

2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

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

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

U.S. DEPARTMENT O	FEDUCATION
GreenRibbonSc	chools
verification. ED-GRS (2012-2013)	Page 1 of 4
U.S. Department of Education Green F	Ribbon Schools 2013
and a second	
For Public Schools only: [] Charter [] Ittle I [] Mag	net [V] Choice
Name of Principal Dr. Sally Gregory	
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it show	uld appear in the official records)
Official School Name Charles Evans Hughes Middle Sc	hool
(As it should appear in the of	ticial records)
Mailing Address 3846 California Avenue	
(If address is P.O. Box, also i	nclude street address.)
City	State Zip
County Los Angeles State School Code	Number* 19 64 725 6061360
Telephone (562) 595-0831	Fax (562) 595-9221
Ibbushes Schoolloop com	- company a) lboduat
Web site/URLIONUGNES, SCHOOLOOP.COM	E-mail Syregory wioschools
I have reviewed the information in this application and cert	tify that to the best of my knowledge all
Qu hall Magan	- 1/2/12
(Principal's Signature)	Date
Name of Superintendent* Mr. Christopher I. Steinhauser	
(Specify: Ms., Miss, Mrs., Dr	., Mr., Other)
District Name* Long Beach Unified School District	Tel. <u>(562)997-8000</u>
I have reviewed the information/in this application and cer	tify that to the best of my knowledge all
information is accurate. This is one of the highest performi	ng green schools in my jurisdiction.
(histold) Otherta	Date DE12
(Superintendent's Signature)	

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



PART II - SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

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

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

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

Nominating Authority's Certifications

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

- 1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
- 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;
 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 Ion aleson

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 <u>green.ribbon.schools@ed.gov</u> according to the instructions in the Nominee Submission Procedure.

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

Public Burden Statement

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

PART II - SUMMARY OF ACHIEVEMENTS

Hughes Middle School engages in the highest levels of Green School effort. Students are provided with a healthy and safe learning environment that emphasizes ecological stewardship daily. Our conservation mission is to reduce the impact of our site on the environment by reducing waste, abating litter, landscaping sustainably, providing eco-service, and educating one another.

WASTE REDUCTION & RECYCLING: Hughes has diverted 103 tons from the waste stream since 2009. On average we divert 1,440 gallons of comingeled recycling, and 126 pounds of CRV material, each week. Volunteers recently instituted a lunch recycling program that includes collecting unwanted, unopened milk and whole fruits for the Salvation Army's soup kitchen, and collecting food scraps for chicken feed at Spring Street Urban Farm. On average, our site is now diverting an additional 808 pounds of recovered food and food scraps per week.

LITTER ABATEMENT: Hughes is located just 5 miles from the ocean -- so students engage in service projects to address litter, urban run-off, and ocean pollution; including Campus Clean-up Days, the February Beach Clean-up, and anti-litter slogan, poster, and video contests. The Hughes urban run-off Public Service Announcement video speaks for itself! <u>http://www.youtube.com/watch?v=dZ407RZBBXk</u>).

BIODIVERSITY & WATER ECOLOGY: Hughes strives to increase the biodiversity and native content of its landscape. Since 2007, students have built 12 themed gardens and planted over 40 campus trees. Last year, students designed a Watershed Garden to teach how natural watersheds function and how urban landscapes can be altered to act more like natural environments. An Eagle Scout candidate – and alumnus – has taken the construction of the garden as his project.

FITNESS TRAINING: Hughes students receive 4.5 hours of P.E. each week -- including 2 mile runs, fitness assessments, and skills training. Hughes also has outstanding afterschool sports in which approximately 120 students compete and train for almost 9,600 hours each year. In the last two years alone, Hughes has competed against 26 schools to win the All City Championship for Girls' Cross Country, Volleyball, Soccer, and Basketball; and Boys' Basketball and Flag Football.

BIKE-TO-SCHOOL ADVOCACY: Hughes has partnered with the Bixby Knolls Business Improvement Association (BKBIA), and The Workshop, a local bike store, to host monthly lunch-time workshops on bike repair, bike safety, and riding bikes to school. These workshops coincide with BKBIA "Kidical Mass" community bike events.

NUTRITION EDUCATION: Hughes has a comprehensive home economics elective serving 370 students, grades 6-8. All 7th grade Hughes students participate in Health education, which addresses: environmental factors that affect health, global influences on personal and community health, and nutrition and physical activity. Additionally, the afterschool Green Team eco-club maintains a school vegetable garden featuring seasonal and organic produce. The club publishes the "Green Gazette," an eco-newsletter which includes healthy recipes from the garden.

