



## 2012-2013 School Nominee Presentation Form

### **PART I - ELIGIBILITY CERTIFICATION**

#### **School and District's Certifications**

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

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

## GreenRibbonSchools



ED-GRS (2012-2013)

Page 1 of 4

## U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only:  Charter  Title I  Magnet  ChoiceName of Principal Mrs. Jean Hatch and Mrs. Margaret Johnson Rude  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)Official School Name Redding School of the Arts II  
(As it should appear in the official records)School Mailing Address 955 Inspiration Place  
(If address is P.O. Box, also include street address.)City Redding State CA Zip 96003County Shasta State School Code Number\* 45-75267-0115345Telephone (530) 247-6933 Fax (530) 243-4318Web site/URL www.rsarts.org E-mail mjohnson@rsarts.org

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

Margaret Johnson Rude Date 2-11-13  
(Principal's Signature)

Name of Superintendent\* Mr. James M. Harrell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name\* Gateway Unified School District Tel. (530) 245-7908

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

James M. Harrell Date 2-8-13  
(Superintendent's Signature)

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



**PART II – SUMMARY OF ACHIEVEMENTS**

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**Instructions to School Principal**

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

**PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE**

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**Instructions to Nominating Authority**

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

**Nominating Authority's Certifications**

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

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

Name of Nominating Agency \_\_\_\_\_ California Department of Education \_\_\_\_\_

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

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



school meets the provisions above.

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

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

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

#### **Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](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.

## Summary of Achievements - Redding School of the Arts

Redding School of the Arts (RSA), a 13-year old, WASC accredited, K-8 charter school, achieves high academic standards via an interdisciplinary, thematic approach in a multicultural environment emphasizing visual and performing arts. RSA has long been a leader in education innovation, and in recent years, RSA began innovating in a new area of education – environmental stewardship: 1) Building an award-winning facility that minimizes our impact on the earth, saves resources, and 2) improves student, staff and volunteer health, and 3) using our new school as a potent educational tool for our teachers to utilize in their lesson plans on how to preserve our planet and its resources.

RSA is the first school campus in the world to be certified Platinum under the stringent LEED for Schools 2009 standards. It was designed with an overall commitment to environmental sensitivity – a sustainable energy design costing only 3% of the total project budget – including a 121-kw photovoltaic system, solar water heaters, a wind turbine and a 175,000-gallon underground water storage tank for rainwater collected from the roof, and used for 100% of school grounds' irrigation.

By combining basic design principles (smart site orientation, keeping existing trees, and maximizing natural light) with advanced technology (lighting controls, geothermal HVAC and energy management systems) we use less than 25% of the energy of typical schools of our size.

We used recycled materials throughout the building and diverted over 85% of construction waste - a point of pride for students, staff and the parents.

However, long before our new building was done, teachers began working with students to integrate environmental and sustainability concepts into our interdisciplinary instruction and began developing their own “green” curriculum as a team. On move-in day 2011, teachers began tying their green curriculum to actual building features, bringing context and life to their lessons. RSA is also partnering with the California EPA to pilot the new Environmental Education Initiative curriculum, integrating it with our natural setting and building features to provide rich, contextual environmental education.

Outdoor learning, sustainability and healthy living lessons are woven into all aspects of the school and students' learning. Students learn regularly about the building's green features as an integral part of attending RSA – by tracking the school's performance via a web-based “Building Dashboard” and hands-on experience – how the wind turns the turbine, the solar panels soak up the sun, the water level in the storage tank declines with irrigation, the lights automatically dim with bright sunlight, etc. RSA was included as a case study by the American Institute of Architects Committee on Architecture for Education, and they observed that “almost every individual commented on the daylight and the way that impacted their everyday use”.

In addition to daily PE outside, classes regularly use a nearby year-round pond for science activities. The innovative playground offers areas for gross and small motor skills, imaginative play, organized team sports, and active free-play. Seasonally, classes grow produce in the school garden, eat it in class, or give it to the cooking classroom.

Students are encouraged to use reusable lunch bags and water bottles and are required to transfer paper and municipal recycling from classrooms to the “kid-friendly” building recycling center. Staff promote re-purposing of landfill-destined materials for use in art projects and recycle cardboard and plastic containers for storing classroom supplies. A “Share Table” is provided for students with untouched food items to share with others rather than throwing them away. Food scraps are collected for feeding the school chickens or are garden composted.

Staff have started walking clubs, biking to work, joining a health facility for a group discount, sharing garden produce, and healthy recipes. Parents are encouraged by our new gardens and healthy changes to the school's lunch program, and are writing a healthy snacks cookbook for the school. Despite a marginal climate, half of the school's learning space is located in an outdoor, “semi-conditioned” environment. Staff take advantage of this and often conduct classes outside or open windows for fresh air. Combined with non-toxic building materials and cross-ventilation in all classrooms, this has resulted in decreased student and staff illnesses from prior levels.

