



Sustainable and Climate Resilient Schools Challenge 2021-22 Program Report

[Environmental Literacy and Sustainability Initiative \(ELSI\)](#) • Last updated June 2022

PROGRAM OVERVIEW

The purpose of the [Sustainable and Climate Resilient Schools Challenge](#) (SCRS) 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. This challenge is now in its fifth year, and has so far recognized 91 changemakers and standout leaders across San Mateo County.

PROGRAM REQUIREMENTS

Applicants will choose from one of three general or seven topic areas connected to the [United Nations Sustainable Development Goals](#) (SDGs) and the [One Planet Living Framework](#): Ecological Footprint, Climate Resiliency (Mitigation), Climate Resiliency (Adaptation), Food Systems, Land-Based Ecosystems, Sustainable Water, Sustainable Transportation, Zero Carbon Energy, Zero Waste and Consumption, and Green Buildings.

Once a Focus Area Topic is selected, there are three pathways in which a stakeholder may submit achievements to be considered for SCRS recognition: *Campus and Operations*, *Curriculum*, *Community Awareness and Action*. Within each pathway, there are three-tiered achievement levels in which a stakeholder may submit achievements to be considered for Sustainable and Climate Resilient 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:

| | |
|--------------------------|---|
| Step 1 - Overview | 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. |
| Step 2 - Learning | 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. |
| Step 3 - Impact | 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. |

Step 4 - Next Steps

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.
→ *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 the next steps.*

