

ALTAMONT CREEK ELEMENTARY

Areas of Strength

Altamont Creek Elementary wants to push the boundaries of TK - 5th Grade education by harnessing the power of Science, Technology, English, Art and Math (STEAM) to advance learning and teaching.

- 2019 & 2020 California Green Ribbon School
- 2016 Gold Ribbon School
- Outdoor Learning Lab: Our garden classroom is a Certified Wildlife Habitat by the National Wildlife Federation. We are also certified by the Bay Friendly Landscaping and Gardening Coalition. Our garden is organic and helps students learn about nutrition and food systems. Our garden features a bird viewing area, a compost area, and an area for students to write, read, sketch and measure.
- Project Lead the Way (PLTW): Our science curriculum taps into the students' exploratory nature, engages them in learning that feels like play, and encourages them to keep discovering – now and for years to come. PLTW pathways in computer science, robotics and engineering engage students in hands-on activities, projects, and problems; empower them to solve real-world challenges; and inspire them to re-imagine how they see themselves.
- Maker Space opened in 2017
- Weekly Lunchtime Student Dance Parties
- Positive Behavior Intervention & Support (PBIS): PBIS is a process which focuses on improving our school's ability to teach and support positive behavior for all students.
- Kid Connection, Lunch Bunch & Social Thinking: We have 3 programs that provide students the opportunity to learn and practice positive social skills.
- Kindness Certified 2018, 2019, and 2020
- Commitment to Fine & Performing Arts
- Gifted and Talented Education (GATE)
- Clubs and Extracurricular Activities
- Paws for Reading: Partnering with Valley Humane society, we bring certified therapy dogs on site to work with struggling readers.
- Certified School Therapy Dog on campus 3 days per week.
- Science Odyssey
- Piloting Social Emotional Curriculum: Choose Love
- Google Classroom/Digital Student Portfolios/Blended Learning
- Running Club: Over 150 students participate 3X week before school.
- School Musical: Over 100 students are participating in our virtual school musical.
- Student Valet: 4th and 5th graders are trained to help with morning drop off.
- Before and After School Care: Extended Student Services (ESS)/Livermore Area Recreation and Park District (LARPD)
- Family School Partnership: We believe a strong parent staff partnership is critical to our success. We encourage our families to stay involved by bringing positivity, energy and creativity to our school as we continue to strengthen our programs. Our stakeholders are our greatest strength and greatest resource. We host several family events each year such as, Back to School Picnic, Trick O Door, Harvest Dinner, Winter Wonderland, Bingo Night, Movie Nights, Family Reading Nights, Family Science Nights, Kite Night, Wind Festival, the Hoe Down and so much more!

ARROYO SECO ELEMENTARY

Areas of Strength

Mission Statement: Our mission is to foster curiosity, motivate and support our students in a positive and meaningful way, and to support the love of lifelong learning.

Vision Statement: We will help all students excel in the foundational skills required to be productive, collaborative members of today's society.

Value Statements: We will instill a love of learning, foster curiosity, celebrate successes, model behaviors we expect from others, embrace mistakes and promote an inclusive environment.

Arroyo Seco prides itself on being a welcoming, inclusive and diverse community of learners. Our experienced and highly talented staff are committed to nurturing the social, emotional and academic growth for each child. Arroyo Seco has a variety of programs to ensure a safe school environment, promote positive character traits and assist students in positive behavior and health. Through our implementation of PBIS (Positive Behavior Intervention Supports) we have put in systems to recognize and celebrate positive choices by following our Colt Community Rules. Our teachers and staff continue to emphasize our Colt Community Rules: show respect, make good decisions and solve problems. We have emphasized this by posting our rules throughout the school and in classrooms to ensure a consistent message. Students receive Caught Being a Colt tickets for good behavior, which are turned in and names are pulled weekly for rewards. All students are given an Incentive Chain at the beginning of the year for which they can receive charms in areas such as: attendance, running club, Accelerated Reader, Math Superstars, Caught Being a Colt, and other campus events. Chains are displayed in the classroom or worn by students at school. A different grade level performs at each of our monthly Spirit Assemblies. Our student leadership groups and fifth grade students have been presenting at our character assemblies each month, performing short skits and recognizing students for positive behaviors. We have a strong anti-bullying and hands-off policy that is incorporated throughout the year through in class activities, assemblies, book talks, behavior intervention and student recognition.

