. The majority of the vehicles used will run on alternative fuel (such as hybrids, biodiesel, or natural gas), the driving routes will be optimized using TransMetro's proprietary software, and family needs will be better matched with flexible transportation options. Our goal is to reduce our carbon emissions.

Pillar II: Improve the health and wellness of students and staff

Element IIA - Environmental Health

1. How many applications of pesticides does your school do each school year (do not include pesticides exempt from the Healthy Schools Act)? What percentage reduction over baseline use? Describe efforts to reduce use. (250 characters maximum including spaces) (2 points)

Zero. Our school has a policy to not use any pesticides.

2. Our school has a written integrated pest management plan. (1 point)

Yes No

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (Check all that apply) (Up to 3 points)

Our school prohibits smoking on campus and in public school buses.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).

Our school does not have any fuel burning combustion appliances.

Our school adheres to the Asbestos Act and has an asbestos management plan in place.

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

Our school has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean up and disposal), purchasing policy for less toxic products including less toxic art supplies, and selecting third-party-certified green cleaning products.

Provide specific examples of actions taken for each checked practice above.
(500 characters maximum including spaces, for all examples provided for practices highlighted)

We have a no smoking policy. We have a few thermostats which still contain mercury, but no new products are purchased. Carbon monoxide detectors are being installed in rooms near furnace). Our school have always adhered to the Asbestos Act. Radon question is not applicable to our school. All wood playground structures have been systematically replaced. We have a school policy to buy low VOC paints/stains, green cleaning supplies, non-toxic art materials and are converting to non-chemical cleaners

4. Which of the following indoor environmental standards are employed at your school:
(Up to 1 point)

- The classrooms in our school have good acoustics (less than 45dBA).
- Our school has good daylighting and high quality electric light when needed.
- Our school does not have any fuel burning combustion appliances.

Provide specific examples of actions taken for each checked practice above.
(250 characters maximum including spaces for all examples provided for practices highlighted)

We have no data on the acoustics of our classrooms. Our school has many windows, skylights, and retrofitted light fixtures. Teachers often forgo turning on the lights in a classroom because the natural lighting is so good.

5. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.
(500 characters maximum including spaces) (Up to 1 point)

Chemicals used in the science classes are kept and locked in a designated chemical storage container. Material Safety Data Sheets (MSDS) records are kept by the facilities manager. All other cleaning supplies are kept locked in a custodial closet.

6. Describe the steps your school has taken to ensure that it is lead-safe.
(500 characters maximum including spaces) (Up to 1 point)

We have installed water purification systems on 6 out of 7 drinking fountains, which remove any lead from the drinking water used by staff and students. The remaining fountain will be upgraded this school year.

7. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (500 characters maximum including spaces) (Up to 1 point)

The school contracts with an outside company to inspect and service all of it's HVAC equipment three times a year. Each service visit includes the replacement of all air filters. The middle school campus recently voluntarily decided to be "fragrance free." All indoor spaces are cleaned thoroughly on a daily basis.

8. Describe actions your school takes to control moisture from leaks, condensation, and excess moisture and promptly cleanup mold or removes moldy materials when it is found. (500 characters maximum including spaces) (Up to 1 point)

The school aggressively responds to any leaks, condensation, and excess moisture. With 72,000+ square feet of interior space, we do not have any active leaks.

9. Our school has installed local exhaust systems for major airborne contaminant sources? (1 point)

Yes No

10. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (500 characters maximum including spaces) (Up to 1 point)

We have a very small number of ventilation units: in the server closet, both science prep rooms, and both kitchens. Each of these 5 units are regularly inspected and maintained (each year).

11. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (500 characters maximum including spaces) (Up to 1 point)

We are a classic California-style school with breezeway connections. All classrooms have exterior doors and several window, which allows for ample fresh air to naturally ventilate the classrooms.

12. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (1,000 characters maximum including spaces) (Up to 1 point)

The Facilities Manager has attended an EPA IAQ Tools for Schools seminar and regularly conducts inspections of the school facilities to identify environmental health and safety issues.

Element IIB - Nutrition and Fitness

13. What practice does your school employ to promote nutrition, physical activity, and overall school health? (Check all that apply) (Up to 6.5 points)

- Our school was recognized in the USDA's HealthierUS School Challenge and or Alliance for a Healthier Generation. Provide level and year in the space below.
- Our school was recognized in the USDA's HealthierUS School Challenge and or Alliance for a Healthier Generation. Provide level and year in the space below.

- Our school has an on-site food garden.
- Our school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community.
- Our students spent at least 120 minutes per week over the past year in school supervised physical education.
- At least 50% of our students' annual physical education takes place outdoors.
- Health measures are integrated into assessments.
- Our local school wellness policy addresses positive environmental and health impacts that have helped green our school.
- At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
- The food purchased by our school is certified as "environmentally preferable", provide the percentage and type in the space below.
- Our school has a wellness committee.
- Our school provides staff, students, and families information on nutrition education and/or programs.

Provide specific examples of actions taken for each practice, focusing on innovative or unique practices and partnerships for each checked practice. (500 characters maximum including spaces for all examples provided for practices highlighted).

Both campuses have onsite gardens. Students grow, harvest, and eat the food from the gardens. Students on both campuses learn about the value of local, organic food. Students have PE outdoors over 50% of the time. The parent association and Green Council coordinator partner with our school lunch provider to encourage local, organic food and reduced packaging. Our Green Master Plan includes research-based evidence for developmental/health benefits of outdoor time, which led to new outdoor spaces.

14. Describe the type of outdoor education, exercise, and recreation available, including time spent in the garden. (500 characters maximum including spaces)
(Up to 2.5 points)

Students at both campuses regularly get outdoor exercise and recreation during PE, recess, and afterschool sports. Additionally, elementary students also use nearby Canyon Trail park and older students use Cerrito Vista Park. Students work and learn in our two school gardens in science and during electives. Students participate in nature-based day and overnight study trips to locations such as Yosemite, Marin Headlands, Ring Mountain, Community Live Power Farm, and along the San Francisco Bay.

15. Describe the efforts being made to increase staff wellness in the areas of access to fresh fruits and vegetables and increased physical activity.
(500 characters maximum including spaces) (Up to 2.5 points)

The school organizes and sponsors an onsite fitness class offered on campus one afternoon a week. As part of our social-emotional learning program, faculty and staff have begun to do daily, personal "check-ins" to assess one's current level of wellness and to plan how we can improve our physical and mental wellness. Staff organizes a weekly healthy lunch club, where we take turns cooking and a healthy meal for the rest of the lunch club. Many staff members CSA boxes organized by 1st grade.

16. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships with local growers, businesses, and community partners. (500 characters maximum including spaces) (Up to 3.5 points)

First graders visit farms, study local agriculture, organize and distribute CSA boxes with local farmers in their "farm to table" curriculum. Students grow vegetables for our farmer's market day. Sixth graders visit local farmers, study organic vs conventional farming and partner with farmers to design solutions to current problems. Our science curriculum includes: healthy snacks, teeth care, food, chains, vitamins, fat, proteins, & carbohydrates, nutritional values and creating healthy weekly menus.

Pillar III: Effective Environmental and Sustainability Education

Element IIIA – Interdisciplinary Learning

1. Which practices does your school employ to ensure effective environmental and sustainability education?

- Our school has an environmental or sustainability literacy requirement. (1 point)
- Environmental or sustainability concepts are integrated throughout the curriculum. (1 point)
- Environmental and sustainability concepts are integrated into assessments. (1 point)

- Students demonstrate high levels of proficiency in these assessments. (1 point)
- Professional development in environmental and sustainability education is provided to all teachers. (1 point)

Provide specific examples of actions taken for each practice employed, highlighting innovative or unique practices and partnerships for each checked practice. (500 characters maximum including spaces for all examples provide for practices highlighted). (Up to 15 points)

Students must complete our academic program, which includes ecoliteracy requirements (5th graders complete unit on environmental factors affecting watersheds). Ecoliteracy is woven into the program at each grade (K students study frog habitat in nearby creek). Assessments indicate the progress and proficiency of student learning (6th graders assessed on project that compares food production in modern and ancient civilizations). Teachers trained through speakers and workshops(CEL, Richard Louv).