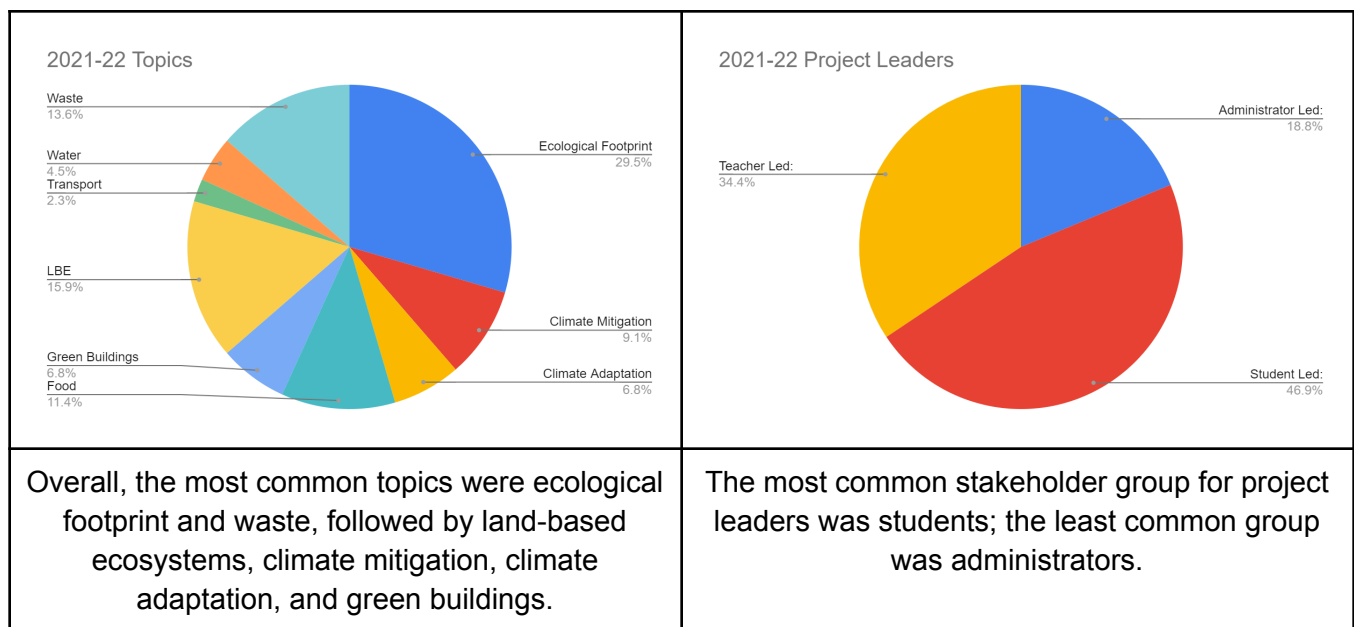
2021-22 PROGRAM SUMMARY

Outreach for the 2021-22 Sustainable and Climate Ready Schools Challenge began in April 2022, and applications were accepted throughout May 31st. The program received 25 applications, with 24 able to be recognized.

Financial awards were determined by merit, and by need for financial support for project next steps. Awards were celebrated through the ELSI Broadcast and on the SMCOE website; due to the ongoing Covid-19 pandemic, a large celebration event was not possible.

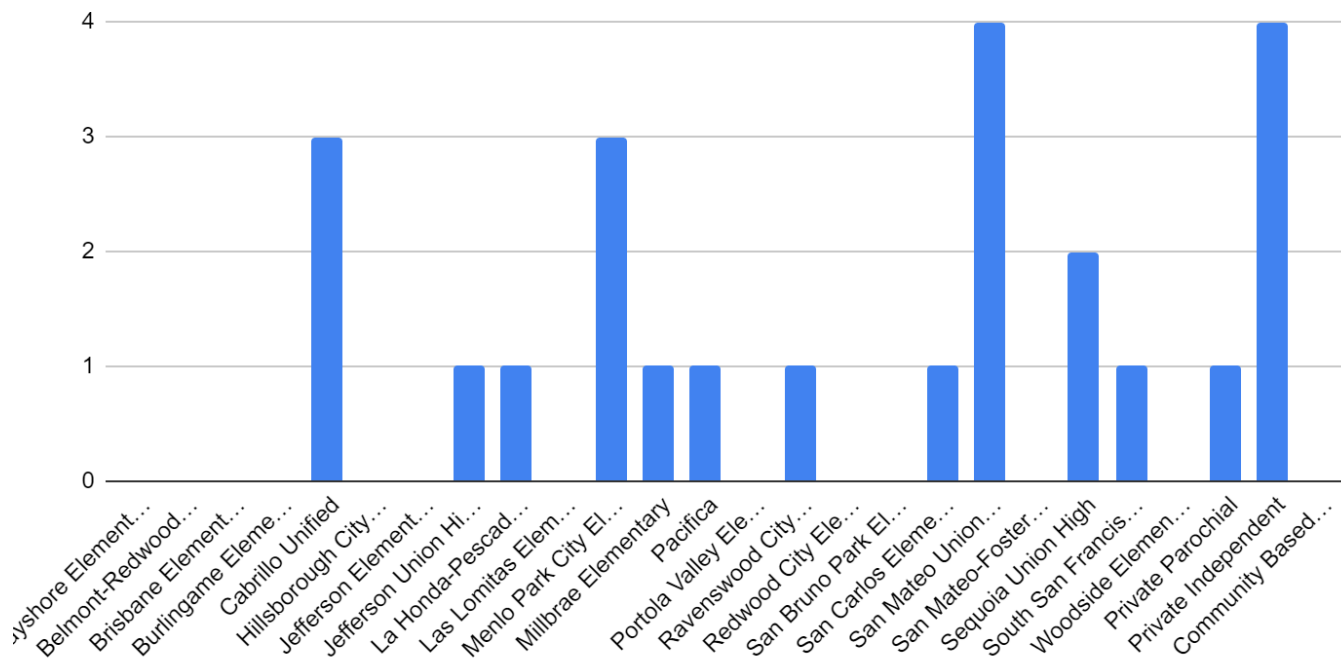
OUTCOMES AND IMPACT FOR 2021-22

Topics and Stakeholders: The 24 submissions that were recognized focused on the following topics, and nominated leadership from the specified stakeholder group.



