

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
3	Recycling Rain Water	Rebecca Alarcon, Joanna Spano, Sarah Jaramillo	Wild Rose School of Creative Arts	Monrovia	Monrovia USD	1	TK-5th	21	\$ 800.00	\$ 800.00	Y	\$ 800.00	This project will benefit the environment by collecting rain water to water plants in our art garden. Kids will learn units of measurement by measuring rainfall, tracking data, and making prediction on water related weather patterns. Learning how the water cycle works and learning about ways to reuse rainwater would be a benefit to the students. Students can use this knowledge to support reusing water in their own homes. The art garden will provide a relaxing place for students to read, critically think, and support social emotional learning and will need to be watered on a regular basis in order for the plants to survive and using the recycled rain water will help the students understand the importance of water. Students will also learn about the water cycle through this experience.	
4	Our Water Garden - An Aquaponic System	Darcy A. Lopez	San Gabriel Mission Elementary	San Gabriel	San Gabriel	2	7th	24	\$975.00	\$975.00	Y	\$ 975.00	For this project students will learn about the water conservation through aquaponics, and the nitrogen cycle and how it cycles through Earth's systems. Students will research and build the aquaponics system in our STEM lab. Throughout construction of and learning about the aquaponics system students will learn about how the system will conserve water and reduce our garden water usage. Benefits for students includes hands-on learning about water conservation that can be used at home, gain an understanding about sustainable methods of gardening, inspire students to learn more about sustainability and conservation, and encourage healthy eating habits.	
6	Sustainability in the Classroom	Charmaine Kangas	West Covina High School	West Covina	West Covina USD	4	10-12	82	\$ 510.00	\$ 510.00	Y	\$ 510.00	I have five classes and teach Biology and Environmental Science. We are studying Ecology with an emphasis on sustainability. In regards to this, I would love to bring aquaponics into the classroom! Not only does it support by giving them a real-life example but it also provides us with evidence of the cycling of nutrients within an ecosystem and the ecological relationship of symbiosis. Bonus! It also provides us with classroom pets and a more soothing environment in a time when they are under so much stress. I would love to be able to purchase two aquaponic systems with heaters, lights, and fish. Thank you for considering this project for your grant. Visual evidence of sustainability, cycling of nutrients in an ecosystem as well as an example of symbiosis.	
7	Oil Spill Experiment	Annie Tam	West Covina High School	West Covina	West Covina USD	4	6-12	300	\$997.76	\$ 997.76	Y	\$ 997.76	In the Oil Spill Cleanup experiment, students will be put into pairs where they will be given an aluminium pan full of gravel (representing beach sand) and vegetable oil (representing oil). This model is meant to replicate an oil spill in the ocean. Students must attempt to take out as much oil as they can with limited tools such as cotton balls, a sponge, and a syringe. Feathers and toy sea animals will be placed within the gravel to simulate how oil spills could affect the survival of marine life and their environment. After the students attempt to clean up the oil, the two groups will discuss how effective their clean-up was and what could be done to possibly prevent oil spills from happening in the future. This experiment will help students better understand the dangers of oil spills to our ocean and the environment. With oil spills becoming incredibly common in the U.S. due to accidents involving tankers, pipelines, drilling rigs, and much more, this project will teach students the difficulty in removing oil from the ocean.	