AIR QUALITY EFFORTS: The air quality of the Hughes campus is impacted by: activity at the Port of Long Beach, traffic from the 405 and 710 freeways; and air traffic from the Long Beach Airport and LAX. To combat this pollution risk, Hughes won a substantial grant from the Port of Long Beach to re-landscape the campus perimeter with plants known to capture particulate matter (PM10) and improve air quality.

ENVIRONMENTAL EDUCATION: Environmental themes are addressed across the disciplines at Hughes. Every school year begins with recycling assemblies that outline the school's waste reduction and recycling standards and expectations. The campus is covered in interpretive signs outlining the environmental principles in the landscape (composting, vegetable gardening, xeriscaping, butterfly gardening, recycling, biodiversity, beneficial herbs, labyrinth walking, etc.). In addition, the campus is filled with amenities created by students from "trash" -- giant flowers from wheels, planters from pallet wood or tires, bottle cap signs, dragonflies with aluminum wings, benches from discarded headboards, mosaic stepping stones of unwanted tile. Hughes celebrates salvage, reuse, and creativity.

ENVIRONMENTAL CIVIC ENGAGEMENT: The campus culture is permeated by a continual stream of environmental service projects open to all students, staff and neighbors. Hundreds of students actively participate in eco-service projects each year. In 2012-13 students volunteered over 700 hours to environmental service – <u>above and beyond</u> the hours of service given by the Green Team Eco-club. Service projects include: NO Trash Day, American Recycles -- Book Drive, Campus Work Day #1, Eco-Gift Workshops & Holiday Bazaar, DIY Rain Barrel Workshops, Beach Clean-up, Backyard Bird Count, "Share the Love" Clothing Drive, Campus Work Day #2, Urban Run-off PSA Project, Plant Sale, Earth Day Paper, Shred & E-waste Drive, and Bottle & Can Drive.

Hughes is not environmentally perfect. We still find tissues in the recycle bins and paper in the trash cans. Litter continues to be a problem. However, Hughes is the largest middle school in Long Beach, with the most diverse population economically and ethnically -- our site mirrors the city. What is possible at Hughes is possible city-wide.

2013 California Green Ribbon Schools Award Scoring Rubric School Name: Charles Evans Hughes Middle

Cross-Cutting Questions – 5 Points Total			البوياة البواقيان
Participation in Green School Programs	Reviewer # (5	Reviewer # 🖇	Average
C1 (1.5 points):	.5	.5	.5
C2 (1.5 points):	, 5	1	.15
C3 (2 points):	,75	2	1.375
Subtotal (5 points maximum):	1.75	3.5	2.625
Pillar I: Reduced Environmental Impact and Costs – 30 Points Total		The second second	
Element IA: Reduced or eliminated greenhouse gas (GHG) emissions – energy and buildings -	Reviewer # 5	Reviewer #6	Average
IA1 (1 point):	1	1	1
IA2 (Up to 2 points):	15	1,5	15
IA3 (Up to 2 points):	n	2	2
IA4 (Up to 2 points):	5	2	2
IA5 (1 point):	5	5	Ô
IA6 (1 point):	Ĭ		1
IA7 (1 point):	1	1	1
IA8 (Up to 2 points):	0	Ó	0
IA9 (1 point):	1	l l	L
IA10 (Up to 2 points):	2	2	2
Subtotal (15 points maximum):	11.5	11,5	11.5
Element IB: Improved water quality, efficiency, and conservation – water and grounds - 5 Points	Reviewer #5	Reviewer #(Average
Total		TREVIEWEI # G	Average
IB11 (Up to 1 point):	0	0	0
IB12 (Up to 1 point):	0	0	0
IB13 (0.5 point):	.5	.5	5
IB14 (0.5 point):	.5	.5	.5
IB15 (0.5 point):	.5	.5	.5
IB16 (0.5 point):	.5	.5	.5
IB17 (0.5 point):	.5	.5	.5
IB18 (0.5 point):	.5	.5	.5
Subtotal (5 points maximum):	3	3	3

