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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

19753336020358

District Name

Manhattan Beach Unified

County

Los Angeles

School Name

Grand View Elementary School

Mailing Address

455 24th St.

City

Manhattan Beach

Zip Code

90266

School Website

www.gvpta.com

Principal/Head of School First Name

Rhonda

Principal/Head of School Last Name

Steinberg

Principal/Head of School E-mail Address

rsteinberg@mbusd.org

Principal/Head of School Telephone Number

(310) 546-8022 Ext. 5460

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

Suzanne

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

Kretschmer

Lead Applicant Title

Parent Volunteer

Lead Applicant E-mail

skretschmer@verizon.net

Lead Applicant Telephone Number

(310) 927-3415

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

kpoje@mbusd.org

kseabourne

kseabour@cde.ca.gov

Level

Elementary (PK - 5 or 6)

School Type

Public

Total School Enrollment

733

How would you describe your school?

Suburban

Total building area of the school

59,087

Year the school was built

1939

Year of modernization or renovation project(s)

2000-2001

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

No

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

	Full-time	Part-time
Administrators	1	
Classroom teachers	30	
Physical education specialists		
Counselors		1
Credentialed librarians	1	
Nurses		1
Psychologists		1
Technology/media specialists or technicians		2
Paraprofessionals	6	1
Campus resource officers		
Other staff		
Total	38	6

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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?

Grand View Elementary is a Grades of Green school as well as a Growing Great School. We are currently considered a "dark green" school because we have implemented 37 of the 42 activities on the website. These activities include: 3R Education (environmental curriculum), Green Student Council Position, Earth Club, Environmental themed School Assemblies, the Go Green Challenge, Green themed Display Cases, online Earth Tips, Green themed Field Trips, Trash- Free Lunches, In-Class Recycling, In-Class Composting, a Zero Waste Team, Greening Special Events, E-Waste Recycling, Worm Bins, Chalk Boards in lieu of paper posters, Walk to School Wednesdays, City-Wide Earth Day Parade, No Idle Zone, Pesticide Reduction, Electricity Challenge, Green School Supplies, Green Earthquake Kits, Recycle Program for Left-Over School Supplies, School-Wide Water Reduction, Native Gardens, Online Newsletter, Green Cleaning Supplies, Costume Closet, Students in Government, National Environmental Efforts, Grants and Awards, Environmental Conferences, Summits or Conventions, Earth Day Celebrations, Publicity, and Earth Hour. We also have a children's organic garden that includes nutritional education.

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.

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)

In 2007 when Grand View started getting serious about being the greenest school in the nation, quarterly stakeholder meetings were set up to discuss the various options available to the school and how best to proceed. Over time, meetings became too large to be effective so our system evolved to ensure that the program can function at the highest level. We have avenues for students, parents, teachers, staff, science specialists, and custodians to work together, share ideas, and coordinate their efforts. For example, our Earth Club shares ideas with the Grades of Green Student Council rep who has regular meetings with the staff supervisor. We also have a green team: parent rep, teacher, and the principal who meet quarterly to review the green efforts. On a higher level, Grand View was instrumental in getting the District to appoint a green representative from each school to meet quarterly to share ideas and combine resources. Lastly, Grand View has engaged the city and community in their green efforts and they work together on a regular basis to make sure the city is involved in the school's green efforts and the school supports the city.

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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?

No

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

If no, is the school eligible for certification?

Yes

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 : 21.4%

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

Time period measured (mm/yyyy - mm/yyyy) : 07/2010 to 12/2011

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.)

