



District Nominee Presentation Form

CERTIFICATIONS

District's Certifications

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

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools District 2015-2018

Name of Superintendent: **Dr. Josh Arnold**

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

District Name: **Culver City Unified School District**

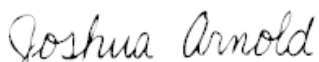
(As it should appear on an award)

Address: **4034 Irving Place, Culver City, CA 90232**

Telephone: **310-842-4220** Fax: **310-842-4205**

Web site/URL: www.ccusd.org E-mail: josharnold@ccusd.org

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



(Superintendent's Signature)

Date: January 25, 2017



Nominating Authority’s Certifications

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

- 1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
- 2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: **California Department of Education**

Name of Nominating Authority: **State Superintendent of Public Instruction Tom Torlakson**
(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 Torlakson

Date: January 31, 2017

(Nominating Authority’s Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE’S ACHIEVEMENTS

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

SUBMISSION

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

OMB Control Number: 1860-0509
Expiration Date: March 31, 2018

Public Burden Statement

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



Culver City Unified School District

California District Sustainability Award Nominee to
U.S. Department of Education Green Ribbon Schools



Prepared by
California Department of Education
School Facilities and Transportation Services Division
<http://www.cde.ca.gov/ls/fa/sf/greenribbonprog.asp>
January 2017

PART II – SUMMARY OF ACHIEVEMENTS

Culver City Unified School District, Culver City, Calif.

A Green5 Culture of Sustainability: Reduce, Reuse, Recycle, Ride, and Rethink

Culver City Unified School District (CCUSD) is a vibrant and diverse community that has achieved a tremendous amount of progress in the Three Pillars of sustainability over the past six years. CCUSD has five elementary schools, one middle school, one high school and one continuation high school with a total of 6,837 students. In addition, CCUSD has an adult school with 724 part-time students and a pre-school with 282 students.

In October 2010, the CCUSD Board created the Environmental Sustainability Committee (ESC) to help the District become more environmentally and fiscally sustainable and foster an eco-literate and globally responsible student body. The ESC is comprised of parent volunteers with knowledge and experience in sustainability and a passion to help the District. In 2011, the ESC facilitated a third-party baseline energy audit of the school facilities, created a sustainability master plan for the school board, and began working on bringing a 750kW solar photovoltaic system to the District's main campus—where the comprehensive high school, middle school, and one elementary school are co-located—to reduce the District's carbon footprint and raise money for the general fund. As of February 2014, the solar panels account for approximately 82% of the energy needs of the three schools, deliver over \$500,000 back into the District's general fund each year over the life of the system, and avoid approximately 2,326 tons of greenhouse gas emissions annually.

During the 2011–12 school year, the ESC launched the “Green5” co-curricular sustainability education program to increase awareness amongst students and staff about recycling; reducing waste, energy use, and water consumption; reusing materials; engaging in active transportation; and rethinking thinking local solutions to global problems. The Green5, also known as the “Five Rs” (Reduce, Reuse, Recycle, Ride, and Rethink), was piloted at Linwood E. Howe Elementary School, and included recycling audits, surveys, a campus-wide recycling program, signage and other messaging, and the establishment of a student leadership program. The post-audit findings showed recycling rates increased by 500% and sustainability awareness amongst the students and staff also increased substantially.

During the 2012–13 school year, with support from a CalRecycle grant, CCUSD's ESC brought the Green5 recycling and sustainability education program to all five elementary schools with the addition of food waste composting across all five campuses. In 2014, CCUSD received a second CalRecycle grant that enabled the District to transform Green5 into a District-wide program and purchase durable custom-designed sorting stations for the middle school, high school, Culver Park continuation high school, adult school, and Office of Child Development. In addition, the grant provided funding for a Sustainability Coordinator to develop and manage the program. This position is now funded directly by the District's general fund. Since 2014, the amount of materials being sent to the landfill by CCUSD has been reduced by more than 50%. District-wide, an estimated 29 tons of mixed recycling is diverted from the landfill each year, which is the equivalent of 100 metric tons of greenhouse gas emissions avoided, while 935 tons of compostable food waste is diverted from the landfill each school year, which is the equivalent of 823.5 metric tons of greenhouse gas emissions avoided.

The Green5 District-wide program now includes: annual school assemblies; student leaders at each school site; Sustainability Staff Liaisons (teachers and administrators) who support the

Green5 program at each school site; trainings on energy and water auditing, and waste reduction analysis and techniques; annual District-wide recycling competitions; District-wide administration, analysis and dissemination of the My Actions Count Survey three times each year; a robust Safe Routes to School-sponsored Walk and Rollers Program (known as the 4th “R” in Green5) with growing participation; an expanding partnership with Culver CityBus Green Fleet; an award-winning food program; and a civic engagement program focused on reducing food waste and sharing food with local families in a “back pack” program. Also under the Green5 umbrella, there is an air quality program, a green cleaning pilot, and a mindfulness pilot underway, as well as edible and learning gardens in every school, among other initiatives.

CCUSD was an early adopter of California’s Education and the Environment Initiative (EEI) curriculum, and provided training to a cross-section of CCUSD teachers in 2011. Although only a subset of teachers are currently using the EEI in their classrooms, CCUSD is considered an EEI “Deep Implementer School District.” CCUSD is looking forward to adopting new statewide textbooks in 2018 that will integrate the EEI curriculum across grades and subject areas. Currently, CCUSD has three environmental studies courses—middle school Environmental Science, and high school AP Environmental Science and Global Sustainability—that have been approved by the school board.