1

Element IC: Reduced waste production – waste and hazardous waste - 5 Points Total	Reviewer # 5	Reviewer # 6	Average
IC19 (Up to 0.5 point):	.5	.5	.5
IC20 (0.5 point):	.5	.5	,5
IC21 (0.5 point):	.5.	.5	.5
IC22 (0.5 point):	Ó	15	.25
IC23 (0.5 point):	.5	15	.5
IC24 (0.5 point):	.5	5	,5
IC25 (0.5 point):	•25	.75	.25
IC26 (0.5 point):	.25	,25	.25
IC27 (0.5 point):	.5	.5	.5
IC28 (0.5 point):	. 25	.25	.25
Subtotal (5 points maximum):	3.75	4.25	4
Element ID: Use of alternative transportation - 5 Points Total	Reviewer #5	Reviewer # 🦕	Average
ID29 (Up to 1 point):			1
ID30 (Up to 1 point):	.5	15	.5
ID31 (1 point):	ľ	Ń	1
ID32 (1 point):	1	1	1
ID33 (1 point):	i	1	
Subtotal (5 points maximum):	4.5	4.5	4.5
Pillar II: Improve the Health and Wellness of Students and Staff – 30 Points Total		A CALL REAL	
Element IIA: Integrated school environmental health program - 15 Points Total	Reviewer # 15	Reviewer # §	Average
IIA1 (2 points):	.75		,875
IIA2 (1 point):	1	1	1
IIA3 (Up to 3 points):	2	3	2,5
IIA4 (Up to 1 point):	.5	l	,75
IIA5 (Up to 1 point):	15	1	,75
IIA6 (Up to 1 point):	.75	.5	.625
IIA7 (Up to 1 point):	.5	I I	,15
IIA8 (Up to 1 point):	.5	.5	.5
IIA9 (1 point):	0	0	0
IIA10 (Up to 1 point):	.25	1	,625
IIA11 (Up to 1 point):	.25	.5	.375
IIA12 (Up to 1 point):	.5	1	.75
Subtotal (15 points maximum):	1.5	11,5	9.5
Element IIB: Nutrition and fitness -15 Points Total	Reviewer # 15	Reviewer # g	Average
IIB13 (Up to 6.5 points):	3.5	5	4,25
IIB14 (Up to 2.5 points):)	2	1.5

Pillar I Total- 23 points 2

		1 4	
IIB15 (Up to 2.5 points):	1	1	1
IIB16 (Up to 3.5 points):	1,5	3	2.25
Subtotal (15 points maximum):	7	1/	9
Pillar III: Effective Environmental and Sustainability Education – 35 Points Total			
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems - 20 Points Total	Reviewer # 14	Reviewer # 3	Average
IIIA1 (Up to 20 points):	14	7	10,5
IIIA2 (0 points):	N/A	0	0
Subtotal (20 points maximum):	14	7	10.5
Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills - 5 Points Total	Reviewer # 14	Reviewer # 3	Average
IIIB3 (Up to 2.5 points):	2,5	2.5	2.5
IIIB4 (Up to 2.5 points):	2.5	2	2.25
Subtotal (5 points maximum):	5.0	4.5	4.75
Element IIIC: Development and application of civic engagement knowledge and skills - 10 Points Total	Reviewer # /4	Reviewer # 3	Average
IIIC5 (Up to 2 points):	2.0	2	2
IIIC6 (Up to 2 points):	2.0,	2	2
IIIC7 (Up to 2 points):	2.0	2	2
IIIC8 (Up to 2 points):	2.0	2	2
IIIC9 (Up to 2 points):	2.0	2	2
Subtotal (10 points maximum):	10.0	10	10
Total – 100 Points	68	70,75	69.375

Pillar II Total - 18.5 points Pillar III Total - 25.25 points

2013 California Green Ribbon Schools Award Scoring Rubric

School Name: Charles Evans Hughes Middle School

Cross-Cutting Questions – 5 Points	2.625
Pillar 1: Reduce Environmental Impact and Costs – 30 Points	23
Pillar 2: Improve the Health and Wellness of Students and Staff – 30 Points	18.5
Pillar 3: Effective Environmental and Sustainability Education – 35 Points	25.25
Total – 100 Points	69.375

California State Green Ribbon Schools Award Program Application

County/District/School Code: 19 64725 6061360

District Name: Long Beach Unified School District

Check if one of the largest 50 districts

County: Los Angeles

School Name: Charles Evans Hughes Middle School

Mailing Address: 3846 California Avenue

City: Long Beach

Zip Code: 90807

School Website: lbhughes@schoolloop.com

Facebook Page: NA

Principal/Head of School First and Last Name: Dr. Sally Gregory

Principal/Head of School E-mail Address: sgregory@lbschools.net

Principal/Head of School Telephone Number: 562-595-0831

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

Lead Applicant Title: Green Team Adviser

Lead Applicant E-mail Address: crmccarty@earthlink.net

Lead Applicant Telephone Number: 562-989-0970

School Level

Elementary

- Middle
- 🗆 High
- 🗆 K-12

Other

Total enrollment: 1,579

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? 1948

In what year was your school last renovated? NA

What is the total building area of your school? 107,378 sq ft

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: 54%

Percent of students who are limited English proficient: 7.6%

Other measures and percentage: 43 Special Education Students

Graduation rate: 100%

Attendance rate: 97.3%

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)

ENERGY CONSERVATION: The LBUSD is fortunate to have an Energy Conservation Manager (Petter Hennum) who has reduced district energy consumption costs by an annual average of \$3.6 million dollars since 2002. WASTE REDUCTION & RECYCLING: Hughes has a waste reduction and recycling program which has diverted 103 tons since 2009. Currently, volunteers are instituting a zero-waste lunch program that will include lunch recycling, milk and fruit collection for the Salvation Army, and food waste collection for chicken feed at Spring Street Urban Farm.

