



## 2015-2016 District Nominee Presentation Form

### CERTIFICATIONS

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#### District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts 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 education.
2. The district is providing 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.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district 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.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district 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 2015-2016 District Sustainability Award

Name of Superintendent: Ms. Michelle King  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

District Name: Los Angeles Unified School District  
(As it should appear on an award)

Address: 333 South Beaudry Avenue, Los Angeles, CA 90017

Telephone: 213-241-7000 Fax: 213-241-8442

Web site/URL: lausd.net E-mail: michelle.king@lausd.net

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

A handwritten signature in black ink that reads "Michelle King".

Date: January 29, 2016

(Superintendent's Signature)



## Nominating Authority's Certifications

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

1. The district 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 education.
2. The district 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: **State Superintendent of Public Instruction Tom Torlakson**

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Tom Torlakson Date: **February 1, 2016**  
(Nominating Authority's Signature)

## SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your district is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments, being sure to cover equally all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only districts that document progress in every Pillar and Element can be considered for this award.

## SUBMISSION

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 [ed.green.ribbon.schools@ed.gov](mailto:ed.green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

### 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](mailto: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.



# *Los Angeles Unified School District*

California Disadvantaged<sup>1</sup> District Sustainability Award Nominee to  
U.S. Department of Education Green Ribbon Schools



Prepared by  
California Department of Education  
School Facilities and Transportation Services Division  
<http://www.cde.ca.gov/ls/fa/sf/greenribbonprog.asp>  
January 2016

<sup>1</sup> 75.6% of LAUSD students were eligible for Free or Reduced Price Meals in the 2014-15 school year, the most recent data available.

## PART II – SUMMARY OF ACHIEVEMENTS

### Los Angeles Unified School District, Los Angeles, Calif.

#### *Partners and exemplars for urban sustainability*

The Los Angeles Unified School District (LAUSD) is the second largest school district in the nation, serving an extremely diverse population of more than 650,000 students across 700 square miles of the densely urban Greater Los Angeles area. The story of sustainability at LAUSD is a story of partnerships and teams.

LAUSD has recognized the importance of sustainability beginning at least as far back as 1985, when it officially celebrated the 15<sup>th</sup> anniversary of Earth Day. The District has continually reiterated its commitment to air quality, water and energy efficiency, the pursuit of alternative energy sources, waste reduction and recycling, the purchase of clean-powered vehicles, the design of high performance healthy and sustainable facilities, to school gardens both in terms of ecology and curriculum integration, and to raising awareness of sustainability in the LAUSD community.

The LAUSD Board of Education expressly committed to becoming the “most sustainable large urban school district in the nation.” In 2003, LAUSD became the first school district in California to adopt the sustainability standards of the Collaborative for High Performance Schools (CHPS) for all new schools and modernization projects. LAUSD’s Maywood Academy and Charles H. Kim Elementary are featured as CHPS Demonstration Schools. To date, 78 schools have been CHPS Certified. In 2009, the District undertook a pilot of Leadership in Energy and Environmental Design (LEED). To date, three new District schools have been certified LEED Gold, and two modernization projects have been certified LEED Silver.

LAUSD has undertaken a robust sustainability initiative aimed at reducing environmental impact and costs, including: high performance design and construction (CHPS/LEED) on all new schools and modernization projects; energy audit and energy- and water-efficiency retrofits; use of recycled water; installation of 21 megawatts of solar capacity to date; innovative technology such as ground source heat pump; municipal recycled water for irrigation; low impact development storm water management to help recharge the city’s aquifers; recycling, e-waste, salvage/reuse/barter, composting; and conversion of the District’s bus and fleet vehicles to clean and alternative energy, including the largest alternative fuel bus fleet in the state.

A crucial aspect of the initiative to reduce environmental impact and cost is behavioral change. In addition to funding and implementing facilities-related projects, the District works with utility providers, State and Federal agencies, and corporate and community partners to provide awareness programs and resources to District schools. LAUSD works with more than 150 educational, corporate, and community partners to inform, educate and support students, staff and the community in their efforts towards health, wellness, and physical fitness.

In 2013, LAUSD restated its commitment to prioritization of educational schoolyard landscapes, greening through existing projects, and improving nutrition and food access, and over the past few years the District has worked with dozens of partners to install new gardens that serve as outdoor classrooms at more than 180 additional schools. The nutritional garden program received a Certificate of Congressional Recognition for outstanding community service, and three Principals won the 2015 LA Department of Public Health Champions for Change Excellence Award.

More than 375 schools have one or more on-site gardens maintained by students, staff, and community partners. The District participates in California Thursdays and other Farm to School programs; more than 70% of food comes from local growers in California. 490 schools have been recognized in the USDA's HealthierUS School Challenge: Smarter Lunchrooms, recognizing excellence in nutrition and physical activity. The Nutrition Education Obesity Prevention-LAUSD Program (NEOP) and Sustainable Economic Enterprises of Los Angeles (SEE-LA) have partnered to create the unique "Bring the Farmer to Your School Program", which brings local farmers into Title I classrooms to deliver interactive presentations about agriculture, farming as a career, water conservation, and the importance of eating more fresh fruits and vegetables and having an active lifestyle. Students can ask questions, see pictures, and taste farm-fresh locally-grown produce.

A District-level Sustainability Steering Committee comprising stakeholders from Facilities, Food Services, Transportation, Division of Instruction, CTE, Office of Environmental Health and Safety/Waste Management, Procurement, Legislative, and Communications coordinates sustainability goals and activities. At the school level, each school has a Coordinated School Health (CSH) Wellness Committee that promotes the physical, emotional, and social health and wellbeing of LAUSD's students. The committees must have representation from: health education; physical education; health services; nutrition services; counseling, psychological and social services; safe environment; and parent and community. The committees work closely with other entities as needed, including the Health Education Program Coordinator, school nurse, and food service department. The Wellness Committee completes an annual assessment tool and develops and implements an action plan.

LAUSD's Outdoor Education programs offer robust STEM-related outdoor educational experiences to students throughout the District. Effective environmental sustainability education and environmental literacy is critical because the things that students learn about sustainability and environmental stewardship become the conduit for educating the community and influencing the way we all care for the planet. LAUSD has sought to address this by instituting policies that promote environmental awareness, developing school-based programs and curriculum that integrate sustainability concepts across disciplines, developing contests and providing outdoor educational experiences that expose students to the natural environment, providing sustainability related career technical education and advanced learning programs that prepare LAUSD students for success in the careers of the future, and coordinating and cooperating with dozens of non-profit local and regional entities who bring resources and passion to champion the student body to become active participants in developing a more sustainable future.