Provide the following information:

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:

Initial GHG emissions rate (MT eCO₂/person) : 1,643,238

Final GHG emissions rate (MT eCO₂/person) : 1,311,157 kBTU=114 MT

Percentage reduction : 21.4% or MY eCO₂/800 Occupants

Time period measured (mm/yyyy - mm/yyyy) : 07/2009 to 06/2010 Initial, 01/2011 to 12/2011 Last 12 months (Final)

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

No

Provide the following information:

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

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)

Grand View Elementary School began a measurable program to reduce energy use in July of 2010 with Energy Education International Consultants and an on-site Energy Education Specialist. All utility use is measured with ECAP (Energy Cost Avoidance Program) software – www.energycap.com. Thermostats have been programmed to run only during "occupied" periods with set points of 68 degrees for heating and 74 degrees for cooling where air conditioning is present. Settings of boiler and hot water heater temperatures have also been set back seasonally to minimize the use of gas. Faronics was installed on all computer equipment to ensure global shut downs at the end of the school day. Other electronics have been combined on power strips and are shut down nightly. Kitchen equipment is shut down for summer break and set back or turned to off for any vacation period of more than one week. Compressor timers have been installed on all air conditioning units through Southern California Edison for cycling off 15 minutes of every hour June 1st through October 1st. All exterior lights have been turned off from 11pm to 5am and are adjusted quarterly to match daylight hours.

Q1B1: 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 : 12% Water and Sewer

Percentage reduction irrigation : 40 % Water

Time period measured (mm/yyyy - mm/yyyy) : 07/2010 to 12/2011

Which documents can be provided to document this reduction (such as ENERY STAR Portfolio Manager, school district reports), if requested? : ECAP Bill 13

Q1B2: 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? : 20 %

What types of plants are used and where are they located? : Grand View has implemented a California native planting project (Gone Native!) with each grade in hopes of restoring the ecological system indigenous to California. The following is a list of native and drought tolerant species found on Grand View's campus: Strawberry trees (both low water and CA native), Banana Leaf Palms, White Iris, Olive & Malaluca Trees, California Poppy, Wild Lupine (to attract the endangered blue butterfly), Jade Plant, Gazania, Baby Necklace, Tall Bearded Iris, Carmen, California Lilacs, Hummingbird Sage, Salvias, Torch Lilies, Toyon Bush, Milkweed, Lions Tail, Yarrow, Rush, Rock Rose, Manzanita, Chalk Dudleya, Pink Flowering Currant, California Buckwheat, Fuschilia, Cleveland Sage, and Coyote Bush.

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

The Water Division of the Public Works Department provides services to ensure that the City's water supply is of the highest quality and meets all state and federal water quality requirements. Water treatment in the City of Manhattan Beach generally consists of supplemental chlorination and blending of the City's imported and well waters. The City's Water Plant Operators sample water on a weekly basis throughout the City and send these samples to an independent laboratory for analysis. Manhattan Beach maintains an excellent record for having provided sage, high-quality water to its residents for nearly 100 years.

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

We currently use an EverPure water filtration system in below-the-counter sinks and in drinking fountains. This system safeguards not only against lead, but other harmful contaminants such as cysts and asbestos. Precoat provides absolute filtration with the largest filtering surface area, long filter life, submicron contaminant removal, cyst protection, disciplined protection against undetectable failures such as channeling and dumping, and certification to the highest standards under NSF Standards 42 and 53. Furthermore, Everpure water filters such as the Everpure h-104 series reduces up to 99% of lead from water and the Everpure h-1200 series 99% of volatile organic chemicals.

Q1B3: Our school's drinking water comes from:

Municipal water source

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

Q1B4: Describe any additional progress that has been made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

Through our energy program, we have cut back on sprinkler cycle times by 20%. "Smart" irrigation meters implementation is planned for the entire campus by the end of 2012 and are currently being used in our organic garden. Twice a year on Pride Day, volunteers are allowed to work on the landscape. Since 2009, the plants planted at this event have all been drought resistant natives. A lesson plan was taught to all grades called "Gone Native" on the value of native plants and as a part of the project, all the students planted native plants around campus. Plastic water bottles are discouraged and the students are encouraged to bring reusable bottles. Our student store sells these once a week. In addition the school purchased two large coolers that we use with compostable cups for water for large events in lieu of water bottles.

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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). : 72 cubic yards per month

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 63.608 cubic yards per month

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). : 5.814 cubic yards per month

Recycling Rate = $[(B + C) \div (A + B + C) \times 100]$: $[(63.608 + 5.814 \div (72 + 68.608 + 5.814 = 141.422) \times 100 = 49.089]$

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)

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

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?