BIODIVERSITY & WATER ECOLOGY: Hughes is committed to increase the biodiversity and native content of its landscape. Since 2007, students have built 12 themed gardens and planted over 40 campus trees. Last year students designed and funded a Watershed Garden to teach how natural watersheds function and how urban landscapes can be altered to act more like natural environments. LITTER ABATEMENT: Hughes is located just 5 miles from the ocean -- so students engage in service projects to address litter, urban run-off, and ocean pollution; including Campus Clean-up Days, the February Beach Clean-up, and anti-litter slogan, poster, and video contests, i.e.:

http://www.youtube.com/watch?v=dZ4o7RZBBXk).

FITNESS TRAINING: Hughes students receive 4.5 hours of P.E. each week -including 2 mile runs, fitness assessments, and skills training. Hughes also has outstanding afterschool sports in which approximately 120 students compete and train for almost 9,600 hours each year. In the last two years alone, Hughes has competed against 26 schools to win the All City Championship for Girls' Cross Country, Volleyball, Soccer, and Basketball; and Boys' Basketball and Flag Football.

NUTRITION EDUCATION: Hughes has a comprehensive home economics elective serving 370 students, grades 6-8. All 7th grade Hughes students participate in Health education, which addresses: environmental factors that affect health, global influences on personal and community health, and nutrition and physical activity. Additionally, the afterschool Green Team eco-club maintains a school vegetable garden featuring seasonal and organic produce. The club publishes the "Green Gazette," an eco-newsletter which includes healthy recipes from the garden.

BIKE-TO-SCHOOL ADVOCACY: Hughes has partnered with the Bixby Knolls Business Improvement Association (BKBIA), and The Workshop, a local bike store, to host monthly lunch-time workshops on bike repair, bike safety, and riding bikes to school. These workshops coincide with BKBIA "Kidical Mass" community bike events (see http://bixbyknollsinfo.com/kidicalmass.html).

AIR QUALITY EFFORTS: The air quality of the Hughes campus is impacted by: activity at the Port of Long Beach, traffic from the 405 and 710 freeways; and air

traffic from the Long Beach Airport and LAX. Risk data collected from an air quality monitor just ¼ mile from Hughes shows that carcinogenic risk in the south coast air basin is approximately 1,400 in 1 million people (the acceptable risk is 1 in 1 million people). To combat this pollution risk, Hughes won a grant from the Port of Long Beach to re-landscape the campus perimeter with plants known to capture particulate matter (PM10) and improve air quality.

ENVIRONMENTAL EDUCATION: Environmental themes are addressed across the disciplines at Hughes. In addition, the campus culture is permeated by a continual stream of environmental service projects open to all students, staff and neighbors, i.e.: September: Waste Reduction & Recycling Assemblies; October: No Trash Day; November: American Recycles -- Book Drive, and Campus Work Day #1; December: Eco-Gift Workshops & Holiday Bazaar; January: Rain Barrel Workshops; February: Beach Clean-up, Bird Count, and "Share the Love" Clothing Drive; March: Campus Work Day #2, the Urban Run-off PSA Project, and the Plant Sale; April: Earth Day Paper Shred & E-waste Drive; May - Bottle & Can Drive.

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

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

California K-12 Schools Recycling Challenge -- Benchmark Division 2010; California K-12 Schools Recycling Challenge -- Competitive Division 2011 & 2012; Generation Earth Battle of the Schools Recycling Challenge 2010 & 2011 & 2012

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

✓ Yes

If yes, list the awards received and the years received:

(250 characters maximum including spaces)

Energy Star 2011; CA K-12 Recycling Challenge 2011; Generation Earth Recycling Competition 2010-12, Streets to the Sea Challenge 2011-12; Amazing Women of Long Beach (Environment Category) -- Cathy Procopio & Kim Peterson, 2011

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

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

1) STUDENT FORUMS: All students discuss the school's waste reduction and recycling policies during the September Recycling Assemblies. Students in the Green Team club plan and execute the ecology service projects, set the school recycling goals, conduct monthly classroom recycling audits, and publish the econewsletter. 2) FACULTY FORUMS: Green Team Advisers annually meet with all staff, and then specifically with the science department, to review progress toward environmental goals and identify areas for improvement and expansion. Hughes Middle School & Longfellow Elementary School also jointly host 2 Green Schools Coalition meetings for area teachers. 3) MAINTENANCE FORUM: The Green Team Advisers are in weekly contact with the Plant Supervisor, and hold annual meetings with the campus Grounds Supervisor and crew. 4) PARENT FORUM: Parents are invited to join the Green Team Advisory Board to support the eco-club with zero-waste lunch and other sustainability programs.

