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.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

U.S. Department of Education Green Ribbon Schools

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

Official School Name: Jefferson Elementary  
(As it should appear on an award)

*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.

Carla Bos  
(Principal’s Signature)  
Digitally signed by Carla Bos  
Date: 2022.12.15 12:55:50 -08'00'

Date: 12/15/2022

Name of Superintendent: Benjamin Churchill, Ed.D.  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)
District Name: Carlsbad Unified School District

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

Ben Churchill
Digitally signed by Ben Churchill
Date: 2022.12.15 14:11:46 -08'00'

(Superintendent’s Signature)

Date: 12/15/2022

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 Tony Thurmond
(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.

State Signature

Date: 1/20/2023

(Nominating Authority’s Signature)

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: December 31, 2023

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.
Jefferson Elementary School
California Disadvantaged School 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
February 2023
PART II – SUMMARY OF ACHIEVEMENTS

Jefferson Elementary School, Carlsbad, Calif.

*Environmental Literacy Builds on Biliteracy*

Jefferson Elementary (Jefferson) is an accredited International Baccalaureate school serving students from transitional kindergarten through fifth grade in the Carlsbad Unified School District (CUSD). Through a CUSD school board-approved Facility Master Plan, Jefferson replaced heating, cooling, lighting, and water systems to increase energy efficiency, save water and conserve resources. The school also planted drought-tolerant landscaping to reduce water use and installed a water bottle filling station for students and staff to cut down on the use of plastic. The school partnered with the I Love a Clean San Diego program to educate students and staff on appropriately recycling and composting waste for use in the school’s gardens. In 2019, Jefferson began participating in the Sage Garden Project to support the school in forming its four gardens and garden/nutrition program. The program provides students with weekly nutrition and cooking classes using ingredients from the garden to deepen their understanding of healthy food choices and the science and math of cooking. The school encourages higher fitness levels in its community by starting each day with students, staff, and parents leading a Workout of the Day, which could include yoga, cardio pump, calisthenics, high-intensity interval training, dance, or Zumba activities. Jefferson students apply to be Playground Partners and CUSD Champions Leadership members to promote inclusiveness and peace on the playground during unstructured times. Jefferson develops effective environmental and sustainability education through the International Baccalaureate Primary Years Programme (IB PYP) and project-based, hands-on learning. All students participate in IB PYP units centered around California’s Next Generation Science Standards Environmental Principles and Concepts. Programs like the school’s Storm Water Pollution Prevention Program Internship help students apply their learning from the IB PYP units. Students in the program study the effect of stormwater pollutants from the school site on the local waterways and develop educational and structural solutions to reduce pollutants entering storm drains.

PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

**Pillar I: Reduce Environmental Impact and Costs**

**Element IA: Energy**

- The school is completing modernization based on its district’s Facility Master Plan. The Carlsbad Unified School District (CUSD) Facility Master Plan replaced the school’s heating, cooling, lighting, and water systems to increase energy efficiency.
- Jefferson reports a 14.1% reduction in energy use from January 2020 to January 2022.
- Jefferson purchases energy from San Diego Gas & Electric Company (SDG&E). Thirty-five percent of all the electricity provided by SDG&E comes from renewable sources, including solar and wind.
- In 2018, Jefferson used Proposition 39 (California Clean Energy Jobs Act) funding to replace all existing indoor lighting with energy-efficient Light Emitting Diode (LED) lighting. In addition, all lights are on a sensor and go off when there is no movement in the room.
• Teachers keep their doors closed when air conditioners and heaters are running to reduce energy use. In addition, classroom temperatures are controlled at the district level to ensure efficient system usage.

• Jefferson reduces the heat island effect with several tree-shaded areas throughout the campus. The school garden has a large shade tree with learning tables positioned under it. The City of Carlsbad and two local nurseries donated and planted 15 additional trees next to the school’s largest garden and the multi-use greenspace. In addition, Jefferson has ten shade structures and outdoor tables for classes to use when bringing their learning outdoors.

Element IB: Water and Grounds

• Jefferson meters indoor and outdoor water use together. The school reports a 59.3% reduction in combined water use from January 2020 to January 2023.

• The school designed its landscape for maximum efficiency by using native, drought-tolerant plant varieties surrounded by mulch in all its decorative plant beds. In addition, Jefferson uses bioswales, 50-gallon rain barrels throughout its gardens, rain chains, and rain grates around the trees to improve water capture.