In June 2016, the School Board passed an Environmentally Preferential Purchasing Policy and Administrative Resolution [BP 3511.1 and AR 3511.1]. The Board is currently considering the adoption of BP 1350 Green Operations, which includes a commitment for advancing eco-literacy. The elements of this policy include commitments to reducing waste, creating energy and water efficiencies, sustainable procurement and transportation, a healthy food program, and eco-literacy.

CCUSD is fostering a culture of sustainability. When people visit District schools and see solar arrays, award-winning custom-designed sorting stations, Green5 banners, and environmental posters, they know the District embraces the responsibility to create a more sustainable world. CCUSD students and staff have cultivated a habit of practicing the Five “R”s, and an understanding of what kind of positive impact they are making as a collective community. As they go out into the world, they are carrying this knowledge with them.

PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

Pillar I: Reduce Environmental Impact and Costs

Element IA: Energy

- In 2015, CCUSD engaged an energy consulting company to carry out a full energy audit of the District’s buildings in order to identify energy conservation measures and develop an implementation plan. The audit identified improvements including replacing all existing lighting with high-quality LED lighting and adding Building Management Systems to the HVAC and lighting systems to ensure that they operate efficiently.
- CCUSD used ENERGY STAR Portfolio Manager to document a 29% reduction in greenhouse gas (GHG) emissions between 2013 and 2016. 83% of CCUSD schools have an ENERGY STAR score of over 70.
- Over the years, the District has engaged with a number of state and utility-based programs aimed at reducing energy usage. A major factor in reduced energy consumption is the 2014 installation of a 750 kW solar PV array providing 82% of the

energy for the main campus (includes the comprehensive high school, middle school, and Farragut Elementary School) and 50% of the electricity used by the District, saving over \$500,000 a year. The solar arrays are located in the parking lots of the high school and middle school, as well as on the playground of Farragut Elementary. The district has also participated in an HVAC recommissioning program with Trane and an energy education program with the PowerSave Schools from the Alliance to Save Energy.

- Remaining electrical needs are met by Southern California Edison (SCE). As of 2014, 23.5% of their portfolio consists of renewable sources. The District is exploring the possibility of adding another solar array on the District Office Headquarters and Linwood E. Howe Elementary School, which are located directly next to each other.
- CCUSD has participated in many federal, state and utility programs including Cool Schools Program, PowerSave Schools, and SCE's HVAC retrocommissioning program. The District will use funding from California's Proposition 39 to replace all lighting with high efficiency LED lighting and building management systems to optimize energy usage for the HVAC systems and lighting, including occupancy sensors.
- Future construction projects will use the Collaborative for High Performance Schools (CHPS) checklists to certify the District's modernized buildings as "CHPS Designed."
- The newer modular building roofs have cool roofs, comprising about 25% of the combined roof areas for the schools. The solar arrays on the main campus also provide car ports, shading for approximately 80% of the car parking for the main campus. The recently installed artificial turf at all five of the elementary schools is designed with a new polymer that keeps the playing fields 30% cooler than traditional artificial turf. In addition, shade structures have been installed around the playground equipment.
- The sustainability committee has focused on improving energy efficiency at the District Office through upgrades, retrocommissioning, and better operational practices. Over the years, the District has engaged with a number of state and utility-based programs aimed at reducing energy usage. More recently, the District has developed an energy management plan, which used a local bond matched with Proposition 39 funds to identify and implement energy conservation measures to be carried out within the District. All lighting will be replaced with high efficiency, dimmable LED lighting and all of the buildings will have building management systems installed to control the HVAC and heating systems ensuring it is set to the best level. This project is currently under way and will be in progress over the next two years.

Element IB: Water and Grounds

- CCUSD meters indoor and outdoor water usage together. The water usage from the monthly water bills is entered into ENERGY STAR Portfolio Manager. The District is currently planning to add sub-meters to the school sites in order to meter outdoor water separately from indoor water. This will increase awareness of the District's water use site by site. This information can be used to create water saving competitions between the school sites. Additionally, sub-meter data will also give the District information needed for the installation of future grey water systems.
- CCUSD demonstrates a 21% reduction of water consumption between 2013 and 2016. In order to reduce water usage, the District implemented a number of measures including reducing the number and area of irrigated green spaces, partially as a response to the State's request to reduce water consumption by 20% in response to the drought, and partially by replacing the some grassy green spaces with artificial turf.
- All of the District's schools have low-flow toilets and waterless urinals.

- Several drought tolerant gardens and butterfly gardens have been installed at El Marino, La Ballona, and Linwood Howe Elementary Schools. Plantings include Juncus Pateris, Arctostaphylos, Salvia Apiana, Salvia Mellifera, Lemon, Orange and Fig trees (Linwood E. Howe Elementary only), Hummingbird Sage, Verbena, Ground Morning Glory, California Milkweed (for the butterfly gardens). An Ocean Friendly Garden was installed at the high school and the auditorium. In addition, a native and drought tolerant garden was installed in 2014 along the border between the high school and middle school athletic fields and the Ballona Creek Bike Path. Approximately 50% of all plants across the district are drought-tolerant or regionally appropriate.
- Drought-tolerant gardens across the District use drip irrigation. In addition, the middle school and high school have installed rain barrels to capture water to be used on the butterfly and edible gardens. The District also has a partnership with the Surfrider Foundation for two more ocean friendly gardens. Additional rain barrels (two for each school site) will be installed over the coming school year to offset the usage of potable water. Although currently the vast majority of outdoor irrigation uses potable water, when restrooms are renovated across the District (2018–20), grey water systems will be explored.
- Upwards of 95% of the schools turfed areas are used for physical education or other educational purposes. Culver City is a temperate climate, and the vast majority of outdoor space gets used by students daily.

