

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

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

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

Public Charter Title I Magnet Private Independent Rural

Name of Principal: **Mr. Norbert Sznajder**

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

Official School Name: **Jack London CDS**

(As it should appear on an award)

Official School Name Mailing Address: **12924-A Oxnard Street, Valley Glen, CA 91404**

(If address is P.O. Box, also include street address.)

County: **Los Angeles** State School Code Number *: **19 64733 0116954**

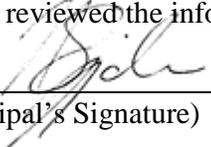
Telephone: **818-756-2796** Fax: **818-902-9671**

Web site/URL: <https://londonchs-laUSD-ca.schoolloop.com/>

E-mail: nxs0168@lausd.net

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

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



 (Principal's Signature)

Date: March 14, 2018

Name of Superintendent: **Ms. Vivian Ekchian, Interim Superintendent**

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

District Name: **Los Angeles Unified School District**

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: March 29, 2018

Nominating Authority's Certifications

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

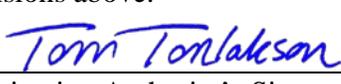
1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

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

Name of Nominating Authority: **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.



 (Nominating Authority's Signature)

Date: March 30, 2018

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online 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.



Jack London Community Day School

California Disadvantaged Nominee to
U.S. Department of Education Green Ribbon Schools



Prepared by
California Department of Education
School Facilities and Transportation Services Division
[Green Ribbon Schools Award Program](#)
March 2018

PART II – SUMMARY OF ACHIEVEMENTS

Jack London Community Day School, Valley Glen, Calif.

Building a more peaceful, just, and sustainable world

Jack London Community Day School (CDS) is a small high school in the Los Angeles Unified School District, the largest school district in California and second largest in the nation. Community Day schools serve mandatory and other expelled students, students referred by a School Attendance Review Board, and other high-risk youths. The CDS campus is co-located in the back parking lot of Grant High School, a larger comprehensive school.

At CDS, sustainability is not only about the environment, it's about empowering students to redirect their lives and learn to become positive agents of change through an ethic of environmental citizenship. In 2013, CDS put sustainability principles into action by greening the school, converting an 18,000-square-foot asphalt parking-lot campus into a garden. When the project began, there was not one square-inch of soil. From the start, the garden has been student-built and maintained.

The heart of CDS is its Peace Garden, where the essential question is, "How can we build a more peaceful, just, and sustainable world?" Implicit in sustainability are the concepts of food justice, wellness, and meeting the needs of the poor, issues many CDS families face. The Peace Garden serves as a small demonstration of an urban, edible garden for the community. Spaces in front of classrooms are utilized to show what individuals can do even if all they have is a small balcony on which to grow food in recycled containers. The garden is an Advanced Certified Wildlife Habitat, a Pollinator Habitat, and a Monarch Waystation.

CDS practices sustainable, urban horticulture as a way to meet the needs of the 21st century and manage an increasingly urban environment. Much of the effort involves container gardening on asphalt, the quintessential urban environment. The garden consists of 30 raised beds, two asphalt cuts, 47 fruit trees, and numerous pots. CDS designed and built their own raised beds. Vegetables, herbs, berries and fruits are grown organically and the garden literally bursts through the fences.

To maintain a safe habitat for students and wildlife, CDS uses a variety of innovative, nontoxic pest management strategies that reduce the impact on the environment and biodiversity. CDS practices WIND, the sustainable gardening principles that they developed: "W" is for Water & Soil—mulch away to save water and feed the soil; "I" is for Insects—plant a butterfly garden; "N" is for No Chemicals—resist the urge to spray; and "D" is for Diversity—go native and grow heirloom crops. CDS uses a blend of native plants and heirloom crops to create a diverse floristic tapestry that nurtures the life above ground, in mulch, and the soil food web below. Composting completes the nutrient cycle.

CDS has an active Industry Advisory Committee, with members from Armstrong Garden Centers, Cottonwood Urban Farm, Theodore Payne Foundation, TreePeople, Two Dog Organic Nursery, and University of California Cooperative Extension Master Gardeners. Students have the opportunity to hold paid internships in the garden with the support of Jewish Vocational Services, through the County Probation Department. The Industry Advisory Committee serves as the CDS "Green Team" and is the formal forum where everyone can meet to discuss, plan, and implement ongoing green efforts.

CDS partners with California State University, Northridge via the MOSAIC program; all students participate in health walks, hiking trips, University field trips, as well as healthy mindset and decision-making workshops. Each week, mentors provide students with a 60-minute workshop on making healthy choices. The school also participates in California Thursdays, a collaboration between the Center for Ecoliteracy and a network of public school districts to serve healthy, freshly prepared school meals made from California-grown food. More than 70% of food served in the District comes from local growers in California.

California's Environmental Principles and Concepts (EP&Cs) are integrated school-wide through the sustainability theme. Each teacher augments their curriculum with sustainability concepts in ways germane to their discipline. In English, students read and write about sustainability, gardening, and the environment. In math, students analyze germination rates, green waste production, and pollinator counts. In science, students study botany, cultivation, propagation, adaptation, and environmental science. Across the curricula, teachers use articles relating to sustainability from the California History-Social Science Project's Current Context, which put current environmental events in their historical context.

The required course of study at CDS includes two years of science plus two years of horticulture, and Jr. Master Gardener certification. Science and horticulture curriculum are integrated into a single four-year Career Technical Education pathway combining environmental science and sustainable landscaping. Sustainable, urban horticulture is studied as a way to meet the needs of the 21st century and manage an increasingly urban environment without compromising the ability of future generations to meet their needs.

The Ornamental Horticulture Pathway provides extensive opportunities for students to engage in physical activity in the garden. At CDS, the garden is entirely student-built, planted, maintained, and sustained. Students are required to spend at least 50% of their horticulture course work in supervised, outdoor, horticultural practice. The garden is the outdoor classroom for the horticulture program. As an edible/instructional garden, it helps to articulate nutrition education, healthy eating, and food security. In February 2018, a greenhouse and outdoor learning center was added for additional outdoor learning opportunities.