• Jefferson uses terra cotta urns, called ollas, to hold water and allow the slow release of water around growing plants to conserve water while watering plants. This process prevents overusing water through evaporation and runoff. The ollas are set out during the rain and collect rainwater. Then students bury them in the ground near seedlings. Since they are not glazed, they are porous. The seedlings sense the moisture seeping through the terra cotta, and the roots will grow toward the olla. Sometimes the roots will latch onto the olla's side and "drink" directly from it.

• The District Grounds Team installed water-saving Hunter rotator irrigation nozzles in all small and medium landscape areas to create up to a 30% reduction of irrigation water use across Jefferson’s campus. The Grounds Team also manages all of Jefferson’s on-site irrigation systems, with dedicated irrigation specialists monitoring and maintaining central controls.

• Jefferson’s Storm Water Pollution Prevention Program Internship (SWPPP) teaches students the importance of water conservation and how they can make changes to utilize stormwater runoff. As a result, students currently have a proposal pending for the installation of a pervious pavement running track for the school’s field area.

• Approximately 45% of Jefferson’s total school grounds are ecologically beneficial. The school uses most outdoor space for outdoor education, including four outdoor school gardens, each with 22 raised garden beds on a metered irrigation system. In addition, the school has four succulent gardens, two butterfly/hummingbird gardens, and two natural habitat gardens.

• Jefferson encourages students and staff to use refillable water bottles. The Jefferson Parent-Teacher Association (PTA) installed a water bottle filling station for students to reduce the number of plastic bottles used. In addition, the PTA provides reusable water bottles to students and staff yearly. Since the installation of the water filling station, the site has decreased its water bottle usage by 31,652 bottles.

Element IC: Waste

• Jefferson documents a diversion rate of 57% from recycling and composting. From 2017 to 2019, the school’s collaborative efforts to reduce waste production have reduced the
monthly garbage service from 96 cubic yards per month to 36 cubic yards per month. In addition, the monthly recycling volume increased from 48 cubic yards to 64 cubic yards per month. As a result, Jefferson's recycling rate went from 40 to 57, and the monthly waste generated per person went from .19 cubic yards per person to .07 cubic yards per person. Rates have remained consistent since 2019.

- The school partnered with the I Love a Clean San Diego program to teach students and staff how to recycle and compost recess/lunch waste appropriately. From the training, the school now uses food waste from recess and lunch for composting in five large compost bins. Then the compost is used in the four school gardens. In addition, cafeteria staff members keep vegetable waste generated from preparing school lunches for the school’s five chickens or the recess/lunch composting bins. As a result, the school has reduced landfill waste by at least two full bags per day.

- The school uses a three cubic yard green waste dumpster to divert 12 cubic yards per month of green waste from the landfill to be turned into compost by the city.

- The school disposes of all lamps with the help of CUSD's Maintenance and Operations (M&O) Department. M&O staff place lamps into a vendor-provided recycling waste container and recycle them through a California State-approved Universal Waste provider. Jefferson recycles all covered electronic waste through a CalRecycle-authorized waste collector in vendor-provided waste receptacles. Metal waste is removed from the site by CUSD M&O staff and transported to a metal waste collection dumpster located on another district-owned service property for proper disposal by an authorized and contracted waste hauler.

- Jefferson has involved the community in recycling throughout the year with its Recycle Friday program. The student Green Team members and parent volunteers collect, sort, and clean recyclable plastic, aluminum cans, and glass bottles every Friday. Then, members take these recyclable materials to a local recycling center. Once turned in, the money received is used to support the school’s sustainability efforts on campus.

- Whenever possible, the Jefferson cafeteria and district food services use recycled materials for packaging and serving daily breakfasts and lunches. For example, the Green Team is saving milk cartons from the school breakfasts and lunches to reuse and start seedlings for the school gardens. In addition, all Styrofoam trays generated from student lunches are recycled and used to make recycled garden pots.

- Jefferson collects toner cartridges and batteries and recycles them through Xerox and the city’s recycling program. In addition, the school collects used markers and disposes of them annually through the Crayola ColorCycle marker recycling program.

**Element ID: Alternative Transportation**

- In a student and family survey, respondents reported that 67% of Jefferson students walk to school, 12% use human-powered modes of transportation (i.e., bike, scooter, skateboard), and 9% carpool to get to school.