LAUSD's Susan Miller Dorsey Senior High School is a 2015 U.S. Department of Education Green Ribbon School. Two schools, George K. Porter Middle School and Westchester Enriched Sciences Magnets (WESM), are recognized in the 2016 California Green Ribbon Schools program at the Gold Level.

The District's sustainability website ("Learning Green") and newsletter impart information on sustainability-related activities, and resources. An informal network of school-based sustainability teacher-liaisons act as conduit for information on sustainability programs and initiatives from the District headquarters to the schools.

## PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

### Pillar I: Reduce Environmental Impact and Costs

#### *Element IA: Energy*

- LAUSD has a formal Energy and Resources Conservation Policy for all schools and facilities. The Policy includes guidelines for operational procedures for food services equipment, heating and cooling, lighting, water, and swimming pools. The Policy's stated objectives are to reduce energy and water consumption, minimize operational and utility costs, educate students and staff about conservation measures, and integrate energy and water conservation into the District's culture and operations.
- LAUSD documents a 2.2% reduction in greenhouse gas (GHG) emissions between Fiscal Year (FY) 2012/13 and FY 2014/15. The calculation is based on energy use (kWh and therms): initial emissions rate of .59 (399,845/655,353 students in 2012/13) v. final rate of .61 (383,612/643,493 students in 2014/15), then calculating the percent change  $((.61-.59)/.61)$ .
- In 2011, 138 out of 200 schools surveyed, or 69% of schools have received ENERGY STAR certification or meet the eligibility requirements for certification.
- LAUSD document a 5.6% reduction in total non-transportation energy use from an initial baseline between FY 12/13 and FY 14/15. This reduction was calculated using utility bills: Current energy usage by student:  $(2,493,268,989/643,493)$  student/year = 3,874.5 kBTU Current (14/15) energy usage by area:  $(2,493,268,989/79,251,279)$ /year = 31.4 kBTU Baseline (12/13) energy usage by area:  $(2,643,647,035/79,251,279)$ /year = 33.3 kBTU Percentage reduction:  $((33.3-31.4)/33.3)$  = 5.6% reduction from FY 2012/13 to 2014/15.
- Approximately 5.4% of the District's energy is obtained from on-site solar photovoltaic renewable energy generation in the form of rooftop and carport installations. 21 megawatts of photovoltaics have been installed to date.
- District schools receive their energy from Los Angeles Department of Water and Power and Southern California Edison. Currently 20% of LADWP's and 23.5% of SCE's power resources are from various types of renewables, including solar, hydro, biomass, wind, and biogas.
- Schools have participated in a variety of utility and State-funded programs that provide teacher professional development and student education regarding energy and climate change within the past three years, including the Alliance to Save Energy's PowerSave Schools – 39 schools; the Energy Coalition (PEAK) – 55 schools; Paths for Electricity – 127 schools; e-Motion – 45 schools; and California Proposition 39 energy efficiency funding – 29 schools.
- In 2003, LAUSD became the first school district in California to adopt the sustainability standards of the Collaborative for High Performance Schools (CHPS) for all new schools and modernization projects. LAUSD's Maywood Academy and Charles H. Kim Elementary are featured as CHPS Demonstration Schools. In 2007, LAUSD was inducted into the Green California Schools Hall of Fame and was honored with the CHPS Green Apple Award for teamwork in building green schools. LAUSD also earned the 2008 Global Green Millennium Award for its ongoing leadership in providing students with healthy, sustainable learning environments. The District designed and built 131 new schools since incorporating the CHPS criteria. To date, 78 schools have been CHPS Certified. In 2009, the District undertook a pilot of Leadership in Energy and

Environmental Design (LEED). To date, three new District schools have been certified LEED Gold, and two modernization projects have been certified LEED Silver.

- To reduce heat island effect, the District requires cool roofs for all buildings in the Design Guidelines and Construction Specifications. The District is also piloting cool schoolyard coatings to reduce heat island from asphalt playgrounds. As a result of adherence to CHPS and LEED, new schools and modernizations emphasize high albedo surfaces. At LEED Silver Dorsey High School, more than 50,000 square feet of asphalt and dark roofing was replaced with high-albedo surfaces, landscaping, and trees.
- LAUSD has pursued a multi-faceted energy conservation program, and all new schools and modernizations include energy efficient systems. Energy Management Systems have been installed at 68 schools to better monitor energy use; energy efficient lighting retrofits have been completed at 44 schools, with an additional 2,500 fixtures replaced in 2015 alone. HVAC optimization projects are underway at over 50 schools; 29 schools are participating in California Proposition 39 Energy Efficiency audits and retrofit projects (lighting, lighting controls, transformer upgrades, EMS, HVAC upgrades) with another 32 anticipated over the next 2-3 years, with projected annual savings of \$5.84M; more than 20 pilots are being conducted to evaluate new energy saving technologies. Also conducted are several year-long energy conservation contests, along with collaboration with local water utility and community partners to bring field trip, curriculum, and professional development resources to LAUSD schools.

#### *Element IB: Water and Grounds*

- FY 2012/13 gallons/occupant/year was 3,281 gallon/person/year. Current domestic and irrigation water use over the past year (FY 2014/15) is 3,105. LAUSD documents a 5.3% reduction in domestic water use from FY 12/13 to FY 14/15 using utility bills and the number of students, adult education students, teachers, administrators, and staff utilizing the facilities during each fiscal year.
- Probably more than 50% of the millions of square feet, and increasing, is considered water-efficient and/or regionally appropriate. Permeable sites range from 10% to 40% (by representative sample). 10% to 40% of the school grounds are devoted to ecologically beneficial uses, depending on location (by representative sample).
- The District uses mulch for water conservation as part of normal landscaping practice, with a recommended 2-3" depth. The District's Storm Water Technical Manual recommends the use of mulch not only to reduce irrigation demand, but also minimize sediment in runoff and minimize soil compaction.
- On newer sites, such as Sotomayor Learning Academies or Playa Vista Elementary School (both completed in 2012) and the 2014 Dorsey HS addition, all landscaping is low-water or California natives. Typical plants include Manzanita, California Sagebrush, Coyote Bush, Ceanothus, Canyon Prince Rye, Encelia, Fuschia, Toyon, Island Snapdragon, Laurel Sumac, Deer Grass, Purple Needlegrass, and native wildflowers. The plant list was revised in 2012 to emphasize native, low-water plants for new and replacement landscaping.
- Three campuses currently use municipal recycled water for irrigation, with an additional eleven school sites planned for conversion to municipal recycled water for irrigation by 2018. Other schools have retention/detention systems, including large scale cisterns and smaller rain barrels, as well as systems that direct rainwater from downspouts into planter and field areas.

