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Overview

The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools that are taking a comprehensive approach to greening their schools. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts.

This is a two-step process. The first step is to complete and submit an application to the California Department of Education to be selected as a state nominee. If your school is selected as a state finalist, you will be asked to complete the second step of the process by providing additional information for the nominee package that will be forwarded to the U.S. Department of Education.

Schools will be evaluated based on their progress towards a wide variety of green benchmarks, including zero greenhouse gas emissions, food that is locally sourced and sustainable, and curriculum that ensures all students are environmentally and sustainability literate.

Four items are important to keep in mind as you consider applying to become a nominee:

These are ambitious goals and few, if any, schools are expected to have achieved all three, or even 100% of any one of the Pillars.

Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.

It is important to demonstrate concrete achievement, using quantified measures, whenever possible.

If your school is being actively considered, additional documents supporting your answers may be requested.

Completing the Application

Selection is based on the National Green Ribbon Schools three Pillars:

Pillar I: Environmental Impact and Energy Efficiency

Pillar II: Healthy School Environments

Pillar III: Environmental and Sustainability Education

To complete the application, schools are asked to provide basic information and complete a series of questions, including some short narratives. You will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. Some of the questions will require you to reach out to a variety of school and district personnel to gather quantifiable data. We hope you will assemble a team to work together to complete the application. This team may include physical plant directors, physical education directors, food services directors, curriculum directors, finance department representatives (for access to purchase orders, etc.) and teachers. A class or a group of students may also work with this team.

A [guide](#) is available on the CDE Website. You are encouraged to use this guide to develop responses before you begin this online application. Once you begin the application, you may save and return to it at any time until you hit the "submit" button.

As you will see in the application, the California Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals.

Timeline

December 22, 2011 - Application posted

February 17, 2012 - Applications submitted online by 5:00 pm PST to the California Department of Education (CDE)

March 22, 2012 - Four nominees submitted by CDE to the U.S. Department of Education

April 2012 - Earth Week - The U.S. Department of Education announces winners

May 2012 - U.S. Department of Education hosts national recognition award ceremony

Technical Assistance

For assistance in completing this application, please contact Kathleen Seabourne in the School Facilities and Transportation Services Division at 916-323-3926 or by e-mail at kseabour@cde.ca.gov.

Private Schools

Private schools are eligible to apply. These applications will be reviewed, scored, and nominated by the California Association of Private School Organizations (CAPSO). For assistance in completing this application, please contact the CAPSO representative, Paul Chapman at pchapman5@gmail.com.

The application is due no later than 5:00 pm PST on Friday, February 17, 2012.

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By submitting this electronic application, the school principal (or equivalent) below certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. Private schools only certify to certifications 1 through 7 and 12 and in no case is a private school required to make any certifications with regard to the public school district in which it happens to be located.

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.)

The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: I) environmental impact and energy efficiency; II) healthy school environments; and III) environmental and sustainability education.

The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.

The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act, and has no outstanding violations, nor has resolved such a case within the past year.

The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.

The school has not been cited within the past three years for failure to meet federal, state, or local potable water quality standards.

The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.

Neither the applicant 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.

OCR has not issued a violation letter of findings to the public school district concluding that applicant 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 plan to remedy the violation.

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.

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.

The school and, in the case of a public school, the district meet applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.

The superintendent approves the submission of this application.

School Contact Information

County/District/School Code

District Name

Long Beach Unified School District

County

Los Angeles

School Name

Longfellow Elementary

Mailing Address

3800 Olive Avenue

City

Long Beach

Zip Code

90807

School Website

<http://longfellow-lbusd-ca.schoolloop.com/>

Principal/Head of School First Name

Laurie

Principal/Head of School Last Name

Murrin

Principal/Head of School E-mail Address

LMurrin@lbusd.net

Principal/Head of School Telephone Number

(562) 595-0308

Lead Applicant First Name (if different from Principal/Head of School)

Heather

Lead Applicant Last Name (if different from Principal/Head of School)

Morrison

Lead Applicant Title

Green Team advisor

Lead Applicant E-mail

n_navin@msn.com

Lead Applicant Telephone Number

562-400-7362

If you would like to receive an email with your answers to this survey, please enter an email address here

kseabourne

kseabour@cde.ca.gov

Level

Elementary (PK - 5 or 6)

School Type

Public

Total School Enrollment

1066 (of which 39.22% are Title I and 11% are ELL)

How would you describe your school?

Urban

Total building area of the school

58,454 square feet

Year the school was built

1935

Year of modernization or renovation project(s)

2001

Does the school have at least 40 percent of students from a disadvantaged background?

Yes

Number of full-time and part-time staff members in each of the categories below

	Full-time	Part-time
Administrators	1	0
Classroom teachers	35	0
Physical education specialists	0	0
Counselors	0	1
Credentialed librarians	0	0
Nurses	0	1
Psychologists	0	1
Technology/media specialists or technicians	0	0
Paraprofessionals	0	4
Campus resource officers	0	0
Other staff	5	20
Total	41	27

Application Outline:

<u>Green Ribbon Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Questions: Participation in Green School Programs and/or awards for environmental and sustainability efforts, along with commitment of school organization	5 points
<u>PILLAR I: Environmental Impact and Energy Efficiency: 30%</u>	
Element IA: Improved energy conservation/energy-efficient building(s)	15 points
Element IB: Improved water quality, efficiency, and conservation	5 points
Element IC: Reduced waste production and improved recycling and composting programs	5 points
Element ID: Use of alternative transportation to, during, and from school	5 points
<u>PILLAR II: Healthy School Environments: 30%</u>	
Element IIA: An integrated school environmental health program	15 points
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time	15 points
<u>PILLAR III: Environmental and Sustainability Education: 35%</u>	
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems	20 points
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills	5 points
Element IIIC: Development and application of civic engagement knowledge and skills	10 points
TOTAL	100 points

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Q CC1: Is the school participating in a local, state, or nationally recognized green school program which asks benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?

Yes

If yes, which program(s) is the school participating in and what level(s) have been achieved?

California K-12 School Recycling Challenge 2010-11 - Benchmark Division, California K-12 School Recycling Challenge 2011-12 - Competition Division.