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8	Water Cycle	Ismat Arastu	Montessori Academy of La Puente	La Puente	Private	5	pre-K, K	70	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	<p>Montessori Academy of La Puente water conservation project will teach children have a better understanding of how valuable water is in our daily lives. Water conservation is an important step in ensuring that we will have clean water in the future. Children can make a very important difference towards water.</p> <p>Following are the different projects, we will have children do to teach them all about water conservation.</p> <p>All activities will be hands-on and we will follow the Montessori approach in teaching children the importance of water.</p> <p>Each child will make a project on a 3-D poster board that illustrates the water cycle. Children's books will be purchased. (15-20) A variety of books will be read daily, so that children will learn about water theme as part of our curriculum in the month of March and do all activities related to this theme. A variety of craft materials/water play materials will be purchased to do different projects on "All about Water". Photos of daily water activities such as drinking,bathing, washing, cleaning and swimming will be used to discuss the various use of water in our daily life and let children come up with their thoughts and ideas. For example:</p> <p>a. Develop understanding among the students about the importance of water in our daily life. b. Make children aware that water is a precious resource and should be used wisely. c. Learn water use and prevent wasting water.</p> <p>In addition, water activities will be set up in different areas in the classroom, such as matching flash cards, various water saving pictures with vocabulary words in the language area, posters and books of water conservation in different countries in the science area etc. each child will also be assigned to do a take home project on water usage, so that parents will be involved and also learn and be exposed to water conservation techniques.</p> <p>Each child will learn the water conservation concept at his/her level and pace. We will incorporate this valuable lesson making it interesting, fun and memorable.</p>	
9	Water Cycle (2)	Ismat Arastu	Montessori Academy of West Covina	West Covina	Private	4	pre-K, K	80	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	<p>Montessori Academy of West Covina water conservation project will teach children have a better understanding of how valuable water is in our daily lives. Water conservation is an important step in ensuring that we will have clean water in the future. Children can make a very important difference towards water.</p> <p>Following are the different projects, we will have children do to teach them all about water conservation.</p> <p>All activities will be hands-on and we will follow the Montessori approach in teaching children the importance of water.</p> <p>Each child will make a project on a 3-D poster board that illustrates the water cycle. Children's books will be purchased. (15-20) A variety of books will be read daily, so that children will learn about water theme as part of our curriculum in the month of March and do all activities related to this theme. A variety of craft materials/water play materials will be purchased to do different projects on "All about Water". Photos of daily water activities such as drinking,bathing, washing, cleaning and swimming will be used to discuss the various use of water in our daily life and let children come up with their thoughts and ideas. For example:</p> <p>a. Develop understanding among the students about the importance of water in our daily life. b. Make children aware that water is a precious resource and should be used wisely. c. Learn water use and prevent wasting water.</p> <p>In addition, water activities will be set up in different areas in the classroom, such as matching flash cards, various water saving pictures with vocabulary words in the language area, posters and books of water conservation in different countries in the science area etc. each child will also be assigned to do a take home project on water usage, so that parents will be involved and also learn and be exposed to water conservation techniques.</p> <p>Each child will learn the water conservation concept at his/her level and pace. We will incorporate this valuable lesson making it interesting, fun and memorable.</p>	

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12	Why is Water a Need for Plants	Carol Desy	St. Luke Catholic School	Temple City	Private	1	2nd	11	\$ 901.04	\$ 901.04	Y	\$ 901.04	Students will use a table top Grow Light Garden to determine the need for water in plant growth. Each student will plant and germinate the same kind of seeds. When the seedlings grow they will be placed under the grow light garden. Half of the plants will be watered every 2 to 3 days while the other plants will be watered once a week. Students will measure the height of the plants once a week to observe growth. The height measurements will be recorded on an observation table to allow students to compare and interpret information from the measurements. This activity will provide students a first hand observation of the necessity of water in the growth of plants. They will be able to describe how important water is to living things and connect it to conserving water resources so that there is enough water supply for everyone. The project will benefit the environment by students helping to care for the plants around them with water conservation in mind whether at home, in the community, or in school. Students will benefit from developing the skills of observation, comparing, measuring, and interpreting information.	
13	Green Thumb Classroom Water and Greenhouse	Carol Desy	St. Luke Catholic School	Temple City	Private	1	3rd	12	\$ 617.79	\$ 617.79	Y	\$ 617.79	Students will conduct a study to determine the effect that a greenhouse has on how much water or moisture is retained in plants. They will utilize a classroom greenhouse with wire shelves and a vinyl cover. Plants of varied types will be kept in the greenhouse. Once the plants are watered, the students will measure and monitor how much water is kept in the soil. This will help determine the rate of water absorption and evaporation occurring in the greenhouse through the use of a Rapitest Four-Way Analyzer. Students will acquire the idea of what the greenhouse effect is and its impact. As this affect has negative impact on our environment and specifically global warming, students will have a discover how greenhouses help keep in moisture and warmth. They will track the data from the activity. Moisture and warmth are two ingredients essential to plant growth.	