CDS is adjacent to the Tujunga Wash Greenway; students study the native trees that grow there and learn about the LA River watershed. Adjacent to the Greenway, CDS has a USA National Phenology Network (USA-NPN) Phenology Walk/Garden, a phenology monitoring site. Its purpose is to engage the community in citizen science, reconnect the public with nature and its cycles, encourage interest in local species, and educate people about climate change. In it, CDS grows five of the USA-NPN target plants native to the area, for phenophase observation and reporting to the USA-NPN Database. The plants are also part of the insectary garden and include a native narrow-leaf milkweed and California buckwheat, a keystone species in the area and an important insect food and nectar source.

A student leadership EcoClub sponsored by TreePeople meets bimonthly and is the student forum for the program. Every student is part of EcoClub and every student has input into the decision-making process. EcoClub capitalizes on the "natural leaders" at CDS, which is an apt description of many at-risk students. Annual environmental service learning projects are part of the EcoClub program. EcoClub is also the Eco-Schools Eco-Action Team and Roots & Shoots group.

The experience of working together in the garden plays an important role in keeping high-risk youth from drifting further into trouble. As one student wrote, "The garden brings everyone

together. It helps us learn gardening skills and teaches us how to grow healthy food. Peace means coming together as one. Working together in the garden helps us to learn how to solve conflicts.”

PART III – DOCUMENTATION OF STATE EVALUATION OF SCHOOL NOMINEE

Jack London Community Day School (CDS) is located in the Los Angeles Unified School District (LAUSD), the largest school district in California. LAUSD serves more than 633,000 students in more than 1,000 schools; about one in ten California K-12 public school students attends an LAUSD school.

In 2016, LAUSD earned a U.S. Department of Education Green Ribbon Schools District Sustainability Award for its efforts to advance the Three Pillars at an impressive scale. This nomination for CDS includes district-wide practices but focuses on exemplary practices and replicable strategies within the community day school model.

100% of students at CDS are “unduplicated pupils” for purposes of California’s Local Control Funding Formula, meaning the school receives supplemental and concentration grants in order to provide targeted services for students who are English learners, foster youth, and/or income eligible for free or reduced-price meals. More than 92% of CDS students are from communities of color.

Pillar I: Reduce Environmental Impact and Costs

Element IA: Energy

- LAUSD has a formal Energy and Resources Conservation Policy for all schools and facilities. The Policy includes guidelines for operational procedures for food services equipment, heating and cooling, lighting, water, and swimming pools. The Policy’s stated objectives are to reduce energy and water consumption, minimize operational and utility costs, educate students and staff about conservation measures, and integrate energy and water conservation into the District’s culture and operations.
- CDS documents a 0.4% reduction in greenhouse gas (GHG) emissions between Fiscal Year (FY) 2015/16 and FY 2016/17. The calculation is based on energy use (kWh and therms) for Grant High School, the adjacent comprehensive high school campus. CDS makes up 2.7% of the total population of the Grant High School and CDS campus envelope; energy is metered together.
 - Initial emissions rate: $1110 / 2295 = .484$ in FY 2015/16
 - Final rate: $1076 / 2233 = .482$ in FY 2016/17
 - Percent reduction: $(.484 - .482) / .484 = 0.4\%$
- CDS documents a 2.6% reduction in total non-transportation energy use between FY 14/15 and FY 16/17. This reduction was calculated using utility bills for Grant High School.
 - Current energy usage by student: $5,596,776 / 1982 = 2,823$ kBTU/student/year
 - Current energy usage by area: $5,596,776 / 310,848 = 18.0$ kBTU/sq ft/year
 - Baseline energy usage by area: $5,744,197 / 310,848 = 18.48$ kBTU/sq ft/year
 - Percentage reduction: $(18.48 - 18.0) / 18.48 = 2.6\%$ reduction from FY 14/15 to FY 16/17

- In 2016/17, 11% of the energy used in the Grant High School/CDS campus envelope was obtained from on-site solar photovoltaic renewable solar energy generation in the form of carport installation. The Grant solar panels are situated in the “CDS” parking lot, which is located behind Grant High School.
- LAUSD schools receive their energy from Los Angeles Department of Water and Power (LADWP) and Southern California Edison. Currently 20% of LADWP’s and 23.5% of SCE’s power resources are from various types of renewables, including solar, hydro, biomass, wind, and biogas.
- CDS participates in several utility/government funded programs that provide teacher professional development and curricula on energy and environmental literacy, including the California Environmental Education Foundation (CEEF), California Education & the Environment Initiative (EEI), California Regional Environmental Education Community (CREEC), City of Los Angeles LA Sanitation, EcoSchools, Generation Earth (Los Angeles County Department of Public Works), and LADWP.
- CDS has made several improvements to the campus to reduce energy use, including an energy efficient lighting retrofit (2009) and strategic planting to reduce cooling and heating costs.
 - On the west side of the school, a vertical garden is growing in containers to cool the rooms and AC units from the afternoon sun. Next to the bathroom, a California bay laurel was planted for shade. On the south side of the bathroom, fruit trees have been planted. On the south wall of the bungalows are raised beds with trellises, where annual vegetables grow, shading the wall in the summer but letting the sun heat the wall in the winter.
 - In order to reduce the urban heat island effect of the parking lot at CDS, asphalt was cut where possible and a cover was created of container plants and raised beds elsewhere. 23 fruit trees were planted in the cuts. Vines are growing up a hanging fishing net to provide a “green wall” to shade the lunch area. Shade cloths have been added to the fences in several areas and a shade structure has been built.
- CDS’s master plan includes cutting asphalt to extend the orchard, adding cool coating to the remaining asphalt, and installing demonstration green roofs on top of storage units.
- As part of EcoClub, CDS conducts an annual EcoSchools energy audit for the school.