Element IC: Waste

- CCUSD has calculated a waste diversion rate of 80.5% across CCUSD school campuses. Each student generates an estimated 0.052 cubic yards of landfill waste monthly. District-wide, CCUSD diverts an estimated 1,296 cubic yards or 935 tons of compostable food waste from the landfill during the course of each school year. This is the equivalent of 823.5 metric tons of CO₂ avoided.
- In the 2012–13 school year, a CalRecycle grant was used to establish a recycling system at all five elementary schools. Pre and post mixed recycling waste audits were conducted at each of the five elementary schools over the life of the two-year grant. The audits found a 250-500% increase in the recycling rates.
- In the 2014–15 school year, a second CalRecycle grant supported the purchase of durable custom-designed two-compartment (recycling and landfill) and three-compartment (compost, recycling, and landfill) sorting stations. Audit methods, schedules, and forms were completed by the student leaders and monthly visual inspection audits of 50% of the recycling compartments of the 120 sorting stations were carried out across the campuses. Green5 student clubs are in place at the high school, middle school and two of the elementary schools, and in development at the remaining schools. Students in these clubs continue to participate regularly in Green5 messaging outreach and events.
- Every elementary school has green compost bins, blue recycling bins, and black landfill bins in their cafeterias and outdoor eating spaces. All bins have clear signage. The middle school, high school, and Culver Park continuation high school have durable custom-designed sorting stations in their shared cafeteria and outdoor eating spaces. Acceptable materials for the compost/green waste compartments include: food waste, coffee grounds, plant trimmings, soiled paper products, including the District's compostable trays and paper boats, and milk cartons. The food waste compost compartment of the sorting stations and the green bins are lined with biodegradable green liners.

- When electronic devices have outlived their useful life, the Maintenance, Operations & Transportation (MOT) Department collects them and delivers them to the central warehouse where they are stripped for all usable parts and reused as needed. The remaining e-waste is collected by a legally contracted E-waste Recycling vendor "PC Assets Recovery and Disposal Inc." (PCARDS). Lab waste, paint, and batteries are collected by a separate legally-contracted vendor.
- Individual schools collect printer cartridges and return them for rebates. Batteries are recycled on a school by school basis. The District is now purchasing solar calculators to extend the life of the calculators and reduce hazardous waste.
- CCUSD is in the process of establishing a green cleaning pilot program at La Ballona and El Rincon elementary schools. If the pilot is successful, the goal is to standardize products District-wide and exclusively use non-toxic green cleaning products. The Assistant Superintendent for Finance and the Director of Facilities are in process of establishing a tracking system for CCUSD's green purchases (currently about 50% of all cleaning products are green), and the universal purchasing program for paper is now shifting to 30% recycled content paper.
- Once the Green Cleaning Pilot is complete, all custodians will receive proper training. In 2013, all District custodians were trained on recycling and composting systems, including the importance of using appropriate color-coded bin liners and dumpsters types for the recycling (clear bags), compost (biodegradable green bags) and landfill (black bags) waste streams. Informational reference sheets about waste type, liners, and dumpsters are placed in all custodial areas. An annual custodial meeting to review cleaning supplies and methods and the waste management system is underway.
- In 2013, the District transitioned from using polystyrene food trays to 100% recycled and compostable paper trays and 100% recycled cardboard paper boats.
- Currently, most CCUSD custodians are using a Green Seal Certified all-purpose cleaner, which makes up approximately 50% of cleaning products in daily use. If a green cleaning pilot is successful, the District will transition toward 100% green purchasing. In addition, the UCLA Labor Occupational Safety and Health Program has offered CCUSD a complimentary green cleaning education and training program for custodians. Based on the results, a customized training program would also be provided free of charge.

Element ID: Alternative Transportation

- Using national Safe Routes to School Parent Travel Surveys and school-based student hand tallies, CCUSD found that at all five elementary schools and Culver City Middle School: 23% of students walk to school; 6% ride their bike or skateboard; 4% carpool with other students; and 3% take a school bus or other public transportation.
- There are 12 designated carpool stalls in the parking lot that is shared by the high school, middle school, and one elementary school. This site is known as the main campus. CCUSD participates in the local air quality management district's Ride Share Program.
- In 2010, funds from a Safe Routes to School (SRTS) grant were used to make infrastructure and non-infrastructure improvements to address street safety Linwood E. Howe Elementary. An additional grant for \$500,000 was received in 2012, expanding the non-infrastructure component of the program to all five elementary schools and the middle school. The "Walk 'n Rollers" is implemented at all district schools and participation, which continues to grow, is now tracked online. The program has already accomplished a great deal, including: a series of family bike rides; walking and biking

safety education at all elementary schools during PE; two series of adult bicycle education courses; three annual Walk & Roll Festivals (average attendance 80 kids); regular promotion of Walk to School Day programs; launching the CCPD Bike Patrol; producing and distributing multiple education materials; creating the “5 block challenge,” which encourages parents to park five blocks from their child’s school and walk the remaining five blocks. Incentives such as raffles and class trophies (silver sneaker) for the elementary class with most participants are an ongoing feature of this popular program.