Pillar I: Reduced Environmental Impact and Costs

Element IA - Energy

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

🗹 Yes 🗆 🗆 No

If yes, describe what type of plan: The LBUSD has Energy Conservation Guidelines for all school sites as well as regular energy audits.

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

✓ Yes

If yes, percentage reduction over (mm/yyyy – mm/yyyy): 11.5% reduction

If yes, initial GHG emissions rate (MTeCO2/person): .29MTeCO2

If yes, final GHG emissions rate (MTeCO2/person): .26MTeCO2 per person If yes, offsets: None

If yes, how did you calculate the reduction?

Calculated using data from Energy CAP Program & Energy Star Portfolio Manager.

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, 100

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

✓ Yes

If yes, current energy usage (kBTU/student/year): 1133.5kBTU/student/year

If yes, current energy usage (kBTU/square feet/year): 17.8kBTU/sqft/year

If yes, percentage reduction over (mm/yyyy - mm/yyyy): 11.5% reduction

If yes, how did you document this reduction?

See answer 2. NOTE: Hughes was able to achieve an additional 72 MTeCO2 emmision reduction via its 2011-12 recycling diversions (WARM calculator: (www.epa.gov/climatechange/wycd/waste/calculators/Warm_home.html)

- 5. What percentage of your school's energy is obtained from on-site renewable energy generation and what type? (1 point) 0
- 6. What percentage of your school's energy is obtained from purchased renewable energy and what type? (1 point) 21.1% of the energy delivered by Edison comes from renewable sources
- Does your school participate in federal, state, or utility school energy program(s)? (1 point)

✓ Yes

If yes, which program(s)?
Demand Response Summer Discount Program through Edison

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?

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

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

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

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)

Hughes is on the district's ABSOLUTE Central Computer Energy Management System; it uses electronic thermostats, and it has installed T12-T8 and delamping lighting retrofits resulting in a 60% heat emission reduction and 60% energy savings.

Element IB - Water and Grounds

- 11. What is your school's water use per person? (Up to1 point) 15870 gal/person
- 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):
- If yes, current water use (gallons per occupant):
- If yes, percentage reduction in domestic water use: %
- If yes, percentage reduction in irrigation water use: %
- If yes, time period measured (mm/yyyy mm/yyyy):

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

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

✓ Yes

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

If yes, what types of plants are used and the location? Over 70 varieties of native, mediterranean, and drought tolerant plants are used in the gardens located throughout the campus. Approximately 18,000 square feet of turf has been converted to landscape, and 15 sprinkler heads capped.

14. Describe alternate water sources used for irrigation.

(250 characters maximum including spaces) (0.5 point)

Reclaimed water is used for irrigation at Hughes. The system is also controlled by Evapotranspiration controllers (ET) which insures that the grounds are only irrigated when the weather conditions require it.

15. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (250 characters maximum including spaces) (0.5 point)

Green Team designed a Watershed Garden that demonstrates ways the urban landscape can mimic the natural environment; it incorporates rain barrels, diffusion boxes, infiltration basins, permeable pavements, and native plants (under construction).

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

C Other

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

Potable water is 38% ground water, 42% imported, and 6% treated reclaimed; all 3 sources treat using multi-stage processes including controlled doses of chlorine and chloramine.

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

(250 characters maximum including spaces) (0.5 point)

Lead containing fixtures have been removed from all LBUSD school sites. Backflow check valves have been installed and the City of Long Beach Water Department does monthly water quality testing.

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) 3.6%

Describe uses: (250 characters maximum including spaces)

18,000 sq. ft of gardens, including Propatation, Vegetable, Herb, Container, Dry Shade, California Friendly Garden, Monarch Waystation, Labyrinth, Outdoor Classroom, Composting Station, Redwood Habitat, and Nursery. (Watershed in progress).

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) 20%
 - A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 180 cu yd

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): 44.5 cu yd

C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 0

Recycling rate = ((B+C)/(A+B+C))x100) 20

Monthly waste generated per person = (A/number of students and staff) .11 cubic yards

- 20. What percentage of your school's total office/classroom paper content is postconsumer material, fiber from forests certified as responsibly managed, and/or chlorine/free? (0.5 point) 100%
- 21. List the types and amounts of hazardous waste generated at your school and how was it measured: (0.5 point)

Flammable liquids:

Site does not generate flammable liquids, but uses gasoline (for the leaf blower and pressure washer), paint thinner and wood sealers in Wood Shop, and small quantities of isopropyl alcohol are stored securely in the science classrooms.