- LAUSD is committed to asphalt reduction and low impact development (LID). The District supports and encourages schools' participation in tree planting and community tree giveaways via partners like Los Angeles CityPlants.
- New schools are designed to CHPS/LEED LID criteria, and 120 new schools have LID features. In 2015, LAUSD received \$6M in state grant funds to implement LID storm water management site master plans at six schools over the next three years. The DROPS LID projects will remove more thousands of square feet of asphalt and replace it with pervious storm water management features and/or green surface/native plants. LAUSD is partnering with local agencies to install dry wells at school sites and to identify additional LID opportunities. Critical asphalt repair projects are reviewed for opportunities to install LID features instead, as a strategy to reduce asphalt District-wide.
- LAUSD pursues a multi-faceted program of water conservation and drought response, including:
  - Replaced more than 1,000 water closets and 225 urinals with low-flow fixtures through "direct install" programs with local utility providers, reducing consumption by more than 44 million gallons to date;
  - Connected to municipal recycled water for irrigation at three schools, expanding by eleven more schools by 2018, reducing consumption of potable water for irrigation by 1,111,605 gallons to date;
  - Installed weather-based "smart" irrigation systems at 84 campuses;
  - Replaced more than 110,000 square feet of turf with native/drought tolerant plants, revised the approved plant palette to emphasize native/drought tolerant plants, and developed a plant database website that schools can use to learn about the District's plant palette;
  - Administered a District/City water awareness collaboration called "One Water L.A."; and
  - Received an EPA grant to write and pilot water awareness curriculum.

#### *Element IC: Waste*

- During the 2014-2015 school year, 17 schools participated in a composting pilot program in which food waste was separated and collected by the waste hauler to be composted offsite. The program is being expanded in 2016. The resulting compost is used as mulch for freeway landscape as its quality is being assessed. During the 13-week program, the schools composted a total of 87.93 tons of food waste, averaging seven tons a week. Several individual schools also compost on-site and use the compost in their gardens. The District uses its yard and tree clippings to create mulch that is provided to schools for use in their gardens.
- The school's total office/classroom paper content is 10% Certified Forest Content and 90% Certified Sourcing, according to Sustainable Forestry Initiative.
- Waste and recycling is tracked by calculating the number of trash/recycle bins tipped per month and multiplying by the averaged tonnage of each full recycle or trash bin. The District uses single stream recycling. Each school was audited in 2012 to establish a baseline ratio of trash versus recycling bin capacity. Recycling is collected into 3-yard bins which can then be accounted for separately from the other waste.
- The District's Office of Environmental Health and Safety (OEHS) is responsible for the safe disposal of hazardous materials. Hazardous waste is stored in properly sealed DOT-approved containers, each affixed with an appropriate hazardous waste label. Hazardous waste must be shipped within 90 days of the "accumulation date" unless prior

approval is obtained by OEHS. A California “registered hauler” is used to transport waste to a lawfully permitted facility.

- LAUSD’s commitment to recycling and waste diversion practices necessary to attain a landfill diversion of 70% by 2020 is vital to managing the rising economic and environmental costs of solid waste collection and landfill disposal. LAUSD has recycling programs for a number of materials, including e-waste, fluorescent light tubes, lamps, used oil, waste anti-freeze, used oil filters, batteries, electronic devices and appliances. The salvage program promotes reuse of furniture and equipment.
- The District’s purchasing catalog includes green products, such as recycled toilet paper and paper towels, cardboard storage and moving boxes, and compostable bags. Schools use microfiber rags, towels, flat and fringed mops, HEPA filters on vacuums, and a range of Green Seal certified cleaning solutions. 25% of cleaning products are green certified GS-37 Green Seal (industrial and institutional).

#### *Element ID: Alternative Transportation*

- The LAUSD Transportation Services Division tracks school bussing at 6.3% (41,000 students). Some schools use a “walking bus” program in which adults accompany groups of students as they walk to school along a given route. The City of Los Angeles Department of Transportation has secured funding and the District is collaborating in the collection of relevant data to establish a statistical baseline regarding student travel to and from school. Data will be collected over the next three semesters by physical education staff and Parent Center volunteers.
- Newer schools designed to CHPS/LEED standards have marked carpool stalls. Older schools vary.
- LAUSD maintains a well-publicized no-idling policy that applies to all vehicles; vehicle loading/unloading areas at least 25 feet from building intakes, doors, and windows; designated Safe Pedestrian Routes to School or Safe Routes to School; an electric vehicle charging policy to encourage the use of these vehicles; and secure storage (such as lockers, racks, or rooms) provided to encourage human-powered modes of transportation to school.
- LAUSD is working closely with the City to develop and implement the Citywide Safe Routes to School Strategic Plan to improve the student journey to school. The plan uses data-driven, needs-based prioritization and collaborative planning to directly increase safety and convenience for students to walk/bike to school and to reduce the number/rate of pedestrian and bicycle injuries, and includes infrastructure improvements, public safety, and education.
- The City provides safe routes to every school, which are posted on the District’s Office of Environmental Health and Safety website and distributed to parents and posted in the main office along with Pedestrian Safety and other alerts. Safe routes activities include one-day and year-long Walk to School activities, sharing traffic safety campaign and educational materials, developing School Safety Plans to secure public infrastructure improvements, creating a volunteer safety patrol program, and implementing school slow zones. The District also celebrates Walk to School Month and National Bike/Walk to School Day each October. Walk to School Day brings together schools to host students, staff, parents, community members, and elected officials to celebrate a walk to school.
- Partnerships with dozens of non-profit organizations raise awareness of environmental issues with the goal of effecting behavioral change among the students, staff, and community, such as Alliance for Climate Education. The District’s sustainability website (“Learning Green”) and newsletter impart information on sustainability-related activities,

and resources. An informal network of school-based sustainability liaisons (teachers) act as conduit for information on sustainability programs and initiatives from the District headquarters to the schools.