School District Distribution: The 24 submissions that were recognized were distributed across 10 of the 23 school districts:

Award Distribution By District 2021-22



Number of Awarded 2021-22

| Organizations | Submissions | SCRS Challenge Summary Links |
|--------------------------------------|-------------|--|
| Community-Based Partners (Youth-Led) | | - |
| Jefferson Union High School District | - | <ul style="list-style-type: none"> Jessica Tiatia - SCRS Challenge Summary 2021-22 |
| Bayshore Elementary School District | - | - |
| Brisbane Elementary School District | - | - |
| Jefferson Elementary School District | - | - |
| Pacifica School District | - | <ul style="list-style-type: none"> Sunset Ridge Elementary - SCRS Challenge Summary Document 2021-22 |
| San Mateo Union High School District | | <ul style="list-style-type: none"> San Mateo Union High School District - SCRS Challenge Summary Document 2021-22 Youth Climate Ambassadors Garden Program - SCRS Challenge Summary Document 2021-22 |

| | | |
|---------------------------------------|---|--|
| | | <ul style="list-style-type: none"> • Burlingame High School Living Schoolyards - SCRS Challenge Summary 2021-22 • YCA SMUHSD Zero Waste - SCRS Challenge Summary Document 2021-22 |
| Burlingame Elementary School District | - | - |
| Hillsborough City School District | - | - |
| Millbrae School District | - | <ul style="list-style-type: none"> • Millbrae Elementary School District - SCRS Challenge Summary 2021-22 |
| San Bruno Park School District | - | - |
| San Mateo-Foster City School District | | - |
| Sequoia Union High School District | | <ul style="list-style-type: none"> • SUHSD Sustainability Committee - SCRS Challenge Summary Document 2021-22 • Carlmont Green Team Garden - SCRS Challenge Summary Document |
| Las Lomas Elementary School District | - | - |
| Portola Valley School District | - | - |
| San Carlos School District | | <ul style="list-style-type: none"> • Tierra Linda Environmental Club - SCRS Challenge Summary Document |
| Belmont Redwood Shore School District | - | - |
| Ravenswood City School District | - | <ul style="list-style-type: none"> • Los Robles Living Schoolyard (Jessica Cox) - SCRS Challenge Summary Document 2021-22 |
| Redwood City School District | - | - |
| Woodside Elementary School District | | - |
| Menlo Park City School District | - | <ul style="list-style-type: none"> • Laurel Elementary - SCRS Challenge Summary Document 2021-22 • Oak Knoll Elementary - SCRS Challenge Summary Document • Oak Knoll (Lela Ward) - SCRS Challenge Summary Document 2021-22 |

| | | |
|---|---|---|
| Cabrillo Unified School District | - | <ul style="list-style-type: none"> • Erica Krein - SCRS Challenge Summary 2021-22 • CUSD SCRS Challenge Summary 2021-22 • Half Moon Bay High School Environmental Club - SCRS Challenge Summary 2021-22 |
| La Honda-Pescadero Unified School District | - | <ul style="list-style-type: none"> • Pescadero Elementary - Evan Duffy-Lebdetter: SCRS Challenge 2021-22 |
| South San Francisco Unified School District | | <ul style="list-style-type: none"> • South San Francisco High School - SCRS Challenge Summary Document |
| San Mateo County Office of Education, Court and Community Schools | - | - |
| SMC Charter Schools | - | - |
| SMC Private Parochial Schools | - | <ul style="list-style-type: none"> • Mary Dournaee - SCRS Challenge Summary 2021-22 |
| SMC Private Independent Schools | | <ul style="list-style-type: none"> • Burkard School (Radich and Malashevitz) - SCRS Challenge Summary Document • Nueva School Transportation (Daniel Rosario) - SCRS Challenge Summary 2021-22 • Carey School Watersheds Education (Danitra Nash) - SCRS Challenge Summary 2021-22 • Nueva School Environmental Action Team - SCRS Challenge Summary Document 2021-22 |

