

# One Planet Schools Challenge 2019-20 Program Report

[Environmental Literacy and Sustainability Initiative \(ELSI\)](#) • Last updated May 2021

## PROGRAM OVERVIEW

The purpose of the [San Mateo County One Planet Schools Challenge](#) is to identify students, teachers, administrators, and community members who are driving environmentally sustainable transformation across their school community's Campus, Curriculum, and community engagement programs. Each spring the San Mateo County Office of Education accepts applications from school leaders and highlights the standout leaders from the applicants. Additionally, five of these standout leaders are selected to receive a \$500 financial award to be put towards the next steps they outlined in their application.

## PROGRAM REQUIREMENTS

Applicants will choose from one of six topics (connected to One Planet Living and the United Nations Sustainable Development Goals (SDGs): Food Systems, Land-Based Ecosystems, Sustainable Water, Sustainable Transportation, Zero Carbon Energy, Zero Waste and Consumption.

Once a Focus Area Topic is selected, there are three pathways in which a stakeholder may submit achievements to be considered for One Planet Schools recognition: *Campus, Curriculum, Community and Culture*. Within each pathway, there are three-tiered achievement levels in which a stakeholder may submit achievements to be considered for One Planet Schools recognition: *Entry Level, Mid Level, and Full Integration*.

The program is open to both public and private PK–12 schools within San Mateo County. Submission can be made from any stakeholder in a school community: administrators, faculty and staff, students, parent volunteers, community partners, etc. All submissions follow the four-step process:

<b>Step 1 - Overview</b>	In no more than 250 words, provide a description of the action taken. Include information about WHAT took place, HOW it went, and WHO was involved.
<b>Step 2 - Learning</b>	In no more than 150 words, provide a reflection on what the sustainability champions and/or community learned about environmental, social, and economic sustainability by taking this action. If this was a classroom and curriculum submission, explain what the students learned and how you know they learned.
<b>Step 3 - Impact</b>	Upload evidence of the action that took place. These may be in the form of photos, flyers, testimonials, etc. Additionally, for mid-level and full-integration levels, provide impact metric details.
<b>Step 4 - Next Steps</b>	In no more than 250 words, provide an overview of what steps will be taken by the school, student, and/or teacher to ensure that the momentum and knowledge gained from the project will carry through. → <i>Submissions with the strongest clear steps forward will be considered for a financial award (up to \$500) which will be put towards implementing the plan for next steps.</i>

## 2019-20 PROGRAM SUMMARY

The 2019-20 program was impacted by COVID-19 Shelter-In-Place. The ELSI team usually begins a large outreach campaign for submissions in March and April, but this year got a late start due to COVID-19 distractions. Still, there were a number of stakeholders who were able to submit applications and at least five that were appropriate for a financial award.

Awards were celebrated through the ELSI Newsletters; however, this year there was no distinguished schools event, so the larger recognition did not take place. It also took until Feb 2021 to get the checks and payments processed because of challenges with needing to go through a third-party vendor.

## OUTCOMES AND IMPACT FOR 2019-20

**Topics and Stakeholders:** There were 26 submissions (all who were recognized), that were recognized across the following topical focus areas and stakeholder groups.

Topical Track	Administrator	Teacher	Student	Community	Total
General Sustainability or Climate Change	2	3	5	2 CBPs (with student)	11
Clean Energy	1	1	1	-	3
Food Systems	-	2	-	1	3
Land-Based Ecosystems	1	-	-	-	1
Sustainable Transportation	-	-	-	1 parent	1
Sustainable Water	-	1	-	-	1
Zero Waste and Consumption	1 (with students)	3	2	-	6

The submissions broke down by the following communities:

Organizations	# of Submissions	OPSC Summary Links
Community-Based Partners (Youth-Led)	2	<a href="#">SMC Youth Commission</a> <a href="#">Citizens' Climate Lobby*</a>
Jefferson Union High School District	1	<a href="#">Westmoor</a>
Bayshore Elementary School District	-	
Brisbane Elementary School District	-	