Q CC2: Has the school, staff, or student body received any awards for environmental or sustainability stewardship/action?

Yes

List the awards received and the years received.

California State PTA Spotlight Environmental Award Winner 2010-11, California K-12 School Recycling Challenge 2011-12 - Competition Division (Individual School Division First Place Corrugated Cardboard & Polysterene)

Q CC3: 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?

Yes

If yes, describe: (Maximum 200 words)

At Longfellow, we hold various meetings during which ongoing green efforts are routinely discussed. The most significant of

these are Green Team meetings, which are held at least once per trimester and are open to all. Past meetings have been attended by teachers, students, parents, our plant supervisor and school administration. This is the main forum for discussion of Longfellow's green efforts. Green efforts are also discussed on an as needed basis at monthly PTA meetings. Additionally, green efforts are a part of each month's First Friday Flag ceremony assembly, attended by all students and teachers in grades 1-5, as well as other staff and parents. Additional electronic forums for discussion of green efforts include a Google Documents site and email list of all those interested in Green Team activities, as well as a Facebook group. Our district also uses "School Loop", an email and web notification system, and the Green Team, as well as other school groups can post information to all stakeholders via this system. Recently, a student Green Team has been formed, made up of 4th and 5th Grade students. These students also meet regularly to discuss their green efforts.

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Pillar I: Environmental Impact and Energy Efficiency

Buildings, grounds and operations: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints). Pillar I includes four main elements:

Element A: Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, and on-site renewable energy and/or purchase of green power.

Element B: Improved water quality, efficiency, and conservation.

Element C: Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

Element D: Expanded use of alternative transportation to, during, and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure the school's progress towards Pillar I and its associated four elements.

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QIA1. Is there an energy master plan in place?

Yes

QIA2: Has the school received EPA's ENERGY STAR certification?

Yes

If the school received the certification, note the year it was achieved and the score received:

2011, 100

If no, is the school eligible for certification?

QIA3: Has the total non-transportation energy use (i.e. electricity and temperature control) been reduced from an initial baseline?

Yes

Provide the following information:

Percentage of reduction : 17%

Measurement unit used (kBtu/square foot or kBtu/student) : kBtu/square foot

Time period measured (mm/yyyy - mm/yyyy) : 11/2004-03/2011

What documents can be provided to document this reduction (such as ENERGY STAR Portfolio Manager reports), if requested? : Energy Star Portfolio Manager reports

QIA4: What percentage of your school's energy is obtained from:

On-site renewable energy generation : 0

Purchased renewable energy : 0

QIA5: If the school has been constructed and/or renovated in the past ten years, did the project meet one of the following green building rating systems? (Check all that apply.)

Other standard

Provide the following information:

What certification (if any) did the school receive and at what level (e.g. CHPS Verified, CHPS Verified Leader, CHPS Designed, LEED Certified, Silver, Gold, Platinum) : NOTE: there is an error in this form: None of the above apply to Longfellow but the option above cannot be unchecked.

What is the total constructed area? : n/a

What is the total renovated area? : n/a

QIA6: Do existing buildings meet green building standards?

No

Provide the following information:

QIA7: Can a reduction in the school's Greenhouse Gas (GHG) emissions be demonstrated?

Yes

Provide the following information:

Final GHG emissions rate (MT eCO₂/person) : 93 MT per year / 1066 students

Time period measured (mm/yyyy - mm/yyyy) : 03/01/2003 - 12/31/2011

How was this reduction documented(e.g. the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? :

Energy Star Portfolio Manager

Initial GHG emissions rate (MT eCO₂/person) : 123 MT per year / 925 students

Percentage reduction : 34%

QIA8: Is there a reduction and/or offset of greenhouse gas emissions from building energy use?

Yes

Provide the following information:

List offsets used : none

Current total GHG emissions (MtCO₂e) : 93 MT per year

Baseline total GHG emissions (MtCO₂e) : 123 MT per year

Change from baseline : 30

Time period measured (mm/yyyy - mm/yyyy) : 01/2003 - 12/2011

Explain any offsets used : n/a

QIA9: Indicate which green building practices are being used ensure the building is energy efficient.

Our school has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.

Our school building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.

Our school has an energy and water efficient product purchasing and procurement policy in place.

Other, describe: Energy Star

IA10: Describe any other indicators in the progress toward the elimination of GHG emissions (describe in detail and include metrics if available). (Maximum 200 words)

The LBUSD has an energy conservation program, as set out in the LBUSD Energy Conservation Guidelines, that is based on 4 major focus areas: 1. Behavior 2. Electronic program mable controls 3. Calibration of equipment and filter changes 4. New

Technologies All NEW construction in the district follows CHPS. Longfellow was built before this standard was implemented. Other GHG emission reductions: In 2010-11, Longfellow recycled 29 tons of mixed recyclables (general mixed paper, CRV, plastic, glass, metal, polystyrene) and 1.6 tons of Compost/Produce Waste. According to the WARM calculator our recycling program has reduced GHG emissions by MTCO₂E -83. Since the spring of 2010, Longfellow's Green Team has run a number of programs aimed at reducing our school's GHG emissions. Our recycling programs include classroom recycling (paper and cardboard); lunchtime recycling (Styrofoam trays, plastic, paper, cardboard and compost); "Terracycling" (juice pouches, energy bar wrappers, chip bags, pens and cookie wrappers are sent to Terracyde for "upcycling"); Friday recycling (bottles, cans and printer ink and toner cartridges brought from home) and daily donation to charity of purchased but unused cafeteria food. Other programs include Walk to School Wednesdays and a monthly Uniform Swap. Community events include annual ewaste and used clothing drives.

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QIB1: Can a reduction in the school's total water consumption (measured in gallons/occupant) from an initial baseline be demonstrated?

Yes

Provide the following information:

Percentage reduction domestic : 2.69

Percentage reduction irrigation : no records available for reclaimed water

Time period measured (mm/yyyy - mm/yyyy) : 03/2003 - 12/2011

Which documents can be provided to document this reduction (such as ENERGY STAR Portfolio Manager, school district reports), if requested? : Energy Star Portfolio Manager, LBUSD Energy Savings Program - Cost Avoidance Summary / Energy Types

QIB2: Which of the following practices are employed to increase water efficiency and ensure quality? (Check all that apply)

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

Our school has a smart irrigation system that adjusts watering time based on weather conditions.