- LAUSD has the largest alternative fuel school bus fleet in California, including CNG (529), ULEV, propane, and low-sulfur bio-diesel. The District adopted the Healthy Breathing Initiative mandating that all purchased/contracted buses be alternative fuel or green diesel. LAUSD has two CNG fueling stations and one under construction. All diesel buses use low-sulfur bio-diesel and have special exhaust filters that further reduce pollutants. All new admin/light vehicles must be hybrid or other alternative energy.
- LAUSD offers stipends for employees who use alternative transportation. LA Metropolitan Transit Authority, Gardena Municipal Bus Lines, and Santa Monica Big Blue Bus lines offer passes to qualified students.

## Pillar II: Improve the Health and Wellness of Students and Staff

### *Element IIA: Environmental Health*

- LAUSD was one of the first Districts to adopt an IPM program. The cafeterias are inspected monthly by technicians. Each school has an IPM Handbook on-site with IPM Policy and Procedures, the Healthy Schools Act, the approved product list, required forms, and a Site Activity Log. LAUSD's IPM Program received two Innovator Awards (1994 and 2007) from the California Department of Pesticide Regulation for practices like using heat to eradicate termites and the use of beneficial insects.
- Notice of all application is posted and sent to parents 72 hours in advance, and all applications are recorded, including any product or application that is Healthy Schools Act exempt. Records are kept for four years. LAUSD use of chemical pesticide is extremely rare. LAUSD chemical pesticide use is negligible, so reduction does not apply. The LAUSD pesticide list includes only one HSA exempt product (1%), but notification protocols are still followed.
- Every school has an on-site Chemical Safety Coordinator (CSC) who is responsible for implementing the District's Hazard Communication and Chemical Hygiene standards, and is tasked with conducting monthly inspections, maintaining inventory labeling and storage, chemical hygiene training for science teachers, and hazard communications training of all staff. All science teachers follow the guidelines in the Science Safety Handbook for California Public Schools. All District schools and offices are tobacco and aerosol free. Each school also has an asbestos management plan. All maintenance staff and plant managers receive asbestos awareness training. Each school receives asbestos surveillance every six months and fully inspected every three years. Elemental mercury has been removed and is prohibited. The District stopped approving wooden play structures approximately 20 years ago.
- LAUSD uses Green Seal certification to verify products. Green Seal-certified products have met the same performance and quality requirements you would expect from the traditional, non-green counterparts due to the performance criteria in each of the Green Seal standards. 25% of cleaning products are certified with Green Seal. The District participated in the development of the "Healthy Cleaning & Asthma-Safer Schools: A How to Guide" published by the California Department of Public Health.
- The average age of an LAUSD school is 50 years. All new classrooms meet LEED acoustic requirements (< 45 dBA). Sound level in the existing legacy classrooms must be below 50 dBA. Skylights in the original double-loaded hallways bring in natural light, and natural daylight in existing classrooms is supplemented by high quality lighting. The

lighting system provides appropriate light levels at student desks and at the teaching wall and includes occupancy sensors. Pendant light fixtures provide bright, even lighting throughout the classrooms. The mechanical systems of new buildings meet the standards for thermal comfort and humidity control, radiant temperature and air movement as established by ASHRAE 55. Spaces are required to have four air exchanges per hour with a 20/80 ratio of fresh to recycled air. Spaces that do not meet that standard are reported to the Office of Environmental Health and Safety for inspection and immediate action. All classrooms have operable windows as well.

- The filters on all HVAC equipment are changed quarterly and as needed. Under agreement/funding by Southern California Air Quality Management District (SCAQMD), since 2010 LAUSD has installed upgraded air filtration systems at 41 schools in the area adjacent to the Ports of Los Angeles and Long Beach and in East Los Angeles. In 2015, LAUSD entered into an agreement with SCAQMD to survey schools and install upgraded filtration systems at up to 20 additional sites over the next five years. These upgraded filters significantly reduce in-classroom levels of ultra-fine particles such as diesel soot and other particulate matter. These systems include a filter life monitoring system to ensure proper maintenance and conserve energy.
- LAUSD Nursing Services manages the Asthma Program, which provides asthma education to students, teachers and parents at schools and during in-home visits (nurse/parent walk through the home and complete EPA's environmental checklist; mitigation supplies are provided). The LAC+USC Breathmobile Clinic operates four mobile units which offer free asthma and allergy specialty services to students at 80 District campuses. LAUSD endorses EPA's Tool for Schools (TFS) to promote low/no-cost solutions to improve indoor air quality and provides Guidelines and a video on how to implement TFS. The Asthma program provides several award-winning student-made asthma awareness videos to help students in all grade levels understand and control asthma triggers. LAUSD has a no aerosol policy. In 2011, LAUSD received the California Breathing Achievement in Respiratory Health, Distinguished Achievement Award for its successful efforts to create a healthy, asthma-friendly environment for students and staff.
- All leaks and possible incidence of mold are immediately reported to the Office of Environmental Health and Safety (OEHS). OEHS samples and remediates as necessary. Dehumidifiers are used for any incidence of water intrusion.
- All painted surfaces are assumed to be lead containing. The plant manager monitors the condition of all paint and any unsafe condition is immediately recorded and reported. Cleanup and stabilization of paint is conducted by maintenance staff certified as "Lead Safe Schools" inspectors under third-party review by the District's OEHS. Prep work for beautification projects is conducted by trained maintenance staff. All soil is tested upon removal of asphalt and prior to installation of gardens.
- The municipal provider (Los Angeles Department of Water and Power) samples and tests the water every day to make sure the water is safe for all uses. They have 300 monitoring locations throughout the city. Testing shows that the water meets or exceeds all State and Federal drinking water standards.
- All drinking water fountains and faucets and all food service faucets are flushed for a minimum of 30 seconds prior to first use each day to reduce lead levels. A replacement program is underway to replace old fountains with hydration stations that have enhanced filtration systems.
- The Office of Environmental Health and Safety has developed and implemented a Chemical Hygiene Plan (CHP) to minimize employee and student exposure to

hazardous chemicals in schools with laboratories. A qualified Chemical Safety Coordinator (CSC) is appointed at each location with a chemical laboratory to implement the CHP. Duties of the CSC include training employees on chemical safety, ensuring that safe laboratory procedures are adhered to, maintaining reference materials including Material Safety Data Sheets, inspecting and maintaining safe chemical storage rooms, completing chemical inventories, and providing oversight for packaging and removal of hazardous waste. Only chemicals approved by the State of California and OEHS may be used in LAUSD school laboratories. These chemicals are designated as LAUSD Approved Laboratory Chemicals.