- In 2014, CCUSD received an EPA rebate to replace two old diesel-fueled buses with new cleaner, low-emission buses, reducing emissions by over 90%. Maintenance crew and middle and high school custodians use electric vehicles to get around the campuses.
- The school district collaborates with public transit; the Culver CityBus “Green Fleet” runs on compressed natural gas. A new partnership between LA Metro and Culver CityBus brings free transportation and safety assemblies to K–8 students and provides free transit passes for all CCUSD students for field trips. Students attending the District’s summer camp get a free pass to ride the bus during summer. In the fall of 2016, over 400 high school students received mobile transit passes from the Culver CityBus.

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

Element IIA: Environmental Health

- CCUSD recently updated its Integrated Pest Management (IPM) Policy and is in compliance with the *Healthy Schools Act*. CCUSD’s pest management services are contracted to a licensed pest control business. Regular pest identification and monitoring is conducted by the maintenance foreman on-staff. Roaches and mice are controlled via non-chemical management practices by removing food, sealing cracks, installing barriers, and traps when needed.
- No smoking is allowed within 1,000 feet of school grounds. Old thermostats and CFL bulbs have been replaced or are in the process of being replaced with electronic or LED equivalents. All gas-fired furnaces have CO detectors.
- As of June 2016, CCUSD has a District Environmentally Preferable Purchasing Policy in place. Currently about 50% of CCUSD’s cleaning products are Green Seal certified.
- All District classrooms have access to natural light with multiple windows. All classrooms are equipped with high-quality lighting. LED lighting retrofits are underway District-wide. Gardens have been planted close to many classrooms across the school district. Trees are also present and seen from many classroom windows.
- Culver City’s climate is generally between 30-60% relative humidity. Current practice at most sites is to open doors and windows. High-efficiency air conditioning systems are currently being installed across the District, which has not historically had air conditioning. Once fully operational, a pilot test shows the filtration system will provide 4.25 air changes per hour.
- Beginning in 2014, parents, teachers, and administrators worked together to build awareness of airborne contaminants caused by freeway emission pollutants at El Marino Language School, located next to the 405 freeway. They call their effort, “Advocates 4 Clean Air El Marino.” In May 2016, a full Air Quality and HVAC Filtration Study was carried out for El Marino Elementary School. It sampled outside environmental conditions and compared the classroom air quality and environmental indicators with the

filtration system turned off and operational. This included testing for particulate matter at various sizes, Black Carbon, and VOCs; and measuring comfort parameters such as temperature, relative humidity, Carbon Dioxide Levels, and Air Velocity. All of which was used to check for adequate fresh air and air changes within the classrooms. Sound levels were also measured with a sound meter.

- California PTA's 33rd District presented Advocates 4 Clean Air El Marino with an Environmental Stewardship Award in April 2014. In May 2014, the US EPA Region 9 presented a Certificate of Recognition to Advocates 4 Clean Air El Marino and CCUSD for participation in its Clean, Green, and Healthy Schools Partnership program. The Clean Air El Marino project was identified as EPA Region 9's "Highlight of the Year" in 2014 for addressing air pollution in the Southern California region.
- CCUSD is currently working on expanding the Clean Air El Marino project into a District-wide program whereby the outdoor air pollution will be monitored at every school site. This is also in partnership with the EPA's air quality flag system.
- The District's practice is to augment its in-house HVAC Technician with consultants/service technicians as required to keep all of the HVAC units operating efficiently and properly. The District has a maintenance schedule in place for all of its HVAC equipment. This includes all rooftop units, furnaces, and stand-alone units. All AC systems will have new building management systems installed that will ensure they operate efficiently and can be monitored remotely to ensure they are being used effectively.
- CCUSD follows all EPA guidelines for leaks and mold remediation in schools and undertakes regular inspections. The District also conducts periodic inspections of the school facilities for mold and other asthma triggers to protect indoor environmental quality.
- The school District has an environmental and hazardous materials testing and monitoring consultant under contract and they are consulted to complete the environmental and hazardous materials testing necessary to confirm existing site conditions.
- In June 2016, extensive third-party testing was conducted on the plumbing across CCUSD buildings to make sure the District's drinking water is safe and does not contain lead. According to the report, lead was not identified at or above the EPA Action Level of 15 ppb of lead. Out of the 71 water fountains and sinks sampled (100% of all sites), 69 had less than 3 ppb and two had 4.09.
- As of October 2016, twenty hydration stations providing cooled filtered water have been installed across CCUSD and seven more are due to be installed during summer 2017.
- During the previous school year, all elementary school students were given a stainless steel Green5 water bottle to use at the hydration stations. High school middle school student leaders were also given Green5 water bottles and other students are eligible to receive the free bottles by participating in Green5 events such as lunchtime raffles and contests.
- The water in Culver City is supplied by the Golden State Water Company and is checked on a regular basis by them to ensure there isn't lead pollution in the water they supply. The school uses a mixture of copper and plastic piping so there isn't a way for lead to leak into the water supply. As part of the ongoing maintenance of the drinking water system, the school district monitors drinking water quality on an annual basis.
- CCUSD is in the process of establishing a green cleaning pilot program at La Ballona and El Rincon Elementary schools. If the pilot is successful, the goal is to standardize

products District-wide and exclusively use non-toxic green cleaning products. In addition, the UCLA Labor Occupational Safety and Health Program has offered CCUSD a complimentary green cleaning education and training program for the custodians as described above.