15	Watershed/Nonpoint	Carol Desy	St. Luke Catholic School	Temple City	Private	1	5th	13	\$ 888.43	\$ 888.43	Y	\$ 888.43	California's way of life and industry are affected by the water that surrounds our state, agriculture, tourism, and film-making. The coasts of our state are fragile due to water pollution. Students will conduct an investigation on the sources and effects of water pollution. They will utilize a watershed/non-point source model the provides hands-on demonstration how storm water runoff carries pollutants through the watershed to a pond, lake, river, bay or ocean. They will trace where the pollutants originate and how they get to different bodies of water thus affecting our water system. Included in the student activities through the project is creating practices to prevent this type of water pollution from occurring. Showing where pollution on the watershed comes from and its effects on our ecosystem will help the students improve how they use the resources available to them. Student's will cite practical ways to conserve resources. They will be able to describe everyday behavior and how important it is to use what they have wisely. For example, putting the amount of food on their plate that they can finish. This can impact food production. Farmers will not need to use as much chemicals that drain into rivers and streams by producing less and efficient crops. In addition, students will comprehend why certain community laws about care for the environment are in place. Even young students can practice the habit of environmental stewardship. Once this habit is in place, they will model it to their family, friends, and community.	

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17	Hydropower	Carol Desy	St. Luke Catholic School	Temple City	Private	1	8th	9	\$ 604.80	\$ 604.80	Y	\$ 604.80	<p>Energy and fuel are attained from resources found in nature. Earth is 72% covered with water. The force driven from the hydrosphere could be harnessed making it a clean and renewable source of energy. Students will conduct experiments and build water turbines to discover hydropower as a source of energy. They will put together waterwheels that convert mechanical energy from water to do physical work. As students construct the water turbines, they will learn the physics behind it. It is in the aim of building the set-up to observe that electrical energy can be generated from hydropower to light an LED. Students will trace the transformation of energy from mechanical to electrical energy. This project will provide students evidence that energy is not created nor destroyed but is transferred or transformed. Importantly, this project will provide students an opportunity to share how energy can be generated without harming the Earth's ecosystem and maintain the cleanliness of our air, water, and land. They will have the opportunity to discuss that hydropower is one way to provide people's energy needs without carbon emissions that contribute to global warming. To culminate the project, students will write a report about how hydropower works and the benefits derived from this renewable source of energy. Students will share their report with the fourth grade, who has renewable energy sources as one of the topics that they discuss in science. Students will find three benefits from the project.</p> <ol style="list-style-type: none"> 1. They will have a first hand experience building a model of hydroelectric power and explain how it works. 2. They will be able to evaluate the importance of generating energy without harming Earth through the power of water. 3. They will have the opportunity to carry out the schoolwide learning expectation of being an effective communicator by sharing their report about the project. 	
18	Sprout and Grow	Carol Desy	St. Luke Catholic School	Temple City	Private	1	TK/K	14	\$ 656.84	\$ 656.84	Y	\$ 656.84	<p>Our young students will be fascinated by the sight of the developing parts in germinating plants. They will see science in action from roots to seeds. Students will observe the role of water in the growing of an embryo in a seed into a seedling through a transparent self-supporting window planter. The window planter will allow the students to view how water affects the seeds beneath the soil as the plant begins to sprout, develop roots, and grow. As students observe what happens in the dirt, they will make sketches on the journal pages for writing about observations. The activity will provide the students a learning experience about the importance of water for plants as well as for other living organisms. In addition, they will visually observe how the roots and leaves grow. They will further make a connection between what they read through the texts and what they saw through the activity materials. The learning experiences will translate into a behavior of taking charge of caring for plants and caring for our natural water resources.</p>	
27	Sustainable Gardening Program	PJ Johnson	Holy Family School	South Pasadena	Private	2	K-5	200	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	<p>Holy Family School would like to add sustainable and regenerative gardening to our water-wise garden program. Providing water-wise gardening over the past few years has led our teachers and students to the discovery that gardening is a healthy, educational activity for children that includes spending beneficial time outdoors. Our water-wise garden program allows students to develop new skills and learn about science and nature. As a result we are eager to expand our curriculum to include more sustainable practices including composting, recycling, conserving resources, researching plant care and mulching. The benefits will include enhanced sustainable gardening practices, preparing soil with organic materials, conserving water and working together to protect the environment through water-wise and regenerative gardening practices. The garden will also teach the children responsibility and patience.</p>	

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Recommended Pending Budget Adjustment														
1	States of matter (Water) Flipbook	Sumin Ha	Newton Middle School	Hacienda Heights	Hacienda La Puente USD	3	7-8	100	\$ 280.00	\$ 280.00	Y	\$ 280.00	Students will create minimum 40 pages long flipbook animation to show their understanding in states of mater in everyday life. During this part of the project, students will have options of using printer papers, post-it notes, or index cards to create this creative project. Students will be engaged to learn about thermal energy and how water changes its states depending on different phenomena. Start with water experiments to show the states of water first. The Flipbook is going to focus on the real world examples of the states of water.	