- The EPA's "Healthy SEAT" School Environments Assessment Tool is based on LAUSD's inspection model. LAUSD conducts routine inspections in all District facilities according to the Safe School Inspection Guidebook to identify potential health and safety risks and assess compliance with regulatory requirements. The Guidebook assists school administrators in complying with applicable health and safety standards. As part of the inspection, reviews are performed of: Injury/Illness Prevention Plan, any regulatory permits issued to the school, Chemical Hygiene and Safety Plan, Hazard Communication Program, Availability of Asbestos Management Plan, health and safety training records, copies of both volumes of site's Safe School Plan, availability of the Integrated Pest Management Plan, and copies of completed Accident Investigation forms. The District provides the full Tools for Schools Action Kit for use to enhance indoor learning and working environments and offers training via the Nursing Services Division.
- Connectedness to school is a vital element of the Safe Environment component of the Blueprint for Wellness. LADOT has developed 3 activity guides—Walking Field Trip, Community Walks, and Bicycle Rides—and the Golden Sneaker Program to encourage walking. Beginning in January 2016, they will provide technical assistance to 20 schools that host Keep Walking! activities.

#### *Element IIB: Nutrition and Fitness*

- LAUSD participates in the Presidential Youth Fitness Program using FITNESSGRAM to help students improve their health and fitness. The Learning Garden implementation is tracked by a Scope of Work (L.A. County Department of Health); a Re-AIM monitoring protocol and the online Activity Tracking Form (State, County, USDA). The District has increased implementation significantly each of the past two years, and the LA DPH Impact Outcome Evaluation (IOE) shows an ongoing increased consumption of healthy fruits and vegetables.
- 490 LAUSD schools have been recognized in the USDA's HealthierUS School Challenge: Smarter Lunchrooms, recognizing excellence in nutrition and physical activity. For a list of schools, visit: <http://www.fns.usda.gov/hussc/california-award-winners>
- The District participates in California Thursdays and other Farm to School programs. More than 70% of food comes from local growers in California.
- LAUSD's Nutritional Education Obesity Prevention division (NEOP) is a collaborative effort of students, teachers, school nurses, administrators, food service professionals, parents, and corporate/community partners that provides learning experiences for thousands of students to increase healthy eating and physical activity. NEOP weaves food preparation and meals into a cross-discipline educational experience and conducts Teacher Professional Development on Physical Activity, Harvest of the Month, Impact Outcome Evaluation, Learning Gardens, and alignment of gardening/nutrition curricula to

the Common Core State Standards. In 2012/13, 247 schools participated; the Program currently serves 41 schools, and the District has received additional funding to revitalize this effort. LAUSD has worked with Common Threads Program on a program for 190 schools that teaches underserved children to cook wholesome, affordable meals that emphasize nutrition and wellness and celebrate cultural diversity. NEOP's website provides information/resources regarding nutritional education and fitness programs.

- More than 375 schools have one or more on-site gardens maintained by students, staff, and community. Many school gardens supply food for students in the cafeteria, cooking classes, and the community. The District's goal is for all students in every grade to receive instructional time in a school garden.
- In 2013, LAUSD restated its prioritization of educational schoolyard landscapes, greening through existing projects, and improving nutrition and food access. LAUSD has added more than 180 gardens over the past few years, working with partners like Enrich L.A. (56 edible gardens), Theodore Payne/LA's Best (36 native gardens), and TreePeople (16 gardens). The SEEDS program has partnered with Kitchen Community and others to provide 39 new edible/instructional gardens. LAUSD has worked with partners to provide 41 Learning Gardens that serve as outdoor classrooms and experiential play-spaces that empower healthier food choices, with an annual \$1,000,000 from USDA and L.A. DPH to provide raised beds and garden boxes to articulate nutrition education, healthy eating and food security. These and many District schools supply food for use on campus or in the community (Dorsey High School, Carson High School, Crenshaw High School, Sylmar High School, Enadia Way Elementary School, and others).
- Elementary school students spend 30 minutes per day in school-supervised physical education; secondary students receive 400 minutes every ten days. At least 50% of students' annual physical education takes place outdoors. 20 min/day of supervised recess is provided and moderate/vigorous physical activity is encouraged. Recess time is protected from disciplinary measures and school activities.
- Physical education is designed to provide every child with a rigorous, standards-based instructional program in a safe, personalized, nurturing, and engaging learning environment. Nineteen single-subject P.E. teachers provide embedded training to elementary teachers.
- Health measures are integrated into assessment through the FITNESSGRAM physical performance test, administered in grades 5, 7, and 9 to test aerobic capacity, BMI, muscular strength, endurance, and flexibility. Students are also assessed on their ability to meet grade-level standards. Physical education partners include Ready Set Gold, Marathon Kids, SBSM Foundation, U.S. Golf and U.S. Tennis Associations, and the L.A. Bike Coalition.
- Every school has a Coordinated Health and Safety Committee which meets every month and as needed to assess and evaluate the implementation of the wellness programs at the school site level. This policy requires all wellness committees to include involvement of stakeholders, goals for nutrition guidelines for all foods available on school campus, nutrition education and promotion, physical education and activity, notification to the public, and monitoring and evaluation of the policies. The District's Beyond the Bell Branch ensures that all children and youth in LAUSD have access to high quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and on Saturdays).
- Extracurricular physical activity programs are offered at all grade levels before and after school in a variety of supervised activities in physical activity clubs or intramural

programs through the District's Beyond the Bell program. Interscholastic sports programs are offered as appropriate for high schools and middle schools, as well as a wide range of other activities that meet the needs, interests, and abilities of all students, including students with disabilities or special health-care needs. Afterschool childcare and enrichment programs are provided with adequate outdoor space and equipment. In 2014, Beyond the Bell began engaging students in building, maintaining, and sustaining gardens as part of their vision in helping green schools.