Yes

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

How much hazardous waste is produced at the school (lbs/person/year)? : The district calculated that GV used about 255 light bulbs last year and they were disposed of per local/state regulations. It is difficult to access

List the types of hazardous waste generated : light bulbs - trace of mercury

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.

Our school's custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

Which green cleaning standard is used?

Green Seal Standard

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? : 90%

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

QIC8: Describe any other indicators of the school's reduction of solid waste and elimination of hazardous waste. (Maximum 200 words)

In 2008, Grand view introduced Trash Free Tuesdays, campus composting, and increased our recycling efforts. Because of this we have been able to reduce our waste hauler pick-ups from ten times a week for dumpsters to five times a week saving the school \$4,700 per year. We did this by reducing our lunch trash from approximately thirty bags a day to two bags of trash per day for over 700 students. In addition, all the brown paper towels from the classrooms are being composted and recycling is occurring campus-wide. The only hazardous waste produced by Grand View is the small traces of mercury found in the fluorescent lighting. These lights are disposed of safely in partnership with our waste hauler, Waste Management.

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

Walk : 65%

Bicycle/scooter/skateboard : 15%

Carpool (2+ students in the car) : 17%

School bus : 0

Total percentage : 97%

Describe how these percentages were collected and calculated : School Surveys

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

Our school has a well-publicized no idling policy that applies to all vehicles, including school busses.

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

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)

Grand View's location in a high density community means that every student can walk or bicycle to school; thus no bus transportation is offered. Yet, until recently, most students were driven to school – only 14% walked or cycled. In 2005, Grand View began its Walk to School program that dramatically increased the number of walkers-from 14% to 80% and 90% on special contest days, saving 588 pounds of carbon emissions per week and nearly 22,000 pounds per year. In addition, the school's NO Idle Zone program publicizes the importance of turning off engines after 10 seconds.

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

School garden

Wildlife or native plant habitats

Outdoor classroom

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

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)

Grand View has implemented 4 programs to promote walking and cycling as the primary modes of transportation to and from school: Walk to School Wednesdays – This increased the number of walkers from 14% to 80% each Wednesday; walking on Wednesdays has encouraged walking every other day as well. Students are rewarded with hand stamps; a trophy goes to the class with the most walkers. Citywide Parade – Grand View spearheaded a citywide Walk to School Parade every year on Earth Day. The mayor, City officials, policemen and firemen join elementary students in walking to school. The students bring musical instruments made from items found around the home. Safe Routes to School –Parent volunteers collaborate with City officials to determine needs for new crosswalks, stop signs, crossing guards and other measures to facilitate walking. School administrators publicize recommended walking and biking routes. Walking School Bus – In 2011, Grand View helped the Beach Cities Health District bring this to Manhattan Beach. Parent volunteers accompany large groups of students on consistent walking routes. As a result of these programs, 80% of Grand View students now walk or bike to school everyday, saving at least 22,000 pounds of carbon emissions each year.

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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 has installed local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) at all major airborne contaminant sources, including science labs, copy/printing facilities, art and wood shops, auto shops, technology centers, and chemical storage rooms.

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 has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidance.

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.

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 buildings are designed as natural ventilated buildings (Green) and air only circulates when the unit is on. The fan runs when class is in session. The portables also have peak dem and cut offs from Edison that turn off the AC but still allow air exchanges. Portable classrooms have their filters changed quarterly and the regular buildings are changed periodically. We have installed tinted windows. The work room has a small AC unit that cools the IT equipment. Moisture resistant material is on all the building envelopes as per building codes. The paper goods purchased through Unisource are green seal certified. Our playing fields do not use pesticides or herbicides. The school buys compostable plates, utensils and cups, therefore no one is eating off of or drinking on plastic. The school purchases biodegradable soap, recycled and non-bleached paper towels and non-toxic surface cleaners. The school rewards students and parents who bring reusable water bottles and coffee mugs. The district buys carpet that is pre-glued for the school meaning less exposure to toxins from gluing on site.