Our school's landscaping is water-efficient and/or regionally appropriate.

Our school uses alternative water sources (ie. grey water, rainwater harvesting, etc.).

Taps, faucets, and drinking fountains are cleaned at least twice annually to reduce contamination, and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

Provide the following information about the school's landscaping

What percentage of the total landscaping is considered water-efficient or regionally appropriate? : 100%

What types of plants are used and where are they located? : The majority of the campus shrubs include: Rhamnus indica, Nandina domestica, Hibiscus and Pittosporum tobira – which are time-tested low-water foundation plants. In 2007, Longfellow and Hughes schools received a grant from the Air Quality Management District to plant 57 trees on the campuses to remove PM10 from the air and improve air quality. The trees were planted throughout the campus, from the school perimeters, to the playground and lunch areas. The school district facilitated this campus greening by providing new tree-wells for the project. Additionally, Longfellow has a seasonal vegetable garden surrounded by fruit trees, herbs and other Mediterranean climate plants.

Describe the alternate water sources used for irrigation. (Maximum 100 words)

Irrigation water is recycled water provided by the Long Beach Department of Water. It is locally captured and treated.

Describe the program that is in place to control lead in drinking water. (Maximum 100 words)

LBUSD's Maintenance Department has removed lead containing fixtures from all school sites. Backflow check valves have been installed at the school site. The City of Long Beach Water Department does monthly water quality testing.

QIB3: Our school's drinking water comes from:

Municipal water source

Describe how the water source is protected from potential contaminants. (Maximum 100 words)

Q 1B4: Describe any additional progress that has been made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

Irrigation systems have been upgraded to include evapotranspiration irrigation controllers at each school site throughout the school district. All new plantings follow district guidelines for native and low water plants. In addition to district inspections, our plant supervisor regularly inspects all faucets and other plumbing fixtures for leaks.

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QIC1: What percentage of waste is diverted from landfill or incinerator by reuse, composting, and/or recycling?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 36.13 cu yd

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 30.44 cu yd

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). : .30 cu yd

Recycling Rate = $[(B + C) \div (A + B + C) \times 100]$: 46%

QIC2: What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (FSC), Sustainable Forestry Initiative (SFI), American Tree Farm System, or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

30% (all paper is 30% post-consumer material)

QIC3: What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed chlorine free" (PCF)?

100%

QIC4: Is there an environmentally preferable purchasing policy that prioritizes purchasing products with fewer toxic and hazardous chemicals, with higher recycle content, with greater recyclability, and with greater energy and water efficiency?

No

QIC5: Provide the following information about the school's hazardous waste

How much hazardous waste is produced at the school (lbs/person/year)? : Weight unknown

How is the amount generated calculated? : n/a

List the types of hazardous waste generated : fluorescent bulbs, CRTs, PCUs and other e-waste, batteries, science lab materials, PCB Ballasts, asbestos.

How is hazardous waste monitored? : All hazardous waste is tracked by item and disposed of according to the district's hazardous waste policy. The district follows AHERA laws and maintains an Environmental Health and Safety Program.

QIC6: Which of the following benchmarks have been achieved to minimize and safely manage hazardous waste at the school? (Please check all that apply)

Our school has in place and actively enforces a hazardous waste policy for storage, management, and disposal of chemicals in laboratories and other areas with hazardous waste.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

Which green cleaning standard is used?

QIC7: Are "third-party-certified" green cleaning products used at the school?

Yes

Provide the following information about the green cleaning products used:

What percentage by volume of all cleaning products in use are "third-party-certified" green cleaning products? : 5%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Green Seal and Ecologo

QIC8: Describe any other indicators of the school's reduction of solid waste and elimination of hazardous waste.

(Maximum 200 words)

Since the inception of our recycling program in 2009-10, Longfellow has reduced the amount of solid waste from three, 3-cubic yard dumpsters emptied twice weekly to approximately 1.5, 3-cubic yard dumpsters emptied twice weekly. Also, in 2010, Longfellow began a program of composting fruit and vegetable waste from the cafeteria and lunch benches. In 2011, Longfellow also hosted a community-wide E-waste Drive in partnership with Hughes Middle School and recovered 2.7 tons of E-waste. The Drive was managed by E-Recycling of California. Additionally, a joint paper shredding event netted 4.4 tons of paper, which was recycled. In February 2012, we will also take part in a joint used clothing drive with Hughes Middle School. This is a community event designed to help school and community members discard clothing and other household items in an environmentally responsible way, thereby reducing community solid waste. It should be noted that most of LBUSD's solid waste is taken to the Southeast Resource Recovery Facility (SERRF) where it is processed through one of three boilers. (<http://www.longbeach.gov/lbgo/serrf/>) The steam generated from burning the refuse is used to drive the turbine-generator, producing electricity.

QID1: What percentage of students take the following to get to/from school?

Walk : 22.2

Bicycle/scooter/skateboard : 4.3

Carpool (2+ students in the car) : 44.7

School bus : 0

Other public transportation : .2

Total percentage : 71.4

Describe how these percentages were collected and calculated : A survey of 770 out of 1066 children was performed by teachers in the classroom. This sample was taken as representative of the school as a whole.

QID2: Which of the following policies or programs have been implemented:

Our school has established safer pedestrian routes to school which are distributed to parents and posted in the school office.

Our school has a policy to promote active forms of transportation (i.e. walking, bicycling, skateboarding, etc.).

Our school participates in a "Safe Routes to School" program.

QID3: Describe how the school transportation use is efficient and with fewer environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in the school's fleet, bus routes, or other indicators of significant reductions in emissions): (Maximum 100 words)

Longfellow does not use school buses for daily transportation. However, they are used for field trips and for transportation to special education programs. The LBUSD recently purchased nine CNG (Compressed Natural Gas) school buses to replace older diesel fuelled busses. This represents 35% of our District bus fleet. Therefore, 35% of the buses available for these uses are alternative fuel vehicles. As the District reduces the use of school buses, use of the Long Beach Transit bus system has been encouraged. All Long Beach Transit buses are either alternative fueled or hybrid gas/electric vehicles.