- LAUSD recognizes that staff and employees set the cultural tone of the educational environment. The District has begun the process of designing a District-wide Wellness and Total Health Management Program. Program elements include: screening tools, including Health Risk Assessments and clinical tests (e.g., blood pressure measurements, cholesterol checks); lifestyle management (e.g., smoking cessation, stress management, weight management) and disease management (e.g., diabetes management); health promotion benefits, such as vaccinations; community events (e.g., LAUSD 5K, marathons, health fairs, etc.); and services at the wellness centers that are available to staff. The District is developing resources for staff regarding healthy eating (including during staff meetings and events), walking or participating in physical activities during lunch/breaks, simple desk exercises, stress management, and first aid and CPR classes. NEOP also hosts ongoing staff physical activity workouts and food demonstrations.
- The Nutrition Education Obesity Prevention-LAUSD Program (NEOP) and Sustainable Economic Enterprises of Los Angeles (SEE-LA) have partnered to create the unique "Bring the Farmer to Your School Program", which brings local farmers into Title I classrooms to deliver interactive presentations about agriculture, farming as a career, water conservation and the importance of eating more fresh fruits and vegetables and having an active lifestyle. Students can ask questions, see pictures, and taste farm-fresh locally-grown produce. Farmers often bring varieties of fruits and vegetables that are unknown to students, like blood oranges, purple carrots, or cherimoya. The Farm to School program works with at least 12 local farmers, serves approximately 200 LAUSD schools and teaches to over 81,000 LAUSD students annually. LAUSD also partners with organizations including the Kitchen Community, Enrich LA, and the Captain Planet Foundation to provide edible gardens and garden-related curriculum.
- The District's Blueprint for Wellness is modeled on the CDC's Coordinated School Health approach, identifying the following elements: nutrition services, physical education, health education, health services, school mental health, psychological and social services, safe social/emotional/physical environment, staff wellness, fundraising, parent and community involvement. The Blueprint is designed to encompass student, parent, staff, and community wellness and should serve to further advance wellness throughout the District. In addition, the District will build relationships with community agencies to offer continued supplemental educational campaigns for health, safe schools, and HIV/AIDS education with constant evaluation of best practices for support services to schools and students.
- LAUSD works with more than 150 community agencies/partners to bring health care programs to students, including school-based health centers, mobile health clinics, and mobile vision and dental programs, as well as joint-use facilities that allow students, staff, families, and communities access to physical activity, nutrition, and health programs after school hours. Clinical partners operate more than 50 school-based health and wellness centers in low-income areas providing an array of medical/mental health/dental care. Mobile programs include: LAC-USC Breathmobile providing asthma care services at over 100 schools, and primary care services through Queenscare,

Cedars-Sinai COACH for Kids, and Little Company of Mary/Providence Hospital. Other partners: L.A. Trust for Children's Health, To Help Everyone, Mother of Many, Los Angeles Child Guidance Clinic, UCLA, Students Run L.A., Magic Johnson STD-HIV-AIDS Prevention Programs with CDC, Keeping it Real with L.A. County Department of Public Health, USC, University of Texas.

- LAUSD has invested significantly in the development and maintenance of school-based health centers. In 2011, \$36 million was appropriated to build state of the art full service community clinics, called wellness centers, on 14 of LAUSD's highest need campuses. They are operated by community clinic providers and are open to students, families, and the community. Each wellness center provides physical and mental health and most provide oral health services as well. This represents a significant infrastructure investment that will leverage additional health and wellness services for students, families, and the general LAUSD school community. There are over 480 school nurses who serve the health needs of LAUSD students in a wide range of programs: Infant Special Education, Pre-Schools, Elementary, Secondary, Continuation Schools, Migrant Education Programs, Special Education and Early Education Centers.
- The District is highly committed to a healthy school climate and offers resources for creating safe and inclusive environments free of bullying, racism, and intolerance. Safe Environment, including Social-Emotional Climate, is one of the main components of the Blueprint for Wellness. The district promotes respect for and appreciation of cultural differences among peers, and creates opportunities for every student to build significant relationships with adults on campus through positive communication and mentoring. The District encourages parent involvement and participation in their children's education through collaboration, volunteerism, and membership on school council with the goal of helping parents understand their critical role in the development of their child's sense of value within the home, school, and community. LAUSD has a strict anti-bullying policy and teachers and administration are committed to creating a healthy school climate through the Safe School Climate Policy.

### Pillar III: Provide Effective Environmental and Sustainability Education

#### *Element IIIA: Interdisciplinary Learning*

- LAUSD's Director of Outdoor Education participated in the California Environmental Literacy Task Force that developed the Blueprint for Environmental Literacy, which describes Environmental Literacy as "the capacity to act individually and with others to support ecologically sound, economically prosperous, and equitable communities for present and future generations. Through lived experiences and education programs that include classroom-based lessons, experiential education, and outdoor learning, students will become environmentally literate, developing the knowledge, skills, and understanding of environmental principles to analyze environmental issues and make informed decisions." This definition is being put into formal practice in a model Global Challenge initiative promoting environmental literacy in 127 District schools. The District is demonstrating its commitment to environmental education and sustainability through several policy initiatives: water, energy, climate change, and waste awareness and education programs, teacher professional development, prioritization of outdoor learning spaces, pilots and partnerships promoting environmental literacy (CELF, PowerSave Schools, PEAK, e-Motion, Pathways to Electricity, Alliance for Climate Education), and the outstanding Outdoor Education Division dedicated to using place-based

environmentally-themed interactive learning to teach STEM, ELA, and environmental and civic responsibility.