The school provides weekly professional development to all staff including training on the building's green features, environmental curriculum, and ways for staff, students and families to reduce their environmental impact. Parents and staff have created a school ecology club and a science committee that work with students and staff on the building's green features, the gardens, and new science and sustainability curriculums.

Our school building is not only a national model of energy efficiency and sustainability; it is a large sustainability laboratory for our students and community. Since moving in, the talk of the school and much of the students' initial lessons speak to the building's key green features and light load on the planet. Students are proud their school made LEED Platinum with points to spare; and without prompting, will tell visitors about their favorite green feature of the facility. Research by a University of Michigan thesis student shows 6<sup>th</sup> and 8<sup>th</sup> grade students' environmental awareness and understanding has increased significantly since moving into the new building. Having a school that is truly an environmentally responsible, vibrant, living learning environment filled with whimsical, child-centered features, engages students wherever they may be on campus, serves as a catalyst for formal and informal lessons on sustainability and encourages a healthy life style.

# 2013 California Green Ribbon Schools Award Scoring Rubric

School Name: Redding School of the Arts

Cross-Cutting Questions – 5 Points Total			
<i>Participation in Green School Programs</i>			
	Reviewer # 7	Reviewer # 12	Average
C1 (1.5 points):	1	0.5	.75
C2 (1.5 points):	1.5	1.5	1.5
C3 (2 points):	2	2.0	2
<b>Subtotal (5 points maximum):</b>	<b>4.5</b>	<b>4.0</b>	<b>4.25</b>
Pillar I: Reduced Environmental Impact and Costs – 30 Points Total			
<i>Element IA: Reduced or eliminated greenhouse gas (GHG) emissions – energy and buildings - 15 Points Total</i>			
	Reviewer # 1	Reviewer # 6	Average
IA1 (1 point):	1.0	1	1
IA2 (Up to 2 points):	2.0	2	2
IA3 (Up to 2 points):	2.0	2	2
IA4 (Up to 2 points):	2.0	2	2
IA5 (1 point):	1.0	1	1
IA6 (1 point):	1.0	1	1
IA7 (1 point):	—	0	0
IA8 (Up to 2 points):	2.0	2	2
IA9 (1 point):	1.0	1	1
IA10 (Up to 2 points):	2.0	2	2
<b>Subtotal (15 points maximum):</b>	<b>14</b>	<b>14</b>	<b>14</b>
<i>Element IB: Improved water quality, efficiency, and conservation – water and grounds - 5 Points Total</i>			
	Reviewer # 1	Reviewer # 6	Average
<del>IB11 (Up to 1 point):</del>	<del>1.0</del>	—	—
IB12 (Up to 1 point):	0.5	1	.75
IB13 (0.5 point):	0.5	.5	.5
IB14 (0.5 point):	0.5	.5	.5
IB15 (0.5 point):	0.5	.5	.5
IB16 (0.5 point):	0.5	.5	.5
IB17 (0.5 point):	0.5	.5	.5
IB18 (0.5 point):	0.5	.5	.5
<b>Subtotal (5 points maximum):</b>	<b>3.5</b>	<b>4</b>	<b>3.75</b>

<b>Element IC: Reduced waste production – waste and hazardous waste - 5 Points Total</b>	Reviewer # 1	Reviewer # 6	Average
IC19 (Up to 0.5 point):	0.25	.25	.25
IC20 (0.5 point):	0.5	.5	.5
IC21 (0.5 point):	0.5	.25	.375
IC22 (0.5 point):	0.5	.5	.5
IC23 (0.5 point):	0.5	.5	.5
IC24 (0.5 point):	0.5	.5	.5
IC25 (0.5 point):	0.5	.5	.5
IC26 (0.5 point):	0.5	.5	.5
IC27 (0.5 point):	0.5	.5	.5
IC28 (0.5 point):	0.5	.5	.5
<b>Subtotal (5 points maximum):</b>	4.75	4.50	4.625
<b>Element ID: Use of alternative transportation - 5 Points Total</b>	Reviewer # 1	Reviewer # 6	Average
ID29 (Up to 1 point):	1.0	1	1
ID30 (Up to 1 point):	0.75	.75	.75
ID31 (1 point):	1.0	1	1
ID32 (1 point):	1.0	1	1
ID33 (1 point):	1.0	1	1
<b>Subtotal (5 points maximum):</b>	4.75	4.75	4.75
<b>Pillar II: Improve the Health and Wellness of Students and Staff – 30 Points Total</b>			
<b>Element IIA: Integrated school environmental health program - 15 Points Total</b>	Reviewer # 12	Reviewer # 8	Average
IIA1 (2 points):	2.0	2.0	2
IIA2 (1 point):	1.0	1.0	1
IIA3 (Up to 3 points):	1.0	1.0	1
IIA4 (Up to 1 point):	1.0	1.0	1
IIA5 (Up to 1 point):	0.5	1.0	.75
IIA6 (Up to 1 point):	1.0	1.0	1
IIA7 (Up to 1 point):	0.75	1.0	.875
IIA8 (Up to 1 point):	0.25	.5	.375
IIA9 (1 point):	<del>0.5</del> 1.0	1.0	1
IIA10 (Up to 1 point):	<del>1.0</del> 0.5	1.0	.75
IIA11 (Up to 1 point):	<del>1.0</del> 1.0	1.0	1
IIA12 (Up to 1 point):	0.75	1.0	.875
<b>Subtotal (15 points maximum):</b>	10.75	12.5	11.625
<b>Element IIB: Nutrition and fitness -15 Points Total</b>	Reviewer # 12	Reviewer # 8	Average
IIB13 (Up to 6.5 points):	4.5	5	4.75
IIB14 (Up to 2.5 points):	2.5	2.5	2.5