QID4: Does the school have any of the following that intentionally connect students to the school grounds? (Check all that apply)

School garden

Outdoor classroom

Restoration projects on school campus or nearby (removing invasive non-native plants, planting native plants)

Wildlife or native plant habitats

QID5: Describe other ways in which the use of alternative transportation to and from school through the active promotion of locally-available options and implementation of enabling projects and policies have been expanded.

(Maximum 200 words)

In 2010-2011, Longfellow Elementary commenced a program we call "Walk to School Wednesdays". Throughout the year, we promote walking to school as a healthy lifestyle choice. Those who do not live walking distance from the school are encouraged to park several blocks away and walk from there. When children walk to school on Wednesdays, they have the

opportunity to enter a drawing for prizes such as reusable lunch containers and other items that promote sustainable living. Each child who walks may have a parent or teacher sign a "ticket" for that day. These tickets go into a monthly drawing at our Flag Ceremonies. During each flag ceremony, the school's Green Team representatives also have the opportunity to make announcements about current or upcoming activities or environmental and sustainability progress at Longfellow.

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Pillar 2: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance of students and staff. Pillar II includes two main Elements:

Element A: An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.

Element B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure the school's progress toward Pillar II and its associated two elements.

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QIIA1: Which of the following pest management practices are employed? (Check all that apply)

Our school has an integrated pest management plan, as recommended by the California Healthy Schools Act, or organic gardening practices in place to reduce and/or eliminate pesticides.

Pest control policies, methods of application, pre-notification, and posting requirements are provided to parents and school employees.

Copies of pesticide labels, copies of notices, material safety data sheets (MSDS), and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least eight hours after the treatment, or longer if required by the pesticide label.

QIIA2: Which of the following practices are employed to improve contaminant control and ventilation? (Check all that apply)

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.

Our school meets American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) Standard 62.1-2010 (ventilation for acceptable indoor air quality) or state or local code.

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, elemental mercury, etc.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers, and other devices in accordance with federal, state, and local environmental regulations.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Our school has moisture resistant materials/protective systems installed (i.e. flooring, tub/shower, backing, and piping).

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 art supplies and selecting EPA's Design for the Environment approved cleaning products.

Our school has an environmentally preferable purchasing policy.

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

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): yes

QIIA3. Describe any other measures that consider student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of school grounds. (Maximum 200 words)

The LBUSD has an Energy Management Program, an Environmental Health and Safety Program and conducts annual Williams Inspections. All of these programs take student and staff health and safety into consideration through their implementation and continuation.

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QIIB1: Which practices are employed to promote nutrition, physical activity, and overall school health? (Check all that apply)

Our school has an on-site food garden.

Our students spent an average of 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.

50% or more of students in 5th, 7th, and 9th grade have scored within the Healthy Fitness Zone on the California Physical Fitness Test (FitnessGram).

The school has reduced UV and heat exposure through the greening of its campus (e.g. planting trees, building shade structures, or converting asphalt areas to green spaces).

Our school participates in the USDA's HealthierUS School Challenge or another nutrition program.

At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

List your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)

Longfellow participates in SHAPE (Shaping Health as Partners in Education). SHAPE California is a network of over 90 school districts working together to improve the health and academic success of California children. Working as a team, child nutrition staff, teachers, school administrators, family and the community work to provide a consistent nutrition message in child nutrition programs, classrooms, and throughout the school environment. With regard to sun protection education, Health Education Content Standards include lessons about sun protection in all grade levels. Students may wear hats while on the playground and are regularly encouraged to use sunscreen.

Describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

100% of Longfellow's physical education takes place outside. All grade levels participate in a minimum of 100 minutes of scheduled P.E. per week, in addition to supervised outdoor recess time of at least 75 minutes weekly. Physical education includes calisthenics, sports instruction and general fitness. Additionally, at least one class participates annually in the 100 Mile Club program. This is a physical fitness and life skills project based on the goal of running (or walking) 100 miles at school during a single school year. Participants (students and teacher) run one mile, three times per week, in addition to their scheduled PE classes. They track their progress and earn awards. Besides providing additional physical activity, thereby improving overall health, the purpose of this program is to improve readiness to learn and build self-esteem. Another class does calisthenics, yoga and meditation at the start of each day. Longfellow uses physical fitness activities as opportunities for fundraising and holiday celebration. An annual schoolwide "Turkey Trot" race is held before Thanksgiving, and in March, students "Run for the Green" in our annual St. Patrick's Day jogathon fundraiser. Funds from this jogathon have been used to update our computer lab.

QIIB2: What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

The LBUSD does not purchase organic foods due to the district's bid process and the costs involved.

QIIB3: Describe any other measures regarding high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff, that should be considered. (Maximum 200 words)

Over the last several years, our school has implemented an expanded PE program. This program, taught by certificated teachers to grades 2-5, is comprised of three parts: health, nutrition and fitness. Students learn about healthy foods and portions and participate in fruit and vegetable tasting sessions. Additionally, they are taught lessons on muscle groups, heart health, the nervous system, etc. In 2010-2011, over 90% of Longfellow's 5th graders scored within the Healthy Fitness Zone on the California Physical Fitness Test in 4 out of 6 testing areas. The percentage of students scoring within the HFZ was over 50% in all areas. Our recreation supervisor has been able to utilize additional nutritional resources available through the Dairy Council. In May 2012, the Dairy Council will be holding an assembly for all Longfellow students regarding the nutritional value of milk. This assembly involves bringing a mobile dairy classroom, including a cow, to the school site.

13. Page 13

Pillar III: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate. Pillar III includes three main Elements:

Element A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems.

Element B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.

Element C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Each question in this section is designed to measure the school's progress toward Pillar III and its associated three elements.

14. Page 14

Q IIIA1: Which practices are employed to help ensure the environmental and sustainability literacy of graduates? (Please check all that apply)

Environmental and sustainability concepts are integrated throughout the curriculum.

Professional development opportunities in environmental and sustainability education are provided for all teachers.

Describe the school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Describe how environmental and sustainability concepts are integrated throughout the curriculum.