APPENDIX A - Standout Leaders and Financial Winners

2021-22 Financial Award Winners

| School and Stakeholder | Award | Brief Summary |
|--|--|--|
| Oak Knoll Elementary, Alicia Payton-Miyazaki & the Green Team <i>Administrator and Student-Led</i> | <ul style="list-style-type: none"> • Topic: Climate Mitigation • Category: Curriculum | <p>Alicia Payton-Miyazaki, Principal at Oak Knoll Elementary School, nominated her school community and the Green Team for their work on waste reduction and a positive ecological footprint. They have had many successes - for example, a group of third graders gathered over a hundred signatures on a petition against the amount of plastic in the lunch program, and the company who provides the lunch materials agreed to reduce plastic use for their school next year. The Green Team has additionally led climate rallies and led extensive education efforts on biodiversity, waste, and other topics.</p> |
| Sequoia Union High School District, Sara Typrin, Katinka Lenneman, Brandon Wee, Sophia Bai <i>Student-Led</i> | <ul style="list-style-type: none"> • Topic: Ecological Footprint • Category: Community | <p>The Sequoia Union High School District Sustainability Committee was formed to accomplish the goals set out in the Climate Emergency Declaration Resolution passed in May 2021 by the SUHSD Board of Trustees. The Committee provides an effective sustainability leadership model to carry out sustainability action to reduce the district's ecological footprint. Students Sara Typrin, Katinka Lenneman, Brandon Wee, and Sophia Bai lead the committee, which includes Board of Trustees members, district directors, as well as site-level administrators, teachers, students, and county representatives engaging as members.</p> |
| Cabrillo Unified School District <i>Admin, Student, and Teacher-Led</i> | <ul style="list-style-type: none"> • Topic: Ecological Footprint, Climate Resilience • Category: Campus, Community | <p>This past school year, Cabrillo Unified School District (CUSD) built upon their district-wide efforts to promote environmental literacy and institutionalize sustainability equitably in all school sites. The efforts continue to be led by the District Sustainability Committee (which is led and coordinated by District Leadership and the Half Moon Bay High School Environmental Club), who have worked together to build momentum and develop goals and strategies to increase sustainable and climate action.</p> |
| Sunset Ridge Elementary, Sarah Watanabe <i>Teacher-Led</i> | <ul style="list-style-type: none"> • Topic: Ecological Footprint • Category: Campus, Curriculum | <p>County District Coordinator Sarah Watanabe and several other Sunset Ridge staff members have been a key part of efforts over the last few years in shifting its culture and operations towards more sustainable practices. This past year, teachers furthered this work on campus through projects in zero waste, planting a native plant garden, and incorporating solutionary environmental education throughout 2-5th grade curriculums.</p> |
| South San Francisco High School, Zeenia Najmi <i>Student-Led</i> | <ul style="list-style-type: none"> • Topic: Ecological Footprint, Food • Category: Campus, | <p>Zeenia Najmi, a student at South San Francisco High School (SSFHS), worked with Kyle You, a student at El Camino High School, to implement on-site composting for the SSFHS garden for their Youth Climate Ambassadors Community Impact Project. This project built upon past successful efforts by Youth Climate Ambassadors and the SSFHS Earth Club to bring ecological benefits and outdoor</p> |

| | | |
|--|-----------|---|
| | Community | learning opportunities to the campus, which have resulted in a school garden, orchard, and new outdoor learning space that was opened in Spring 2022. |
|--|-----------|---|