There are a number of activities that help our school be a more inclusive environment including the morning Valet program (when in session); classroom tutors, reading buddies, spirit days, conflict managers, student leadership, our Go Green helpers, campus beautification and community service. We participate in Red Ribbon Week, providing instructional materials and presentations addressing concerns such as self-confidence and positive social skills. Kid Connection is a counseling program that provides children individual time in a safe, secure atmosphere with a specially trained adult. Small groups of children work together in Kid Connection to learn life skills. We continue to focus on promoting positive characteristics. In addition, we have a conflict management program that trains a group of students to help solve minor conflicts during recess. Our upper grade students are buddies with our primary aged students to help with reading and various joint activities.

Our staff works endlessly to offer hands on, engaging lessons through Science, Technology, English, Art and Math (STEAM) units and the use of our newly updated Makerspace. Our thoughtful teachers help students develop the skills needed for success. Our teachers differentiate support for students at varying levels through our Personalized Academic Learning, or P.A.L. period, giving all students an opportunity to shine in their own unique way. Teachers can work with smaller groups in our new P.A.L. lab with the help of instructional aides and other classroom teachers. All grades offer differentiated reading academies to target their students' abilities and help them achieve success. Other areas of strength include supports for students through our newly implemented Coordination of Services Team (C.O.S.T), Student Success Team (SST) and the Learning Study Team (LST). Our C.O.S.T team meets bi-weekly, while our SST team and LST team meet monthly to discuss students who have been referred for an academic or behavioral concern. Our COST team includes behaviorists, our school nurse, psychologist and our resource teacher. The SST includes the teacher, psychologist, principal, resource teacher, parent, and possibly the student. The LST team of psychologists, speech pathologists, resource teachers, principal and teachers, meets once a month to discuss students, their progress/status,

next steps to be taken, and to develop strategies to assist students, parents and teachers. Arroyo Seco also has an active GATE (Gifted and Talented Education) program that hosts after school and evening events. A school nurse is on site one day a week along with partial hours during the week to help with diabetes monitoring and care. Along with our health technician, they conduct testing for hearing and vision, assist students and parents with health concerns, and monitor students with diabetes or children with other special needs as required.

Arroyo Seco Elementary School was honored in 2004 and 2012 as a California Distinguished School. To build upon our successes, our staff offers a learning environment that allows each student to grow as an individual. We base education and program decisions on what is best for the children. Our teachers continue to expand their learning to better assist students in achieving their academic goals. Our teachers continue to strive in providing the best academic and social experience.

The cornerstone of our success is firmly embedded in our partnership with our parents. Many of our programs are supported through volunteering, fundraising, sponsoring and participating in committees. Parents volunteer daily in all classrooms and run our copy center and our morning valet program. Parents also participate in the School Site Council (SSC) and our Parent Teacher Association (PTA). The PTA organizes our primary fundraising event, the Stampede. The PTA also runs the weekly ice cream and popcorn sales, the Fine Arts Mini Experience (FAME) program, and publishes Arroyo Seco's bimonthly newsletter. The parents at Arroyo Seco are a tremendous support and deeply committed to the success of all students.

CHRISTENSEN MIDDLE SCHOOL

Areas of Strength

- Christensen Middle School (CMS) has an inclusive and supportive community that promotes positive relationships amongst all of our stakeholders.
- Christensen Middle School has adopted the Choose Love social-emotional learning curriculum, and it has been implemented school-wide.
- Christensen Middle School has an active Parent Teacher Association (PTA) with a strong presence in our school community that works to support students and staff members in a variety of ways.
- Christensen Middle School offers a Student Leadership program elective course comprised of elected student leaders. These students work with school staff to facilitate various programs including school-wide spirit programs, lunchtime activities, dances, Secret Buddies program, staff tea event, as well as community service projects.
- Christensen Middle School offers two Homework Club programs with support provided in both English and Spanish.
- Students at CMS receive support and access to available resources through the work of the school staff, CWA, counselor, and school nurse.
- In an effort to help all students grow, CMS has a variety of curricular and co-curricular offerings. The course offerings include STEM (Science, Technology, Engineering, and Math) courses; zero-period PE classes to allow 6th through 8th graders the opportunity to take an additional elective such as Music or world language courses. CMS offers a variety of after-school sports and academic extension programs such as Math Counts, Girls Who Code, and Science Olympiad.
- Safety is a top priority on the CMS campus and our efforts include bi-weekly safety meetings, bi-annual campus safety walks, providing regular professional development for staff, and equipping each classroom with an emergency backpack and first aid kit. We maintain an emergency supply shed that contains snacks, water, and other supplies to be used in the event of a long-term stay in place emergency.
- To manage who interacts with our students, CMS uses the School Check In system to sign all visitors in and out and screen them against a database of known offenders.
- CMS continues to make progress in improving the physical safety of our site.