Longfellow students learn about the environment and sustainability in each grade, in Language Arts, Science and History/Social Science. The following are a few examples of environmental concepts in the curriculum: Kindergarten - Content standards for Earth Sciences include students learning about resources and "that many resources can be conserved." First Grade - Life Science curriculum teaches about animal habitats and needs for food and shelter, as well as plant biology. Second Grade - Earth Sciences curriculum: Students learn about natural resources and how they are used by humans. Third Grade - "Structure and Survival for a Healthy Eco System" curriculum teaches living things cause changes in the environment in which they live. Fourth Grade - In "California Indian People and Management of Natural Resources" (History/Social Science), students learn about natural resources in the past. Other topics covered include decomposers, pollination and water erosion in Science. Fifth Grade - "Our Water Sources and Uses" curriculum includes a scavenger hunt activity for real world evidence of reclaimed water use. Students also learn that "the amount of fresh water ... in rivers, [etc.] is limited and that its availability can be extended by recycling and decreasing use of water."

Describe any classroom based or school-wide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better by local standards. (Maximum 200 words)

Describe professional development opportunities available in environmental and sustainability standards. Include the

percentage of teachers who participated in these opportunities over the past two years. (Maximum 200 words)

Each year, a minimum of 6% of Longfellow's teachers undergo continuing educational training in Science and History/Social Science. These teachers then return to the school and provide training to the remainder of the staff. Because environmental and sustainability concepts are sprinkled throughout the curriculum of these two subject areas, any new information pertaining to these concepts is thus made available to the entire teaching staff at Longfellow. In the past two years, an additional 6% of Longfellow's teaching staff underwent further training in either Science or History. As well, one of our teachers coordinates the science fair each year, and, as a result, participates in additional training through the Long Beach Unified School District. Additionally, our Green Schools Coalition (run jointly by Longfellow and Hughes Middle School) provides a number of environmental and sustainability workshops for teachers and other interested parties throughout the school year. Past topics have included campus waste reduction and recycling, native plants and school gardens and community environmental resources.

Q IIIA2: If the school serves grades 9-12, provide the following information:

Q IIIA3: Provide examples of school site projects and practices that demonstrate how students learn about the environment and sustainability, (e.g. storm drain stenciling, composting, pond/stream study, school farms, forests, restoration projects, native plant, pollinator, and vegetable gardens, etc.) (Maximum 200 words)

Longfellow has a number of school-wide projects and practices which enhance our students' environmental and sustainability learning. These include: lunchtime recycling, composting, vermicomposting, classroom recycling and our garden / outdoor classroom, which includes a native plant garden, vegetable garden beds and fruit trees. We are also in the process of restoring a disused courtyard and turning it into an outdoor reading room / science garden with an herb garden, tying into the 4th grade History/Social Sciences curriculum, as well as an area for geological studies. Our Walk to School Wednesday and Friday Recycling programs engage all students in practices that teach about the environment and sustainability. Our food donation program teaches all students about waste reduction and recycling, in the form of unused cafeteria food donation. Our new student Green Team, open to any 4th or 5th grade student, creates short public service announcement videos regarding the environment for our closed circuit television program, the Longfellow News Network. These announcements are broadcast to the entire school. Additionally, most classrooms at Longfellow have daily or weekly "jobs" for students which include such roles as "Recycling Monitor", "Lights Monitor" and the like. These provide environmental learning opportunities.

Q IIIA4: Supply any additional information that demonstrates how students learn about the environment and sustainability at every grade level within the school, incorporating both content and practice. (Maximum 200 words)

Longfellow has a very successful lunchtime recycling program. Run by recreation aides (inside the cafeteria) and parent volunteers (at outside lunch benches, where students eat lunches brought from home), the program provides a daily opportunity for students at all grade levels to volunteer to help with recycling. Until 2009 - 2010, there was no recycling at lunch. Students learned about recycling in the classroom, but saw every day that recycling was not something practiced at school. Prior to the program's implementation, students filled at least 7 to 8 trash cans per lunch hour at the lunch benches alone. Today, it is rare that the ONE outside trash can is more than half full at the end of lunch, even though our student population has increased by 25% since 2009-2010. This sort of practical implementation of environmental practices teaches Longfellow students every day that our environment matters and that there is something each student can do to help with waste abatement. Additionally, while Longfellow has no Environmental Studies assessments, per se, the fifth grade Science California State Test includes environmental and sustainability concepts. In 2010-2011, 89% of Longfellow fifth graders scored "proficient" or better on this test.

Q IIIB1: Do science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

Yes

Describe how science courses frequently use sustainability and the environment as a context for learning science. (Maximum 200 words)

Over the course of the school year, science curriculum frequently correlates to environmental and scientific principles as a context for learning. For example: in Kindergarten and the 4th and 5th grades, students learn about various aspects of resources, their finite nature and the need to conserve. In the 2nd and 3rd grades, students learn about life cycles and animal habitats. Last year, Longfellow opened our new science lab, which is used by all grade levels to deepen scientific study. The science lab, in addition to our garden / outdoor classroom, allow for additional hands on experimentation and discovery. On

average, grades K-5 utilize the science lab weekly. All students are encouraged to participate in the annual Science Fair. In grades 3 through 5, participation is mandatory to reach advanced proficiency in science. During Earth Week, Longfellow's Green Team provides science- and math-based activities for all grade levels to perform in the science lab and around the school's campus. Last year, these activities included a math-based "trash audit", in which students had to tally up the contents of trash bags and analyze their contents, and a litter reduction activity on and around school grounds.

QIIIB2: Does the school's curriculum make connections between classroom and college and career readiness, in particular, post-secondary options in environmental and sustainability fields (for example, courses, modules, or activities introducing students to environmental sustainability related career options, or career technical education in courses such as green sustainable design and technology, green construction, green energy, etc.)?

Yes

Describe these connections between classroom and college and career readiness. (Maximum 200 words)

On March 20, 2008, education leaders from the Long Beach Unified School District (LBUSD), Long Beach City College (LBCC) and California State University Long Beach (CSULB) signed the Long Beach College Promise. The three education entities promise all LBUSD students the opportunity to receive a college education. The Promise provides a variety of educational benefits and services for Longfellow students, including outreach services beginning in fourth grade, and continues them through college to ensure college entrance requirements are fulfilled and students are successful. Fourth and fifth graders are required to visit LBCC and CSULB, both of which offer course work in environmental studies. CSULB offers an environmental science major. Every year, Longfellow holds a "Career Day", inviting professionals from varying career fields to discuss their work with students. Students are presented with information about two different career paths. Presenters have included individuals who work for companies that develop and sell environmentally safe cleaning supplies and a clothing designer who incorporates environmental sustainability into designs when selecting materials. Many of the presentations are interactive and lead to further classroom career-related exploration. In the case of the clothing designer, second grade students participated in a classroom activity designing surfboard trunks.