Pillar I Total - 27.125 points 2

IIB15 (Up to 2.5 points):	1.5	1.0	1.25
IIB16 (Up to 3.5 points):	3.0	3.0	3
<b>Subtotal (15 points maximum):</b>	11.5	11.5	11.5
<b>Pillar III: Effective Environmental and Sustainability Education – 35 Points Total</b>			
<i>Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems - 20 Points Total</i>	Reviewer # 7	Reviewer # 14	Average
IIIA1 (Up to 20 points): 4	19	18	18.5
IIIA2 (0 points):	0	N/A	0
<b>Subtotal (20 points maximum):</b>	19	18	18.5
<i>Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills - 5 Points Total</i>	Reviewer # 7	Reviewer # 14	Average
IIIB3 (Up to 2.5 points):	2.5	2.0	2.25
IIIB4 (Up to 2.5 points):	2.5	2.0	2.25
<b>Subtotal (5 points maximum):</b>	5	4.0	4.5
<i>Element IIIC: Development and application of civic engagement knowledge and skills - 10 Points Total</i>	Reviewer # 7	Reviewer # 14	Average
IIIC5 (Up to 2 points):	1	1.0	1
IIIC6 (Up to 2 points):	2	2.0	2
IIIC7 (Up to 2 points):	1	1.5	1.25
IIIC8 (Up to 2 points):	1	1.5	1.25
IIIC9 (Up to 2 points):	2	1.5	1.75
<b>Subtotal (10 points maximum):</b>	7	7.5	7.25
<b>Total – 100 Points</b>	84.75	84.75	84.75

Pillar II Total - 23.125 points  
Pillar III Total - 30.25 points

## 2013 California Green Ribbon Schools Award Scoring Rubric

School Name: Redding School of the Arts

Cross-Cutting Questions – 5 Points	4.25
Pillar 1: Reduce Environmental Impact and Costs – 30 Points	27.125
Pillar 2: Improve the Health and Wellness of Students and Staff – 30 Points	23.125
Pillar 3: Effective Environmental and Sustainability Education – 35 Points	30.25
<b>Total – 100 Points</b>	<b>84.75</b>

**California State Green Ribbon Schools Award Program Application**

County/District/School Code: 45-7526700115345

District Name: Gateway Unified School District

Check if one of the largest 50 districts

County: Shasta

School Name: Redding School of the Arts

Mailing Address: 955 Inspiration Way

City: Redding

Zip Code: 96003

School Website: <http://www.rsarts.org>

Facebook Page: NA

Principal/Head of School First and Last Name: Margaret Johnson

Principal/Head of School E-mail Address: [mjohnson@rsarts.org](mailto:mjohnson@rsarts.org)

Principal/Head of School Telephone Number: 530.247.6933

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

Lead Applicant Title: NA

Lead Applicant E-mail Address: NA

Lead Applicant Telephone Number: NA

**School Level**

Elementary

Middle

High

K-12

Other

Total enrollment: 534

**School Type (Check only one)**

- Public
- Private/Independent
- Charter

**How would you describe your school?**

- Urban
- Suburban
- Rural

In what year was your school originally constructed? 2011

In what year was your school last renovated? NA

What is the total building area of your school? 77,000 sf

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

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

- Yes
- No

Percent of students receiving free and reduced-price meals: 29%

Percent of students who are limited English proficient: 1%

Other measures and percentage: NA

Graduation rate: 100%

Attendance rate: 97%

## Narrative

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

RSA, a 13-year old, WASC accredited, K-8 charter school, achieves high academic standards via an interdisciplinary, thematic approach in a multicultural environment emphasizing visual and performing arts. RSA was the first charter and elementary school in CA to receive the CA Creative Schools Award; is recognized nationally for our innovative approach to special education; and we started a very successful Mandarin immersion program-the first of its kind in a mostly rural region.