Element IB: Water and Grounds

- CDS documents a 35.6% reduction in domestic water use from FY 15/16 to FY 16/17 using utility bills for Grant High School and the number of students, teachers, administrators, and staff utilizing the facilities during each fiscal year.
 - Baseline (FY 15/16) gallons/occupant/year was 6,199.7 gallon/person/year
 - Current domestic and irrigation water use (FY 2014/15) is 3995.1 gallon/person/year
 - Percentage reduction: $((6199.7-3995.1)/6199.7) \times 100 = 35.6\%$ reduction from FY 2015/16 to 2016/17
- At CDS, mulch is used for water conservation as part of normal landscaping practice, with a recommended two to three-inch depth. LAUSD’s Storm Water Technical Manual recommends the use of mulch not only to reduce irrigation demand, but also minimize sediment in runoff and minimize soil compaction.

- CDS has undertaken a range of efforts to reduce water use:
 - Plumbing fixtures were replaced with low-flow water closets and urinals (2015).
 - Water retention/detention systems are used that include rain barrels, a rain garden, as well as systems that direct rainwater from downspouts into the asphalt cuts. There are rain barrels behind the bungalows used for pond water, indoor plants, and native plants.
 - All leaks are immediately reported to the District's Office of Environmental Health and Safety.
- CDS increased impermeable surfaces by cutting asphalt. Because the asphalt cuts have a soil level 6" below the surface, they are, in effect, swales that capture storm water runoff. The orchard is planted at the bottom of the swales, in a drylands technique for maximizing water harvesting and reducing the demand for irrigation.
- 30% of the garden/landscaping is water-efficient and/or regionally appropriate, including: Baja Fairy Duster, Bush Sunflower, California Buckwheat, California Fuchsia, Centennial Desert Broom, Chiapas Sage, Conejo Buckwheat, Coral Bells, Crisp Monardella, Deer Grass, Diamond Heights Ceanothus, Dwarf Coyote Brush, Hot Lips Salvia, Hummingbird Sage, Island Morning Glory, Island Snapdragon, Monkey Flower, Narrowleaf Milkweed, Palmer's Indian Mallow, Penstemon Margarita BOP, Salvia Amistad, Santa Barbara Sage, Toyon, Yarrow and native wildflowers.
- 55% of the campus grounds are garden. The garden is dispersed throughout the campus such that garden and campus are one. There is no set aside garden area. The garden is the meeting area, lunch area and community gathering site. It's the outdoor classroom for horticulture courses and the living laboratory for science classes. 50% of the garden is wildlife and/or native plant habitat, the rest is edible crops. It's a Certified Wildlife Habitat, Pollinator Habitat and Monarch Waystation.
- CDS partners with several educational, non-profit organizations and their programs to help raise awareness of environmental issues and to increase environmental stewardship among students and community, particularly those organizations that are concerned with the local watershed, as Tujunga Wash runs adjacent to the school. These organizations include: California Native Plant Society (Los Angeles and Santa Monica Mountains Chapter), Descanso Gardens, Huntington Library and Botanic Garden (and the Huntington Ranch), Los Angeles County Arboretum (and Crescent Farm), Occidental Arts and Ecology Center, Roots & Shoots, Theodore Payne Foundation for Wild Flowers and Native Plants, TreePeople, and University of California Cooperative Extension Master Gardeners (and the Los Angeles County Master Gardener School Garden Network).

Element IC: Waste

- CDS composts the garden green waste and vegetative lunchtime waste on-site using a 3-bin cold compost system. The Health/PE classes collect lunch waste and chop up garden waste to put in the compost bins; they are responsible for maintaining the bins and turning the contents. A vermicompost bin is separately maintained by science/horticulture classes. Finished compost is used in the garden to complete the nutrient cycle. LA Compost is a partner in these efforts.
 - TreePeople presents a workshop on composting and recycling to students to begin each school year.

- The District's yard and tree clippings are provided to schools for use in gardens, for mulch, and are also used for insulation in the pockets of the cinder block raised beds on the schoolyard.
- Waste and recycling is tracked at CDS by calculating the number of trash/recycle bins tipped per month and multiplying by the averaged tonnage of each full recycle or trash bin. LAUSD uses single stream recycling. Each school in the District was audited in 2012 to establish a baseline. Recycling is collected into 3-yard bins which can then be accounted for separately from the other waste; the waste diversion rate is approximately 33%.CDS is acquiring paper shredders to divert paper waste into its on-campus composting bins. CDS also has an active campus can and bottle recycling program.
- The District's Office of Environmental Health and Safety is responsible for the safe disposal of hazardous materials. Hazardous waste is stored in properly sealed DOT-approved containers, each affixed with an appropriate hazardous waste label. Hazardous waste must be shipped within 90 days of the "accumulation date" unless prior approval is obtained by OEHS. A California "registered hauler" is used to transport waste to a lawfully permitted facility.
- LAUSD's commitment to recycling and waste diversion practices necessary to attain a landfill diversion of 70% by 2020 is vital to managing the rising economic and environmental costs of solid waste collection and landfill disposal. LAUSD has recycling programs for a number of materials, including e-waste, fluorescent light tubes, lamps, used oil, waste anti-freeze, used oil filters, batteries, electronic devices and appliances. The salvage program promotes reuse of furniture and equipment.

Element ID: Alternative Transportation

- Using surveys and TAP card applications, CDS found that 6.9% of students walk to school; 3.4% ride their bike or skateboard; 3.4% carpool with other students; and 46.6% use public transportation. TAP cards allow for travel across 24 transit agencies in the Los Angeles area. CDS provides bike and skateboard racks for student use and encourages active transportation.
- LAUSD has a district-wide no-idling policy that applies to all vehicles. CDS is working with the District's Sustainable Environment Enhancement Developments for Schools (SEEDS) grant program to cut asphalt and expand their orchard into the parking lot to increase separation between loading/unloading areas and building intakes, doors, and windows. SEEDS is a bond-funded program that helps create or improve existing school greening projects that directly support school curriculum.
- LAUSD is working with the City to provide safe routes to every school, which are posted on the District's Office of Environmental Health and Safety website, distributed to parents and posted in the main office along with Pedestrian Safety and other alerts. CDS uses the safe route for Grant High School, its co-located comprehensive school. CDS participates in the District initiatives for safe routes, including one-day and year-long Walk to School activities, traffic safety campaigns and educational materials, School Safety Plans to secure public infrastructure improvements, and school slow zones. CDS celebrates Walk to School Month and National Bike/Walk to School Day in October.
- CDS does not have District busing; however, all students are provided with a TAP card for public Metro transportation. The Los Angeles Metropolitan Transportation Authority has the second largest bus fleet in North America and is the "Nation's largest clean-air fleet." In addition to buses, Metro operates six electrified rail lines; the "Orange Line" has

a stop one block from the campus. All new admin/light vehicles purchased in LAUSD must be hybrid or other alternative energy.