Corrosive liquids:

Site does not generate corrosive liquids, but small quantities of amonia are stored securely in the science classrooms.

Toxics:

Site does not generate toxic materials, but small quantities of sodium hydroxide and copper sulphate are stored securely in the science classrooms -- (stored and handled as outlined in the district's Chemical Hygiene Manuel).

Mercury:

Site does not generate mercury, but uses CFL bulbs, CRTs, and CPUs.

22. How have you reduced your hazardous waste generation (lbs/person/year)? (250 characters maximum including spaces) (0.5 point) Hazardous waste is tracked district wide by "cradle to the grave" manifests, but reports comparing year to year changes in waste generation by school site is not available.

Time period measured: (mm/yyyy – mm/yyyy): NA

23. How is waste disposal and recycling tracked?

(250 characters maximum including spaces) (0.5 point)

Waste disposal is tracked by daily monitoring for 2 week period to establish average rates; comingled recycling is tracked by weekly tallys all year; PET and CRV recycling is tracked through redemption weight tickets.

- 24. Describe other progress and measures taken to reduce solid waste and elimination of hazardous waste. (500 characters maximum including spaces) (0.5 point)
 Copy paper is rationed. Classrooms and copy room have scrap paper bins for 1-sided waste paper. Office collects batteries, cell phones, and ink cartridges. The campus hosts an annual E-waste collection event. Green team collects chip bags and juice pouches for Terracycle. Classrooms are audited monthly for proper recycling procedures, and campus held a "No Trash Day" as a pilot for zero-waste program currently under construction.
- 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)

LBUSD's Operations Branch is responsible for the cleaning of district sites. Whenever possible, if there is a green product available, we make every effort to include the green certified cleaning products in our evaluations and bid process.

- 26. What percentage of all cleaning products is third-party certified as green? (0.5 point) 15-20%
- 27. What specific third party certified green cleaning product standard does your school use? (250 characters maximum including spaces) (0.5 point) Green Seal Certified and US EPA Environmental.
- 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)

LBUSD looks for and includes green products in requests for proposals and requests for quotes whenever possible.

Element ID - Alternative Transportation

29. What percentage of students take the following to get to/from school? (Up to1 point)

Walk: 17%%

Bicycle/scooter/skateboard: 3.5%

Carpool (2+ students in the car): 53%

School bus: 3%

Other public transportation: 5%

Total percentage: 81.5%

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

(250 characters maximum including spaces)

The PE teachers administered a transportation survey to each of their classes -such that the entire school was surveyed. (Not shown above -- 18% of students are driven to school with just 1 other person in the car).

- 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.
 - \square 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)

The 6th grade participates in Save Moves, a Safe Routes to School program, covering bike and pedestrian safety, traffic skills, vehicle codes and laws, suggested routes to school, and the fitness and environmental benefits of biking.

- 32. Describe how your school transportation use is efficient and has reduced its environmental impact. (250 characters maximum including spaces) (1 point)
 School buses are only used for field trips and special education transportation, but 35% if the LBUSD fleet is powered by CNG. 5% of Hughes students use the Long Beach Transit system whose fleet is completely alternatively fueled.
- 33. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.(500 characters maximum including spaces) (1 point)

Re-use is celebrated at Hughes. Imagine giant flowers from wheels, planters from

pallet wood or tires, bottle cap signs, dragonflies with aluminum wings, benches from discarded headboards, mosaic stepping stones of unwanted tile. Hughes is filled with amenities created by students from waste. Along with energy efficiency, waste reduction, recycling, litter abatement, and sustainable landscape, Hughes seeks to reduce its impact by celebrating salvage, reuse, and creativity.

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

Element IIA - Environmental Health

 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)

In keeping with our IPM plan, pesticides are only used as needed; there are no routine applications, non-poison and low toxicity solutions are sought before chemical applications. Since 2009, Hughes has had a 50% reduction in pesticide application.

- 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)
 - Cour 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

Storage and labeling, training and handling, chemical inventory, hazard communication (clean up and disposal), purchasing policy for less toxic products including less toxic art supplies, and selecting third-party-certified green cleaning products.

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

There is a written no-smoking policy; signs are posted. Mercury thermostat switches were replaced by electronic switches, mercury thermometers replaced by alcohol. CO dectectors are in place for gas stoves. The district is AHERA compliant (Hughes has abated almost all of its floor tiles). Radon testing conducted at all district sites, and the chemical management program covers purchasing. The chemical hygiene program is currently being updated by outside consultant.