2	Principal - Conserve and Save for a better California	Ruzanna Hernandez	Edgewood Academy	La Puente	Bassett USD	3	Tk-8	515	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	Edgewood Academy would like to purchase books, writing supplies, posters, and educational materials to teach students about water conservation. Edgewood Academy would also like to purchase plants and flowers that are native to California and are drought-tolerant to give a real-world hands-on experience when ti comes to teaching about water conservation. Lastly, Edgewood Academy would like to purchase 28 recycling bins to place around campus to help students learn how to recycle and conserve.	
5	Garden Shelf	Darcy A. Lopez	San Gabriel Mission Elementary	San Gabriel	San Gabriel	2	K-5	120	\$ 670.00	\$ 670.00	Y	\$ 670.00	Through hydroponic gardening students will learn how to manage, reuse, and recycle water to grow leafy green vegetables in their classroom. Student groups will build hydroponic gardens using a clear plastic container, a water pump, seeds and of course water. They will collect water that would have otherwise been dumped to fill up the hydroponic gardens. Students will also be incharge of maintaining appropriate water Ph levels as well as ensuring plants have the nutrients needed to survive. Throughout the acticity students will explore and learn about hydroponics and discover how and why plants are able to grow without soil. Students will benefit from learning about gardening and gettign to experience the process in real time. Students will grow and develop their understanding of plant life and growth. Students will learn about water and conservation techniques.	
10	Engineering & Robotics Teacher	Nira Chandrasekar	La Puente High School	La Puente	Hacienda La Puente USD	3	9-12	100	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	In this project, students will be introduced to nanotechnology and how it helps improve our lives. They will be working hands on with multiple smaller projects that use the nanotechnology in different streams of life. Students will be able to integrate math skills with science concepts to get a better unerstanding of the applications of nanotechnology. This kit includes experiments that are related to electromagnetic spectrum, laser light, electron microscopy, and atomic force microscopy to explore how nanomaterials can be made visible. Students will closely investigate exotic mixures to learn about the nanoscopic particles suspended in them. They will conduct experiments with the hydrphilic and hydrphobic properties of different surfaces. This knowledge helps them work with cutting edge technology to conserve and save water. •The concept of nanomaterials is applied in various fields that connect to water, chemistry and technology. This kit claims to help students understand nanoscopic properties which includes understanding of the properties of colloids and lotus leaf liquid (water is not absorbed by the fabric – which reduces water usage and attached itself to the dirt and helps clean the fabric). There are nanotechnology appliances (washer, clothes coated with nanotechnology , coating for car paintwork, etc) which help conserve water on a large scale. Also, the understanding of nanotechnology helps in designing a desalination plant (converting salt water to clean water).	

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11	Water - Essential to Life	Carol Desy	St. Luke Catholic School	Temple City	Private	1	1st	8	\$ 523.00	\$ 523.00	Y	\$ 523.00	Students will utilize an aquarium to observe how water is essential in the ecosystem of aquatic animals. Part of the students' observations is to describe how water affects food chains and the life cycles of water organisms. Students will share how maintaining a clean aquarium is important to support all the members of the water community. They will gather information about food chains and the life cycles of organisms. As they share this information, they will be able to connect them with what they observe in the aquarium. Students will learn about the need of living organisms in water. As students maintain the aquarium, they will explain how a safe environment is important for organisms to survive. Students will also benefit from this project by being good stewards of our natural resources.	