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

Element IIA: Environmental Health

- LAUSD was one of the first school districts in California to adopt an Integrated Pest Management (IPM) program. All cafeterias, including Grant/CDS, are inspected monthly by technicians. Each school, including CDS, has an IPM Handbook on-site with IPM Policy and Procedures, the California Healthy Schools Act, the approved product list, required forms, and a Site Activity Log.
 - LAUSD's Pest Management staff is trained annually in IPM.
 - LAUSD's IPM Program received two Innovator Awards (1994 and 2007) from the California Department of Pesticide Regulation for practices like using heat to eradicate termites and the use of beneficial insects.
- Notice of all pesticide application is posted and sent to CDS families 72 hours in advance, and all applications are recorded, including any product or application that is Healthy Schools Act exempt. Records are kept for four years. The use of chemical pesticide is extremely rare.
- All LAUSD schools and offices are tobacco and aerosol free. Elemental mercury has been removed and is prohibited. Each school also has an asbestos management plan. All maintenance staff and plant managers receive asbestos awareness training. Each school receives asbestos surveillance every six months and full inspection every three years.
- CDS has an on-site Chemical Safety Coordinator who is responsible for implementing the District's Hazard Communication and Chemical Hygiene standards, and is tasked with conducting monthly inspections, maintaining inventory labeling and storage, chemical hygiene training for science teachers, and hazard communications training of all staff. All science teachers follow the guidelines in the Science Safety Handbook for California Public Schools.
- CDS has several indoor environmental standards employed on campus:
 - Acoustics in all classrooms were tested and scored below 45 dBA.
 - Natural daylight in the classrooms is supplemented by high quality lighting. The lighting system provides appropriate light levels at student desks and at the teaching wall. Pendant light fixtures provide bright, even lighting throughout the classrooms.
 - Indoor relative humidity was 29.3%. Ambient outside relative humidity was 15.6%. Average annual relative humidity is 65.0%.
 - Air exchange was measured by CO₂ levels with a standard of less than 1000 ppm; all rooms were 500 ppm below the standard.
 - The filters on all HVAC equipment are changed quarterly and as needed.
 - All classrooms have operable windows and a view of the Tujunga Wash Greenway and balcony gardens. Two-thirds of classrooms also have a view of the co-located school's softball field and container vertical garden.
- LAUSD Nursing Services manages the Asthma Program, which provides asthma education to students, teachers and parents at schools and during in-home visits. During

home visits, a nurse and parent walk through the home and complete EPA's environmental checklist; if needed, mitigation supplies are provided.

- The Asthma program provides several award-winning student-made asthma awareness videos to help students in all grade levels understand and control asthma triggers. Students at CDS work with District's asthma personnel.
- In 2011, LAUSD received the California Breathing Achievement in Respiratory Health, Distinguished Achievement Award for its successful efforts to create a healthy, asthma-friendly environment for students and staff.
- The LAC+USC Breathmobile Clinic operates four mobile units which offer free asthma and allergy specialty services to students at 80 District campuses. CDS students have access to the monthly Mission City Community Network mobile health clinic, which is the provider for Grant High School.
- LAUSD endorses EPA's Tool for Schools to promote low/no-cost solutions to improve indoor air quality and provides Guidelines and a video on how to implement TFS. These resources are in use at CDS.
- All leaks and possible incidence of mold are immediately reported to the Office of Environmental Health and Safety (OEHS). OEHS samples and remediates as necessary. Dehumidifiers are used for any incidence of water intrusion.
- All painted surfaces are assumed to be lead containing. The plant manager monitors the condition of all paint and any unsafe condition is immediately recorded and reported. Cleanup and stabilization of paint is conducted by maintenance staff certified as "Lead Safe Schools" inspectors under third-party review by the District's OEHS. Prep work for beautification projects is conducted by trained maintenance staff. All soil is tested upon removal of asphalt and prior to installation of gardens.
- The municipal provider (Los Angeles Department of Water and Power) samples and tests the water every day to make sure the water is safe for all uses. They have 300 monitoring locations throughout the city. Testing shows that the water meets or exceeds all State and Federal drinking water standards. All drinking water fountains and faucets and all food service faucets are flushed for a minimum of 30 seconds prior to first use each day to reduce lead levels. The water is tested monthly and the ratios are consistently at a safe level. A District replacement program is underway to replace old fountains with hydration stations that have enhanced filtration systems.
- The Office of Environmental Health and Safety has developed and implemented a Chemical Hygiene Plan (CHP) to minimize employee and student exposure to hazardous chemicals in schools with laboratories. A qualified Chemical Safety Coordinator (CSC) is appointed at CDS. Duties of the CSC include training employees on chemical safety, ensuring that safe laboratory procedures are adhered to, maintaining reference materials including Material Safety Data Sheets, inspecting and maintaining safe chemical storage rooms, completing chemical inventories, and providing oversight for packaging and removal of hazardous waste.
- Grant High/CDS custodians clean with approximately 25% Green Seal-certified products that meet the same performance and quality requirements as traditional, non-green counterparts. The District participated in the development of the "Healthy Cleaning & Asthma-Safer Schools: A How to Guide" published by the California Department of Public Health; practices recommended in this guidance are followed at CDS.
- The EPA's "Healthy SEAT" School Environments Assessment Tool is based on LAUSD's inspection model. LAUSD conducts routine inspections in all District facilities according to the Safe School Inspection Guidebook to identify potential health and safety

risks and assess compliance with regulatory requirements. The Guidebook assists school administrators in complying with applicable health and safety standards. The District provides the full Tools for Schools Action Kit for use to enhance indoor learning and working environments.