- In 2022, Jefferson launched Walk, Roll, Ride to School Wednesdays. At the launch, the school shared a San Diego Bike Coalition presentation explaining the importance of bike and skateboard safety, wearing helmets, and obeying the rules of the road. Since the launch, Jefferson has witnessed more students and their families walking, biking, skateboarding, and scootering to school.
• Jefferson staff and parents have started a walking school bus program with families meeting at a local neighborhood park and walking to school together. The program has reduced congestion during arrival and dismissal and reduced carbon emissions.

• Jefferson has a locked bike area for students' bikes and scooters. In addition, each classroom has a backpack rack with a bottom storage area that can accommodate student skateboards and helmets. During modernization, the school will update the locked bike area to store scooters, skateboards, and helmets. The school will also add a bike storage area to the front of the school for parents to store their bikes, scooters, skateboards, and helmets when they drop off or visit the school.

• For the 2022 – 2023 school year, Jefferson is piloting the Turn the Key and be Idle Free program. The program aims to inform parents and students of the harmful effects of exhaust emissions on the environment and people when cars are left idling. First, the school trained students to gather car idling data. Next, students will create public service announcements to inform and educate the school community about their collected data, the effects, and ways to make positive changes.

• Carlsbad Unified School District does not have a school bus fleet or program. Instead, the district utilizes outside vendors for special education and field trip transportation. Therefore, Jefferson participates in as many walking field trips as possible, with each grade level walking to at least two field trips per year.

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

Element IIA: Environmental Health

• Jefferson and CUSD prioritize mechanical methods to remove and prevent pests, weeds, and unwanted plant growth. The district will only use chemical pesticides when all other forms of remediation fail. In addition, the district files annual pesticide use forms and maintains records of all applications performed by CUSD staff.

• CUSD contracts with a licensed pesticide service provider for monthly site checks and applications as necessary. The service provider performs routine pest inspection, identification, regulatory agency filings, and setting traps or bait stations. CUSD staff submit work orders for problematic areas or specific concerns for review and service. In addition, CUSD staff document staff pesticide applications, notification postings, and trapping logs.

• The M&O Department provides Healthy Schools Act training to all new M&O staff and an annual refresher training for all M&O staff. In addition, M&O staff members participate in annual hazardous communication training.

• The school has regular Asbestos Hazard Emergency Response Act (AHERA) inspections performed by a certified asbestos consultant, and the M&O Department maintains records. Before proceeding, all renovations, repairs, and demolition work get verified against AHERA inspections. When warranted, a certified asbestos consultant obtains a site-specific sampling with certified results from an independent testing laboratory.

• Jefferson incorporates bleach-free, dye-free, fragrance-free products, focusing on Green Seal, Ecolog, or other third-party certified cleaning products. In addition, Jefferson's just-in-time product ordering and delivery system, combined with waste disposal handled by a state-certified waste disposal contractor, keep chemical storage to a minimum.

• CUSD makes every attempt to purchase non-toxic supplies and materials. Safety Data Sheets (SDS) are collected and maintained for easy access. In addition to the availability
of printed SDS, CUSD maintains an online database for access to all updated applicable SDS used with the M&O Department.

- Jefferson uses a hydrogen peroxide-based ready-to-use (RTU) disinfecting product, Waxie EDC 43 Multipurpose Cleaner. It is fragrant-free, dye-free, bleach-free, and non-residual, making it safer for individuals, including those with asthma and other respiratory conditions. In addition, it is United States Environmental Protection Agency (EPA) LIST N registered with a three-minute contact (dwell) time, and EPA category IV, requiring no personal protective equipment during use.

- The school uses High-Efficiency Particulate Air (HEPA)-filtered vacuums, walk-off mats, and microfiber cleaning or dusting products to limit asthma triggers. In addition, the school uses battery-powered outdoor blowers to eliminate the use of gasoline exhaust blowers.

- Jefferson classrooms have Heating, Ventilation, and Air Conditioning (HVAC) systems that include economizers and fresh filtered air intakes that constantly run during occupied times or in an operational mode regardless of the call for conditioned air.

- The district monitors HVAC systems with a central control system for operation and effectiveness. CUSD properly maintains/adjusts HVAC units and changes all filters biannually. Site staff can submit work orders whenever necessary for non-operational units.