Recently, RSA began innovating in a new area of education-environmental stewardship-(1) building an award-winning facility that minimizes our impact on the earth, saves resources, and improves student, staff and volunteer health, and (2) using our new school as a potent educational tool for our teachers on how to preserve our planet and its resources.

RSA is the first school campus worldwide to be certified LEED for Schools 2009 Platinum. It was designed with a 121 kw PV system, solar water heaters and a wind turbine that cost only 3% of total project cost. By combining basic design principles (smart site orientation, keeping existing trees, & maximizing daylighting) with advanced technology lighting controls, geothermal HVAC & energy management systems, we use less than 25% of the energy of typical schools of our size (visible to all via a "Building Dashboard" with real-time energy data)., Outdoor learning spaces, non-toxic building materials, & cross-ventilation of fresh air in all classrooms has decreased student & staff illnesses from prior levels. We used recycled materials throughout the building & recycled 85% of construction waste - a point of pride for students.

Long before our new building was done, teachers worked with students to integrate sustainability concepts into instruction and began developing their own "green" curriculum. On move-in day 2011, teachers began tying their green curriculum to actual building features, giving context and life to their lessons. RSA also partners with the CA EPA to pilot the new EEI curriculum, integrating it with our natural setting and building features to provide rich, contextual environmental education.

Outdoor learning, sustainability and healthy living lessons are woven into all aspects of the school and students' learning. Staff have started walking clubs, biking to work, sharing garden produce, and holding class outside. Parents are encouraged by our new gardens & healthy changes to the school's lunch program, and are writing a healthy snacks cookbook for the school.

We have weekly professional development for all staff with training on the building's green features, environmental curriculum, and how staff & students can reduce their environmental impact. Parents & staff created a school ecology club and a science committee that work with students on the building's green features, the gardens, and new science and sustainability curriculums. We also partner with a local science museum and a college for curriculum and prof. development work with our students and gardens.

Our new building is not only a national model of energy efficiency and sustainability; it is a large sustainability laboratory for our students and community. Since moving in, the talk of the school and much of the students' initial lessons speak to the building's key green features and light load on the planet.

Students are proud their school made LEED Platinum w/points to spare; and without prompting, will tell visitors about their favorite green feature of the facility. In fact, research by a UM thesis student shows grade 6-8 students' environmental awareness and understanding has increased significantly since moving into the new building. Having a school that is truly an environmentally responsible, vibrant, living learning environment filled with whimsical, child-centered features, engages students wherever they may be on campus and serves as a catalyst for formal and informal lessons on sustainability.

### Cross-cutting Questions (5 points total)

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

Yes  No

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

RSA is a pilot school in the CA EPA Environmental Education Initiative (EEI), testing the curriculum for content, student readability and ease of implementation by teachers, with pre and post-student testing and teacher surveys at unit completion.

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

Yes  No

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

2002 CA Creative School Award; 2011 Beyond Green High-Perf. Buildings: Honor Award, 1<sup>st</sup> Place, New Academic Complex; 2012 AIA Committee on Arch. for Education; Design Excellence Award; 2012 ENR CA Best Projects: Award of Merit, Best Green Project.

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

Yes  No

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

Prof. development for all staff (held every Mon) regularly includes training for topics such as recycling class materials, reducing electricity use, use of school gardens/orchard for curriculum, using garden produce and eggs in cooking classes, use of the Cal EPA EEI, GEMS/FOSS curriculums, etc. We have an Ecology Club, including teachers, students, parents & maintenance staff to share learning about implementing green efforts at the school. A 12-member Student Council and advisor have implemented a recycling program to increase recycling of bottles and cans at lunchtime. A school Science Committee of teachers, staff and parents meets regularly to coordinate use of the school gardens/orchard and work on implementing the EEI curriculum and other science curriculum related to sustainability (energy conservation, water cycle/water conservation, etc.). Maintenance and cafeteria personnel conduct meetings to review use of green products and brainstorm ways to reduce waste in the school.

## **Pillar I: Reduced Environmental Impact and Costs**

### **Element IA - Energy**

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

Yes  
 No

If yes, describe what type of plan: Energy management system verified and setpoints adjusted based on data collection vs. user comfort.

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

Yes  No

If yes, percentage reduction over (mm/yyyy – mm/yyyy): 08/2011-08/2012

If yes, initial GHG emissions rate (MTeCO<sub>2</sub>/person): 466

If yes, final GHG emissions rate (MTeCO<sub>2</sub>/person): 247

If yes, offsets:

Internally, PV, solar water heating, wind turbine. External to site, none.