14	Effects of Acid Rain	Carol Desy	St. Luke Catholic School	Temple City	Private	1	4th	6	\$ 597.03	\$ 597.03	Y	\$ 597.03	As people burn fossil fuels, atmospheric pollution occurs causing acidic rainfall - which we call acid rain. Acids in rain is the combination of sulfur and nitrogen oxides which are gases formed when coal and other fossil fuels burn. Students will conduct a simulating acid rain laboratory investigation. Through inquiry-based investigation students will explain what causes acid rain, its effects on the environment and how it can be prevented. Prior to the investigation, students will have a discussion of what fossil fuels are and the effect they cause as they are burned in the formation of acid rain. California is a state with a large population that uses fossil fuels in transportation and industry. Our students will connect the use of nonrenewable energy sources with acid rain. They will relate that acidic rainfall can cause pollution in our water supply. They will have the opportunity to choose ways to put a stop to polluting our water. This allows students to be aware of and learn to be responsible for our natural resources.	
16	Where Does Our Waste Water Go?	Carol Desy	St. Luke Catholic School	Temple City	Private	1	6th	11	\$ 829.58	\$ 829.58	Y	\$ 829.58	What happens to our household waste water after it is carried out of our homes? This is the question the students will focus on in this project. Student will construct a wall treatment model to observe the processes of how water is cleaned up physically, chemically, and biologically. They will build a water treatment plant that can filter and bio-mediate water pollutants. Students will be guided by a set of procedures, how to use filters and microorganisms that eliminate materials causing dirt and toxins in water. They will test the treated water after it went through the processes of remediation. Each student will keep a record of observations and analysis of the results of the treatment. Students will be introduced to a list of vocabulary/key words that are used in clean-up procedure as well as various processes involved. They will be introduced to science and engineering practices that help recycle and reuse our water resources. Available knowledge of how water we flush in the restroom is made clean again, will be learned by the students in their class. They will describe the importance of sewage management plants they see in their community. They will have a first hand experience how waste water is treated and pumped back in the community to be reused. This project will give the students the advantage of realizing the contribution science and engineering practices for the common good of people and environment. This project will lead students to appreciate the efforts of the government in sewage clean up. It will also give them an opportunity to consider the possibility of a job in wastewater management.	

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19	Compassion in Action - Water Conservation!	Patricia Allaf	La Fetra Elementary	Glendora	Glendora USD	4	4 & 5	20	\$ 855.00	\$ 855.00	Y	\$ 855.00	<p>By working together in the school environment, students can promote small but significant changes in collective behavior that will ultimately lead to increased water conservation. By incorporating interdisciplinary lessons and activities into the curriculum, the students will look at their own and family uses of water patterns. Students will then be able to differentiate between patterns that waste water and those that conserve. Lessons and activities will be divided into three sections 1) Where does water come from? 2) Water and You 3) Water and Our Future. Each section begins with a teacher led lesson plan followed by student activities. The group that will be involved in this project are the 4th and 5th grade Intervention students. They will work collaboratively while conducting research, creating posters, and watching videos. The students will also contact the district school board and invite them to the school assembly which they will lead and present their findings on the three sections noted above. The project will culminate with the students organizing and leading hands-on activities during Earth Week for their school peers. Example website students will use: http://www.savingh2o.org/resources.html</p> <p>The benefits of this project will include a better understanding amongst students regarding water conservation, beneficial uses of water, and how to maintain a school garden with an opportune amount of water. Students in grades Kindergarten through 5th grade will attend a Compassion in Action - Water Conservation assembly where they will listen and learn from their school peers (the 4th and 5th grade Intervention Students), and then participate in hands-on activities throughout Earth Week (crafts, coloring pages, games, etc.)</p>	
20	Water Conservation and California Native Plants	Jamila Daulatzai	Bassett High School	La Puente	Bassett USD	3	9-12	150	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	<p>In order to present a real-life application of water's impact on living organisms, this garden will be established, monitored and maintained by Science Department students. They will set up records on kinds of plants, soil and water consumption by ways of water meter placed in the soil in the planter of the garden. They will be asked to consider factors such as the influence of climate change, temperature, availability of atmospheric moisture as well water applied manually via hose and soil composition. The Water Conservation and California Native Plants project will benefit the majority of students at BHS as students will see many types of plants in a garden they build that represents many California Native plants biome (and others). By focusing on a cement and green deficit area the students will learn about water conservation, climate change and how to grow and maintain a garden from scratch. The school community will benefit from seeing the plants and learning their names (California natives, herbs, cactus, flowers and small tree species). By testing soil moisture and monitoring via probes student learn the importance of water to living things. Students will create and maintain the garden and be able to see it each day on their walks to class. A culminating activity will be one field trip for 40 students to attend the Newport Beach Nature Conservancy to observe California Native species in their natural habitat.</p>	