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

- Our school participates in the USDA's HealthierUS School Challenge or another nutrition program.
- Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
- 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).
- At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).
- 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).

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

Applying for Silver level of USDA HUSSC: also Silver level with Alliance for a Healthier Generation. ___ Bronze _____ List other nutrition programs: _ Growing Great Nutrition Program, Live Well Kids Nutrition Program; BCHD – Mind Up Program; Wellness Policy _____

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

Field Trips to Wetlands; Camp Tumbleweed; Roundhouse Aquarium; Library; Garden and Earth Club; Walking School Bus Grand View affords its students opportunities that promote fitness, nutrition and outdoor learning. Students in 5th grade participate in Presidential Physical Fitness Testing. A dance workshop is part of the curriculum for 1st, 2nd and 5th graders. Fourth graders engage in square dancing. Students in grades 3-5 receive 6 Growing Great Nutrition lessons each year that combine nutritional information with fun recipes. Students harvest produce from the school's organic garden and offer it at campus Farmer's Markets. A nutrition lesson for parents was provided. Grand View's environmental education lessons include students working outdoors tending to school composters. Compostable materials retrieved from classrooms are mixed with browns and water. The students harvest finished compost and place it around campus. In fall 2011, all 2nd-5th graders planted native gardens in 13 locations around campus. Twice a year all children are invited to participate in campus beautification during Pride Days. After-school enrichment classes offer outdoor opportunities for children to learn golf, handball, Lego construction and yoga. GV staff rehearsed and performed a flash mob during the Halloween parade.

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

5%

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)

Grand View starts their day with an eight minute morning activity. This program was brought to us by Live Well Kids Program from the Beach Cities Health District's Youth Obesity Prevention Program. Research has shown that exercising the first thing in the morning provides a multitude of positive effects. Exercise can increase your mental sharpness for 4 to 10 hours. In addition to our 8 minute warm-up we strongly feel that physical education significantly contributes to students' well-being; therefore, it is an instructional priority for Grand View. Grand View follows the Physical Education Model Content Standards for California Public Schools. The highlights of the standards are: (1) Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities; (2) Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities; (3) Students assess and maintain a level of physical fitness to improve health and performance; (4) Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance and (5) Students demonstrate and utilize principles and strategies that apply to the learning and performance of physical activity.

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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.

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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.

Environmental and sustainability concepts are integrated into classroom based and school-wide assessments.

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

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

Sustainability and sound environmental practices are embedded in the culture of our school at every grade level through the daily encouragement and practice of all of the following: ◦ Our proprietary "3R" (Reduce, Reuse, and Recycle) curriculum that is taught by parent-docents in every classroom. This program was developed by Grades of Green, our nationally recognized, parent-run volunteer program focused on raising environmental awareness in our students. ◦ Planting, maintaining, and harvesting our organic garden ◦ Trash-Free Lunch Program (which has eliminated trash by 80% school-wide) ◦ Walk-to School and Walking School Bus Programs which have increased walkers/bikers to 80% of the student population ◦ Composting during normal school hours and during most school events ◦ Growing Great – another proprietary docent-led program that encourages students to choose foods based on nutritional value and environmental impact (e.g. local and seasonal fruits and vegetables that reduce carbon footprint) ◦ Because we are located in a coastal community, students are very conscious of how oil, plastics, waste, and pollution affect our local beaches and marine life. Through their lesson plans, our EEI-trained teachers make conscious environmental sustainability connections in weekly science, social studies, and math (when applicable) curriculum.

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)

Grand View prides itself on its adherence to the California State Science Standards and our drive to integrate environmental and sustainable concepts throughout our curriculum. Our California State Science scores have risen over the past years from 33% of our students meeting proficient or advanced status to 97% of our students achieving at the proficient or advanced level. Our school-wide and classroom composting lessons and our Grades of Green docents teach our students the necessity of caring about our environment. In our "Fantasy Invention Fair", students were asked to create an invention using materials from their home or local businesses. The following year the science project had to include a way to help the environment. We continue to sponsor a science fair, science expo, Star Night, Garden Club, Earth Club, Beach Clean-up, Disney Challenge and Earth Week. Starting in kindergarten students are exposed to the lab. Each fourth and fifth grade class goes to the science lab for one hour once a week. The emphasis placed on science by our classroom teachers, our science specialist and the parent volunteers all attribute to our amazing rise in science scores over the last decade.