If yes, how did you calculate the reduction?

Since the building is newly constructed, the 53% reduction is compared to an Energy Star "average" baseline building, with actual calculations based on first year energy meter readings verified against an energy "building dashboard".

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

Yes  No

If yes, year and score received: 2012 and 97%

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

Yes  No

If yes, current energy usage (kBTU/student/year): 2236

If yes, current energy usage (kBTU/square feet/year): 15.5

If yes, percentage reduction over (mm/yyyy – mm/yyyy): 53%; 8/11- 8/12

If yes, how did you document this reduction?

Since the building is newly constructed, the 53% reduction is compared to an Energy Star "average" baseline building, with actual calculations based on first year energy meter readings verified against an energy "building dashboard".
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5. What percentage of your school's energy is obtained from on-site renewable energy generation and what type? (1 point) 58% photovoltaic & wind

6. What percentage of your school's energy is obtained from purchased renewable energy and what type? (1 point) 27% renewable energy certificates 3% local utility

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

Yes  No

If yes, which program(s)? NA

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

Yes  No

If yes, for new building(s) what is the total constructed area and what percentage of the building area meets green building standards? 100% of 77,000 sf

If yes, for new building(s) what certification and what level was earned?  
LEED for Schools 2009 Platinum certification

If yes, for renovated building(s) what is the total constructed area and what percentage of the building area meets green building standards? NA

If yes, for renovated building(s) what certification and what level was earned? NA

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

pavement? (1 point)

Yes  No

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

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

Computerized lighting control and HVAC energy management systems, sunscreen wall cladding, insulated glass and building envelope, operable windows, maximized daylighting, with 50% of all learning space located outdoors in semi-conditioned space.

### Element IB - Water and Grounds

11. What is your school's water use per person? (Up to 1 point) 78 gal/yr

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

Yes  No

If yes, average baseline water use (gallons per occupant): 1583 gal/yr

If yes, current water use (gallons per occupant): 78 gal/yr

If yes, percentage reduction in domestic water use: 95%

If yes, percentage reduction in irrigation water use: 100%

If yes, time period measured (mm/yyyy – mm/yyyy): 09/2011-08/2012

If yes, how did you document this reduction (i.e. ENERGY STAR Portfolio Manager, utility bills, school district reports)? Building Dashboard versus ASHRAE "baseline" building

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

Yes  No

If yes, what percentage of the school's landscaping is considered water-efficient and/or regionally appropriate? 100%

If yes, what types of plants are used and the location? Drought-resistant, Mediterranean climate plants used throughout the landscaping, dwarf fruiting trees and vegetable plants/seeds in gardens.

14. Describe alternate water sources used for irrigation.

(250 characters maximum including spaces) (0.5 point)

The school has a 175,000 gallon capacity underground water storage tank used to store rainwater collected from the roof structure, filtered for 100% of school grounds irrigation needs via an underground drip system.

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

	12
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surfaces. (250 characters maximum including spaces) (0.5 point)  
51% of the school site consists of vegetated open space, with a roof-based rainwater harvesting system to retain and reuse water on-site. Vegetated bioswales flow into filtered catch basins to a grassy bottom detention basin with metered outfall.

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

- Municipal water source
- Well on school property
- Other

Describe how the water source is protected from potential contaminants

(250 characters maximum including spaces)

External to building site, the municipal water utility has a lead & copper control program which includes corrosion control treatment, source treatment and pipe replacement, as well as public education.

17. Describe the program in place to control lead in drinking water.

(250 characters maximum including spaces) (0.5 point)

Internal to building, initial construction utilized PEX piping to and no lead soldered fittings to minimize future lead into water through corrosion. School Policy includes non-lead products in classroom art materials.

18. What percentage of the school grounds are devoted to ecologically beneficial uses (such as rain gardens, wildlife or native plant habitat, outdoor classrooms)? (0.5 point) 51%

Describe uses: (250 characters maximum including spaces)

50% of the 77,000 sf building is located outdoors, including classrooms, theater and cafe. A playground, student garden, fruit tree orchard and naturally vegetated habitat comprise 51% of the remaining site, with the existing tree canopy intact.

### Element IC – Waste

19. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling, and/or composting? (Up to 0.5 point) 15%

A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 24

Is service stopped/reduced during non-service times?