- The district tests all painted surfaces known or suspected of containing paint applied before 1995 for lead levels before any renovation or services that will remove or disturb the existing painted surface. Naturally flaking, peeling, or damaged paint considered to contain lead is repaired by applying a paint or coating that will adhere to the suspect paint for containment purposes. Zero Volatile Organic Compounds (VOC) or Low VOC paints and coatings are used whenever available.

- In 2017, Jefferson had its water tested for lead. The City Water Department obtained five samples to be tested by an independent testing laboratory. All five samples came back "none detected" for lead contamination.

**Element IIB: Nutrition and Fitness**

- During the 2022 – 2023 school year, the whole school participated in a week-long "Healthy Choices" week with the theme, Reaching My Dreams, My Choice, My Future. Each day there were recess and lunch activities and games to promote the daily theme and educate students on its importance. In addition, to honor the school’s commitment to a healthy lifestyle, the Mayor of Carlsbad invited the principal, accompanied by two fifth-grade students, to city hall to receive a Healthy Choices Proclamation from the city.

- Jefferson’s cafeteria staff receive training and technical assistance through the USDA Food and Nutrition’s Team Nutrition program. As a result of food service staff training/technical assistance and the school community’s support for healthy eating, the school presents students with various nutritious options in school lunches.

- Jefferson’s Wellness and School-wide Expectations prohibit including food rewards and prizes in classroom celebrations. In addition, the PTA-sponsored restaurant nights support local businesses that offer healthy food choices and locally sourced produce.

- In 2019, Jefferson Elementary used grant funding to participate in the Sage Garden Project (SGP). Jefferson’s work with the SGP Grant helped coordinate the school’s four gardens with a supporting curriculum and two garden/nutrition teachers. Each grade level has a dedicated garden bed organized and maintained by students, parent
volunteers, and the garden/nutrition teachers. Classes work in the garden each week during their garden/nutrition rotations.

- Jefferson’s outdoor learning facilities include a 3,000 square-foot main garden with 22 raised garden boxes and a 400 square-foot chicken coop. The garden also contains over ten native plants and pollinator varieties in addition to six types of fruit trees. In addition, the school’s food forest contains over 15 varieties of edible fruit trees and fruit bushes. The food forest also contains seasonal plantings, including Brussels sprouts, artichokes, snap peas, sunflowers, and passion fruits.

- The school conducts periodic evaluations of its garden and nutrition practices through SGP. The evaluation helps inform the school on opportunities for conservation as the students and staff compare their current practices for gardening, water consumption, and waste composting with best practices. This process also increases knowledge and builds relationships within the local community and with professionals in those fields.

- Every student and garden/nutrition instructor takes a baseline survey at the start of each year to measure their healthy eating habits and exposure to fruits and vegetables. In addition, each school instructor measures the weight of produce harvested throughout the year, the number of samples offered to students throughout the year, the number of lessons delivered throughout the year as well as the number of instructional hours vs. total hours spent on the garden/nutrition program throughout the year. At the end of the year, every student takes a survey asking students if they have tried specific fruits and vegetables, how likely they would be to try them again, and if they are now eating those fruits and vegetables. Data at the end of the year documented an increase at every grade level in overall fruit and vegetable consumption, knowledge of healthier eating habits, understanding of cooking and cooking skills, and knowledge of composting, as well as an appreciation for gardening and raising chickens.

- Since 2015, Jefferson has been recognized as a Kindness Certified School by Kids for Peace. This certification recognizes the school for its positive culture and climate, demonstrating respect, fairness, and acceptance for the diverse students and families it serves. Jefferson is also one of the founding Kids for Peace schools and annually hosts the Kindness Bus and rally for the annual Great Kindness Challenge kickoff.

- During the 2022 Great Kindness Challenge, the garden and nutrition teachers wanted to perform an act of kindness for the students. Since the students had been growing different varieties of lettuce in the garden, the nutrition teachers decided to teach the students how to make salad dressings from different regions of the world comprised of ingredients grown in those regions. Then students tasted and voted for their favorite lettuce and dressing. Finally, the garden nutrition teachers surprised the students by making the highest-rated salad dressings and harvesting the highest-rated lettuce from the garden to create a fresh salad bar to serve students for lunch.

- The school holds Saturday garden clean-up events where Jefferson invites families and community members to assist with garden maintenance. Jefferson also hosts food tastings, cooking classes, soup kit sales, and an annual farmers market.

- Jefferson adheres to the state mandate of 200 minutes of physical fitness activity every ten days through weekly structured physical fitness lessons taught by a dedicated Physical Education (PE) teacher. In PE class, students learn recess and lunch games and how to use the equipment to ensure that students have more opportunities for engagement and active participation during those times.