STANDOUT LEADERS: MULTIPLE & CLIMATE CHANGE

| School and Stakeholder | Award | Brief Summary |
|--|--|--|
| Tierra Linda Middle School, Tierra Linda Environmental Club | <ul style="list-style-type: none"> Topic: Ecological Footprint, Waste Category: Curriculum, Community | Charu Gulati, Vice Principal at Tierra Linda Middle School, nominated the Tierra Linda Environmental Club (TLEC) and TLEC student leader Iris Yan for their incredible work creating awareness around environmental issues and climate change on campus and beyond. For one project, Iris compiled videos on zero waste to show in classrooms and TLEC hosted a zero-waste lunch. TLEC also invited the district Superintendent, Assistant Superintendent, and Wellness Coordinator to share environmental literacy research and recommendations. |
| Cabrillo Unified School District <i>Admin, Student, and Teacher-Led</i> | <ul style="list-style-type: none"> Topic: Ecological Footprint, Climate Resilience Category: Campus, Community | This past school year, Cabrillo Unified School District (CUSD) built upon their district-wide efforts to promote environmental literacy and institutionalize sustainability equitably in all school sites. The efforts continue to be led by the District Sustainability Committee (which is led and coordinated by District Leadership and the Half Moon Bay High School Environmental Club), who have worked together to build momentum and develop goals and strategies to increase sustainable and climate action. |
| Oak Knoll Elementary School, Alicia Payton-Miyazaki & the Green Team | <ul style="list-style-type: none"> Topic: Climate Mitigation Category: Curriculum | Alicia Payton-Miyazaki, Principal at Oak Knoll Elementary School, nominated her school community and the Green Team for their work on waste reduction and a positive ecological footprint. They have had many successes - for example, a group of third graders gathered over a hundred signatures on a petition against the amount of plastic in the lunch program, and the company who provides the lunch materials agreed to reduce plastic use for their school next year. The Green Team has additionally led climate rallies, brought in the Menlo High School Bee Club to educate students, and taught students about worm composting and waste sorting. |
| Sequoia Union High School District, Sara Typrin, Katinka Lenneman, Brandon Wee, Sophia Bai | <ul style="list-style-type: none"> Topic: Ecological Footprint Category: Community | The Sequoia Union High School District Sustainability Committee was formed to accomplish the goals set out in the Climate Emergency Declaration Resolution passed in May 2021 by the SUHSD Board of Trustees. The Committee provides an effective sustainability leadership model to carry out sustainability action to reduce the district's ecological footprint through multi-role stakeholder collaboration. Students Sara Typrin, Katinka Lenneman, Brandon Wee, and Sophia Bai lead the committee, which includes Board of Trustees members, district directors, as well as site-level administrators, teachers, students, and county representatives engaging as members. |
| Oak Knoll Elementary. | <ul style="list-style-type: none"> Topic: Climate | Oak Knoll Elementary 4th grade teacher Lela Ward participated in the Teacher Solutionary Fellowship |

| | | |
|--|--|---|
| Lela Ward | <ul style="list-style-type: none"> Mitigation Category: Curriculum | program this past academic year, and has worked to integrate solutionary study and teaching about climate change and its impacts into every aspect of her curriculum. The dedicated solutionary unit of study she brought to her class was designed to teach children about climate change and to learn about possible solutions. Lela worked to bring in experts, community organizations, parents and others into this learning opportunity. |
| The Nueva School, Kayla Ling | <ul style="list-style-type: none"> Topic: Ecological Footprint Category: Community | During the last week of April '22, Nueva Middle School's EAT (Environmental Action Team, an 8th-grade group of ~10 students) hosted Earth Week programming with three primary goals: reaching the entire middle school of 300 students and 50+ faculty; facilitating a deeper understanding of a variety of environmental topics; and creating hope and momentum with powerful, tangible action to reduce our school's ecological footprint. Student leader Kayla Ling was a large part of the effort of achieving all three of these goals. |
| Pescadero Elementary, Evan Duffy-Lebdetter | <ul style="list-style-type: none"> Topic: Climate Mitigation Category: Curriculum | Evan Duffy-Lebdetter's 5th grade class at Pescadero Elementary spent 8 weeks researching, writing, and learning about climate change from multiple perspectives and its impact on all things alive on Earth. Students wrote blog posts about their research and commented on each other's posts with positive comments. This unit culminated in students writing a 4-paragraph essay on everything they learned. The culmination of the students' research was a field trip on Earth Day to Pescadero State beach to study humanity's impact on the natural world. They looked for human waste (trash, oil, water pollution) and measured the ocean's temperature and the sea level and compared it to previous year's. |