- The District has more than 50 environmentally-themed magnets and academies. 51 High Schools offer AP Environmental Science (APES). The District has more than 100 gardens that are integrated into the curriculum. Success in APES courses and in the various sustainability-related academies and magnets is the District's way of assessing student environmental and sustainability learning and achievement. Teachers representing approximately 50% of schools have participated.
- APES courses are structured around 6 themes: science is a process; energy conservation underlies all ecological processes; the Earth as one interconnected system; humans can alter systems; environmental issues have a social and cultural context; and human survival depends upon developing practices that will result in sustainable systems. APES meets the 9-12 physical science requirement and one year of UC entrance lab science requirement. Several LAUSD magnets and academies focus on sustainability and the environment. For example, Carthay Elementary School of Environmental Studies offers a Common Core-aligned program emphasizing Carthay's award-winning Garden Science program, service learning projects, and language and visual arts. At King MS Environmental Studies Magnet, environmental literacy is integrated into all subject matter areas, including local and global environmental issues, renewable resources/recycling, sustainable gardening/food sources, health/nutrition, and the importance of community engagement and service. It involves project-based learning, specialized electives and partnership activities with community partners. Several schools use the District's legacy agricultural areas and greenhouses to offer horticulture-focused experiential programs (Westchester Environmental/Natural Science/Engineering Magnet; Webster MS, Northridge MS, Sylmar HS). Teachers from more than 440 schools have participated in professional development workshops sponsored by utility providers and CBO partners, including PEAK, EarthEcho, and LADWP's Electricity in Action. Three LAUSD middle schools are taking part in a Children's Environmental Literacy Foundation Leadership Training in Curriculum pilot program designed to connect existing programs on cultural relevance, student leadership and project-based learning with a sustainable focus with the goal of making sustainability an integral part of education at LAUSD.
- More than 100 schools have environmental clubs, a student green team, or teachers/mentors. LAUSD has several of its own field trip venues, as well as dozens of destinations in the area. The number of schools that participate in environmental service learning is constantly increasing.
- LAUSD has two science centers for student field trips: Granada Hills, which offers science materials check out; and Christensen (San Pedro), an urban agriculture demonstration site. Other District Outdoor Learning sites include: Point Fermin Outdoor Center (week/weekend/overnight); Descanso Gardens (hands-on activities with lesson plans); and Camp Skyhook, a five-day immersive, hands-on adventure in the Angeles National Forest for 4th and 5th graders designed to inspire STEM learning, sponsored by Kareem Abdul-Jabbar's Skyhook Foundation. 72% of students who attend Camp Skyhook are English language learners; most have never left their urban environment. More than 4,000 students graduated from Camp Skyhook in 2015. These unique locations provide an array of standards-aligned, place-based environmental educational opportunities and foster local eco-literacy through hands-on STEM-related experiences. Other sustainability related field trips include Baldwin Hills Scenic Overlook, L.A. Department of Sanitation Environmental Learning Center at Hyperion (interactive water/waste reduction displays), Theodore Payne (drought/water/native plants, hands

on/lesson plans), and trips to local farms. As part of the DROPS storm water (LID) grant projects, TreePeople is creating an eco-club at each of the six schools. The students will learn about watershed and native plants, and will design a LID feather that they will present at workshops with the project Landscape Architects with the goal of incorporating their design into the site LID master plan. Students will create signage describing the projects and flora/fauna, as well as a guidebook. The DROPS schools will serve as demonstration sites for other schools and students will serve as docents. Here, all graduating seniors must complete a formal service learning project, and many choose an environmental focus. Teachers from 143 schools have attended workshops for implementing informal environmental service learning projects at their schools.

### *Element IIIB: STEM Content, Knowledge, and Skills*

- Many schools serve as STEM Learning Centers that use their campuses as the context for developing thinking skills and content knowledge. For example, the schools where LID storm water management features are being installed are using the project, in partnership with TreePeople and L.A. Audubon, to engage students in the design process (learning about watershed, infiltration, water quality, engineering), in the plant sizing and selection process (botany, horticulture, bird/pollinators, math), and in developing materials and strategies for explaining the features to other students (thinking skills and content knowledge).
- Teachers will receive professional development in STEM aligned to NGSS and Common Core, as well. Victory Elementary School will be launching their new STEM Academy via their DROPS project. Furthermore, the District's "School Gardens as Teaching Tool" Reference Guide was created to provide information on the use of school gardens for standards-based instruction. The SEEDS program (Sustainable Environment Enhancement Developments for Schools) provides \$35,000 in infrastructure for school gardens that are accompanied by approved curriculum, articulating campus ecology improvement with STEM and Common Core content knowledge. In all, LAUSD also partners with local utility providers and non-profit organizations to provide environmentally related STEM professional development and outdoor learning experiences, such as Drop in the Bucket (water infrastructure), and Theodore Payne's Storm Water awareness lesson plans and field trips.
- LAUSD's instructional program follows California's 15 CTE Pathways, and includes: Linked Learning, Work-based Learning, and Career Technical Education; California Partnership Academies (CPAs); and Regional Occupation Programs (ROPs). Linked Learning is an integrated program that brings together strong academics, demanding career and technical education, and real-world experience to help students gain an advantage in high school, higher education, and careers. LAUSD embeds Linked Learning programs in Energy, Environment & Utilities and CTE programs in Agriculture and Natural Resources, as well as California Partnership Academies focused on Green Design, Natural Resources/Environmental Science, and Energy/Environmental Technology. Some schools combine strategies, for example, Monroe High School has an Engineering and Design "Small Learning Community" with a California Partnership Academy, and collaborates with Project Lead the Way to focus on green design and engineering. Sotomayor Learning Academies offers pathways in Agriculture and Natural Resources as well as Energy, Environment and Utilities. Rivera High School's Green Design Community School offers theme-based learning activities emphasizing green industry careers and project based instruction on environmental protection, energy conservation, and designing with sustainable resources. Sylmar High School's Horticulture and Agricultural ROP trains students on gardening and food security

programs and is a source of many seedlings, trees and plants provided to the school communities across the district. Through California's Proposition 39, high school students will receive hands-on experience learning how to conduct building energy audits at their schools. Currently, 29 Prop 39 projects are in construction, in design, or under audit, with another 20 anticipated depending on yearly funding levels. This approach to education is helping to create an engaged, disciplined, and productive future workforce ready to succeed in college, career, and life.