- The school's Workout of the Day (WOD) program takes place daily during the first fifteen minutes of each school day. WOD involves the whole school community (students, staff,
and parents) and encourages higher fitness levels and mindfulness to prepare students for learning. Parents, teachers, and students lead WOD with different activities set to music. For example, Monday is Yoga, Tuesday is Cardio Pump, Wednesday is Calisthenics, Thursday is a High-Intensity Interval Training (HIIT) workout, and Friday is Dance/Zumba.

Jefferson partners with the Nike Community Ambassadors program to have collegiate athlete employees from the local Nike Outlet come to the school to lead physical activities. The school receives $20 from Nike for every hour it participates in the program.

The school's Playground Partners and CUSD Champions Leadership promote inclusiveness and peace on the playground. These student leadership groups, which CUSD high school seniors mentor, support students during unstructured times by getting students involved with their peers, mediating conflict, and recognizing students demonstrating the Jefferson School Wide Behavior Expectations.

The school's Egoscue Patch obstacle course area focuses on functional fitness. Students are trained in the area during PE classes and then have the opportunity to engage in its activities during recess. The area allows students to incorporate muscular strength, cardiovascular endurance, balance, dexterity, and flexibility as they duck, jump, crawl, climb, and leap through the obstacle course.

CUSD holds annual sporting events, including Copa de Carlsbad, the CUSD basketball tournament, and Mini March Madness, for all elementary schools to send a team to participate. Additionally, Jefferson holds a Jefferson Olympics at the end of each school year. The third through fifth-grade students participate in an Olympic-style competition with various team and individual events over three days.

Jefferson has outdoor shaded tables and a Peace Garden for students to use as peaceful places to visit, read, play a board game, or relax in an outdoor setting. In addition, Jefferson has an area adjacent to the school garden and chicken coop for students to reflect on what they have learned in the garden or help out with garden tasks.

Jefferson students take Social and Emotional Learning surveys throughout the year with questions regarding their feelings about recess and lunch and how they feel about themselves. As a result, Jefferson has evolved its PE and recess programs to help students feel more included and have boosted self-esteem.

Jefferson’s Wellness Policy promotes the overall health of the mind, body, and spirit. The policy includes the School-wide Behavior Expectations, WOD Program, Kids for Peace, Playground Partners, CUSD Champions Leadership, International Baccalaureate (IB) Ambassadors, and IB Learner Profile. Through these programs, students have opportunities to connect, interact and support others and build a strong sense of self. The school also promotes a growth mindset, and students learn the value of mistakes and productive struggle.

The school partners with the Sun Bum Protect the Grom program to promote sun safety and awareness. The program presents an annual assembly about sun safety, encouraging students to wear sunglasses, hats, and long-sleeve shirts and stay under a shaded area whenever possible. In addition, Sun Bum provides sunscreen, so students may visit a sunscreen station and apply sunscreen throughout the day.

Jefferson’s School-wide Behavior Expectations focus on creating a positive school culture by implementing proactive procedures to prevent student problem behavior. Students learn the school's behavioral expectations at the beginning of the year through
Expectations Station rotations and Expectations assemblies. Then the school reinforces the Expectations by goal setting through a Family Contract and celebrating each student’s exemplary behavior through staff-awarded Caught Being a Jaguar coupons. Finally, students enter their coupons into a drawing for weekly prizes.

- Teachers use Meet Up and Buddy Up practices, Quick Connection cards, games, storybooks, lessons, and activities to engage students in meaningful ways. These practical strategies and tools focus on diversity, inclusion, empathy, critical thinking, communication, problem-solving, and peer relationships.

- Jefferson staff coordinate several teambuilding activities with each other, including surfing, running, yoga classes, and bike rides to promote wellness and build relationships. In addition, two staff members are certified yoga instructors who provide monthly yoga classes for the staff. The staff also supports each other in Fitbit challenges, sugar-free weeks, low-carb days, and fitness challenges.

- An “I Am Thankful” board is up in the cafeteria, and staff are encouraged to add why they are thankful. A “shout out” bulletin board is also up in the staff lounge for staff members to offer thanks and positive praise to each other. In addition, the school counselor supports staff members in their emotional wellness privately and through ongoing activities at staff meetings.