For schools serving grades 9-12 provide:

2. Provide the percentage of last year’s eligible graduates who completed the Advanced Placement (AP) Environmental Science course during their high school year %

Percentage scoring a 3 or higher %

Element IIIB – STEM content, knowledge, and skills

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering, and mathematics thinking skills and content knowledge. (1,000 characters maximum including spaces) (Up to 2.5 points)

Our science program uses a systems-thinking approach, where students develop science skills while exploring natural systems. Students understand these basic systems: energy flows, life webs, and matter cycles. Sustainability and the environment serves as a platform to teach scientific skills. Units of study include: green sustainable building design, watershed education, biodiversity, symbiosis, ocean health including the “Great Pacific Garbage Patch” in the Pacific gyre and ocean acidification, water conservation, climate change, resource depletion, environmental degradation, food chains, natural pest control, composting methods, and habitat studies. 6th graders use digital technology to develop and shared design solutions to local farmers. Projects integrate math and sustainable design, such as the Salt Flats project. We are developing an energy dashboard, which will show real-time energy/water usage. Science classes will use this data to further our sustainability curriculum.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (1,000 characters maximum including spaces) (Up to 2.5 points)

Each year, students participate in workshops with professionals in environmental professions. Past workshops include: sustainable construction, designing solar panels, energy efficient windows, beekeeping, sewing market bags, hydrology, designing low-impact cars with graduate engineering students at UC Berkeley, rapid prototyping of low cost water systems for a school in Cambodia led by the d.school at Stanford, design and principles of a giant solar collector with scientists from Lawrence Berkeley Labs, building a compost bins and water catchment systems. Green career-related assemblies include: DR. Bronners Soap, marine mammal biologist Dave Phillips who started Earth Island, Professor Susan Addy who developed the Darfur Stove, and presenters from IDEO, a design firm, who led activities to teach human centered design for social and environmental problems. These events allow students an opportunity to make the connection between ecoliteracy learned in school and future career paths.

Element IIIC – Civic knowledge and skills

5. Describe students' civic/community engagement projects integrating environment and sustainability concepts and specify at which grade level each is implemented. (1,000 characters maximum including spaces) (Up to 2 points)

Students at nearly every grade level have opportunities to be integrate sustainability into civic and community projects. Kindergartners experience a sense of wonder at nearby Baxter Creek, becoming stewards and partnering with locals to grow natives, restore frog habitat, and protect ancient Native American petroglyphs. 1st graders support local farmers by organizing CSA boxes. 2nd graders take bird walks and transform their bird paintings into postcards to raise awareness through a collaboration with the Golden Gate Raptor Observatory around a raptor study (<http://www.parksconservancy.org/assets/about/pdfs/gateways-winter-2012.pdf>).

5th graders did a 3 year study on our school's paper use, analyzing costs, waste and making persuasive recommendations to school administration, which have since been adopted. Sixth graders created websites to support local farmers. 7th graders partner with Save the Bay for coastal cleanups. 8th graders work in urban gardens during their service trip to L.A.