- In June 2016, the CCUSD Board adopted an Environmentally Preferential Purchasing Policy, which states the Superintendent or designee will implement the following:
 1. Reduce District waste by prevention practices such as double sided copying, email, electronic ordering and electronic filing.
 2. Recycle District used materials such as paper, cardboard, aluminum, glass and metal containers and composting of food waste and landscape materials.
 3. Reuse and recycle construction and demolition materials to the greatest extent possible.
 4. Purchase products that: contain the highest amount of post-consumer material practicable; Non-hazardous to the extent feasible, and do not emit harmful emissions or volatile organic compounds to the extent feasible; and are readily bio-degradable and non-persistent in the environment after use, where practicable;
 5. ENERGY STAR and US EPA Water Sense certified, if possible.
 6. Regularly assess each department's effectiveness in applying this policy.
 7. Provide training to new and existing employees about this policy as needed.

Element IIB: Nutrition and Fitness

- In November 2016, all of CCUSD's elementary schools, the middle school, and the comprehensive high school were awarded the HealthierUS Schools Smarter Lunchrooms Challenge Gold Level Award.
- CCUSD participates in a Farm to School program to use local and fresh food. 75% of the produce is sourced within 250 miles of Ontario, where CCUSD's purchasing cooperative is based. Growers and suppliers must develop and follow an integrated pest management program to reduce the amount of applied pesticides. CCUSD purchases and serves seasonal fruits and vegetables on all fresh fruit and vegetable salad bars. Vegetarian and vegan options are offered at lunch. CCUSD's food services program make sure to have a beautiful basket of fresh fruit full and available at the point of sale just in case students forgot to grab something in the line.
- CCUSD Food Services has a website that contains nutrition information at culvercafe.org and is linked to all individual school websites.
- In April 2015, the US EPA Region 9 office assisted the CCUSD Sustainability Coordinator in conducting a food waste audit at the high school and middle school to bring awareness to the community about the amount of food waste that occurs in our communities and in our country.
- CCUSD installed new electronic signage at the middle school and high school shared cafeteria that features both the Breakfast/Nutrition and Lunch menus as well as student activities and highlights the importance of eating healthy and playing safe. In addition, custom designed posters of vegetables and fruits with slogans including, "Be Balanced. Eat Whole Foods," "Love Whole Foods," and "Eat the Colors of the Rainbow" are displayed in all cafeterias across the District.
- CCUSD's food services program partners with high school and middle school students to create recipes using vegetables and herbs grown in their school garden to incorporate into the cycle menu. All food trays are recyclable and/or biodegradable/compostable.

Healthy eating and waste reduction are key components of the District-wide Green5 Sustainability Program. Leftover fruit, vegetables, and non-perishable packaged foods are integrated into the District's PTA-sponsored "Backpack Program," which gives backpacks full of fresh foods every Friday to students in need.

- CCUSD is currently partnering with undergraduate students in the UCLA Institute of the Environment and Sustainability to conduct background research on improving the nutrition quality and sustainability of school-provided meals. In April 2017, CCUSD will partner with local chefs and sponsor a District-wide Earth Week healthy foods student taste testing.
- Seven district schools have edible gardens that engage students, staff, and family volunteers. The volunteer-led Growing Great curriculum is integrated into each of the elementary schools and sponsored by the Culver City Education Fund (CCEF). In addition, there are butterfly gardens and drought-tolerant gardens at every school site.
- Each school garden provides food for garden classes. All elementary students have garden class as part of formal instruction. At the middle school, all students are eligible to participate in the Edible Garden Club and the Butterfly Garden Club where they spend time tending to their gardens for one hour every Friday. The Green Thumbs Club at the high school is also open to all high school students and is student-led. These students tend to their garden on a regular basis. There are seasonal farmers markets at all schools. The high school incorporates their harvest into the school lunch program.
- All elementary school children (pre-K through grade 5) receive instructional time in their school's edible garden. The CCEF-sponsored Growing Great Program actively involves students in the process of planting, tending, harvesting, eating, and selling their own organic produce. The program includes ten grade-specific lessons, as well as: Fall and Spring Planting Guidelines, Resources to Get Started, Creating a Harvest Party, and Planning a Farmer's Market. Students experience new foods while learning about seasonality, life cycles, and sustainable food production. The curriculum is aligned with grade-level California Common Core State Standards. Students are introduced to proteins, fats, and carbohydrates; learn how to read food labels; sample healthy foods, and much more. Trained parent volunteers go into classrooms to present lessons and work with kids in the garden in spring and fall.
- The Growing Great Program is proving to be positively impactful for students. Here's one example: The principal of Linwood E. Howe Elementary School recently received a letter from a parent who had been struggling with her daughter over food choices. When her child finally started making healthier choices at home, her mother asked what had prompted the change. Her daughter replied, "The Growing Great lady told us how to fuel our bodies, and the Growing Great lady is cool."
- Linwood E. Howe, the pilot school for the Green5 Sustainability program, is implementing a fruit tree project consisting of a lemon tree, an orange tree, and a fig tree. These fruits will be integrated into the Growing Great garden program.
- All 5th grade students attend Pali Institute Science Camp, which is located in the San Bernardino Mountains and is centered around outdoor learning with an emphasis on physics. All 6th grade GATE students go to science camp on Catalina Island where outdoor learning is also the focus.
- Free annual eye exams and dental exams are given to all children, unless their families opt out. Flu shots are also offered to all students free of charge. All 5th through 10th graders receive annual health assessments, including fitness testing, as a part of PE.