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)

The school is located in a residential area without noise impacts. All classrooms have natural light supplemented by T12-T8 electric lighting. The campus has 8 gas stoves with electronic ignition, and 1 gas stove with a pilot light.

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)

Lead custodian, science staff, and impacted teachers have received training about chemicals on site, proper handling and storage, and use of proper personal protection equipment, ie: googles, gloves, masks, eyewashes, etc. Chemicals are kept in locked storage.

 6. Describe the steps your school has taken to ensure that it is lead-safe. (500 characters maximum including spaces) (Up to 1 point)
 Loose or flaky paint is analyzed for waste characterization, any affected areas are stabilized. If necessary, structures are removed according to identified proper disposal.

- 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) Our site has no warm-blooded animals, carpeted classrooms are vaccumed every other day, tiled classrooms are swept daily, safe food storage practices are used, leaks are addressed promptly and mold is removed, smoking is not allowed on campus. Over 40 trees have been planted and a grant awarded for new exterior landscape designed expressly to capture and mitigate particulate matter.
- 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)
 Leaks are addressed at the source, small leaks are cleaned and dried with mops, extractors, fans, and dehumidifiers, as needed. Large jobs are handled by restoration companies, mold is cut out and new material is installed.
- 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)
 Merv 8 pleated air filters are replaced 2 times per year. If the unit requires cleaning, it is preformed at that time or when service is requested by the site.
- 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)

A source for outside air is part of the school's new forced draft heating units.

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

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

The Distict follows the EPA Tools for Schools framework -- inspecting and addressing HVAC systems, monitoring and adressing moisture issues, implementing the IPM plan, rigorously cleaning and maintaining the site, and purchasing products with limited environmental impact. Additionally, the school has yearly inspections of chemical safety, fire extinguishers, safety equipment, and twice yearly AHERA inspections.

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).

Our site has a food garden that provides seasonal vegetables for staff and the Green Team eco-club, which cooks produce every other week. We have an exceptional physical education program that includes health assessments, FITNESSGRAM testing, skin cancer prevention education, and 270 minutes of

weekly outdoor physical education. Fresh and whole fruits and vegetables are offered at all meals, and the health program includes in depth nutrition education.

 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)

Each year the Green Team eco-club involves approximate 80 students in naturebased education and activities, including garden design and construction, landscape maintenance, plant propagation, vegetable "farming," building projects, and field trips to an urban farm or local wetland. The Green Team also hosts outdoor service projects for the whole campus community, including the Campus Work Days, Beach Clean-up Day, Back-yard Bird Count, and Plant Sale.

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)

Teachers are encouraged to harvest vegetables from the garden and the Green Team eco-club publishes a newsletter featuring information about what is growing in the garden, seasonal eating, and healthy vegetable recipes. Garden signs outline the benefits of "eating local;" and teachers have access to the weightroom and fitness training equipment.

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)
The school hosts a Fit-A-Thon which highlights excersize and physical fitness; the library partners with Spring Street Farm to create "Food for Thought" – a program that encourages families to buy CSA boxes of locally grown fruits and vegetables with a % of every sale going to the library; students annually visit an urban farm for field trips and service projects; and the Green Team partners with United Growers to host a plant sale offering heirloom varieties of vegetables and herbs.

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)

Language Arts researches food origins, biology, and evolution; and reads core lit. that explores "man vs nature"; History reviews climate and cultural development, and exploitation of resources; P.E. discusses air quality, climate change, and weather; Home Ec. discusses seasonal- local eating, and composting; Wood Shop discusses sustainable forestry; Health reviews activities that pollute or protect the environment. Over half of students proficient on the District Quarter I Ecology Exam.

For schools serving grades 9-12 provide:

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

Percentage scoring a 3 or higher %

Element IIIB - STEM content, knowledge, and skills

 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)

6th graders study "Human Impacts on Ecosystems." Students engineer "miniature landfills" and learn how bacteria break down waste, making nutrients available for other living things. 7th graders address environmental issues in health class; they learn how health is affected by the environment and how to reduce pollution and depletion of resources. 8th graders learn how climate change contributes to extinction. Students use math computations to calculate the carbon footprint of their daily lives, assessing their home energy use including transportation. 8th graders also develop engineering skills when creating Science Fair invention projects to solve environmental problems. The Robotics club utilizes mechanics and technology to devise robotic solutions to problems like under-water navigation (i.e. robots used in BP oil spill). In all grades, the science curriculum explores green engineering and technologies -- biodiesel, hybrid vehicles, geothermal energy, hydroelectric power, etc.