6. Describe students' meaningful outdoor learning experiences at every grade level. (1,000 characters maximum including spaces) (Up to 2 points)

In Kindergarten students grow native plants and explore the habitat of nearby Baxter creek. 1st graders learn about the Bay as they clean up at the Berkeley marina, they grow vegetables and organize an outdoor farmer's market. 2nd graders learn to identify birds, visit Hawk Hill, and set up and monitor feeders on campus. 3rd graders study native plants that local historical tribes used in daily life and visit Coyote Hills and Olompali historic park. 4th graders explore the geology of Ring Mountain and Fort Ross, and lead recycling efforts at the elementary school. 5th graders complete an in-depth earth science course including hands-on lessons on water quality testing, and they spend 3 days at the Marin Headlands doing environmental fieldwork. 6th graders spend 3 days at a local farm. 7th graders take part in various SF Bay-related projects and environmental study trip to Yosemite for a week. 8th graders complete various outdoor service projects each year.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (1,000 characters maximum including spaces; include additional information in your narrative) (Up to 2 points)

Students planted trees in a multi-year creek restoration project in Pinole. Second graders partner with the Golden Gate Raptor observatory, participating in an annual bird count. Third, fourth, fifth, sixth, and seventh grade take part in overnight study trips to natural and historic areas. Middle school students learn about water scarcity through outdoor simulated water-carrying lessons. Sixth graders visit small-scale local farms to learn the importance of small farms in supporting the community and protecting the environment. Seventh graders have participated in outdoor learning experiences, like building habitat for burrowing owls along the San Francisco Bay and shoreline clean-up projects. Each year, we give an "Alumni Action Award" where alumni return to give presentation on their civic engagement projects. Last year's winner, Mary Gordon, led an effort to build brick ovens in a small village in Tanzania, so that they could be more self-sufficient.

8. Describe partnerships with the local community (e.g., academic, business, government, non-profit, and non-formal science institutions) that help advance the school, other schools (especially schools with fewer resources), school districts, and the greater community toward the Three Pillars. (1,000 characters maximum including spaces) (Up to 2 points)

Our school regularly partners with outside organizations. Middle schoolers take part in Carrot Mob, where students research local businesses and their environmental impact, negotiate with owners to improve their impact, and then students vote on who they want to “mob” with business. Students, faculty, and parents converge on the business, spending money and promoting the business. Our first "mob" resulted in 52 tons of trash from the landfill. 5th graders partner with a low-income school nearby and lead science lessons on the water cycle. We provide resources to this school to support their efforts, such as a large donation of computers. We maintain a relationship with local environmental organizations, such as Save the Bay and Friends of Five Creeks. Students attend the Brower Youth Awards and the Goldman Environmental Prize award ceremonies. We continually meet with our food service provider to lobby for compostable materials, less waste, and more local organic food.

9. Distinguish any other programs or features not included in the application that demonstrate ways that your school integrates core environmental, sustainability, STEM, green technology, and civics into curricula while highlighting innovative or unique practices and partnerships that provide effective environmental and sustainability education. If applicable, include examples of the evolution of your program over time. (1,000 characters maximum including spaces) (Up to 2 points)

K students take an annual storm drain/culvert walk to learn about urban creeks and label the storm drains on our campus. 2nd graders use the campus and adjacent park to study plants as food sources for birds, and how plants attract different kinds of pollinators, birds, bees, butterflies. They study local bird populations, identify birds using feeders outside, and share findings with an agency. 1st graders grow vegetables for market. Elementary school has worm bins; the middle school uses a bacterial compost system. 4th graders conduct waste audits throughout the year and teach younger students how to sort waste properly. Students maintain organic gardens and compost. All students learn how to sort waste properly and take turns collecting our recycling and compost buckets located around the campuses. Students made a gameshow "Are you Smarter than Trash." Please see/read more at our website and www.eco-company.tv/video/back-future and <http://caisca.org/publications/FacNwsFall05.pdf>

Thank you for taking the time to complete this application.



(above) 7th graders working garden



(above) Farmers Market



(above) Administrative sustainability planning



(above) Middle School students study in Yosemite

Photos submitted with the California Green Ribbon Schools Award Application 2012-13
Prospect Sierra School



Student-made compost and recycling centers