- The school psychologist shares a weekly Behavior Buzz newsletter with teachers that provide wellness tips, shares information, and offers strategies to use in the classroom and for themselves.

- Jefferson partners with the North Coastal Consortium for Special Education (NCCSE) to provide staff and families with programs, professional development opportunities, workshops, and speakers that focus on students' and families' health and wellness.

- Jefferson Elementary has a full-time health technician on-site daily and access to the district nurse as needed. The health technician provides daily support to students with individual health care plans and medication to multiple students as prescribed by their physician.

- Jefferson has a two-and-a-half-day school counselor, a five-day-a-week school psychologist, and a two-day-a-week GUIDE (Greater Understanding through Intervention, Diversion & Education) counselor. In addition to seeing students individually, counselors also run social skills groups, self-regulation groups, divorce groups, and friendship groups.

- Jefferson created a Sensory Room for its students with the help of the school’s special education team and a donation from the Urban Youth Collaborative. Students who need a break or a safe space to regulate can visit the Sensory Room. The room has various tools and equipment for students to swing, rock, use the obstacle course, or just relax.

- Jefferson’s GUIDE counselor is a masters-level Marriage and Family Child Counselor intern. The GUIDE counselor is on-site twice weekly to support students by listening and helping them identify and use their strengths. GUIDE counselors also offer psycho-education focusing on coping skills and techniques to manage emotions.

- Jefferson partners with Youth Enrichment Services (YES) to create a positive environment and support services for young people in the surrounding community. Monthly meetings held by YES provide an opportunity for all stakeholders to collaborate with agencies and organizations that help young people thrive and resist negative influences. This partnership has also helped Jefferson establish relationships with community members and a wide variety of service providers to discuss issues and provide services for the site and its families.
• The school's partnership with San Diego County Health and Human Services, Interfaith Community Services, and North County Community Resource Center provides Jefferson families services for their mental health, housing, and medical needs.

• For the 2022 – 2023 school year, the City of Carlsbad Emergency Preparedness Department and local Carlsbad Fire and Police Departments supported the site during Safety Week. Each day a different department engaged students and staff with a safety presentation. For example, public safety officers spoke to students on First Responders Day. During Safety Awareness Week, they helped train student valets. Officers also gave all students a helmet and a bike safety presentation.

• Jefferson celebrates Unity Day and Mix it Up Day during Healthy Choices Week, allowing students to make new friends while celebrating diversity and acceptance. During these lunchtime activities, students practice social strategies, conflict resolution, and proactive ways to make and keep friends.

**Pillar III: Provide Effective Environmental and Sustainability Education**

*Element IIIA: Interdisciplinary Learning*

• Since 2012, Jefferson Elementary has been an accredited International Baccalaureate school. Through its International Baccalaureate Primary Years Programme (IB PYP), Jefferson's mission is to nurture and inspire multi-lingual, respectful, action-oriented global citizens who will lead and create positive change in their world. The focus is on the whole child, with social-emotional learning, tolerance, and inclusion being a part of everything the school does.

• The school uses the IB PYP curriculum to build its customized lessons. For example, Jefferson students and teachers combine the IB PYP curriculum with California's Next Generation Science Standards (CA-NGSS) Environmental Principles and Concepts (EP&Cs) to generate questions that guide structured inquiry and instruction centered around environmental concepts.

• Jefferson develops effective environmental and sustainability education through project-based, hands-on learning. Each year, all first through fifth-grade students complete six IB PYP units (transitional kindergarten and kindergarten students complete the first four of the six units) focused on CA-NGSS EP&Cs. As a result, students gain a deep understanding of responsible global citizenship and use the Choose-Act-Reflect Action Cycle to bring about positive change in their lives, the school community, and the world. The IB PYP units include the following:
  - The *Who We Are* unit focuses on the nature of oneself, including beliefs/values and physical, mental, social, and spiritual health. Considering these topics, the unit focuses on human relationships, communities, cultures, rights, and responsibilities. Reducing the school's environmental impact is also part of this unit and creates the foundation for its programming for the year.
  - During the *How We Express Ourselves* unit, students explore how they express ideas, feelings, beliefs, and values by taking action.
  - The *How the World Works* unit explores the natural world, its laws, and the interaction between the natural world (physical and biological) and human societies. A focus is on how humans use their understanding of scientific principles and the impact of scientific and technological advances on society and the environment.
- The How We Organize Ourselves unit looks at the interconnectedness of human-made systems and communities, the structure and function of organizations, societal decision-making, economic activities, and their impact on humankind and the environment.
- The Where We Are in Place and Time unit investigates humankind's explorations and migrations. Taking local and global perspectives into consideration, students study the relationships between the interconnectedness of individuals and civilizations.
- The Sharing the Planet unit is an opportunity for students to grapple with the rights and responsibilities in the struggle to share finite resources with other people and other living things. Students discuss communities and the relationships within and between them, access to equal opportunities, and how to engage with others and resolve conflict peacefully.