QIIIB3: Provide any additional evidence of how the environment and sustainability develop STEM content knowledge and thinking skills to prepare graduates for the 21st century-technology driven economy are used. (Maximum 200 words)

During Earth Week, Longfellow's Green Team provides science- and math-based activities for all grade levels to perform in the science lab and around the school's campus. Last year, these activities included a math-based "trash audit", in which students had to tally up the contents of trash bags and analyze their contents, and a litter reduction activity on and around school grounds that involved weighing and quantifying the trash cleaned up. The 5th grade class leading the formation of Longfellow's student Green Team is using environmental and sustainability concepts as the basis for increasing their understanding of computer technology. They disseminate public service announcements that they create using digital media creation software. Our vegetable garden beds allow for more in depth learning about plant biology, and our recycling program prompts more in depth discussion about materials, natural resources and manufacturing. In addition, Longfellow hosts a "Weatherbug" weather station. The WeatherBug Schools Network connects more than 8,000 schools across the U. S., integrating live, local weather data and technology into classroom learning. This is achieved through WeatherBug Achieve, a web-based teaching tool that automatically embeds live weather readings and images from any source on the WeatherBug Schools Network into pre-made, interactive lessons.

QIIIC1: At which grade levels do students conduct an age appropriate, self-selected, civiv/community engagement project related to environmental sustainability?

All grade levels

Describe civic/community projects and specify at which grade level each is implemented. (Maximum 200 words)

Longfellow has a strong sense of community and holds a number of annual events in which all students are welcome to participate. For the last two years, we have encouraged our students to participate in a locally held beach clean up. We hold an annual e-waste drive and paper shredding event for the community in which all students are welcome to participate. This year our school is co-sponsoring a used clothing drive, in which the community may discard clothing, shoes, and household items to a company that reuses and recycles them. We donate unopened food to charity on a daily basis, as well as hold a schoolwide food drive in December. On a daily basis, any Longfellow student is welcome to help with lunchtime recycling and our "Terracycling" program. Terracycle is one of the fastest growing entrepreneurial green companies in the world, and has been very creative in finding ways to recycle and "upcycle" hard to recycle materials. Working with this company has given our students a real world example of how to work towards a zero waste campus.

QIIIC2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving, and decision making) at every grade level?

Yes

If not in all grades, specify which grades.

Share how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills, specifying at which grade level each is implemented. (Maximum 200 words)

In each grade, Longfellow students experience outdoor learning, both on campus and through fieldtrips. On campus, students can study plants in our garden, observe worm composting, use weather station equipment, and conduct activities in the outdoor science classroom portion of the garden. This spring and summer, we will complete an additional outdoor reading room and garden, with History/Social Sciences- and geology-based activity areas. In addition to on-campus learning, students at each grade level participate in fieldtrips which provide for an array of outdoor learning experiences. The following are a few of Longfellow's fieldtrips and their learning opportunities: Kindergarten – Centennial Farms -- farming and where food comes from; First Grade - Los Angeles Zoo -- caring for other living things and about the diversity of creatures on the planet; Second Grade - El Dorado Nature Center and Natural History Museum -- ecosystems and humans' place in natural history; Third Grade – Long Beach/Los Angeles Port and the Marine Mammal Care Center -- natural resources and the effects of human activity on animals; Fourth Grade – Rancho Los Cerritos Historic Site -- the importance of understanding our history and about surviving in different environments.

QIIIC3: Describe partnerships with the local community (e.g., academic, business, government, non-profit and informal science institutions) that help advance the school, other schools (especially schools with fewer resources) and the greater community toward the Three Pillars. Letters of support may be requested. (Maximum 300 words)

The Longfellow Green Team has partnered with Hughes Middle School's Green Team to create the Long Beach Green Schools Coalition (GSC), an organization which furthers the dissemination and implementation of environmental and sustainability tools and material to Long Beach area schools. The GSC meets at least three times a year and has worked extensively with both city and non-profit experts in sustainability. In addition, Longfellow has partnered with the following in our pursuit of the Three Pillars: Non-profit: Longfellow Legacy Foundation, which since 2010 has focused on supporting STEM education at Longfellow, opened a new science lab in 2010-2011, revitalized our school garden and outdoor classroom in 2011 and is creating a new outdoor reading room in 2012. Food Finders (distributes donated food) Long Beach Education Foundation (Green Team accounting) Government: Lisa Harris, Long Beach Environmental Services Department (education and materials) Rae Gabelich, 8th District City Council Member (administrative) Larry Rich, Long Beach Office of Sustainability (expertise) Lillian Kawasaki, Water Replenishment Board Member (donations, expertise) Blair Cohn, Bixby Knolls Business Improvement Association (public relations, expertise) Business Community: Healthcare Partners (funds and donates science lab materials) Lowe's (grant for school garden) Boeing (science lab) Pixie Toys (science lab) Xump.com (science lab) Repiles Unlimited (science lab) Power of One Self Defence Institute (science lab) Baja Sonora (donations to PTA) Inkpeace (ink cartridge recycling and donation of funds to Longfellow) Big Studio (printing) Bella Cosa (donations) Jennifer Zell of Zell Office of Landscape Architecture (landscape design) Community: Los Angeles Natural History Museum (science lab) California Heights Neighborhood Association (public relations, volunteer hours) Kelli Johnson, Green Lab Urban Farmer, Community Action Partnership (expertise) YMCA – WRAP Community Development (student education) John Royce (Tree People Citizen Forester, etc.) (expertise, public relations) Stacey Morrison (California Heights Clean Streets) (volunteer hours) Academic/Other Schools: Long Beach Unified School District Hughes Middle School (joint sustainability events) Teachers from Hughes Middle School and Poly High School (science lab) Long Beach City College (Long Beach Promise) California State University at Long Beach (Long Beach Promise)