STANDOUT LEADERS: WASTE & CONSUMPTION

| School and Stakeholder | Award | Brief Summary |
|--|---|--|
| Half Moon Bay High, Angel Tinetti & the Environmental Club | <ul style="list-style-type: none"> Topic: Ecological Footprint, Waste Category: Campus, Community | Half Moon Bay High student Angel Tinetti nominated her and the rest of the school Environmental Club's work on establishing a tri-bin system on campus and initiating composting at HMBHS. After developing a zero-waste district resolution and presenting it to the district board, the Environmental Club obtained a grant for a new waste management system. The club installed tri-bins all over campus, designing their own signage, creating posters with sorting instructions and filming informational videos about the waste-sorting process for fellow students for the school news network. The success of this initiative at the high school inspired other schools in the district towards reducing waste as well! |
| San Mateo High & Hillsdale High, Lian Wang, Nikki Donovan, & Ashley Wong | <ul style="list-style-type: none"> Topic: Ecological Footprint, Waste Category: Community | Lian Wang, a ninth grade student at San Mateo High School, and Nikki Donovan and Ashley Wong, ninth grade students at Hillsdale High School, nominated their waste and consumption education Youth Climate Ambassadors Community Impact Project. The students organized an Instagram waste awareness page, @sm_waste_awareness, and hosted a beach clean-up at Coyote Point County Park, which had 28 participants who collected over 30 pounds of waste and learned about waste issues through educational pamphlets the students made. |

STANDOUT LEADERS: LAND-BASED ECOSYSTEMS

| School and Stakeholder | Award | Brief Summary |
|---|---|---|
| Carlmont High School, Aran O'Sullivan | <ul style="list-style-type: none"> Topic: Land-Based Ecosystems, Waste Category: Campus | Aran O'Sullivan, student at Carlmont High School and member of the Carlmont High Green Team, nominated the Green Team for the creation of the Carlmont Native Pollinator Garden. Over the course of the 2021-22 school year, the 35-member Green Team constructed benches, planter boxes, and tables; worked with local businesses to cover the ground with gravel; and planted plants that provide habitat for California-native pollinators. |
| El Granada Elementary, Erica Krein | <ul style="list-style-type: none"> Topic: Land-Based Ecosystems Category: Curriculum | El Granada Elementary brought a campus-wide focus to sustainability this past school year, both in classroom instruction and campus culture. Kindergarten teacher Erica Krein has focused her teaching this past school year around these efforts of greening the campus through outdoor learning. Erica and the rest of TK-K instructors at El Granada took 6+ walking field trips with their classes to learn more about their surrounding environment and habitats. Working with the HEAL Project, the school also installed composting bins, 'created a sensory container' garden. Going forward, Erica plans to spearhead further outdoor learning and community climate engagement. |
| Westmoor High School, Jessica Tiatia | <ul style="list-style-type: none"> Topic: Land-Based Ecosystems Category: Curriculum | Westmoor High Science Department Head Jessica Tiatia is a past participant in the Solutionary Teacher Fellowship, and has brought her learning from the program into her teaching and role as a leader at Westmoor High School. In her role as an instructional coach and science department head, she joined the Solutionary Administrator Fellowship. In the course of her program participation, she realized that Westmoor's science department had not spent the time to discuss and plan how climate education is horizontally and vertically aligned and embarked on creating space for the science department to bring climate education into the entire department. Jessica has single-handedly managed to bring climate education back on the forefront of the science department's priorities. |
| Our Lady of Mount Carmel, Mary Dournaee | <ul style="list-style-type: none"> Topic: Green Buildings, Land-Based Ecosystems Category: Curriculum | Mary Dournaee, a middle school teacher at Our Lady of Mount Carmel, participated in the Environmental Solutionary Teacher Fellowship to develop a solutionary unit of study on biodiversity loss. Students looked at global cycles and how changes to these can affect the climate and biodiversity. To facilitate this unit plan, the class reached out to the school principal and advocated for their biodiversity project to become a schoolwide and community effort to raise funds for a 'Grand Garden' on campus with native, Monarch butterfly friendly plants as well as edible plants that supplement school lunches. |
| Sunset Ridge Elementary, Sarah Watanabe | <ul style="list-style-type: none"> Topic: Ecological Footprint Category: Campus, Curriculum | County District Coordinator Sarah Watanabe and several other Sunset Ridge staff members have been a key part of efforts over the last few years in shifting its culture and operations towards more sustainable practices. This past year, teachers furthered this work on campus through projects in zero waste, planting a native plant garden, and incorporating solutionary environmental education throughout 2-5th grade curriculums. |