- 100% of PE classes are held outdoors unless it is raining. Every student participates in PE through 10th grade. Approximately 730 high school students (32%) participate in at least one of CCHS' 52 sport teams. Middle school PE teachers and coaches use the FITT (Frequency, Intensity, Time, Type) principle. They also use basic training principles of overload and progression, which teach students how to increase their fitness level gradually and safely.
- All elementary school students participate in the Apex Fun Run, which focuses on fitness. In addition, every elementary school participates in the Jump Rope for Heart (American Heart Association) fundraiser. Every year at El Marino Elementary, teachers organize an event in which all students participate in group games including a group warm-up, races, and various ball games over a 3-hour period. The Undokai Games are based on the traditional field sports day in Japan. All elementary and middle school students participate in Field Day on the final day of instruction.
- CCUSD has a District-wide Wellness Committee that meets three per year. Plans are underway to increase the meeting frequency to quarterly.
- CCUSD established nutrition standards for all snacks sold in school by any entity, including parent/student organizations, teachers, boosters, fundraisers, or the food and nutrition services department. These standards for snack sales are in effect from any time before school through 30 minutes after school, in accordance with the *Healthy Hunger-Free Kids Act*, USDA guidance, and the district Wellness Policy.
- The Head Nurse for CCUSD applied and received the SunWise program materials and disseminated the materials to each school site via each site's nurse's office. The information is presented to the students at each site in some form, including visual displays about how to protect the skin and eyes. Over the 2016 summer break, all elementary school sites received new playground equipment with shade structures to help protect students' skin and eyes.
- In partnership with the American Lung Association, CCUSD is an "Open Airways" School District. The Open Airways for Schools curriculum consists of six 40-minute group lessons for children with asthma held during the school day. Topics covered include basic information about asthma, recognizing and managing asthma symptoms, using medication, avoiding asthma triggers, getting enough exercise and doing well at school. At CCUSD, this program is focused on K–5th grades.
- In cooperation with the County of Los Angeles, all students, staff, families, and the greater community are offered free flu shots from mid-October to mid-December via the nurse's office. Since 2015, every summer children and families in need receive free lunch from CCUSD. About two hundred families from the community participates; no one is turned away.
- In addition to 30 minutes of PE every day, all elementary schools have a total of 60 minutes of recess for free play in outdoor spaces. Three of the elementary school play yards serve as City parks after school hours, where outdoor free play time happens on a regular basis. After school offerings at each school site include tennis, volleyball, parkour, and other outdoor group exercises.
- The District began a staff wellness program called, "Inspired Living" in the 2012–13 school year to promote emotional and physical well-being, as well as fiscal development for its staff members. The first year, yoga and Zumba classes were offered. In August 2013, a Health Expo was open to all staff members. For the 2014–15 school year, the district partnered with the YMCA and offered a fitness Boot Camp. In 2015–16, there was a "Commit to Be Fit" program for six weeks. The Inspired Living program is open

and free for all staff. There continue to be meetups and classes, including dance, offered at various gyms, such as Soul Cycle, Alliance, and Evolution, where body fat analyses is also offered. Commit to Be Fit will began again in January 2017. There are also Financial Planning classes available as part of this staff program.

- The K-9 after-school program at Culver Park High School has provided students at CPHS with the opportunity to train and care for rescue dogs for the last 10 years. The K-9 program helps prepare shelter dogs for adoption, while also providing therapeutic engagement for the kids as they earn some of their required community service hours.
- The Symphonic Jazz Orchestra Music Education Program is in all elementary schools, which is funded by the Culver City Education Foundation (CCEF). CCEF also funds the previously mentioned Growing Great Program and is looking for sustainability-centered grants to help CCUSD expand its sustainability program. The Front and Center Theater Collaborative grant funds performances and enrichment assemblies on themes that include Earth Day, anti-bullying, and self-esteem at all elementary schools.
- Each school site has a school nurse or health aid on-site at all times. Each elementary school also has either a full-time or part-time school psychologist as well as a school counselor, in collaboration with the Los Angeles Child Development Center, which provides the funding for the mental health component. At the middle school, there are two school counselors and one “Tier 3” intervention specialist and licensed social worker.
- The Sandy Segal Youth Health Center (SSYHC), located between the middle and high schools on the District’s “main campus,” provides free quality health care for hundreds of Culver City youth each year, along with supportive services and health education benefiting entire families. Services are provided in collaboration with the Venice Family Clinic, the Los Angeles Child Care Center, and volunteers. The SSYHC is a safe place where teens can speak with someone about whatever is on their minds and get the care they need. Friends of the Sandy Segal Youth Health Center is a non-profit fundraising organization. Individuals, community contributions, and grants enable the Center to provide physical and psychological services free of charge to the youth of Culver City. These services give students access to the tools they need to be healthy in mind, body, and spirit.
- CCUSD provides free, confidential health care services to all students. There are five full-time School Nurses working within the district every day attending to student health and wellness. Each elementary school is assigned a school nurse who is physically present on that campus four days per week. A health aid is on each campus with the nurse is not present. Due to the large number of students at CCMS and CCHS combined, there is a full-time School Nurse on the MS/HS campus Monday through Friday during normal school hours at the Sandy Segal Youth Health Center, which is located between the Middle and High school. Local dentists and eye doctors provide free annual screenings for all CCUSD students.
- The California School Board Association awarded CCUSD the 2016 Golden Bell Award in the Community Schools through Partnerships and Collaboration category for CCUSD’s exemplary program, “Whole Child, Whole Community” Initiative. The “Whole Child, Whole Community” Initiative is focused on improving the lives and outcomes of students served by CCUSD. This initiative includes a wide array of programs aimed at addressing the needs of students outside the classroom and assuring that they arrive at school ready to learn. This includes the “Culver City Compact” in which the city, local businesses, higher education institutions and others agree to work collaboratively to give every student the tools necessary to attend college; and the Backpacks for Kids

program, a PTA-sponsored program in which volunteers provide backpacks filled with food for at-risk students to take home over the weekend to share with their families.