Jefferson Elementary School District	-	
Pacifica School District	-	
San Mateo Union High School District	2	<a href="#">Aragon</a> (w/CCL) <a href="#">Burlingame</a> <a href="#">Mills High</a>
Burlingame Elementary School District	1	<a href="#">Burlingame Intermediate</a>
Hillsborough City School District	-	
Millbrae School District	2	<a href="#">Taylor Solutionary Expo</a> <a href="#">Taylor Garden</a>
San Bruno Park School District	-	
San Mateo-Foster City School District	2	<a href="#">Foster City School</a> <a href="#">Bayside Academy</a>
Sequoia Union High School District	2	<a href="#">Woodside High</a> <a href="#">Carlmont</a>
Las Lomas Elementary School District	-	
Portola Valley School District	-	
San Carlos School District	4	<a href="#">District Sustainability Class</a> <a href="#">Tierra Linda Zero Waste</a> <a href="#">Tierra Linda Sustainable Water</a> <a href="#">White Oaks</a>
Belmont Redwood Shore School District	-	
Ravenswood City School District	-	
Redwood City School District	1	<a href="#">Hoover Community School</a>
Woodside Elementary School District	-	
Menlo Park City School District	1	<a href="#">Hillview Middle</a>
Cabrillo Unified School District	1	<a href="#">Manuel F Cunha Intermediate</a>

La Honda-Pescadero Unified School District	-	
South San Francisco Unified School District	3	<a href="#">SSF High</a> <a href="#">Spruce Elementary</a> <a href="#">Sunshine Gardens</a>
San Mateo County Office of Education, Court and Community Schools	-	
SMC Charter Schools	1	<a href="#">Summit Shasta</a>
SMC Private Parochial Schools	-	
SMC Private Independent Schools	3	<a href="#">Crystal Springs Upland</a> <a href="#">Serendipity</a> <a href="#">Nueva</a>

## APPENDIX A - Standout Leaders and Financial Winners

### 2019-20 Financial Award Winners

School and Stakeholder	Award	Brief Summary
Burlingame High School  <i>Student-Led</i>  Lead Contact: Jeffrey Chen	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Community Action &amp; Awareness</li> <li>• Level: Full Integration</li> </ul>	Under the leadership of Jeffrey Chen, the Burlingame High School Environmental Club partnered with the Burlingame Citizens Environmental Council, to host the CEC Student Film Festival. This program has grown in popularity and expanded this year to be county-wide for 4-12th grade students. They were even successful this year in receiving 15 submissions, despite the obstacles put forth by COVID-19. → <a href="#">Full Summary Document</a>
San Carlos School District  <i>Educator-Led</i>  Lead Contact: Mindy Hill	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Curriculum and Instruction</li> <li>• Level: Mid-Level</li> </ul>	A group of students throughout the San Carlos School District have consistently participated in a weekly online Sustainability Class covering various environmental topics during the last couple of months of school. → <a href="#">Full Summary Document</a>
Foster City Elementary School  <i>Educator-Led</i>  Lead Contact: Jadelyn Chang	<ul style="list-style-type: none"> <li>• Topic: Waste and Consumption</li> <li>• Category: Campus, Curriculum, and Community Engagement</li> <li>• Level: Full Integration</li> </ul>	A team of teachers and students successfully implemented a waste diversion program across their campus and integrated this into their school's curriculum. → <a href="#">Full Summary Document</a>
Summit Public Schools: Shasta  Lead Contact: Andrew McCarty	<ul style="list-style-type: none"> <li>• Topic: Energy (Zero-Carbon)</li> <li>• Category: Curriculum</li> <li>• Level: Full Integration</li> </ul>	10th-grade physics classes across multiple Summit Charter institutions learn about wind turbines as a source of clean energy. The unit culminates with students conducting research on their own mini turbines, as well as advocacy for increased use of wind power for a clean energy future. → <a href="#">Full Summary Document</a>
Westmoor High School  <i>Educator-Led</i>  <i>Lead Contact:</i> Jessica Tiatia	<ul style="list-style-type: none"> <li>• Topic: Land Ecosystems</li> <li>• Category: Campus and Operations, Curriculum and Instruction</li> <li>• Level: Mid-Level</li> </ul>	With the support of their solutionary teacher Jessica Tiatia, Biology students and the Environmental Action Club took their new knowledge about the importance of biodiversity into action and examples of restoration from San Bruno Mountain, and turned this into an action project on campus, planting nearly 100 native plants in planters around the school. → <a href="#">Full Summary Document</a>