CROCE ELEMENTARY

Areas of Strength

Croce is in its third year of implementing Positive Behavior and Supports (PBIS). PBIS teacher leaders have facilitated the implementation of school-wide rules: Be Respectful, Be Responsible, and Be Safe. These guiding values inform explicit instruction and model expectations in all areas of the school. Positive recognition comes in the form of specific praise, Cheetah Choice cards, prize drawings and monthly awards. Data is reviewed to help determine where re-teaching or other strategies are needed to improve behaviors. Students with more significant behavioral needs get support from School Psychologists, Behaviorists, and other Support Staff who help develop small group lessons and individual plans, as appropriate. A focus this year has been on developing Tier 2 supports and interventions around the areas of social emotional and behavioral skills. Croce has partnered with The Hume Center to provide comprehensive behavioral health services.

Discipline concerns are addressed quickly and consistently by staff, including Teachers, Paraprofessionals, and Yard Supervisors. The goal of discipline is to help a child learn more appropriate responses to difficult situations. Concerns about bullying are handled swiftly, and all staff are involved in monitoring that the issues are resolved. Panorama results from 2019-20 indicate that students generally feel safe at school, and find that trusted and caring adults are here for them. Suspensions are used infrequently and only in situations of student safety or severe disruption. For the 2019-20 school year, seven (7) suspensions were initiated, resulting from only three (3) students. Suspensions have been less than 10 total for the past four years in a row.

At Croce, an emphasis is placed on meeting the needs of the whole child. In addition to academic support, we provide social emotional support via consultation with the School Psychologist and District Behaviorists. Kid Connection provides counseling and social skills to small groups throughout the year. Health and well-being concerns are addressed through partnerships with our Child Welfare and Attendance team member, as well as consultation with education specialists such as Occupational Therapists. Teachers engage students in character education lessons and students are recognized for their positive behaviors at Monthly Award assemblies. In 2018-19, staff implemented the Choose Love curriculum to help address the social emotional needs of students. Additionally, more than two-thirds of our staff have participated in Mindfulness training, and are bringing some of these strategies to the classroom to help students with managing emotions and improving focus.

Croce staff and students participate in monthly drills to rehearse fire, earthquake, and lockdown preparedness. We can safely evacuate and account for the entire school within five (5) minutes during these drills. The drills occur both as spontaneous and planned events. Feedback is given to staff and students to ensure all are clear on procedures. Earthquake preparedness is revisited each spring, making sure that the site has all necessary water, snacks, tools, and other emergency supplies.

Any concerns regarding repairs or maintenance needs are handled quickly by site and District crews. Where safety is a concern, issues are addressed within 24 hours. We are proud of the overall condition of our classrooms and facilities. Croce students are provided with a safe, clean environment to work, learn, and play.

DEL VALLE CONTINUATION HIGH SCHOOL

Areas of Strength

An area of strength at Del Valle High School is our caring faculty that listens to student and parent concerns. Our small student body and small class size allow staff to connect with students on an individual basis. Many of our staff members have been recognized for their outstanding work, service, and leadership including an Livermore Valley Joint Unified School District (LVJUSD) Teacher-of-the-Year and Alameda County finalist, a Classified School Employees Association (CSEA) Staff Person of the Year; and Association of California School Administrator (ACSA) awards and nominations for the principal and vice-principal.

We take great pride in all of our courses at Del Valle but two programs stand out which are Bicycle Technology and our Culinary Academy. Our Culinary Academy is designed to provide our students with job-ready skills for the foodservice profession. Students not only learn basic food service skills, they learn the crucial 21st-century skills of collaboration, communication, creativity, and critical thinking. Our Bicycle Technology is designed to teach our students how to identify problems with bicycles and fix them using industry-standard processes and appropriate tools. Students learn perseverance, practice communication skills, gain self-confidence, and experience a sense of giving back to the community.

Another area of strength is our advisory period which we refer to as the PACK period. Our PACK period was created based on feedback from our parents, students, and teachers at the beginning of this year. The purpose of the PACK period is to help students with their social-emotional needs due to the pandemic. PACK period is mandatory for all students and taught virtually on Wednesdays. Students and parents are surveyed at the beginning of each trimester to determine the area of focus and need. A Social-Emotional Committee consisting of administrators, teachers, counselors, and staff take the feedback and meet weekly to create lessons for our students using Choose Love and other related curricula. We have also scheduled guest speakers from Horizons and Tri-Valley Haven to present this year as well. Our PACK period has been well received by our school community and will continue next year.