| | | |
|---|---|--|
| Millbrae Elementary School District Leadership Team | <ul style="list-style-type: none"> • Topic: Ecological Footprint, Land-Based Ecosystems • Category: All | Millbrae Elementary School District's (MESD) Leadership Team worked together to initiate district-wide planning for Living Schoolyards. MESD's Superintendent, Chief Business Officer, and Principals at all school sites partnered with the San Mateo County Office of Education's Environmental Literacy and Sustainability Initiative to assess each school site's existing efforts in living schoolyards, and set strategic goals at each site and district-wide. These assessments and analysis were recorded in the Millbrae Elementary School District Living Schoolyard Overview and Current Status (2022) . |
|---|---|--|

STANDOUT LEADERS: LOCAL AND SUSTAINABLE FOOD

| School and Stakeholder | Award | Brief Summary |
|--|--|--|
| South San Francisco High School, Zeenia Najmi | <ul style="list-style-type: none"> • Topic: Ecological Footprint, Food • Category: Campus, Community | Zeenia Najmi, a student at South San Francisco High School (SSFHS), worked with Kyle You, a student at El Camino High School, to implement an on-site composting system for the SSFHS garden for their Youth Climate Ambassadors Community Impact Project. The students identified that the SSFHS Culinary Class produces excess food waste every day and wanted to ensure the food waste would go back into the ecosystem rather than a landfill - mitigating harmful emissions and ecological footprint, and at the same time producing nutrient-rich soil for the garden. |
| The Burkard School, Harvest Radich & Michelle Malashevitz | <ul style="list-style-type: none"> • Topic: Food • Category: Community | Harvest Radich and Michelle Malashevitz, teachers at The Burkard School, nominated their work with students to teach students about the seasonality of different produce across California and why it is important to eat within a food's seasonality for the environment's sake. Students were introduced to fresh foods through weekly taste tests called "Fresh Food Fridays," and created placemats for the school-wide lunch tables with information about fresh vs. artificial foods and the seasonality of fruits. |
| Hillsdale High School, Emily Duncan, Caroline Lim, Olivia Murray, and Roisin Scallon | <ul style="list-style-type: none"> • Topic: Ecological Footprint, Food • Category: All | Hillsdale High School students Emily Duncan, Caroline Lim, Olivia Murray, and Roisin Scallon nominated their work at Meadow Heights Elementary School to implement a vegetable garden and sustainability education workshops. As Youth Climate Ambassadors in 2021, they designed the vegetable garden and fixed up two garden planter beds that had fallen into disrepair. They have since been meeting regularly with a group of Meadow Heights students to work in the garden, lead lessons on sustainability, and harvest all of the vegetables to donate to the local food bank Samaritan House - teaching the students about food justice. |
| Laurel Elementary School, Sandra Horowitz | <ul style="list-style-type: none"> • Topic: Ecological Footprint, Food • Category: Campus, Community | Laurel Elementary School teacher Sandra Horowitz developed a project-based learning curriculum unit called "Let It Grow" in 2018, and has been using it with their fifth grade class every year since. This year, Sandra focused on growing local healthy food in the school garden beds and have collaborated with Fresh Approach/Collective Roots to help update community gardens in East Palo Alto. Students have contributed to weeding, adding soil, planting, and growing crops, learned about the impacts of food growing on the environment, and enjoyed the social-emotional benefits of being outdoors in garden spaces. |