- Jefferson Elementary’s participation in the Sage Garden Project provides students with lessons and activities that deepen their understanding of lessons learned in the classroom, the science and math of cooking, and a wide array of healthy food choices. In the program, students experience first-hand the discouragement of pest overrun, the overabundance of harvest, the necessity and science of food preservation, and the rewards – a meal, some profit, and sharing with the less fortunate. In addition, the program provides a deeper scientific understanding of how good choices engender health, builds the practical skills to implement those choices, and engages curiosity with inquiry-based learning.
- Students engage in fieldwork throughout the community and on field trips, including the following:
  - Students from all grade levels participate in beach clean-up days at Tamarack State Beach.
  - Third-grade students visit Agua Hedionda Lagoon to participate in an Environmental Stewardship program. Students in the program learn about indigenous species, conservation, and water studies.
  - Transitional kindergarten, kindergarten, and fourth-grade students visit Coastal Roots Farm to participate in hands-on California’s Next Generation Science Standards-aligned lessons.

Element IIB: STEM Content, Knowledge, and Skills

- Jefferson’s Science, Technology, Engineering, and Math (STEM) Club, Science Club, MakerSpace, and Robotics clubs provide students an opportunity to engage in STEM-based activities that involve finding solutions for environmental issues. Students in these groups showcased their work and raised awareness through an exhibition night presentation. All had multimedia, models, and data/research to inform, educate, and raise support for change or action. Examples of student presentations include the following:
  - Students created models to show the desalination process or different drip irrigation options to maximize water conservation.
  - Student groups raised money to purchase portable water filtration devices as well as support the Red Cross.
  - One group helped put a water system in a Kids for Peace School in Kenya.
Other projects include writing campaigns, advocacy, teaching younger students, and interactive questionnaires.

- Jefferson teachers use CA-NGSS EP&Cs to create the thematic focus for project-based learning units. Projects include learning technology, engineering, and mathematics thinking skills as students engage in sustainability and environmental projects. Enviro-STEM-based projects include the following:
  - Third-grade students analyze weather patterns through tracking data. They find weather averages over time and present predictions based on this analysis.
  - Fourth-grade students design and engineer the ideal chicken coop environment to support the needs of the school’s chickens. The students create scaled diagrams utilizing technologies like Google Sketchup to share with professionals interested in adding a chicken coop to their school campus.
  - Fourth and fifth-grade students explore hands-on biotechnology, chemistry, math, and physical science standards in a lab experiment where they dissect and extract strawberry Deoxyribonucleic Acid (DNA).
  - Fifth-grade students study Earth’s Systems focusing on water conservation. They design a scale drawing, diagram, or model to show their solution to maximize water use. Students share their projects with the larger community at the school’s Open House IB Exhibition.
- Jefferson hosts an annual Science Day where all transitional kindergarten through fifth-grade students rotate through seven stations exploring science standards and design/engineering practices by building circuits, learning about sound waves, and interacting with forces in motion. The local Coast Splash Lab and Agua Hedionda Lagoon also bring hands-on exhibits to the site for the event.