- Through education, prevention and early intervention, CCUSD's Anti-Bullying Task Force strives to eliminate bullying to create a culture of mutual respect and a safe environment for all. The district, schools, families, and communities will work together to establish guidelines for the identification, reporting and consequences of bullying. CCUSD strives to support a culture in which all stakeholders are treated fairly and feel safe, respected and empowered. The anti-bullying program includes "Red Ribbon Week" which focuses on anti-bullying and includes classroom discussions, assemblies, and visuals posted throughout school.
- On November 22, 2016, the CCUSD Board of Education unanimously passed a resolution declaring all CCUSD campuses as "safe zones," announcing that it won't allow law enforcement agents looking to deport those without documentation on its campuses without a review process. This effort is in direct support of the mental health and well-being of CCUSD students.

Pillar III: Provide Effective Environmental and Sustainability Education

Element IIIA: Interdisciplinary Learning

- In October 2010, the Culver City Unified School Board created the Environmental Sustainability Committee (ESC) to help prepare the student body to become eco-literate and engaged global citizens. The ESC created the Green5 co-curricular sustainability education program to give students and the community specific actions with measurable outcomes.
- CCUSD was an early adopter of California's Education and the Environment Initiative (EEI) in 2011, and introductory training was offered to teachers from each school site; CCUSD is acknowledged as a "Deep Implementer" school district. CCUSD expects that a new statewide textbook adoption in 2018—aligned to the California Next Generation Science Standards (CA NGSS) and the state's new Science Framework—will further integrate the EEI curriculum across grades and subject areas.
- CCUSD's Green5 sustainability program has become embedded in the culture of the District, as every school site now has groups of Green5 school leaders and sustainability staff liaisons in place with a regular meetings, District and campus-wide communications, actions, and events. The Board is currently considering the adoption of BP 1350 Green Operations, which includes a commitment to supporting and advancing eco-literacy throughout CCUSD.
- The Green5 District-wide Sustainability Program is supported by the administration and school board and is in effect at all school sites. Student participation (grades 2–8) in the Green5 My Actions Count (MAC) survey is required three times per year. This survey focuses on the five pillars of the Green5 (Reduce, Reuse, Recycle, Ride and Rethink), and encourages the students to express their ideas.
- The EEI curriculum and materials are available to all K–12 teachers. Three environmental studies electives—middle school Environmental Science and high school AP Environmental Science and Global Sustainability—are approved by the school board.
- At CCUSD's Ribbon Cutting Ceremony for the 750 kW solar array in February 2014, 6th grade students lead a docent program utilizing the EEI energy curriculum to take

elementary students on a tour of the District's newly installed solar PV arrays and explain the basic technology and environmental and financial benefits. The tour was followed by solar car races. Plans are underway to continue this hands-on renewable energy-focused docent program on annual basis for all 5th graders.

- All middle school science classes at each grade level include a unit in sustainability and environmental issues. Field trips to the La Puente landfill, West Basin and Hyperion Water Treatment plants, and the Redondo Beach SeaLab have extended students' understanding of complex water and waste issues. High school social studies students study environmental concerns along with world economic, political, social events in Global Issues, a required course, offered with SDAIE support and also as an honors class. Economics and Government courses are implementing materials from the EEI curriculum units.
- Earth Science, Biology, and Chemistry courses offered with Specially Designed Academic Instruction delivered in English (SDAIE) support, as well as Honors or AP courses, include projects and lessons that study Earth's processes, life cycles, and chemical changes with a focus on changing environmental impacts.
- The Surfrider Foundation is partnering with CCHS to introduce students to a water-testing program for Ballona Creek, an important regional waterway to the ocean next to CCUSD's main campus. This is open to all interested high school students.
- Teacher representatives from five school sites received monthly instruction in energy systems and policies over the 2015-16 school year via a District partnership with PowerSave Schools. Training for teachers was then introduced to K-12 students who were shown grade-level adjusted demonstrations and videos to teach ways of conserving energy. Students learned how to measure wattage and foot candles to assess the energy use in their classrooms.
- One teacher and the District Sustainability Coordinator attend the annual Green California Schools Summit. Staff has also completed coursework in the Sustainability Studies program at UCLA Extension in climate change instruction for K-12, environmental law and ethics, renewable energy, and waste management.
- This year at the UCLA Green Shorts Student Film Festival, AVPA students were assigned a film project on an environmental topic. CCHS captured the most awards with two first place winners, one second place, and one third. The films were screened at UCLA's Earth Now-Earth 2020 Conference and used the themes "Ecotopia" and "No Justice, No Green". The local organization Greener Way has provided a weekly program in environmental literacy and sustainable garden practices to CCUSD's continuation students. Greener Way also provides career guidance and community service hours.

Element IIIB: STEM Content, Knowledge, and Skills

- At the elementary school level, gardens are places for STEM learning through grade appropriate lessons in botany, measurement, nutrition, soil, and water conservation. At each elementary school there are annual science fairs where sustainability concepts are discussed for project ideas.
- Linwood E. Howe Elementary School is piloting a UCLA Biology Department-sponsored urban biodiversity project focused on tracking and studying the fence lizard population, whereby students engage in a four-month program as "citizen scientists."
- Middle school students use the garden club as a teaching tool to encourage students to become self-sufficient so they will be able to grow their own food. This will enable them to become "change agents" in their community. A STEM-based extension used in

science class relates to a recent NASA program where scientists are studying growing plants in space for potential use on Mars.