- Yes  No

B. Monthly recycling volume in cubic yards (recycling dumpster size(s) x number of collections per month x percentage full when emptied or collected): 4.3

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): 6 cy

Recycling rate =  $((B+C)/(A+B+C)) \times 100$  0

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

20. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine/free? (0.5 point) 90%

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

Flammable liquids:

None

Corrosive liquids:

None

Toxics:

None

Mercury:

102.2 milligrams per year from used fluorescent lights (source: Sylvania Octron Lamp data from Sylvania Corporation "A Guide to Sustainable Lighting Solutions", Sept. 2009)

22. How have you reduced your hazardous waste generation (lbs/person/year)? (250 characters maximum including spaces) (0.5 point) RSA's new facility was designed with an emphasis on hazardous waste reduction and non-use of hazardous materials. In 1 yr of operation, no non-recycle waste has been generated.

Time period measured: (mm/yyyy – mm/yyyy): 09/2011-09/2012

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

Used fluorescent lamps are stored in a prepackaged container which can hold 146, 4' long T-8 bulbs. When filled, it's shipped to an approved recycler. Solid waste and municipal recycling are tracked with regularly scheduled pickup.

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

Students are encouraged to use reusable lunch bags & water bottles and required to transfer paper and municipal recycling from classrooms to the "kid-friendly"

building recycling center. Staff promote re-purposing of landfill-destined materials for use in art projects. Recyclable cardboard & plastic containers are used for storing classroom supplies. Possible hazardous materials are analyzed prior to purchase, in part for recyclability. Food scraps are fed to the chickens or garden composted.

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

School policy and current work practices ensure that 85% + of cleaning products used meet the requirements for using the least toxic products available. In exterior areas, only water is used, together with an aggressive mechanical process. Cleaning requiring sterilization utilizes either ionized or high temperature water only. Workers are required to follow the department policy of using certified or least toxic chemicals, as stated in the Facilities Staff Handbook (see Element IC-27 below).

26. What percentage of all cleaning products is third-party certified as green? (0.5 point)  
85%

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

The following standards are used for certified cleaning products utilized within the school: GreenSeal (<http://www.greenseal.org/AboutGreenSeal.aspx>); EPA/DfE (<http://www.epa.gov/dfe/>).

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

Staff, outside contractors, parents and volunteers are instructed to use/supply products that meet EPA DfE or GreenSeal standards or are the least toxic products available. Bid preference is given to contractors use these products. Contractors include pest control, custodial suppliers, pigeon abatement, and fire extinguisher suppliers. All landscaping and garden supplies are organic or least toxic products available.

### Element ID - Alternative Transportation

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

Walk: 1% Bicycle/scooter/skateboard:

1.5% Carpool (2+ students in the

car): 62% School bus: 0%

Other public transportation: 4%

Total percentage: 67.5%

Describe how these percentages were collected and calculated:

(250 characters maximum including spaces)

Information was collected through surveys distributed at parent meetings, public bus passes purchased, observed bike riders and walkers, and calculations through observations during pick-up and drop-off times at school, averaged over a one week period.

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

Designated carpool parking stalls.

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

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

Safe Pedestrian Routes to School or Safe Routes to School.

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

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

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

Families and staff are encouraged to walk or bike along nearby safe bike/walking trails. The school provides trail maps. Bike riding has been promoted with guest speakers, a bike rodeo, free bike helmets and a walk/ride "Celebration Day".

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

Parents are provided with school maps, and the school e-news frequently encourages and assists in organizing carpools. The school promotes monthly city bus passes and cites potential family savings, and ridership has increased 20% over last year.

33. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

(500 characters maximum including spaces) (1 point)

The lunch program uses reusable thermoses to keep food items hot, and whole

foods are used to reduce wrapper waste. A "Share Table" is provided for students with untouched food items to share with others rather than throwing them away. Food scraps are collected for feeding the chickens or are garden composted. We encourage all students and staff to use reusable water bottles rather than disposable plastic bottles or cans.

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

### Element IIA - Environmental Health

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

The school uses the least toxic or mechanical method available for pest control, applied locally on an as-needed basis (e.g. our pigeon control is mechanical). From 06/ 2011 through 10/ 2012 approx. 240 oz. wasp spray was applied.

2. Our school has a written integrated pest management plan. (1 point)  
 Yes  No
3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (Check all that apply) (Up to 3 points)
- Our school prohibits smoking on campus and in public school buses.
- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
- Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).
- Our school does not have any fuel burning combustion appliances.
- Our school adheres to the Asbestos Act and has an asbestos management plan in place.
- Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
- Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.
- Our school has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean up and disposal), purchasing policy for less toxic products
- communication (clean up and disposal), purchasing policy for less toxic products

including less toxic art supplies, and selecting third-party-certified green cleaning products.

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

The school's non-smoking policy is well publicized in the Family Handbook and school e-news. Staff, outside contractors, parents & volunteers are instructed to use/supply products that meet EPA DfE or GreenSeal standards or are the least toxic products available. Staff are regularly trained regarding storage, handling and labeling of chemicals and other potentially hazardous items as required by OSHA.