**Element IIIC: Civic Knowledge and Skills**

- All grade levels at Jefferson participate in the Kids for Peace program. Students meet regularly to spread kindness and love within the school and community. For example, students participate in service projects throughout the year and learn to implement one part of the school’s Peace Pledge, “I pledge to care for the Earth with my healing heart and hands.” Program initiatives include the following:
  - The Great Kindness Challenge – Activities include picking up trash on campus, recycling trash, reusing items, picking up trash outside of school (at the beach or local trails), carpooling, and creating a kind deed to improve the world.
  - Kind Coins- The campaign aims to raise funds for a special cause. For the 2022 – 2023 school year, the Kind Coins campaign was Kind Coins for our Ocean and featured a student-created video calling attention to the pollution in the ocean, the Great Pacific Garbage Patch, and the effect of those things on sea life, humans, and the environment.
  - Backpack drives for the Friendship Center in Tijuana - Students recycle backpacks to share with a school across the border.
  - Holiday Giving, Kind Cards - Students use recycled materials to create cards and placemats for seniors at a local senior center.
  - Peace Garden maintenance- Students ensure that the garden remains a viable outdoor space for students. The students tend the garden, weed, and maintain the Peace Rock River.
• The school's Genius Hour program allows students to join others in passion projects focused on the environment and physical education. Examples of projects include:
  o Green Team- Students lead the school in gardening, composting, recycling, and student education.
  o Digital Works/ Broadcasting- Students film, edit, and produce the school news. The school newscast also provides a platform for students to advocate, educate and share information on the school’s conservation efforts.
  o Storm Water Pollution Prevention Program- Students research pollutants, test water samples, and make meaningful changes in their community.
  o Dance Class- Students learn dances and choreograph new moves for a future Workout of the Day.

• Every grade level completes a service project at the end of each IB unit as part of the Choose-Act-Reflect Action Cycle. These service projects are a call to action in which students at every grade level provide advocacy, make a call for social justice, share social entrepreneurship, discuss life choices, or participate in a local, state, or world cause.

• Third through fifth-grade students participate in the Pillowcase Project, a free emergency preparedness program developed by the American Red Cross. A "learn, practice, share" framework structures the curriculum. First, students learn about the science of a locally relevant hazard and how to best prepare for it. Next, they practice what to do if a disaster occurs and how to cope with related fear and stress. Then, they share the information and skills they have learned with their family and friends, so everyone in their household knows what to do. Students participating in The Pillowcase Project will receive a pillowcase to decorate and use as a personal emergency supplies kit and a preparedness workbook. Students use the workbook to work with their families to create a household emergency plan and supplies kit.

• All students have weekly garden/nutrition lessons in the school's main garden supported by San Diego Master Gardeners, the school's Garden/Nutrition teachers, classroom teachers, and parent volunteers. In the garden, students learn to propagate succulents, sustainably garden plants from seed, and harvest. In addition, students and volunteers collect and repurpose items as planters and collect food waste to compost.

• The school's Green Team is a parent, staff, and student group that focuses on the overall implementation of the site's sustainability efforts and comprises the principal, IB coordinator, garden/nutrition teachers, classroom teachers, and student leaders. The group discusses programming and brings ideas to the relevant stakeholder groups, like the School Site Council, Site Leadership Team, PTA, and Safety Committee, for further implementation school-wide.

• Students in the school's Storm Water Pollution Prevention Program Internship (SWPPP) study the impact stormwater pollutants from the school site have on the local waterways. From their studies, students develop educational and structural solutions to reduce pollutants entering storm drains and document activities that help the City of Carlsbad meet state permit requirements. Additionally, students write and present their findings at a Carlsbad City Council meeting. As a result of the SWPPP program and the student's efforts and advocacy, the school has installed bioswales and rain grates around campus.

• Jefferson participates in California’s annual celebration of Living Schoolyard Month in the Peace Garden, Main Garden, and Outdoor amphitheater by engaging in the following activities:
  o Outdoor Art Exhibit
Community Farmers Market
Soup Kit Sales
Wall Mural Painting
Recycled Mosaic Stone Steps
Recycled Bird Feeders
Recycled Runway Fashion Show
Concert Under the Stars
Each grade level tends to its outdoor classroom spaces and decorates them for Open House.

Carlsbad Educational Foundation (CEF) is a nonprofit whose sole purpose is to support all CUSD schools. At Jefferson, CEF funds a science teacher who provides weekly hands-on science for all second to fifth-grade students. CEF also funds collaboration days for teachers to meet and plan units that include CA-NGSS standards and incorporate sustainability and engineering design practices.

Jefferson has engaged all students, staff, and the community in its environmental and sustainability efforts and has strong partnerships with the Sage Garden Project, Lowe's, Kellogg, San Diego Master Gardeners, the Urban Youth Collaborative, The City of Carlsbad STEAM Project, Storm Water Pollution Prevention Program, EmPowered, San Diego County Air Pollution Control District, San Diego Association of Governments, Green Schoolyards America, Healthy Kids, Happy Planet, Whole Foods Kids Foundation, the Go Green Initiative, San Diego Ag in the Classroom, Safe Routes to School, Walk & Roll to School, and Fork Farms.