- To protect outdoor environmental quality, CDS converted a 60'x300' asphalt parking-lot campus into a garden. Two narrow strips of asphalt were cut along a half basketball court and an orchard was planted. Where asphalt couldn't be cut, raised beds were put in. There are 47 fruit trees, in 24 in containers.
- The fruit trees on the east side of campus, with an understory of insectary plants, are a green barrier for lunch tables and the PE court, blocking them from the adjacent parking lot. Grape vines climb the fence behind and help screen the parking lot as well. Fruit trees in raised beds and containers, with their understory of native plants, provide a green barrier blocking the south side of our campus from the sidewalk and street. On the west side is a row of fruit trees with a passion fruit vine behind, climbing the common fence separating the CDS campus from Grant High School. Also, a California bay laurel has been planted by the lunch tables for shade.

Element IIB: Nutrition and Fitness

- As part of LAUSD, CDS participates in California Thursdays—a collaboration between the Center for Ecoliteracy and a network of public school districts to serve healthy, freshly prepared school meals made from California-grown food—and other Farm to School programs. More than 70% of food comes from local growers in California. CDS receives its food service from the Grant High School cafeteria.
- LAUSD's Nutritional Education Obesity Prevention division (NEOP) is a collaborative effort of students, teachers, school nurses, administrators, food service professionals, parents, and corporate/community partners that provides learning experiences for thousands of students to increase healthy eating and physical activity. NEOP weaves food preparation and meals into a cross-discipline educational experience and conducts Teacher Professional Development on Physical Activity, Harvest of the Month, Impact Outcome Evaluation, Learning Gardens, and alignment of gardening/nutrition curricula to the Common Core State Standards.
- CDS's garden consists of 30 raised beds, 2 asphalt cuts, 47 fruit trees, and numerous potted plants. From the start, the garden has been built and maintained by students in the horticulture program. As a small school, every student is enrolled in horticulture and practical, hands-on experience in the garden is required.
- CDS grows edible crops (primarily vegetables) in raised beds and blueberries in containers. Citrus, fig, pomegranate, stone fruit, apple, avocado, banana, Asian pear and persimmon trees can be found in the orchard. Below the citrus is an understory of blackberries. CDS also has kiwi, pineapple, and strawberry guavas. Grapevines and passion fruit vines grow up the fences. Strawberries are grown in any available space, in the ground, raised beds, or containers—they are available for impulse picking. Lunch tables are situated within the orchard and tree fruits are also available for spontaneous harvest. The garden also supplies food for cooking classes.
- Physical education at CDS is designed to provide every child with a rigorous, standards-based instructional program in a safe, personalized, nurturing, and engaging learning environment. CDS exceeds the LAUSD standard of 400 minutes of PE every ten days for secondary students, offering 300 minutes every week, including walking, running,

and playing various sports such as basketball, soccer, and volleyball. Almost all CDS students are enrolled in PE each year.

- Health measures are integrated into assessment through the FITNESSGRAM physical performance test, administered in grade 9 to test aerobic capacity, BMI, muscular strength, endurance, and flexibility. Students are also assessed on their ability to meet grade-level standards.
- CDS has a Coordinated Health and Safety Committee which meets every month and as needed to assess and evaluate the implementation of the wellness programs at the school site level.
- The District's Beyond the Bell Branch ensures that all children and youth in LAUSD have access to high quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and on Saturdays). Beyond the Bell offers the Life Saver program that focuses on making healthy decisions, a driver's education class, and cooking classes using fruits and vegetables from the garden. CDS also has after-school tutoring and a Saturday School program.
- Extracurricular physical activity programs are offered at all grade levels after school in a variety of supervised activities. Afterschool intramural sports and enrichment programs are provided with adequate outdoor space and equipment. Additionally, student-led volleyball and basketball program during lunch time has been implemented in response to student want and need.
- The Ornamental Horticulture pathway provides extensive opportunities for students to engage in physical activity in the garden. At CDS, the garden is entirely student built, planted, maintained, and sustained. Students are required to spend at least 50% of their horticulture course work in supervised, outdoor, horticultural practice. The garden is the outdoor classroom for the horticulture program. As an edible/instructional garden, it helps to articulate nutrition education, healthy eating and food security.
- LAUSD recognizes that staff and employees set the cultural tone of the educational environment. The District has begun the process of designing a District-wide Wellness and Total Health Management Program. Program elements include: screening tools, including Health Risk Assessments and clinical tests (e.g., blood pressure measurements, cholesterol checks); lifestyle management (e.g., smoking cessation, stress management, weight management) and disease management (e.g., diabetes management); health promotion benefits, such as vaccinations; community events (e.g., LAUSD 5K, marathons, health fairs, etc.); and services at the wellness centers that are available to staff. The District is developing resources for staff regarding healthy eating (including during staff meetings and events), walking or participating in physical activities during lunch/breaks, simple desk exercises, stress management, and first aid and CPR classes. The Nutrition Education Obesity Prevention LAUSD Program (NEOP) also hosts ongoing staff physical activity workouts and food demonstrations. Teachers and staff take walks during lunch time and after school in the adjacent Tujunga Wash. All CDS staff participate in annual First Aid/CPR training.
- Despite a loss of funding, CDS maintains a "Farmer in the Classroom" program with a local urban farmer to deliver presentations about agriculture, orchard management, farming as a career, water conservation, the importance of eating fresh fruits and vegetables, and having an active lifestyle. Students can ask questions and taste farm-fresh locally-grown produce.