QIIIC4: Provide any additional evidence demonstrating that school programs develop civic engagement knowledge and skills, and encourages students to apply these to address sustainability and environmental issues in their community. (Maximum 200 words)

The formation of Longfellow's student Green Team demonstrates this point. Under the guidance of parent volunteers, Longfellow's students have been learning about recycling for two years, at lunch and through numerous campus activities. This winter, under the guidance of a 5th grade teacher, students have begun to put this knowledge into action by planning and recruiting for the new completely student-led wing of our Green Team. This group has begun to help further our already-established recycling and other green programs, while creating a series of public service announcements to teach their fellow students, and possibly the wider community, even more about environmental and sustainability concepts. Additionally, parent feedback indicates that recycling at school has led to dramatic increases in recycling at home. Having learned how easy it is to

recycle at lunch, students encourage their families to do so at home, thereby increasing sustainability practices in the entire community. This is also apparent at Hughes Middle School, where it is reported that former Longfellow students recycle even those materials that Hughes is not set up to accept, based on their Longfellow training. Our food donation program also fosters civic engagement and awareness of food insecurity in our community.

15. Page 15

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.

If you wish to print out a hard copy of this application before final submission, and conduct a final edit, please click the "print" button.

Print

16. Page 16

Thank you for submitting an application to California Green Ribbon Schools.

An e-mail with a copy of your application has been sent to your school's principal/head of school.

Your application will be reviewed along with all completed applications following the application deadline of February 17, 2012.

If you have any questions, please contact [Kathleen Seabourne](#).

Send email copy of response

Email Confirmation

Feb 17, 2012 16:24:29 Success: Email Sent to: LMurrin@lbschools.net

CDE Copy of Green Ribbon Schools Application

Feb 17, 2012 16:24:31 Success: Email Sent to: kseabour@cde.ca.gov

17. Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.

Response ID: 245

Survey Submitted:	Feb 17, 2012 (4:24 PM)
IP Address:	71.105.236.143
Language:	English (en-US)
User Agent:	Mozilla/5.0 (compatible; MSIE 9.0; Windows NT 6.1; Trident/5.0)
Http Referrer:	http://www.cde.ca.gov/ls/fa/sf/greenribbonprog.asp
URL Variable: id	(no value)

2012 California Green Ribbon Schools Award Scoring Rubric

School Name: Longfellow Elementary

Cross Cutting Questions – 5 Points	4.5
Pillar I: Environmental Impact and Energy Efficiency – 30 Points	21.25
Pillar II: Healthy School Environments – 30 Points	21
Pillar III: Environmental and Sustainability Education – 35 Points	25.75
Total – 100 Points	72.5

2012 California Green Ribbon Schools Award Scoring Rubric

School Name: Longfellow Elementary

Cross Cutting Questions – 5 Points / 11.5	Reviewer: 25	Reviewer: 11	Average:
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts, along with commitment of school organization			
C1 (2 points): <i>participated in 1 State level program - no federal or local</i>	2 pts.	1	1.5
C2 (1 point):	1 pt.	1	1
C3 (2 points):	2 pts	2	2
Sub Total (5 points maximum):	5	4	4.5
Pillar I: Environmental Impact and Energy Efficiency – 30 Points			
Element IA: Improved energy conservation/energy-efficient building(s) - 15 Points	Reviewer: 23	Reviewer: 10	
IA1 (1 point):	1	1	1
IA2 (1 point):	1	1	1
IA3 (1 point):	1	1	1
IA4 (1.25 points):	0	0	0
IA5 (2 points):	0	0	0
IA6 (2 points):	0	0	0
IA7 (2 points):	2	2	2
IA8 (2 points):	2	2	2
IA9 (2 points):	2	2	2
IA10 (.75 point):	.75	.75	.75
Sub Total (15 points maximum):	9.75	9.75	9.75
Element IB: Improved water quality, efficiency, and conservation - 5 Points	Reviewer: 23	Reviewer: 10	
IB1(1.5 points):	1.5	1.5	1.5
IB2 (2 points):	2	2	2
IB3 (1 point): <i>No protection described</i>	0	0	0
IB4 (.5 point):	.5	.5	.5
Sub Total (5 points maximum):	4	4	4

Element IC: Reduced waste production and improved recycling and composting programs 5 Points	Reviewer: 23	Reviewer: 10	
IC1 (.5 point):	.5	.5	.5
IC2 (.75 point):	.75	.75	.75
IC3 (.75 point):	.75	.75	.75
IC4 (.75 point):	0	0	0
IC5 (.5 point):	.5	.5	.5
IC6 (1 point):	.5	.5	.5
IC7 (.5 point):	.5	.5	.5
IC8 (.25 point):	.25	.25	.25
Sub Total (5 points maximum):	3.75	3.75	3.75
Element ID: Use of alternative transportation to, during, and from school - 5 Points	Reviewer: 23	Reviewer: 10	
ID1 (1 point):	1	1	1
ID2 (1.5 points):	.75	.75	.75
ID3 (.75 point):	.75	.75	.75
ID4 (1.5 points):	1	1	1
ID5 (.25 point):	.25	.25	.25
Sub Total (5 points maximum):	3.75	3.75	3.75
Pillar II: Healthy School Environments – 30 Points			
Element IIA: An integrated school environmental health program -15 Points /10	Reviewer: 25	Reviewer: 11	
IIA1 (2 points):	2 pts	2	2
IIA2 (12 points): $12 \times .68 = 8.16$	8 pt	8	8
IIA3 (1 point): District level not school level; no site level data	0 pts	0	0
Sub Total (15 points maximum):	10 pt	10	10
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time -15 Points /11	Reviewer: 25	Reviewer: 11	
IIB1 (13 points):	9 pts	11	10
IIB2 (1 point):	0 pts	0	0
IIB3: (1 point):	1 pt	1	1
Sub Total (15 points maximum):	10 pts	12	11
Pillar III: Environmental and Sustainability Education – 35 Points			
Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems - 20 Points	Reviewer: 6	Reviewer: 1	
IIIA1 (15 points): 0, 4, 0, 4 - more focus on sustainability 0, 3, 0 3	8	6	7
IIIA2 (0 points):	0	0	0
IIIA3 (4 points):	4	3	3.5
IIIA4 (1 point):	1	1	1
Sub Total (20 points maximum):	13	10	11.5