### *Element III C: Civic Knowledge and Skills*

- LAUSD is proud to provide service opportunities and to support the amazing initiative and social consciousness of teachers and students. All graduating high school seniors are required to complete a service learning project. Past projects have focused on the impact on the watershed, using graphic arts to promote recycling, and indoor air quality at schools.
- For LAUSD's 2015 Aspen Challenge, an event dedicated to civic and community engagement, the student team from Eagle Rock High School audited the energy use of local businesses and made suggestions for conservation, and helped plant street trees in their community. Westchester High School took first prize with their water conservation awareness campaign, which included a Drought Awareness Solutions Summit designed to promote water conservation in the community, and the crafting of two California State Senate bills, as well as motivating other schools to take on the challenge of conserving water.
- With the growing emphasis on project-based learning, civic and community engagement and social responsibility are increasingly an integral part of the students' experience. At Enadia Way Elementary School, students are growing, packaging and selling plants, fruits and vegetables at their seasonal Farmers Market. Students at King Middle School successfully campaigned LAUSD to end the use of Styrofoam lunch trays, building a large "sculpture" of one day's worth of trays to bring attention to the issue, participating in a news story, and working directly with the District Superintendent. Students at Sylmar High School ROP donate fresh produce to schools and to feeding programs in the surrounding communities. In May 2015, more than 3,500 elementary students from 30 schools were bussed by the District to participate in LAUSD's yearly Kids Ocean Day cleanup at Dockweiler Beach.
- Outdoor learning at LAUSD takes many forms at every grade level. It can be as formal as a STEM-related day, weekend, or week at one of the District's Outdoor Education venues, the Christensen Agricultural Science Center or a magical first time out of the City at Camp Skyhook in the Angeles National Forest. Or it could be a field trip to one of many excellent local destinations or local farms. Meaningful outdoor experiences can also occur on or nearby campus. One 4th/5th Science Educator describes taking her students on trips to the L.A. Arboretum to learn plant sciences, the Natural History Museum's new urban "backyard," and the nearby Santa Monica Mountains where they learned about the environment under the National Park Service "Parks as Classrooms" program. Another Teacher describes taking students on an "outdoor lab" day in the Santa Monica Mountains as part of 7th Grade Science, 9th Grade Inter-Coordinated Sciences, and 10th Grade Ecology and Environmental Science. Students at Leo Politi Elementary School (K-5) can visit their very own bird and pollinator garden to learn about science and botany and hone their ELA skills, and nearby Dorsey High School uses their partnership with Baldwin Hills Overlook and Kenneth Hahn Park to enrich their students' experience. Elementary and middle school students at the six DROPS Grant LID project schools will have storm water management features that serve as outdoor

science labs, social studies, math, and English classrooms to use and share with other schools, serving as a model for schools as outdoor learning venues. Third-grade students from Esperanza Elementary School have learned about two species of ducks by visiting nearby MacArthur Park and participated in the first annual "Bird L.A. Day" by "urban birding" near their school in Downtown L.A. Enadia Way Elementary School has a native habitat garden certified by the National Wildlife Federation that provides simple, meaningful outdoor learning every day. The garden at Micheltorena Elementary School, Venice High School, and North Hollywood High School.

- In 2015, Sharon Danks, author of the ACR-128 legislation designating May as Living Schoolyard Month in California, presented her concept to the Board of Education, District Administrators, Facilities Services executives, Outdoor Education Administration, teachers, and staff. LAUSD distributed information and resource links via several channels, including social media.
- Field trips and service learning opportunities expose students to the broader community and are opportunities to learn civic and social skills as well. At some schools, like Carthay Elementary School Environmental Magnet, outdoor learning is at the center of teaching Common Core curriculum via their aligned Garden Program, and at schools like Venice High School and North Hollywood High School, it is a way to engage the parents and community as well as teach science and improve other skills. One great example is the way that students at Dorsey HS mentor the students at Leo Politi Elementary School. Dorsey's students helped build Politi's garden and help maintain it. The garden in turn has become a community hub, and young students have the opportunity to work with enthusiastic and engaged high school role models while learning science and improving skills in other subjects. Dorsey's students learn valuable civic skills, while using the experience and knowledge gained to prepare for college.
- Across all three pillars, the sustainability story is about collaborative partnerships between the District and literally hundreds of government and municipal agencies, utility providers, corporations, health care agencies and entities, universities, non-profits, community based organizations, environmental advocacy groups, and local farmers. LAUSD is partnering with the City of Los Angeles' One Water L.A. initiative, a collaboration of agencies setting water stewardship policies for the greater Los Angeles area and will be launching a water awareness contest in collaboration with the Mayor's Office of Sustainability. As part of this Initiative, the District secured a \$50,000 EPA Environmental Education Grant to develop and pilot NGSS-aligned interactive water awareness curriculum for middle and high schools in partnership with the LA Sanitation District, the LADWP and Metropolitan Water District, as well as EcoTelesis/UCLA Engineering Extension, Climate Resolve, and L.A. Waterkeeper. LAUSD has additional environmentally-themed STEM educational partnerships with UCLA Center X (including AP Readiness classes in Environmental Science), Cabrillo Marine Museum, LA Maritime Institute, and Loyola Marymount University. LAUSD is also partnering with local Neighborhood Councils, L.A.'s Trust for Student Health, and WeTap to promote water awareness, and more than a dozen partners (so far) to help bring gardens and wildlife habitat to schools including NWF and Captain Planet Foundation. The Council for Watershed Health has been an invaluable partner in LID storm water management efforts, tree canopy study, and update of the plant list. LAUSD partners with over 150 community agencies and programs to bring health care and health programs to schools, convening collaborative groups of partners in order to address the local needs of students and communities. The District has an MOU with the County of Los Angeles to work together around mutual goals of community health and wellness.

- Utilizing the definition of Environmental Literacy found in California's Blueprint for Environmental Literacy, the "Global Humanitarian Challenge" model eco-literacy program was launched at 127 schools in 2015. The Global Challenge is an initiative aligned with the United Nations Sustainable Development goals for 2015-2030. This system-wide PreK-12 instructional plan includes curriculum and partner resources to enable all students to meet A-G requirements and graduate college and career ready. The Challenge provides schools opportunities to participate in various sub-challenges, where their local solutions have the potential to impact the planet. The 2015 Environmental Sustainability Sub-Challenge asks the schools to design and install drought resistant green learning and biodiversity habitat spaces on their campuses and integrate the process into their curriculum. The goals of the Environmental Sustainability Challenge are: make learning relevant and engaging for all students in supportive environments; provide authentic opportunities for students to investigate, analyze, communicate, and use appropriate tools to solve real world problems; convey the concept of resilience and build this resiliency in all students; help all students recognize that they have contributions to make to create change to positively impact local and global communities; facilitate the development of lifelong learners; empower students to give back to both their local and global communities; engage all schools, students, parents, and community members in the work of the Challenge. In this model endeavor, the District is working with existing partners and establishing new partnerships with groups like the California Foundation for Agriculture in the Classroom and the Kaiser Foundation.



Examples of outdoor learning in LAUSD.



LAUSD students and schools are recognized for their commitment to sustainability.