We are proud of our Coordination of Services Team (COST) team who work for our at-risk students who are experiencing academic, attendance, and socioemotional challenges. The COST team consists of our school psychologists, academic counselors, Child Welfare Attendance Specialist, Child Welfare Attendance Aide, nurse, Horizons counselor, Project Eden counselor, Tri-Valley ROP Career Pathways specialist, and the Hume Center counselor. Our COST team meets every Monday to discuss student referrals made by staff and parents. The team discusses student needs and coordinates services for them. Many of our students take advantage of these supports and begin to make positive changes and choices leading to an increase in attendance, a reduction in negative behaviors, and an increase in credit-earning which leads to graduation.

EAST AVENUE MIDDLE SCHOOL

Areas of Strength

East Avenue has a number of areas of which we are extremely proud. In addition to offering a well-rounded curriculum for a diverse group of learners, we also offer a variety of sports and clubs for our students.

East Avenue has an enrollment of approximately 583 students. Our population is quite similar to the demographics of Livermore: 47% White, 30% Hispanic or Latinx, 16% Asian, 3% Black or African American. Approximately ten percent of our students are English learners, 16% are students with disabilities, and 31% are socio-economically disadvantaged.

The East Avenue curriculum includes core (language arts and social science), science, math, and physical education classes. Honors core and accelerated versions of math is offered. Our electives include classes in Science, Technology, English and Math (STEM) with coding; Spanish; vocal and instrumental music; art (including digital photography and computer animation); strength and conditioning; study hall; and leadership. We have a strong special education program that offers various levels of support and interventions for students with special needs, as well as English Language Development classes for students who are English Learners. Schoology is used for students and parents to manage class assignments and track grades. We also use technology that includes Newsela, StudySync, StemScope, Learning Ally, Big Ideas, and Kami to support student learning. Students at East use chromebooks which are supplied 1:1. Special interest and intramural athletics round out our offerings. We have a history of doing very well in all sports.

In addition to sports, students also have the opportunity to join a wide variety of clubs on campus. Although there is a staff adviser, the student members are instrumental in determining the focus and goals of their clubs. We have Math Counts, WyldLife, Girls Who Code, Tri-M, New Connections, and Jazz Band. We also offer a homework club.

Our state-of-the-art electronic marquee, the Livermore Schools App, and our school website keep the community informed of what is happening. We utilize Blackboard to communicate with students and families regularly. These platforms include information about special visitors to our campus such as the Wheels Bus and the Livermore High School Agriculture Program. Each of these communication tools enable us to highlight the extraordinary achievements of our students and staff.

Our students are our greatest strength. They are members of clubs; they play sports; they participate in choir, band, jazz band and orchestra performances; they compete in math competitions and spelling bees; and they put on an incredible play each year. They understand the importance of giving to their community, raising money for leukemia patients and for victims of natural disasters.

They are part of a generation that has technology in its DNA and that will build careers in sectors of the economy that have not been created yet. If East Avenue's students are representative of the young people across our country, our future is certainly in good hands.

GRANADA HIGH SCHOOL

Areas of Strength

The Freshmen In Transition (F.I.T.) program fosters respect and serves as a 12-week freshman orientation to school culture and expectations.

Attendance/Tardy Policy is enforced, resulting in another year of improved attendance.

Student Leadership Program includes over 140 students actively engaged in the course. This program improves respect and campus culture, includes all students directly and indirectly, and extends support into the community.

Collaboration among staff on weekly basis promotes effective, positive learning environment. Co-teaching program improves instructional equity for all students.

Athletic programs and clubs are open to all students and have a high participation rate.

Multiple intervention and remediation programs (Academic Support and Enrichment (ASE), Las Positas math tutoring, Math Academy, English Workshop and Literacy classes, etc.) provide students with academic help when they need it and how they need it.

Outside services (Horizons, Axis, La Familia) supplement our broad academic counseling program with social-emotional counseling.

Detailed emergency plans exist for both certificated and classified staff, outlining procedures and responsibilities for a variety of emergency scenarios.

A School Resource Officer is stationed on campus to help with emergencies, criminal conduct, and community relationships.

Migrant Education and our EL program support students who are designated as English Learners.

Improved suspension rates for significant subgroups as indicated by the California State Accountability Dashboard.

Variety of clubs involved in different charitable activities involving multiple outside agencies. Challenge Success program focuses on social-emotional-academic balance for students, staff, and parents.

Mat Chats provide avenue for parents to address and converse with the principal directly.

Granada P.R.I.D.E. (pride, respect, integrity, diversity and excellence) gives students and staff expectations of behavior in a multiple areas of school life.

The "Choose Love" curriculum provides social and emotional lessons for our students.