Element IIIB: Use of the environment and sustainability to develop Science, Technology, engineering, and Mathematics (STEM) content, knowledge, and thinking skills - 5 Points	Reviewer:	Reviewer: 1	
IIIB1 (2 points):	2	2	2
IIIB2 (2.75 points):	2.75	2.75	2.75
IIIB3 (.25 point):	.25	.25	.25
Sub Total (5 points maximum):	5	5	5
Element IIIC: Development and application of civic engagement knowledge and skills -10 Points	Reviewer:	Reviewer: 1	
IIIC1 (3.5 points):	3.5	3	3.25
IIIC2 (3 points): <i>examples of community engagement needed.</i>	3	2	2.5
IIIC3 (3 points):	3	3	3
IIIC4 (.5 points):	.5	.5	.5
Sub Total (10 points maximum):	10	8.5	9.25
Total – 100 Points	28		

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.

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 achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local 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 2012

For Public Schools only: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

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

Official School Name Henry W. Longfellow Elementary School
(As it should appear in the official records)

School Mailing Address 3800 Olive Avenue
(If address is P.O. Box, also include street address.)

Long Beach CA 90807
City State Zip

County Los Angeles State School Code Number* 19-64725-40

Telephone (562) 595-0308 Fax (562) 424-3991

Web site/URL www.lbschools.net E-mail lmurrin@lbschools.net

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Laurie Murrin Date 3/16/12
(Principal's Signature)

Name of Superintendent* MR. CHRISTOPHER STEINHAUSER
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* LONG BEACH UNIFIED SCHOOL DISTRICT Tel. (562) 997-8000

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Chris Steinhauer Date 3/16/12
(Superintendent's Signature)

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



LONGFELLOW
3800 Olive Ave. Long Beach, CA 90807
(562) 595-0308



Summary of Achievements

With the support of Long Beach Unified School District (LBUSD), Longfellow has earned the EPA's ENERGY STAR certification for 2010 and 2011, and fully implemented the Facility Energy Assessment Matrix within the EPA's Guidelines for Energy Management. We are proud to share that our school has experienced a 17% reduction of non-transportation energy use, 34% reduction of Greenhouse Gas (GHG) reduction, and during the 2010-11 school year recycled 29 tons of mixed recyclables, resulting in a waste diversion rate of 46%. We achieved the Benchmark Division for 2010-2011 California K-12 School Recycling Challenge, and in 2011-2012 we moved up to the Competitive Division. Water consumption also decreased by 2.69 (measured in gallons per occupant). Our school was a California State PTA Spotlight Environmental Award winner for 2010-2011.

To promote a healthy and safe school environment, Longfellow is part of the LBUSD Energy Management Program and Environmental Health and Safety Program. This program provides support and monitoring of key aspects of the impact of our many school programs. Longfellow has established Safe Pedestrian Routes to school. Over 25% of students walk or bike to school, while 44% carpool. Our school participates in SHAPE California, a network of 90 school districts working to provide a consistent healthy nutritional message. All Longfellow students spend a minimum of 100 minutes per week in outdoor physical education activities taught by certificated teachers. In 2010-2011, 90% of Longfellow's fifth graders scored within the Healthy Fitness Zone on the California Physical Fitness Test in four out of five areas, a major illustration of our students' success.

Critical to our instructional program, the science curriculum correlates to environmental and sustainability principles as a context for learning. For example, in kindergarten and the fourth and fifth grades, students learn about various aspects of our resources, their finite nature and the need to conserve. In the second and third grades, students learn about life cycles and animal habitats. Last year, Longfellow opened a new science lab, which is used by students in all grade levels. The science lab, in addition to our garden / outdoor classroom, allow for additional hands on experimentation and discovery. During Earth Week, Longfellow's Green Team provides science-and math-based activities for all grade levels to perform in the science lab and around the school's campus. These included a math-based "trash audits" and litter reduction activities. This summer, we will complete an additional outdoor reading room and garden. Students at each grade level participate in fieldtrips, which provide for an array of outdoor learning experiences and enrich their on-campus learning.

Longfellow has a number of successful school-wide projects and practices which enhance students' environmental and sustainability learning. These include: lunchtime recycling, classroom recycling and our garden / outdoor classroom, which includes a native plant garden, vegetable garden beds and fruit trees. Our Walk to School Wednesday and Friday Recycling programs engage all students in practices that teach about the environment and sustainability. Our food donation program teaches all students about waste reduction and recycling. Our new student Green Team is creating short public service announcement videos that teach about environmental programs.

The current school wide programs were developed based upon observations and data. Until 2009 - 2010, there was no recycling at lunch and on a daily basis, students filled at least 7 to 8 trashcans per lunch hour at the lunch benches alone. We are proud to share that now, it is rare that the ONE outside

trashcan is more than half full at the end of lunch, even though our student population has increased by 25% since 2009-2010. This sort of practical implementation of environmental practices teaches Longfellow students that there is something each student can do to help with waste abatement. Additionally, the fifth grade Science California State Test includes environmental and sustainability concepts. In 2010-2011, 89% of Longfellow fifth graders scored "proficient" or better on this test.

Longfellow has a strong sense of community, and there are many opportunities to support ongoing green efforts. The most significant of these are Green Team meetings, a forum for discussion and planning of Longfellow's green efforts. Green efforts are also discussed at monthly PTA meetings and are a part of our school wide presentations and recognition at each month's First Friday Flag ceremony assembly. As a means of making Green Team information public, updates are also posted on the school web page. Longfellow's Green Team has worked extensively with members of our school community including LBUSD, the city of Long Beach, and many private organizations to help support and promote Longfellow's green school efforts. Longfellow serves as a model for green schools within our district, and we are greatly honored with the opportunity to apply for the title of U.S. Department of Education Green Ribbon School.

Longfellow Elementary School

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.

1. 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.
2. 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.)
3. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three Green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
4. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement* toward the three Green School Pillars and Elements.
5. The school meets all applicable federal civil rights and federal, state, tribal and local 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

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Tom Torlakson

Date

3/20/12

(Nominating Authority's Signature)