- A “local farmer,” Cottonwood Urban Farm, also serves on the school’s Industry Advisory Committee, adding a further dimension to the Farm to School partnership. Another member, Two Dog Organic Nursery, specializes in heirloom, edible crops and has introduced CDS to growing such novel items as Inca berry, cucamelon, and flowering Brussels.
- The District’s Blueprint for Wellness is modeled on the CDC’s Coordinated School Health approach. The Blueprint is designed to encompass student, parent, staff, and community wellness. The District builds relationships with community agencies to offer continued supplemental educational campaigns for health, safe schools, and HIV/AIDS education with constant evaluation of best practices for support services to schools and students. CDS is hiring a community representative to provide workshops to staff, students, and parents in regards to health services, school mental health, psychological and social services, safe social/emotional/physical environment, wellness, fundraising, and parent and community involvement. CDS participates in the District’s Condom Availability Program.
- CDS partners with California State University, Northridge via the MOSAIC program; all students participate in health walks, hiking trips, University field trips, as well as healthy mindset and decision-making workshops. Each week mentors provide students with a 60-minute workshops on making healthy choices. Additionally, CDS works with Bridges Community Mental Health Center to provide weekly therapy services, psychiatric and medication services, case management/benefit establishment, specialized groups, prevention and early intervention services, evidence based practices, crisis intervention, and family support.
- All students at CDS have access to a nurse via Grant High School, the co-located school. Students visit the nurse as needed throughout the year.
- CDS provides counseling support for academics, A-G requirements, PSA’s, and Expulsion. These professionals work with students on a weekly basis to provide the necessary support and resources to meet graduation requirements as well as improve student’s home life and identify career interests.
 - CDS works with a District AB922 expulsion counselor, who provides targeted support for students who are expelled. Students participate in weekly individual and group sessions. Individual sessions focus on improving self-esteem, making good choices, and behavioral changes as it relates to individual circumstances. Group meeting focus on overall behavior modification, understanding self and others, as well as social-emotional support.
 - CDS is supported by a Court/Juvenile Hall PSA Counselor from the Juvenile Hall/Camp Returnee Program. Several times a week, a counselor from this program is on campus to meet with students who have returned from Juvenile Hall. The program’s mission is “to ensure that all LAUSD students are enrolled, attending, engaged, and on-track to graduate.”
 - The academic counselor works with all students in order to complete graduation requirements on time. The counselor completes students’ Individualized Graduation Plans (IGPs) and works with students on completing their Naviance program. IGPs keep students informed of their progress and provide a clear pathway for completing graduation requirements. Naviance is a district-wide program offering students numerous opportunities to research different colleges and universities as well as completing a common application for college acceptance.

- LAUSD’s A-G Diploma Project provides comprehensive, evidence-based child welfare and attendance services and supports in order to increase University of California A-G course passage and graduation rates, promote college and career readiness, and achieve the goal of zero dropouts in the District. The program reengages students who are not on track to meeting the A-G requirements for graduation by working with all stakeholders to implement interventions with the vision of graduation and college and career readiness for all students.
- Probation officers visit their clients weekly, providing additional support and counseling to keep their students on track for graduation.
- The District is highly committed to a healthy school climate and offers resources for creating safe and inclusive environments free of bullying, racism, and intolerance. Safe Environment, including Social-Emotional Climate, is one of the main components of the Blueprint for Wellness. All CDS staff participate in annual Culturally and Linguistically Responsive Pedagogy, Child Abuse Awareness (twice per year), and Suicide Prevention and Awareness training. Additionally, all teachers are trained in Restorative Justice practices and CDS is committed to a Positive Behavior Intervention and Support (PBIS) discipline policy. CDS employs campus supervision aides to provide a safe school environment. CDS also has also a student-developed, school-wide “CDS Peace” campaign to promote a safe and calm campus; CDS Peace stands for C (collaboration), D (diversity), S (sustainability), P (positive energy), E (equity), A (adaptable), C (critical thinking), and E (empowerment).

Pillar III: Provide Effective Environmental and Sustainability Education

Element IIIA: Interdisciplinary Learning

- At CDS, student-created learning outcomes are:
 - Be Peaceful (collaboration): work together to build community; live in a way that respects the freedom of others; talk out your problems; plant the seeds now to feed future generations; and find peace within yourself, so that you can bring peace to others.
 - Embody Justice (communication): speak your truth, even if you speak alone; advocate for the environment, it is essential for life; stand up for your rights and the rights of others; control the outcomes of your actions; it is on us to make change happen – “history is us.”
 - Engage in Sustainability (critical thinking): use your knowledge to solve problems; gain strength from diversity; know that every natural system has its limits; think flexibly and creatively; a small change can make a big difference; accept nature’s feedback and adjust your actions accordingly; plan for the future – plant a tree today, even if the world ends tomorrow.
- CDS has a master plan for developing the garden/program, which is guided by these goals: establish a commons garden through our collective effort, reciprocity, knowledge, and creativity; beautify and provide shade for our campus; be a place of healing, sanctuary, and resiliency; foster cooperation, teamwork, and collaboration as a pathway to peace; encourage diversity, inclusion, and equity; promote the health and wellbeing of our community through the shared harvest of our garden; advocate for food justice and food security; demonstrate organic, edible, and wildlife gardening; respect the ecology of the garden as a part of a positive ethic of environmental citizenship; support an

integrated, place-based, project-based curriculum; and garden in ways that are peaceful, just, and sustainable.