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)

The science curriculum introduces students at all grade levels to environmental career options (agricultural ecologist, aquatic ecologist, wildlife ecologist, National Park Ranger, biologist, microbiologist, botanist, hazardous materials specialists, etc). Students in our AVID program focus on college and professional opportunities in the 7th grade. During the 8th grade, students learn about the high school options available within the district, including the Green Academy Small Learning Community at Millikan High School, which offers students "Linked Learning" designed to foster career awareness and career preparation in environmental stewardship. In addition, the LBUSD, Long Beach City College, and California State University Long Beach have joined together to offer students the "Long Beach College Promise" which provides all LBUSD students the opportunity to receive a college education – (and both institutions offer programs in Environmental Science).

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)
 Environmental service projects are the core of Green Team. Each month the club organizes an event to reduce campus impact, raise community awareness, or offer service. The 2012-13 calendar includes 14 school/community events (see narrative for complete list). 6-8th graders plan the events, create posters and banners, make announcements, speak before City Council, lead peers in workshops, create videos, and assist the public. The Green Team also raises money for different causes, i.e.: the Book Drive and "Share the Love" Clothing Drive benefit Goodwill; the Eco-Gift Workshop and Community Plant Sale raise funds for school library. The club conducts recycling audits, writes the econewsletter, and maintains 12 campus gardens. Each year, students who contribute the most hours of eco-service receive a medal; the 8th grader with the most service hours over 3 years receives a pin.
- 6. Describe students' meaningful outdoor learning experiences at every grade level. (1,000 characters maximum including spaces) (Up to 2 points)

6th Grade: In Language Arts students write poetry in nature; in Math they execute a kinesthetic integer activity; in History they map the world by creating a human globe; In Science they take a field trip to the Jurupa Mountains Cultural Center.

7th Grade: In Science students conduct the egg drop experiment, and identify examples of sexual vs. asexual plant reproduction in the gardens; in Language Arts they perform outdoor Reader's Theater.

8th Grade: In Math students conduct measurement activities and search for parabolas in nature; in Science they use fields to launch rockets; in Language Arts they use nature as a source for mood, tone and literary meaning. All Grades: In Wood Shop students survey the tree and lumber types on campus; in Music they hold spring concerts in the Park; in Green Team they work in nature each session -- planting, harvesting, weeding, propagating, mulching, and watering. Club also takes field trips to an urban farm and a LA River reclamation area.

 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)

Environmental Service projects have allowed Hughes students to practice persuasive writing, public speaking, and leadership. Green Team club members have addressed department meetings, presented to City Council, spoken in poster sessions, acted as featured speakers for environmental groups, and appeared before the County Board of Supervisors. These students have researched grant opportunties and completed grants. Their involvement with environmental action has opened many doors for them; it has created a sense of pride on campus, and fostered a strong sense of community and belonging among them. The phrase, started by the P.E. department, is now a growing mantra: "Green Team Rocks!"

 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)

Hughes partners with Longfellow Elementary to create the "Green Schools Coalition" which provides a forum for schools to share environmental information and experience. The Hughes Green Team also partners regularly with Generation Earth of the LA County Department of Public Works to help area teachers develop waste reduction and recycling programs, and campus water pollution prevention initiatives. (We will host the next GenEarth Water Pollution Prevention Training on January 26, 2013). Hughes also partners with The Workshop, a local bike store, to host monthly bike repair and safety workshops on campus. These are offered in conjunction with the Bixby Knolls Business Improvement Association's monthly "Kidical Mass" community bike rides—which are designed to increase the neighborhood's biking comfort-level. We are beginning a partnership with the Salvation Army and Spring Street Farms to collect lunch leftovers for the hungry of our community, and food waste for farm chickens.

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)

Every year the student body is trained in waste reduction and recycling procedures. The school recycling standards are in the Agenda Books; and every classroom is assigned a recycling rep. who is responsible for the classroom's recycling bins. Hundreds of students at all grade levels actively participate in our community eco-service projects (in 2012 students volunteered over 700 hours to environmental service). The campus is covered in interpretive signs outlining environmental principles in the landscape (composting, vegetable gardening, xeroscaping, butterfly gardening, recycling, biodiversity, beneficial herbs, labyrinth walking, etc.). Hughes is not environmentally perfect. We still find tissues in the recycle bins and paper in the trash cans. Litter continues to be a problem. But Hughes is the largest middle school in Long Beach, with the most diverse population economically and ethnically -- our site is mirrors the city. What is possible at Hughes is possible city-wide.

Thank you for taking the time to complete this application.



Photos submitted with the California Green Ribbon Schools Award Application 2012-13 Charles Evans Hughes Middle School



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