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)

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)

1. Recycling: In-Class/Campus Recycling: Students recycle in their classroom, playground and the cafeteria. Students pick up in-class recycling during their recess once per week. 2. Composting: In-Class/Campus Composting: Students in every grade compost in their classroom and the cafeteria. Students are assigned the compost monitor position. California Native Gardens: Students learn what a native garden is and why it is important. They plant native species around the campus. The Earth Club planted a large Native Garden on a hillside during the 2008 school year. 3. Vegetable Garden: Students meet in the garden three times a year to plant seeds, water plants, remove weeds and harvest vegetables. Garden Club meets weekly to maintain the garden. 4. Watershed Protection/School Beach Clean-Ups: Grand View participates in school wide beach clean-ups. 5. Earth Week Grade Level Contest: During Earth Week the science specialist coordinates a contest among the grades to see which classroom is the greenest. The daily contests include points awarded for students who recycle batteries, walk to school, bring a trash free lunch, compost and turn off lights. 6. Create Non-toxic Cleaning Supplies: Students make their own green cleaning supplies for use in the classroom and at home.

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)

Students learn about the environment and sustainability at every grade level via the Grades of Green 3R Environmental Education program. The Grades of Green 3R Program Chair recruits one parent docent per classroom. The parent docent attends three workshops during the year where the docent learns how to teach a hands-on environmental topic. These topics include: Recycling, Composting, 3Rs, Reduce Your Carbon Footprint, Energy Conservation, Water Conservation, Watershed Protection, Native Gardens, Ocean Pollution Solutions and Green Cleaning Supplies. To further educate the students, the 3R Education Chair works with the teachers and librarian to provide books and encourage them to read stories that complement the lessons. The Chair asks a parent to create a display case in the main hallway and publishes related information in the school's online newsletter to inform parents. In addition, the school aligns related environmental assemblies to support these topics. The school has provided Waste Reduction, Recycle Rex, Heal the Bay's Watershed Protection, Environmental Defenders and Windows into the Water assemblies. The non-profit, Growing Great, provides three lessons aligned to California State Science Standards in the outdoor garden to educate students on the importance of growing and eating whole foods.

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)

In addition to access to and use of EEI curriculum, our teachers utilize our own regional issues (e.g., coastal) and global environmental issues to illustrate positive/negative impacts and encourage hands-on, inquiry-based practices. Specifically, much work was done across grade levels to discuss easily understood yet environmentally impactful issues such as oil spills and renewable/non-renewable energy and choices we can make to conserve energy.

Q IIIB2: 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)

While conducting lessons about specific scientific and environmental issues, our teachers make connections to illustrate not only the principles being taught but also the people that are in the field gathering research or implementing policy/change. Through in-class discussions and field trips to marine/mammal sanctuaries and ecological stations, our students are given the opportunity to interact with these researchers, conservationists, and scientists in their own environments. As a K-5 school, we do not offer a career center. We do, however, incorporate as many in-person learning opportunities with professionals in scientific and environmental conservation fields to not just bring a real-world perspective to their lessons, but also to inspire our students to consider career options in those areas. To further illustrate, a local expert on technology and experiential learning read *All the Way to the Ocean* – a book about storm drains - to students in our library and spent time discussing marine pollution. To kindergarten and 1st grade classes he read *Compost! Growing Gardens From Your Garbage* and discussed the positive environmental benefits of composting with our students.

Q IIIB3: 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)

While typically STEM-related courses are offered beyond the elementary school level, our teachers incorporate math, science, and technology when teaching certain sections of science. For instance, when our 5th graders were learning to analyze weather patterns, they utilized self-generated computer research to form their hypotheses and theories.