### MULTIPLE & CLIMATE CHANGE

School and Stakeholder	Award	Brief Summary
------------------------	-------	---------------

<p>Burlingame High School</p> <p><i>Student-Led:</i> Jeffrey Chen</p>	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Community Action &amp; Awareness</li> <li>• Level: Full Integration</li> </ul>	<p>12th-grade student Jeffrey Chen partnered with the Burlingame CEC to host the <a href="#">CEC Student Film Festival</a>. This program has grown in popularity and expanded this year to be county-wide for 4-12th grade students. They were even successful this year in receiving 15 submissions, despite the obstacles put forth by COVID-19.</p> <p>→ <a href="#">Full Summary Document</a></p>
<p>San Carlos School District</p> <p><i>Educator-Led:</i> Mindy Hill</p>	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Curriculum and Instruction</li> <li>• Level: Mid-Level</li> </ul>	<p>A group of students throughout the San Carlos School District have consistently participated in a weekly online Sustainability Class covering various environmental topics during the last couple of months of school.</p> <p>→ <a href="#">Full Summary Document</a></p>
<p>Taylor Middle School</p> <p><i>Educator-Led:</i> Julie DiMaio</p>	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Campus and Operations, Curriculum and Instruction, Community Engagement</li> <li>• Level: Mid-Level</li> </ul>	<p>Teachers and students hosted their first annual Conservation and Sustainability Expo, creating community interest in sustainability improvements to their school's campus</p> <p>→ <a href="#">Full Summary Document</a></p>
<p>Woodside High School</p> <p><i>Student-Led:</i> Kayla Knupfer</p>	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Community and Awareness</li> <li>• Level: Mid-Level</li> </ul>	<p>The Green Club at Woodside HS hosted multiple environmental events throughout the year including a guest speaker during the climate strike, a climate awareness week with announcements and videos, a school garden tour. The next steps include plans to incorporate native plants across the campus.</p> <p>→ <a href="#">Full Summary Document</a></p>
<p>San Mateo County Youth Commission</p> <p><i>Student-Led:</i> Eeshan Bhat and Lillian Chang</p>	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Campus and Operations, Curriculum and Instruction, Community Engagement</li> <li>• Level: Mid-Level</li> </ul>	<p>Echoing the call to action from the County Board of Supervisors in September 2019, the San Mateo County Youth Commission Environmental Justice Committee declared a Climate Emergency in January 2020. As part of this declaration, they have urged all school districts to declare a climate emergency and create action plans.</p> <p>→ <a href="#">Full Summary Document</a></p>
<p>Roisin McElarney</p> <p><i>Student-Led:</i> Roisin McElarney</p>	<ul style="list-style-type: none"> <li>• Topic: Climate Change</li> <li>• Category: Community Awareness</li> <li>• Level: Entry-Level</li> </ul>	<p>Roisin McElarney led several environmental initiatives this year that advanced sustainability at Aragon High School and in the greater community.</p> <p>→ <a href="#">Full Summary Document</a></p>
<p>South San Francisco High School</p> <p><i>Student-Led:</i> Finley Lique</p>	<ul style="list-style-type: none"> <li>• Topic: Climate Change</li> <li>• Category: Community Awareness</li> <li>• Level: Entry-Level</li> </ul>	<p>Hosted multiple awareness activities for global climate action week and beyond.</p> <p>→ <a href="#">Full Summary Document</a></p>
<p>Crystal Springs Uplands School</p> <p><i>Student-Led</i></p>	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Campus and Facilities</li> <li>• Level: Mid-Level</li> </ul>	<p>The environmental club hosted a sustainable foods-themed movie night for private school students across the county, started a petition advocating for clean air and water, and performed their second waste audit in the school cafeteria.</p> <p>→ <a href="#">Full Summary Document</a></p>