STANDOUT LEADERS: WATER

| School and Stakeholder | Award | Brief Summary |
|--|--|--|
| The Carey School, Danitra Nash's 5th Graders | <ul style="list-style-type: none"> • Topic: Water • Category: Campus | Danitra Nash nominated two of her 5th grade students, Xia de la Garza and Eleanor Liu, for constructing a recycled water hand washing station at The Carey School. The station used water from rain barrels, and the sink and hose used for the station were recycled from a play kitchen in the school garden. Students in all grades now have a reliable source to wash their hands on the playground. The rainwater handwashing station makes a powerful statement that students can make a difference and create usable solutions. |

STANDOUT LEADERS: TRANSPORTATION

| School and Stakeholder | Award | Brief Summary |
|--|--|---|
| The Nueva School, Daniel Rosario | <ul style="list-style-type: none"> • Topic: Transportation • Category: Community | Daniel Rosario, an 11th grader at The Nueva School, this year founded 'TheEVProject'-- a nonprofit initiative focused on inspiring students across the world to take on engineering projects for sustainability. In January of 2021, he successfully converted a broken-down Jeep from a combustion engine to electric, and began driving his new EV to school everyday. Daniel wanted to encourage other high school students like himself to take an interest in reducing their transportation emissions. This past school year, Daniel focused on expanding his electric vehicle conversion project into a larger initiative to reach more people. With the goal of bringing together engineering innovation and green transportation, Daniel's focused on educating people on climate issues and sharing his EV conversion experience with several organizations, and working to develop a curriculum with the YMCA to introduce students to sustainable engineering. |

STANDOUT LEADERS: GREEN BUILDINGS/GROUNDS

| School and Stakeholder | Award | Brief Summary |
|---|---|--|
| Los Robles Ronald McNair Academy, Jessica Cox & 5th Grade Class | <ul style="list-style-type: none"> • Topic: Green Buildings & Grounds • Category: Campus, Community | Jessica Cox, 5th grade teacher at Los Robles Ronald McNair Academy, worked with their students to install a compost bin and wildflower garden outside the classroom. They installed a Subpod composter with the backing of a donor, and after transforming a first space took on several plots along the side of the school. Students have learned about plant needs, the importance of healthy soil, and how they can come together to reshape their space. Current fifth graders are also teaching groups of the rising fifth graders to maintain the garden, helping the new group to understand their power and responsibility in the space. |

| | | |
|--|--|---|
| Burlingame High School, Olivia Johnson | <ul style="list-style-type: none"> • Topic: Green Buildings • Category: Campus | <p>Over the last couple of months of Spring 2022, BHS sophomores Olivia Johnson, Emma Gubbels, and Zoe Tsai worked on implementing their Community Impact Project at BHS as part of the Youth Climate Ambassadors program. For their project, the group replaced a 270 square-foot grass patch with a native plant and succulent garden. The purpose of their project was both to bolster biodiversity in their community and to make better use of the school's water resources.</p> |
|--|--|---|

AWARDS RECOGNITION

Financial Awards were sponsored by Peninsula Clean Energy at \$500 each = \$2,500

Payments were processed in _____ with the help of _____