Q IIIC1: 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)

All K-5th grade students are given opportunities to participate in voluntary civic/community projects. Some of the projects our students participated in are as follows: ◦ Beach Clean Up in conjunction with Heal the Bay and/or self-directed (all grades) ◦ Earth Club-sponsored Earth Week activities (all grades) ◦ Disney Planet Challenge (5th grade – our school was a finalist) ◦ Public advocacy for a city-wide ban of plastic bags (5th graders spoke to the Mayor and City Council of Manhattan Beach to work towards a successful ban on the use of plastic bags by retailers in our city). ◦ Walk for Water: kindergarten and 5th grade students participated in a walk to raise funds for wells in Africa. ◦ Students have researched and presented resource/energy conservation measures to the School Board for consideration. ◦ Planted native plants (coastal buckwheat) to protect endangered pollinator species. The culture of service that is promoted in our school has also permeated into the service groups at our school. The Brownie/Girl Scout troops and Boy Scout troops engage in civic activities such as planting trees and/or voluntary beach clean-ups every year.

Q IIIC2: 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 addition to participating in the many self-selected community projects, our students attend many field trips and assemblies that supplement lessons taught inside the classroom. ◦ 1st and 5th graders go to the Roundhouse Aquarium to learn about marine biology and the ocean's ecosystems. ◦ 3rd graders go to the Ballona Wetlands and learn how the wetlands preserve avian and marine life and help to restore some balance to our polluted environment. ◦ 3rd graders also go to Camp Tumbleweed, an experiential learning center, where they explore ethnobiology (the study of the use of plants and animals by Native Americans), preservation, natural history, and about Native American culture. ◦ 2nd graders go to Underwood Family Farms where they learn about organic farming techniques and get to pick fresh strawberries in a large field. ◦ All grades plant, maintain and harvest fruits and vegetables from our organic garden at school. ◦ 4th graders visit a California mission where they explore our state's heritage and the agrarian lifestyle of its inhabitants.

Q III C3: 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)

Grand View has formed many successful partnerships with the local community. The non-profit Grades of Green was started by four Grand View parents and Grand View continues to act as the pilot school for this national organization. The City of Manhattan Beach includes Grand View students in many of its sustainability efforts and our students speak at local events such as "Bag the Bag", TedX, Earth Day, Watt Watchers, city council meetings, and award ceremonies. Grand View students and parents participated on the Environmental Task Force to help force a path for the future green efforts. We partner with local businesses like Northrup Grumman and Raytheon in essay contests that incorporate science and math. The local businesses are very supportive of our green efforts. Chevron, Grow, Fresh Brothers, 3 Ball Productions and the Murad company have all given time, money and support to our green efforts. The Discovery Channel filmed an entire segment on our campus called, "Curiosity Quest" which highlighted the many programs our students are involved in at Grand View. Growing Great has their city headquarters on our campus and considers us one of their premiere schools in following healthy eating. We work with underserved schools to provide books and supplies through book drives and the collection of left-over school supplies. We donated enough books to start a library at Tibby Elementary and we received a plaque from Pico Riviera for supplying their homeless children with all the holiday presents they requested. Many parents in the entertainment business donate costumes to our Rent-A-Costume(RAC) room. This room is used to recycle costumes for Halloween and school plays and special days.

Q III C4: 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)

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

2012 California Green Ribbon Schools Award Scoring Rubric

School Name: Grand View Elementary

Cross Cutting Questions – 5 Points	5
Pillar I: Environmental Impact and Energy Efficiency – 30 Points	16.75
Pillar II: Healthy School Environments – 30 Points	25.5
Pillar III: Environmental and Sustainability Education – 35 Points	24
Total – 100 Points	71.25