- All CCUSD middle and high school math, statistics, and science teachers have been provided with a solar dashboard connected to CCUSD's solar arrays, a valuable STEM teaching tool for teachers to show students how to analyze live solar energy production data.
- From January 2014 through May 2016, middle and high school students participated in baseline and monthly hands-on recycling audits to help inform the required reporting of a CalRecycle grant. Two elementary schools and the middle school also participated in the Grades of Green challenge, which required student assistance with reducing landfill waste as well as an auditing component.
- In February 2014, 6th grade solar docents at the "Flip the Switch" ribbon-cutting ceremony for the District's PV system led educational tours of the solar project after the ceremony for all of Farragut Elementary's students.
- In the 2014-15 school year, Culver Park High School partnered with A Greener Way, a local organization that provides marketable skills to continuation school students as they learn sustainable methods through hands-on work planting, pruning, composting and landscape architecture.
- PowerSave Schools is a STEM-based program for school districts created and funded by SoCal Edison. Through the outreach efforts of the ESC in 2014-15, CCUSD initiated a partnership with PowerSave energy representatives to train teachers in energy uses, sources, and renewables. The reps provided students at each site with classroom lessons, conservation strategies, videos, field trips, assessment tools, and hands-on assignments during the 10-week program.
- There is robust participation from students at all CCUSD schools in several Heal the Bay and Ballona Creek Renaissance sponsored coastal and creek cleanup days throughout each school year.

Element IIC: Civic Knowledge and Skills

- Green5 student leaders, together with the District Sustainability Coordinator, present an annual Green5 assembly to all five of the elementary schools with a hands-on demonstration about how to recycle and compost carefully.
- The Green5 student leaders at all sites participate in the District-wide recycling and composting program. A "Green Seat" student leadership program identifies two students elected from each classroom to be the Green5 representatives to engage in communications and outreach, take care of their campus area through the "Viking Pride Adopt an Area program," and provide assistance with recycling and composting at lunch time. This program is in the process of being rolled out at all CCUSD elementary schools.
- A 3rd grade teacher at Linwood E. Howe Elementary has a "Trout in the Classroom" program that teaches the life cycle of fish and culminates with a trip to release the fish at local Kenneth Hahn Park.
- All students across the District participate in a "My Actions Count" survey three times a year, which contains five questions related to the Green5. The 5th R (Rethink) is an open field where the students brainstorm and develop their own ideas for community engagement.
- Organized by CCUSD's career counselor, the "Culver Closet" is a resource of gently used prom wear and accessories donated by the community for students without

sufficient resources for this important, but expensive event. Linwood Howe's costume exchange is another valuable recycling project that provides an opportunity to teach the value of "Re-use" as a sustainability concept.

- CCHS is an official "California Democracy School" and participates in various civic engagement activities.
- CCUSD requires each graduating senior to complete 60 hours of community service. As part of the non-profit volunteer fair held annually, students are introduced to local organizations that include environmental groups.
- ESC members participate in the middle school and high school Career Opportunities lunch group to highlight careers in the environmental field.
- The local organization Greener Way has provided a weekly program in environmental literacy and sustainable garden practices to CCUSD's continuation high school students. Greener Way also provides career guidance and community service hours.
- Ballona Creek is a major waterway through Culver City, next to the main campus, and the Ballona Creek Renaissance regularly provides opportunities for outdoor learning surrounding issues that affect the creek. As a result of collaboration with the Surfrider Foundation and West Basin Ocean-Friendly gardens, CCUSD now has a large public demonstration garden near the entrance of the high school where students learn how to capture and replenish ground-water. The Ballona Creek Renaissance Demonstration Native Garden between the CCHS/CCMS athletic fields and Ballona Creek provides another hands-on environmental learning opportunity.
- CCUSD has a variety of partnerships with the local community that help advance the schools and the greater community toward the Three Pillars, including:
 - LA County Environmental Defenders, providing free annual assemblies to all of CCUSD's elementary schools;
 - The Surfrider Foundation and West Basin Ocean-Friendly Gardens, collaborating to install a large public demonstration garden near the entrance of the high school where students learn how to capture and replenish groundwater;
 - Walk and Rollers programs supporting active transportation and Safe Routes to School, and the Culver CityBus/LA Metro Partnership, as described in Pillar I;
 - The Advocates 4 Clean Air El Marino efforts described in Pillar II;
 - PowerSave Schools; and
 - The Growing Great interdisciplinary garden curriculum.
- The mission of providing a safe, healthy, sustainable environment for the students and staff of CCUSD began with a directive from the school board in 2011 and the formation of the Environmental Sustainability Committee. This small group of dedicated community members guided the District through its planning and construction of a 750 kW solar PV array system, the design and piloting of the Green5 sustainability education program, the custom-design of sorting stations and the creation of a District-wide sustainability program that is now managed by a District-supported Sustainability Coordinator. As awareness about sustainability has grown over the years, CCUSD has increased its support for environmental education, sustainable practices, and sustainability policies.
- The Sustainability Coordinator, supported by the District administration and the ESC, continues to reach out to all members of the school community and bring everyone along as Green5 partners including students; teachers; custodial staff; transportation, maintenance, counseling and health care workers; classroom teachers; school secretaries; food service providers; administrators and parents. In CCUSD there is a

growing recognition that everyone has a part to play and a skill to provide as Culver City's diverse student population acquires the knowledge and values to become engaged and productive global citizens of the future.