- CDS's required course of study includes two years of science plus two years of horticulture (CTE pathway), and Jr. Master Gardener certification.
 - Science and horticulture curriculum are integrated into a single 4-year program of combined environmental science and sustainable landscaping. Sustainable, urban horticulture is studied as a way to meet the needs of the 21st century and manage increasingly urban environment without compromising the ability of future generations to meet their needs.
- CDS's mission is "To build a more Peaceful, Just and Sustainable World." California's Environmental Principles and Concepts (EP&Cs) are integrated across disciplines through a school-wide theme of sustainability. CDS students' definition of sustainability is:
 - To explore how to live more peaceful, just, and sustainable lives by understanding the impacts of actions on the planet and its inhabitants, and the truths that nature can teach.
 - To observe the processes of biological systems in gardens that encourage diversity, productivity, cooperation and the capacity to endure the challenges of changing conditions.
 - To create the conditions for the renewal of all life through thoughtful and positive actions that respect, conserve and encourage shared ecological systems, and to use the bounty of harvests to promote the health and wellbeing of ourselves and our communities.
- Each teacher augments their curriculum with sustainability concepts in ways germane to their discipline. In English, students read and write about sustainability, gardening and the environment. In math, students analyze germination rates, green waste production, and pollinator counts. In science/horticulture, students study botany, cultivation, propagation, adaptation, and environmental science.
- The environmental/sustainability electives are: Horticulture 1, 2 & 3, Environmental Studies and Plant & Soil Science. As an options school, there are no AP classes.
- Students' environmental/sustainability learning is assessed through a series of competencies.
- At CDS, students belong to a student leadership EcoClub, sponsored by TreePeople. EcoClub meets bimonthly and is the student forum for the program. Every student is part of EcoClub and every student has input into the decision-making process. EcoClub capitalizes on the "natural leaders" at CDS, which is an apt description of many at-risk students. Annual environmental service learning projects are part of the EcoClub program. EcoClub is also the Eco-Schools Eco-Action Team and Roots & Shoots Group.
- Work-based learning and field trips are important components of the program at CDS. Last year, for example, the field trips included Westerlay Orchids, Dodger Stadium, Crescent Farm at the Arboretum, Descanso Gardens, Graystone Mansion, Jet Propulsion Laboratory, the Los Angeles Zoo, Santa Cruz Island, CalPoly Pomona, and hiking in the Santa Monica Mountains.
- Environmental service learning projects are requirements of the Jr. Master Gardener Certification, EcoClub, Roots & Shoots, and Peace Conference. Every summer, for example, students participate in TreePeople's Summer Tree Care Internships (unpaid).

- CDS's CTE Ornamental Horticulture Pathway requires at least 50% hands-on, practical experience in the garden. Teaching students how to grow their own food is a life skill everyone should learn. The garden is also the living laboratory for science classes. In addition, CDS has adopted project-based learning and projects in the garden can be big or small. Examples include: spring "color bowls," building a cinder block succulent wall, pruning, making hypertufa pots, building raised beds, planting a pollinator garden, erecting a shade sail, measuring trees, maintaining swales, planting a native hummingbird garden, building a shade structure, creating a rain garden, and labeling plants.
- In addition, CDS is adjacent to the Tujunga Wash Greenway and students study the native trees that grow there and learn about the LA River watershed.

Element IIIB: STEM Content, Knowledge, and Skills

- At CDS, biology, integrated/coordinated science and horticulture are integrated across grade levels, with hands-on, experiential learning in the garden's real-world environment. For example, when studying pH, students test the pH of pond water using digital probes and learn about nutrient cycling and nitrifying bacteria. Students also test soil pH and talk about the effects of pH on the availability of plant nutrients, ionic compounds, solubility and associated plant disorders. Students learn about amendments for adjusting soil pH and neutralization reactions.
- Students at CDS make pH indicators from purple cabbage in the garden and study classes of plant pigments. Pigments show plant cell structure under the microscope. Pigments in flowers teach pollinator syndromes. Flowers have different colors depending on their pollinators, since insects see in the UV and birds see the IR, (this is why hummingbirds like red)—in the process teaching the EM spectrum and how humans see color. Flowers, of course, teach pollination, the importance of pollinators, and seed plant reproduction.
- Students use vinegar's pH to suppress weeds in cracks and, in math classes, study its effect on germination rates, simulating the effects of acid rain on the environment. Also with math classes, students design and build planters, fitting each structure to the available garden space. Projects involve problem solving, learning about forces and hands-on experience. For example, building a succulent planter/cinder block wall, creating a shade structure from a carport canopy, and designing a frame for a shade sail.
- Students engineer and install drip irrigation in the garden beds, calculating available flow, emitter rates, spacing of emitters and drip lines, maximum tubing length, application time, etc.
- Other subjects that incorporate STEM and environmental/sustainability topics within the context of the garden include phenology and composting.
- One of CDS's memorable outdoor activities is the trip to Santa Cruz Island National Park, one of the uninhabited Channel Islands. On the boat to the island, students see migrating gray whales and dolphins. On the island, students see plants that they have in containers at CDS, growing wild in their native habitat. Students also see island foxes, once on the brink of extinction. Their recovery is the fastest of any mammal, partly due to restoration of the island's natural ecology (removing invasive plants and animals).
- A similar trip taken by CDS students is to the El Segundo Butterfly Preserve, home of the endangered El Segundo Blue butterfly. It too was almost extinct due to urbanization

and habitat destruction. It was in the first group of insects put on the endangered species list. Its population recovery is due to restoration of its coastal dune habitat and the replanting of native sea cliff buckwheat, their sole host and nectar plant. It is another chance for students to see an isolated, endemic plant they know at CDS, growing in its native habitat.

- Students at CDS take frequent field trips where they tour a site and have Q&A sessions with landscaping professionals. Through all the field trips, CDS tries to show the variety of green jobs and educational opportunities within the fields of horticulture and agriculture.
 - At Dodger Stadium and the Ronald Reagan Presidential Library, students talk with the groundskeepers and landscaping staff as part of the tours.
 - Students tour Westerlay Orchids, a multi-million-dollar international business, with the greenhouse manager. They tour the Natural History Museum gardens with the Museum's Head Gardener.
 - At Halloween, students go to the corn maze at Tapia Brothers, a local family farm, where they learn about agritainment from a member of the Tapia family.
 - In the spring, students sit with the landscaping staff at Descanso Gardens and learn about their work.
 - On the trip to the LA Zoo, students discover their role as a repository for US Customs confiscated cycads and learn about smuggling of rare plants.
 - Students also take a trip to CalPoly Pomona and tour the College of Agriculture and their farm store.
- As part of the Jr. Master Gardener Certification Career Exploration component, CDS interviews "hosts" at each field trip about their jobs, using a common interview form, which students compile and compare.
- CDS's Ornamental Horticulture career pathway focuses on sustainable urban horticulture and careers in landscaping and retail garden centers. CSD has a pathway roadmap delineating different post-secondary career and education options available, with certification opportunities. The District has adopted Naviance to formally teach college and career readiness and help students connect their strengths and interests to long-term goals. Students engage in summer and winter paid internships in the garden. CDS has speakers from the field of horticulture come to campus and talk to the students.