2012 California Green Ribbon Schools Award Scoring Rubric

School Name: Grand View Elementary

Cross Cutting Questions – 5 Points	Reviewer: 11	Reviewer: 25	Average:
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts, along with commitment of school organization			
C1 (2 points):	2	2	2
C2 (1 point):	1	1	1
C3 (2 points):	2	2	2
Sub Total (5 points maximum):	5	5	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 (1point):	1	1	1
IA2 (1 point):	.5	.5	.5
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):	0	0	0
IA9 (2 points):	0	0	0
IA10 (.75 point):	.75	.75	.75
Sub Total (15 points maximum):	5.25	5.25	5.25
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	
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):	0	0	0
IC3 (.75 point):	0	0	0
IC4 (.75 point):	.75	.75	.75
IC5 (.5 point):	.5	.5	.5
IC6 (1 point):	.75	.75	.75
IC7 (.5 point):	.5	.5	.5
IC8 (.25 point):	.25	.25	.25
Sub Total (5 points maximum):	3.25	3.25	3.25
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):	1.25	1.25	1.25
ID3 (.75 point):	.75	.75	.75
ID4 (1.5 points):	1	1	1
ID5 (.25 point):	.25	.25	.25
Sub Total (5 points maximum):	4.25	4.25	4.25
Pillar II: Healthy School Environments – 30 Points			
Element IIA: An integrated school environmental health program -15 Points	Reviewer: 11	Reviewer: 25	
IIA1 (2 points):	2	2	2
IIA2 (12 points): $13 \times .68 = 8.84 = 9$	10	9	9.5
IIA3 (1 point):	1	1	1
Sub Total (15 points maximum):	13	12	12.5
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time -15 Points	Reviewer: 11	Reviewer: 25	
IIB1 (13 points):	12	12	12
IIB2 (1 point):	1	1	1
IIB3: (1 point): <i>List research stats; list highlight of PE content standards</i>	0	0	0
Sub Total (15 points maximum): <i>3 minute morning program...</i>	13	13	13
Pillar III: Environmental and Sustainability Education – 35 Points			
Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems - 20 Points	Reviewer: 11	Reviewer: 6	
IIIA1 (15 points): $Q_1 - 0 Q_2 - 4 Q_3 - 4 Q_4 - 0$ $Q_1 0, Q_2 4, Q_3 2, Q_4 0$	8	6	7
IIIA2 (0 points):	0	0	0
IIIA3 (4 points):	3	4	3.5
IIIA4 (1 point):	1	1	1
Sub Total (20 points maximum):	12	11	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: 1	Reviewer: 6	
IIIB1 (2 points):	1	1	1
IIIB2 (2.75 points):	2	2	2
IIIB3 (.25 point):	.25	.25	.25
Sub Total (5 points maximum):	3.25	3.25	3.25
Element IIIC: Development and application of civic engagement knowledge and skills -10 Points	Reviewer:	Reviewer: 6	
IIIC1 (3.5 points):	3	3.5	3.25
IIIC2 (3 points):	3	3	3
IIIC3 (3 points):	3	3	3
IIIC4 (.5 points):	0	0	0
Sub Total (10 points maximum):	9	9.5	9.25
		23.75	
Total – 100 Points			

5
 5.5
 4
 3.5
 4
 + 10.25
 13
 11.5
 3.25
 9.25

 71.25

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 Mrs. Rhonda Steinberg
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Grand View Elementary
(As it should appear in the official records)

School Mailing Address 455 24th Street
(If address is P.O. Box, also include street address.)

Manhattan Beach CA 90266
City State Zip

County Los Angeles State School Code Number* 19753336020358

Telephone (310) 546-8022 ext. 5460 Fax (310) 303-3817

Web site/URL www.gvpta.com E-mail rsteinberg@mbusd.org

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.

Rhonda Steinberg Date March 13, 2012
(Principal's Signature)

Name of Superintendent* Dr. Michael Matthews
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Manhattan Beach Unified Sch. Dist. Tel. (310) 318-7345 ext 5900

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.