Maya Xu, Ava Wang, Andy Diaz, Matthew Mills, and Tommy Yoon		
Mills High <i>Educator-Led:</i> Aiko Michot	<ul style="list-style-type: none"> <li>• Topic: Climate Change</li> <li>• Category: Community Awareness</li> <li>• Level: Mid-Level</li> </ul>	Faculty and staff at Mills High School organized a school-wide community-building day that was centered around sustainability and social justice. The day included school-wide assemblies, breakout sessions, and community building creativity activities, and a lunch-time club fair. → <a href="#">Full Summary Document</a>
Hillview Middle School <i>Educator-Led:</i> Julie Hilborn	<ul style="list-style-type: none"> <li>• Topic: All</li> <li>• Category: Curriculum</li> <li>• Level: Entry-Level</li> </ul>	Julie Hilborn's classroom used all six ELSI field research guides. Students became an expert in each topic and created a short write-up of what they learned. → <a href="#">Full Summary Document</a>
Hoover Elementary School <i>Educator-Led:</i> Raquel Fiz	<ul style="list-style-type: none"> <li>• Topic: Waste and Consumption</li> <li>• Category: Campus and Facilities</li> <li>• Level: Mid-Level</li> </ul>	Teacher Raquel Fiz led a number of integrated solutionary PBL Units of Study with her K/1 bilingual class. → <a href="#">Full Summary Document</a>

## WASTE & CONSUMPTION

School and Stakeholder	Award	Brief Summary
Foster City Elementary School <i>Educator-Led:</i> Jadelyn Chang	<ul style="list-style-type: none"> <li>• Topic: Waste and Consumption</li> <li>• Category: Campus, Curriculum, and Community Engagement</li> <li>• Level: Full Integration</li> </ul>	A team of teachers and students successfully implemented a waste diversion program across their campus and integrated this into their schools curriculum. → <a href="#">Full Summary Document</a>
Burlingame Intermediate School <i>Student-Led:</i> 6th Grade Green Team	<ul style="list-style-type: none"> <li>• Topic: Waste and Consumption</li> <li>• Category: Campus and Operations</li> <li>• Level: Entry-Level</li> </ul>	A team of students from the 6th grade Green Team lead zero waste efforts by monitoring the waste bins during lunch time and implementing a CRV fundraiser system. → <a href="#">Full Summary Document</a>
Carlmont High School <i>Student-Led:</i> Connie Gong	<ul style="list-style-type: none"> <li>• Topic: Waste and Consumption</li> <li>• Category: Campus and Operations, Curriculum and Instruction, Community Engagement</li> <li>• Level: Mid-Level</li> </ul>	Green Team Members improved their schools tri-bin waste system by completing infrastructure improvements, leading a student education campaign, and waste audits. → <a href="#">Full Summary Document</a>
Tierra Linda Middle School	<ul style="list-style-type: none"> <li>• Topic: Waste and Consumption</li> <li>• Category: Campus and</li> </ul>	The Tierra Linda Environment Club formed and successfully eliminated single use plastic water bottles from their schools lunch service program.

<i>Student and Educator-Led:</i> Kristen Ugrin	<ul style="list-style-type: none"> <li>Facilities</li> <li>Level: Entry-Level</li> </ul>	→ <a href="#">Full Summary Document</a>
Serendipity School  <i>Educator-Led:</i> Sonia Myers	<ul style="list-style-type: none"> <li>Topic: Waste and Consumption</li> <li>Category: Campus and Curriculum</li> <li>Level: Mid Level</li> </ul>	<p>A 5th grade class went on a number of field trips and conducted research on plastic. They have speeches to other classrooms, made plastic art, and bought reusable plates and utensils for a yearly fundraiser.</p> <p>→ <a href="#">Full Summary Document</a></p>
Cunha Intermediate School  <i>Educator-Led:</i> Kasey Butler	<ul style="list-style-type: none"> <li>Topic: Zero Waste</li> <li>Category: Campus and Operations, Curriculum</li> <li>Level: Entry-Level</li> </ul>	<p>Science teachers start an on-site composting system with food scrap collection at lunch time.</p> <p>→ <a href="#">Full Summary Document</a></p>

### Land Based Ecosystems

School and Stakeholder	Award	Brief Summary
Westmoor High School  <i>Educator-Led</i>  <i>Lead Contact:</i> Jessica Tiatia	<ul style="list-style-type: none"> <li>Topic: Land Ecosystems</li> <li>Category: Campus and Operations, Curriculum and Instruction</li> <li>Level: Mid-Level</li> </ul>	<p>With the support of their solutionary teacher Jessica Tiatia, Biology students and the Environmental Action Club took their new knowledge about the importance of biodiversity into action and examples of restoration from San Bruno Mountain, and turned this into an action project on campus, planting nearly 100 native plants in planters around school.</p> <p>→ <a href="#">Full Summary Document</a></p>