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21	Water Conservation and California Native Plants	Eloise Gomez	Bassett High School	La Puente	Bassett USD	3	9-12	150	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	In order to present a real-life application of water's impact on living organisms, this garden will be established, monitored and maintained by Science Department students. They will set up records on kinds of plants, soil and water consumption by ways of water meter placed in the soil in the planter of the garden. They will be asked to consider factors such as the influence of climate change, temperature, availability of atmospheric moisture as well water applied manually via hose and soil composition. The Water Conservation and California Native Plants project will benefit the majority of students at BHS as students will see many types of plants in a garden they build that represents many California Native plants biome (and others). By focusing on a cement and green deficit area the students will learn about water conservation, climate change and how to grow and maintain a garden from scratch. The school community will benefit from seeing the plants and learning their names (California natives, herbs, cactus, flowers and small tree species). By testing soil moisture and monitoring via probes student learn the importance of water to living things. Students will create and maintain the garden and be able to see it each day on their walks to class. A culminating activity will be one field trip for 40 students to attend the Newport Beach Nature Conservancy to observe California Native species in their natural habitat.	
22	Water Conservation and California Native Plants	William Baca	Bassett High School	La Puente	Bassett USD	3	9-12	150	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	In order to present a real-life application of water's impact on living organisms, this garden will be established, monitored and maintained by Science Department students. They will set up records on kinds of plants, soil and water consumption by ways of water meter placed in the soil in the planter of the garden. They will be asked to consider factors such as the influence of climate change, temperature, availability of atmospheric moisture as well water applied manually via hose and soil composition. The Water Conservation and California Native Plants project will benefit the majority of students at BHS as students will see many types of plants in a garden they build that represents many California Native plants biome (and others). By focusing on a cement and green deficit area the students will learn about water conservation, climate change and how to grow and maintain a garden from scratch. The school community will benefit from seeing the plants and learning their names (California natives, herbs, cactus, flowers and small tree species). By testing soil moisture and monitoring via probes student learn the importance of water to living things. Students will create and maintain the garden and be able to see it each day on their walks to class. A culminating activity will be one field trip for 40 students to attend the Newport Beach Nature Conservancy to observe California Native species in their natural habitat.	

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23	Water Conservation and California Native Plants	Raymond Lau	Bassett High School	La Puente	Bassett USD	3	9-12	150	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	In order to present a real-life application of water's impact on living organisms, this garden will be established, monitored and maintained by Science Department students. They will set up records on kinds of plants, soil and water consumption by ways of water meter placed in the soil in the planter of the garden. They will be asked to consider factors such as the influence of climate change, temperature, availability of atmospheric moisture as well water applied manually via hose and soil composition. The Water Conservation and California Native Plants project will benefit the majority of students at BHS as students will see many types of plants in a garden they build that represents many California Native plants biome (and others). By focusing on a cement and green deficit area the students will learn about water conservation, climate change and how to grow and maintain a garden from scratch. The school community will benefit from seeing the plants and learning their names (California natives, herbs, cactus, flowers and small tree species). By testing soil moisture and monitoring via probes student learn the importance of water to living things. Students will create and maintain the garden and be able to see it each day on their walks to class. A culminating activity will be one field trip for 40 students to attend the Newport Beach Nature Conservancy to observe California Native species in their natural habitat.	
24	Raised Garden Bed	Ryan Guan & Hana Chloe Yoon	Los Altos High School	Hacienda Heights	Hacienda La Puente USD	3	9-12	15	\$ 850.00	\$ 850.00	Y	\$ 850.00	The initial startup of the project is to build an 8ft-4ft-16in raised garden bed and provide the supplies needed to create a sustainable garden. With enough funds, we will duplicate the project to a bigger scale, where more volume will be produced. Taking into account what our students want to grow, we will grow those vegetables, ultimately providing free access to organic nutrients. Not only will the garden beautify our school, it will inform students on how to live a sustainable lifestyle and inspire students to build their own garden. The purpose of this organization is to improve the mental health of students, relieving stress and reducing negative thoughts by channelling their energy towards a positive and tangible outcome. Students will learn how to live a sustainable lifestyle, learning how to plant and nurture vegetables, and the benefits they bring to themselves and the environment. Contributing to the build of a sustainable community, our school's HEART (Honesty, Excellence, Accountability, Responsibility, Teamwork) values are exhibited. Whether that be by expressing responsibility in cultivating a life, or whether that be by expressing accountability through our actions, or whether that be by expressing teamwork in working towards a common goal, the club strives for the growth of people and plants alike.	