Element IIIC: Civic Knowledge and Skills

- At CDS, students' Peace Garden serves as a small demonstration of an urban, edible garden for the community. Spaces in front of classrooms are utilized to show what individuals can do even if all they have is a small balcony on which to grow food in recycled containers.
- Outreach and education are important to CDS. The school has developed WIND gardening principles to teach sustainable gardening. Each principle has an associated action.
 - W is for Water & Soil (Mulch away to save water and feed the soil).
 - I is for Insects (Plant a butterfly garden).
 - N is for No Chemicals (Resist the urge to spray).
 - D is for Diversity (Go native and grow heirloom crops).

- CDS has a USA National Phenology Network Phenology Walk/Garden, a phenology monitoring site, adjacent to the Tujunga Wash Greenway. Its purpose is to engage the community in citizen science, reconnect the public with nature and its cycles, encourage interest in local species and educate people about climate change. In it, CDS grows 5 of the USA-NPN target plants, which are native to the area, for phenophase observation and reporting to the USA-NPN Database. The plants are also part of the insectary garden. One of the plants is a native narrow-leaf milkweed, which is used for the Peace Conference workshop. Another is California buckwheat, a keystone species in the area and an important insect food and nectar source.
- At CDS, students celebrate Living Schoolyard Month with an annual Peace Conference. It begins with a community service project in the garden, followed by garden tours, workshops and activities and ends with a community lunch in the garden. Students show how to garden for butterflies, explain phenology and our Phenology Walk, and teach WIND (CDS's sustainable gardening practices). The Peace Conference is the culmination of the school year and where students showcase garden projects.
- Other activities celebrated during Living Schoolyard Month are:
 - For National Herb Day, CDS students make homemade seed/herbal paper cards, with herbs from the garden, which can be used for Mother's Day.
 - CDS celebrates Plant Conservation Day/Endangered Species Day by planting an endangered native species in the garden, such as Conejo buckwheat or *monardella crispera*.
 - On International Day for Biodiversity, a local urban farmer gives a talk on the importance of growing heirloom crops as a way to increase biodiversity and food security.
- Every year at the annual Peace Conference, students hold community gardening workshops in the Peace Garden. This year, students will teach WIND practices and butterfly gardening. They will distribute planting kits with native milkweed seeds and/or seedlings that participants can use to start butterfly gardens at home. Students will also have information from the Theodore Payne Foundation on butterfly gardening with native plants. Many of the native milkweed/nectar plants are in containers to demonstrate how one can have a butterfly garden even if their garden is simply the balcony of an apartment.
- CDS students will also host a workshop on phenology, the Phenology Walk/Garden and the USA National Phenology Network. In the garden, students grow 5 native USA-NPN focus plants in a publicly accessible area. The garden provides a continuous, immersive experience for students and the community in which they can hone observational skills, become familiar with the ecological requirements of plants, and reconnect with the progression of natural cycles. Students report weekly phenophase observations to the USA-NPN Database and the public is encouraged to independently observe/report as well.
- The phenology (seasonal timing) of plants is an indicator of changes in the climate and how plant communities are functioning. Shifts in phenology vary wildly among species, affecting their ecological interactions. Understanding this pace of nature is key to understanding the changing climate and environmental challenges we face. It's critical to appreciate the consequences that climate change has on both wild plants and the cultivated food systems on which we depend.
- CDS has several partnerships with the local community that help advance the school towards a more sustainable environment. CDS's garden is an Advanced Certified

Wildlife Habitat, a Pollinator Habitat and a Monarch Waystation. CDS is part of EcoSchools and Roots & Shoots. TreePeople provided the original grant that cut the school's asphalt, along with the initial trees for the orchard. They sponsor the EcoClub, Summer Tree Care Internships, and give workshops to students. Students use their project toolkits in classes. They also provide a bus for field trips through Generation Earth. TreePeople, in fact, donated the cinder blocks used to build the first raised beds.

- The Theodore Payne Foundation for Wild Flowers and Native Plants is another valued partner, giving workshops at CSD, helping to design native plant gardens, and donating plants from their nursery.
- CDS has an active Industry Advisory Committee, with representatives from Armstrong Garden Centers, Cottonwood Urban Farm, Theodore Payne Foundation, TreePeople, Two Dog Organic Nursery, University of California Cooperative Extension Master Gardeners, and Grant High School Horticulture program.
- CDS has a close relationship with the horticulture program at a co-located comprehensive high school, Grant, and frequently partners with them on projects and professional development. CDS has a UCCE Master Gardener who comes weekly to work with the students and help them with their projects.
- CDS has received Perkins grants and a CTE Incentive Grant. A District SEEDS grant installed irrigation in the asphalt cuts and added several hose bibs to the campus. Grants from the Greater Valley Glen Neighborhood Council helped develop Hummingbird and Sensory Gardens. CDS has also received grants from California Fertilizer Foundation, Kitchen Gardens International, Lowe's Home Improvement, Miracle-Gro, Muhammad Ali Foundation, Roots & Shoots and Whole Foods Foundation.
- CDS participates in Citizen Science programs through the Natural History Museum of Los Angeles and the National Phenology Project.
- CDS has had several practices that illustrate the evolution over time towards providing an effective environmental and sustainable education:
 - CDS designed planters in a Sensory Garden to accommodate the wheelchairs of handicapped students at a co-located school with a grant from the Greater Valley Glen Neighborhood Council.
 - CDS continues to integrate and unify core curricula under the sustainability theme, beginning with science/horticulture and expanding to other subjects.
 - Across the curricula, teachers use articles relating to sustainability from the California History-Social Science Project's Current Context, which put current environmental events in their historical context.
 - English classes manage their social media, writing articles, organizing layouts and uploading pictures. When students design and build bird houses in math, in English they compare and contrast DIY videos.
 - To maintain the entries in TreeMapLA, an open map documenting LA's urban forest, students photograph trees yearly, calculate their height and diameter in math class, and enter/update their data.
 - CDS paint murals with environmental themes on the walls and fences. The photography classes are compiling a photographic catalog of plants from the garden, adding them to the specimens in the herbarium. Other photos go on social media. Photos of butterflies are submitted to the LA Butterfly Survey, a Natural History Museum Citizen Science program.