MICHAEL MATTHEWS Date March 13, 2012
(Superintendent's Signature)

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

Summary of Achievements

Grand View Elementary School

Grand View's students, staff and parent volunteers are diligently focused on ensuring that Grand View Elementary School is the greenest in the nation. Following is a compilation of Grand View's recent greening programs:

- **4R Education:** Parent docents, from each grade level, teach students three lessons each year on environmental topics in which state science standards are addressed. Topics have included: composting, watershed, the 4 R's (reducing, reusing, recycling and rotting), carbon footprints and energy conservation.
- **Student Council Position:** Each year we elect a student as our Grades of Green Representative.
- **Earth Club:** This club is comprised of students who focus their energies on protecting the environment at school and in the community.
- **Go Green Challenge:** Annually during Earth Week, students and teachers complete a checklist of over 50 activities friendly to our planet.
- **Costume Closet:** Our RAC (rent-a-costume) room houses donated costumes which are rented and reused by students and parents.
- **School-Wide Recycling and Composting:** Inside each classroom and on the playground, you will find recycling bins and composters.
- **Walking School Bus:** We have progressed from Walk to School Wednesdays, to adopting a Walking School Bus (WSB) program. Parents volunteer to walk a specific route to school, picking up students along the way. Our WSB has been featured on CNN and "The Doctors." Our walking and biking programs have saved at least 22,000 pounds of carbon emissions each year and we have increased participation from 15% to 80%.
- **No Idle Zone:** We have successfully educated our parents about reducing the amount of toxic particulate matter spewing from their cars.
- **Green School Supplies, Green Earthquake Kits, Left-Over School Supplies and Reducing Pesticides:** Volunteers are responsible for greening our school and taking us on an educational journey to raise environmental awareness. We use online newsletters, flyers and e-blasts to reduce paper consumption.
- **Native Garden:** All second through fifth grade classes plant native gardens adjacent to their classrooms.
- **iPad Pilot Program and SMART Boards:** We are using SMART Boards in all classrooms and piloting iPads which enhances instruction while decreasing paper usage.
- **Greening Special Events:** Volunteers reduce, reuse and recycle at all school events. We use compostable party goods, reusable table cloths and beverage containers, provide a strong recycling presence, and use green cleaning supplies at all events.

Grand View has adopted a measurable program to reduce energy dramatically by working with Energy Education International Consultants and an Energy Education Specialist. All utility use is measured with ECAP (Energy Cost Avoidance Program). Faronics was installed on all computer equipment to ensure global shut downs. Electronics have been combined on power strips and are shut down nightly. Through our energy program, we have reduced sprinkler time by 20%. "Smart" irrigation meters have been installed throughout the campus.

After initially instituting "Trash Free Tuesdays," we adopted "Litterless Lunches" and campus composting. These efforts have reduced our waste hauler pickups from ten times a week to five times a week saving our school \$4,700 per year. We reduced our lunch trash from thirty bags a day to two bags per day for over 740 students. The school buys compostable plates, utensils and cups and purchases biodegradable soap, recycled and non-bleached paper towels and non-toxic surface cleaners.

Grand View affords its students many opportunities to promote fitness and nutrition. Students start their day with an eight-minute morning exercise routine. This program was brought to us by Live Well Kids Program from the Beach Cities Health District's Youth Obesity Prevention Program. In addition to the 8 minute warm-up we strongly believe that physical education significantly contributes to students' well-being; therefore it is an instructional priority for Grand View. Our "Growing Great" docents teach our students to grow and eat foods based on nutritional value and environmental impact. We sell the items grown in our garden at a school run Farmer's Market.

Grand View is the proud recipient of the following awards: California Assemblymember Betsy Butler Environmental Hero, Disney Planet Challenge, Environmental Protection Agency Environmental Award, US Mayoral Public/Private Partnership Award, County of Los Angeles Green Leadership Award, Disney's Family Fun Grand Prize Winner, Energy Stewardship Education, City of Manhattan Beach Award of Recognition for extraordinary dedication to the protection of the environment and the Certificate of Congressional Commendation from the Congress of the United States for exceptional efforts to promote environmental conservation. In addition, we have been featured on KTLA's, "Protect What You Love," ABC's "Everyday is Earth Day," CNN, and the PBS TV show, "Curiosity Quest."

Grand View recognizes that intellectually rigorous staff development in environment sustainability is critical for all educators. We recognize that incorporating environmental education into core subjects provides students with a meaningful context for adopting and maintaining a healthy lifestyle. Grand View "Gators" are committed to protecting our environment and making a difference on our planet.

Grand View 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)