25	Water-wise After School Club K-3	Shannon Porter	Holy Family School	South Pasadena	Private	2	K-3	90	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	Adding an after school garden club will make water-wise gardening available to a greater number of children in our school. One day a week, our Garden Coordinator will provide one hour of garden instruction for grades k-3 immediately after school. This will build on the water-wise garden curriculum taught during the school day. After school lessons will integrate water-wise teaching into science topics including ecosystems, photosynthesis and environmental sustainability, climate change, water conservation and cycles, energy, sustainability and interrelationships among water and agriculture. Students will plant and maintain all the plants in the native, drought tolerant garden and will track garden progress through journaling. The benefits will include making children aware of their environmental impact and their ability to take action. Through planting, maintaining and caring for the school naive and drought tolerant garden, they will lean about water-wise gardening and the environmental benefits. As steward of the garden they will also make presentations to the larger student body about their gardening practices and lessons learned. There will also be academic advancements for students participating in the garden club with science lessons integrated into the after-school program.	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
26	Water-wise After School Club 4-8	Shannon Porter	Holy Family School	South Pasadena	Private	2	4-8	140	\$ 1,000.00	\$ 1,000.00	Y	\$ 1,000.00	Adding an after school garden club will make water-wise gardening available to a greater number of children in our school. One day a week, our Garden Coordinator will provide one hour of garden instruction for grades 4-8 immediately after school. This garden club will provide a much-needed opportunity to involve the older grades in water-wise education. The after school program will build on the water-wise garden curriculum taught during the school day. After school lessons will integrate water-wise teaching into science topics including ecosystems, photosynthesis and environmental sustainability, climate change, water conservation and cycles, energy, sustainability and interrelationships among water and agriculture. Students will plant and maintain all the plants in the native, drought tolerant garden and will track garden progress through journaling. The older students will be given the responsibility of providing detailed presentations of lessons learned to the younger students. The benefits will include making children aware of their environmental impact and their ability to take action. Through planting, maintaining and caring for the school naive and drought tolerant garden, they will learn about water-wise gardening and the environmental benefits. As steward of the garden they will also make presentations to the larger student body about their gardening practices and lessons learned. There will also be academic advancements for students participating in the garden club with science lessons integrated into the after-school program.	
28	Water Impacts ALL Life on Earth	Megan Daley	Stanton Elementary	Glendora	Glendora USD	4	3	80	\$ 116.41	\$ 116.41	Y	\$ 116.41	California Environmental Principles and Concepts aligned to the CA NGSS: (3-LS4-2), (3-LS4-3), (3-LS4-4) Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies. Students will use a Clean Water Science Kit in small groups to understand how water gets cleaned. This will be part of a larger unit of study based on the Next Generation Science Standards for California Public Schools for third grade. We will be focusing on how ecosystems are changed or protected by their relationship with human societies. The kit I am requesting will cover solar pasteurization of water and desalination. It is a reusable kit and will be shared among the third grade classes with approximately 80 students. This can also be used year after year with only needed additional carbon filter paper. Knowledge of How Water Gets Cleaned -Desire to be a Change-Maker & Student Activist in regards to maintaining a CLEAN & HEALTHY ecosystem -More Water Appreciating & Less Water Wasting & Poluting -Students Participate in the Scientific Method with Hands-On Learning	
									970	\$9,771.02	\$ 9,771.02	Y	\$ 12,721.02	

Recommended for Approval Total	\$ 9,951.66
Recommended pending Budget Reallocation	\$ 12,721.02
Not Recommended for Approval Total	\$ -
All Grant Applications Total	\$ 22,672.68
Current Budget	\$ 10,000.00
Recommended for Approval Total	\$ 9,951.66
Remaining	\$ 48.34
Additional Recommended Grants Total	\$ 12,721.02
Budget Reallocation Required	\$ 12,672.68