### Local and Sustainable Food

School and Stakeholder	Award	Brief Summary
Taylor Middle School  <i>Educator and Parent-Led:</i> Sanita Thomas	<ul style="list-style-type: none"> <li>Topic: Food</li> <li>Category: Campus and Operations, Curriculum and Instruction, Community Engagement</li> <li>Level: Entry-Level</li> </ul>	<p>Under the guidance of a green champion, Sanita Thomas, Taylor Middle School has revived their school Farm/Garden and created a thriving garden that is utilized by teachers in their school curriculum.</p> <p>→ <a href="#">Full Summary Document</a></p>
Spruce Elementary School  <i>Educator-Led:</i> Jacqueline Del Bianco	<ul style="list-style-type: none"> <li>Topic: Local and Sustainable Food</li> <li>Category: Campus and Operations, Curriculum</li> <li>Level: Entry-Level</li> </ul>	<p>Third grade teacher takes care of the thriving school garden.</p> <p>→ <a href="#">Full Summary Document</a></p>
Sunshine Gardens Elementary School  <i>Educator-Led:</i> Julie Mathiasen	<ul style="list-style-type: none"> <li>Topic: Local and Sustainable Food</li> <li>Category: Campus and Operations, Curriculum</li> <li>Level: Entry-Level</li> </ul>	<p>School garden run by a contractor leads lessons for all Prek-3rd grade students for 10 years.</p> <p>→ <a href="#">Full Summary Document</a></p>



## Energy

School and Stakeholder	Award	Brief Summary
Summit Public Schools: Shasta  Educator-Led: Andrew McCarty	<ul style="list-style-type: none"> <li>Topic: Energy (Zero Carbon)</li> <li>Category: Curriculum</li> <li>Level: Full Integration</li> </ul>	10th grade physics classes across multiple Summit Charter institutions learn about wind turbines as a source of clean energy. The unit culminates with students conducting research on their own mini turbines, as well as advocacy for increased use of wind power for a clean energy future. → <a href="#">Full Summary Document</a>
Bayside Academy  Educator-Led: Habiba Naqvi	<ul style="list-style-type: none"> <li>Topic: Zero Carbon Energy</li> <li>Category: Curriculum and Instruction</li> <li>Level: Entry- Level</li> </ul>	8th grade teacher Habiba Naqvi did a unit of study on emissions from fossil fuels in vehicles, and students designed “green cars”, including their engines, as a solution to the problem. → <a href="#">Full Summary Document</a>
The Nueva School  Student-Led: Andrew Chu	<ul style="list-style-type: none"> <li>Topic: Energy (Zero Carbon)</li> <li>Category: Campus and Operations, Community Engagement</li> <li>Level: Entry-Level</li> </ul>	A group of environmental leaders at Nueva researched economics and consulted with industry professionals to develop a customized fossil fuel divestment plan for their school. → <a href="#">Full Summary Document</a>

## Water

School and Stakeholder	Award	Brief Summary
Tierra Linda Middle School  <i>Educator-Led:</i> Charu Gulati	<ul style="list-style-type: none"> <li>Topic: Sustainable Water</li> <li>Category: Campus and Operations</li> <li>Level: Mid-Level</li> </ul>	The Tierra Linda Environmental Club and advising teacher, Charu Gulati, helped plan, install, and maintain rain barrels and a bioswale on their campus to reduce flooding and prevent polluted stormwater from entering the Bay. → <a href="#">Full Summary Document</a>

## Sustainable Transportation

School and Stakeholder	Award	Brief Summary
White Oaks Elementary School  <i>Parent-Led</i>  <i>Lead Contact:</i> Sonia Elkes	<ul style="list-style-type: none"> <li>Topic: Sustainable Transportation</li> <li>Category: Curriculum and Instruction</li> <li>Level: Entry-Level</li> </ul>	A parent at White Oaks Elementary School has developed a series of detailed presentations for K-8 students about biker and pedestrian safety using LEGOs. → <a href="#">Full Summary Document</a>

## AWARDS RECOGNITION

- Financial Awards were sponsored by Peninsula Clean Energy at \$500 each = \$2,500
- Payments were processed in Feb 2021 with the help of Burlingame Citizens Environmental Council (CEC)