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

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

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

All classrooms meet the standard of 35 dBA for exemplary performance as required for LEED Platinum certification There is ample daylighting of all classrooms and translucent canopies over outdoor learning spaces, with no fuel-burning appliances.

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

Chemicals are properly stored in locked rooms accessible only to staff trained in their use. When chemicals are stored on rolling carts, the carts are under the direct observation of a staff person or students are not present. Chemical deliveries are received by staff and remain inside the packing box until they have been placed in a locked storeroom. Chemical art supplies are either kept in separate, locked storerooms outside the classroom space, or in appropriate, locked, covered cabinets.

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

See Element IB- Water & Grounds – 16 and 17. In addition, as a newly constructed building, every effort was exercised to avoid ALL toxic materials, with LEED certification standards used as a primary criteria.

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

The building design & school policy include non-carpeted classroom flooring, regularly changed HEPA filters, low interior humidity, keeping windows closed during pollen season, daily cleaning of classroom surfaces, and no smoking on school grounds.

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

Facility staff clean liquid spills immediately upon notification. Our climate is generally dry, with hot summers and intermittent wet weather in the winter. In our 1 year of operation, there has been no observation or report of condensation, roof leaks, unexpected water intrusion into the building interior, mold, moldy materials or conditions.

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

Yes  No

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

The building ventilation system was flushed and new filters installed prior to occupancy, and regular maintenance includes replacement of these filters. An energy management system monitors HVAC efficiency, and all air handlers and filters are inspected regularly.

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

The initial design of the school included single loaded classroom wings with operable window area in each classroom exceeding ASHRAE standards, to provide for adequate cross ventilation of prevailing breezes. CO2 monitors verify that co2 levles are within allowable limits, and automatically add outside air as necessary.

12. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.

(1,000 characters maximum including spaces) (Up to 1 point)

In addition to regularly scheduled inspection and maintenance of all HVAC equipment, the school has a building facilities engineer on staff to conduct an

annual comprehensive building component inspection, which includes: mechanical equipment, structural integrity, interior wall, floor and ceiling finishes, lighting, etc. All surfaces are checked regularly for evidence of mold or other contaminants.

### Element IIB - Nutrition and Fitness

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

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

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

Last year ~350 students grew produce, ate it in class, or gave it to the cooking classroom. Grades 3-8 get • 120 min/wk of PE, & 95% of PE is outside. Wellness Policy encourages whole grain, min. processed foods preferably local, whole foods to reduce wrapper waste, & reusable or recyclable containers. Cooking classes include nutrition units. Wellness committee is writing a healthy cookbook with healthy alternatives for class celebrations. Classes & theme days regularly provide new foods to try.

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

In addition to daily PE outside, classes take field trips including walking trails, creek & nature exploration at a local national park. Classes regularly use a nearby year-round pond for science activities. The playground offers areas for gross and small motor skills, imaginative play, organized team sports, and active free-play. Seasonally, classes spend up to 80 min/week tending, harvesting, and doing science activities in their garden.

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

Staff members have organized after school walking teams and frequently send out emails to encourage others to join. Many have gardens at home and a “Share Table” is available in the staff room for extra produce from home. Examples of healthy recipes offered by staff include items as simple as how to make apple sauce or pesto.

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

Classes partner w/a local college’s agriculture dept. to grow plant starts in the garden and w/local businesses, including a seed company, for garden supplies at reduced cost. The lunch program offers healthier, whole grain, fresh produce options. Student exercise is promoted via clubs like “Girls on the Run” and IM cross country (20% of the school participates, K-8), basketball and soccer. Primary fundraiser is a jog-a-thon that raised 2x the funds as the cookie-dough fundraiser it replaced.

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

#### **Element IIIA – Interdisciplinary Learning**

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

- Our school has an environmental or sustainability literacy requirement. (1 point)
- Environmental or sustainability concepts are integrated throughout the curriculum. (1 point)
- Environmental and sustainability concepts are integrated into assessments. (1 point)
- Students demonstrate high levels of proficiency in these assessments. (1 point)
- Professional development in environmental and sustainability education is provided to all teachers. (1 point)

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

K-8 students explore sustainability via writing, reading, math problems, art & music. In social studies, grades 6-8 compare earth's history to current environmental/social conditions to reflect in writing on their personal impact on the earth. Assessments can include expository writing, PowerPoints, art, speeches & skits, and • 85% of students score proficient or above. Every Mon, teachers have half-day PD, which can include EEI, GEMS/FOSS, building features, & master-gardener training.

For schools serving grades 9-12 provide:

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

Percentage scoring a 3 or higher NA%

**Element IIIB – STEM content, knowledge, and skills**

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

Students learn daily about the green features within the school – solar, wind, water & energy conservation – as an integral part of attending RSA. Science curricula include experiments demonstrating using ground filtration to clean dirty

water and solar experiments for heating water, cooking food & powering electronics. Classes regularly explore websites offering simulation cities/homes they can design for energy/water efficiency. Classes regularly view the building's real-time water & energy usage and production through the "Building Dashboard" an easy, web-based interface. Teachers create math problems using this info to calculate savings in KW, money or fun measures, & use the info for science-based expository writing lessons. All students have in-class laptops or stations and creatively use their classroom's "smart" projector, document camera, & wireless tablet for lessons daily. Classrooms are also used as sound studios, able to broadcast over the internet and to other classrooms.

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

Students learn daily about green technologies within the school – solar, wind, water & energy conservation – by watching the building's performance on the school's Building Dashboard and via experience – how the wind turns the turbine, the solar panels soak up the sun, the water level in the storage tank declines with irrigation, the lights automatically dim with bright sunlight, etc. Teachers regularly integrate what is happening in the building and outside into lessons. Grades 3-8 explore websites that allow them to build energy efficient cities and measure cost savings (e.g. <http://www.electrocity.co.nz/> ; they try to design efficient buildings playing with features such as orientation to the sun, appliances & windows while balancing cost. Grade 8 explores careers, including engineering, planning & environmental science at career fairs at a local college.

### **Element IIIC – Civic knowledge and skills**

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

Students frequently provide public tours about the building's green features and sustainable practices & curriculum development. During the county's Whole Earth Celebration, students in grades 4-7, parents and teachers maintain a recycled art exhibit and sustainability information booth. Students write and perform songs & skits about recycling and other sustainability topics at recurring assemblies attended by parents & the community. The entire school annually visits both national & state parks to engage with park rangers in outdoor activities including bird, plant and rock identification, Native American life and their relationship to the environment, extended hikes, and landscape drawings. Grades 7-8 draw World Peace posters for the National Lions Club, with many including environmental harmony as a necessary element in world peace. K-8 students often participate in the River of Words world poetry & art contest creatively demonstrating their knowledge of their environment.

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

All students make daily use of the school's multiple outdoor learning environments & a local pond for integrated studies including science and art. The whole school & parents have an annual outdoor learning experience overnight at area state & national parks. Grade K students visit local farms to learn about sustainable farming and animal care. Grades 1 & 2 learn about maintaining clean water and explore water animals such as insects and fish through a creek study at a local environmental camp. Grades 3 & 4 explore fish hatcheries and the water cycle with a more in-depth study of local watersheds. Grades 5 & 6 attend the environmental camp for 4 days with lessons on nutrition, minimizing waste, & sustainable forest management as ways to improve the planet. Grades 7 & 8 experience a 1-week sailing trip to learn about oceanography & perform wind and water experiments to demonstrate the need for clean water & energy.

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

See Element IIIC – 5 & 6 above. Additionally, the cooking, after-school, and some general teachers use the gardens and chicken coops to illustrate sources of healthy, organic foods, soils science, often working in tandem with community volunteers. In upper grade art class, students participate in the Federal Waterfowl Stamp Competition students analyze eco-systems that sustain migratory waterfowl, often including researching birds observed in nearby ponds and supplementing with online research about other varieties of waterfowl and their habitats. For all field trips described elsewhere, students write letters to visited agencies thanking them and summarizing what they have learned on the field trip.

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

The school has partnered with Cal EPA to pilot the new EEI curriculum, with the practical implementation and feedback expected to assist in the building of a better curriculum for all schools. RSA partners with Turtle Bay Exploration Park for teacher training on local flora & fauna and sustainability practices. The school partners with the community bus system to incorporate a semi-dedicated route into the school's hours. The school partners with a different school district for its lunch program, and by requiring whole grains and fresh produce, has encouraged healthy changes in that district's own lunch programs. The school has also partnered with a U.M. PhD candidate on her thesis "Teaching Green School Buildings", which shows both environmental comfort and sustainability

understanding greatly improved from the school year before occupancy. In 2012, RSA was 1 of 4 schools selected nationwide to partner in a case study by the A.I.A. on how school design positively impacts education.

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

In addition to being a visual and performing arts school, RSA has a Mandarin Immersion Program and maintains a relationship with a sister school in China. Students Skype their peers in China regularly to share information about what they are learning in both languages, and, RSA students often share sustainability concepts as simple as recycling plastic bottles & cans with their Chinese peers. RSA and Chinese students often share their respective science and art lessons via video Skype, and RSA's lessons often involve outdoor learning projects.

Thank you for taking the time to complete this application.



(above) Renewable energy; (below) Fresh Air Gallery



(above) Outdoor connection; (below) Building Dashboard



Photos submitted with the California Green Ribbon Schools Award Application 2012-13  
Redding School of the Arts



Classroom operable walls



Recycled materials