JACKSON AVENUE ELEMENTARY

Areas of Strength

Jackson Avenue Elementary School (JAES) has been recognized three times by the Campaign for Business and Education Excellence (2019, 2015, and 2014). In the area of academics, whether virtually or in-person, JAES personalizes learning by supporting choice and empowering students through student agency.

We demonstrate our commitment to students with programs that take place at both the school site and in distance learning environments. The AVID Program (Advancement Via Individual Determination) trains students to develop their potential in preparation for college and careers. The Stingray STAR (Scholarly, Trustworthy, Accepting, and Responsible) PBIS (Positive Behavioral Interventions and Supports) framework reinforces school-wide expectations and appropriate choices with certificates, tickets, weekly recognition meetings, and classroom discussions. Trimester assemblies recognize students for a growth mindset, a positive attitude, meeting challenges, perseverance, and creative thinking. In recognition of Science, Technology, English, Art and Math's (STEAM) importance, all students participate in the Hour of Code, third graders participate in the Science Fair, and the technology rotation allows fifth graders to explore coding, breakout boxes, and develop social media literacy.

To further serve students, our Coordination of Services Team (COST) meets regularly to discuss students referred for academic, behavioral, or well-being concerns. Student Success Team (SST) members (the inclusion, resource, and general ed. teachers, psychologist, principal, parents, and when appropriate, the student) meet regularly to share strategies for success. Learning Services Team (LST) members (the psychologist, speech and language pathologist, resource teacher, and principal) meet weekly to discuss and monitor referred and IEP (Individualized Education Program) students. In 1st - 5th grades, our student to Chromebook ratio is 1:1 while iPads are available for TK-K students to share. The Reading Intervention Program provides targeted instruction to identified students.

To strengthen our parent communication and involvement, parents receive the Stingray News, Principal's Letter, daily and weekly expectations, and other bulletins through Schoology, BlackBoard, the electronic outdoor marquee, Peach Jar, or Flipgrid. The school's website and Instagram accounts relay information, announcements, bookmarks, and links. Family Night Activities such as Science Fair bring the community together while Parents Academy (teacher-conducted workshops for parents and guardians) build relationships and support networks.

During in-person learning, students participate in opportunities for academic enrichment and social interaction. Classroom Buddies matches two classes of different grade levels for paired learning and social interaction; and offers students an alternative "time-out" space to refocus. Livermore High School Human Development Class students aid students and teachers while adult volunteers tutor and monitor small groups. Our GATE (Gifted And Talented Education) committee hosts after-school events with other school sites. Both the School Garden and Makerspace serve as auxiliary classrooms for creativity, experimentation, and STEAM exploration. Homework Club supports English Language Learners after school. Our librarian engages students in the Accelerated Reader Program which recognizes and rewards avid readers. Our Family Night Activities calendar is filled by Family Reading and Book Fair Night, Writer's Workshop Celebration, and Counting Collections.

For distance learning during the COVID-19 pandemic, we acquired Chromebooks for every student and adopted Schoology as our learning management system for which each teacher created a personalized Bitmoji classroom. Structured synchronous learning occurs regularly with students' whole class and in small groups. Happy Numbers, Dreambox, Moby Max, Newsela, See Saw, Accelerated Reader, Code.org, Mystery Science, EdPuzzle, and Scholastic Magazine are among the many online platforms students are utilizing for asynchronous learning. Teachers upload informational and instructional videos through Schoology. They regularly schedule drop-in and by appointment office hours for parent and student convenience and prepare curriculum material exchanges bi-monthly or at parent/student convenience. The library continues to provide book check-out services via curbside pick-up and weekly video book

reviews. In response to attendance concerns, we initiated small cohorts of students to meet on campus for their distance learning classes.

JAES has a variety of programs in place, delivered both virtually and in-person, to support the safety of our students, promote social and emotional well-being, and develop positive character traits. The Choose Love curriculum teaches students how to strengthen social emotional skills through videos, read-alouds, and classroom discussions. The Stingray STAR PBIS framework reinforces school-wide expectations and appropriate choices with certificates, tickets, weekly recognition meetings with parents in attendance, and classroom discussions. STAR stands for Scholarly, Trustworthy, Accepting, and Responsible--traits students and parents agree to reinforce in the Student/Parent Compact. Trimester assemblies recognize students for growth mindset, a positive attitude, meeting challenges, perseverance, and creative thinking. Kid Connection provides a safe environment for students to practice social skills. Horizon, our partner in counseling, provides on-site and virtual services. Coordination of Services Team (COST), Student Success Team (SST), and the Learning Services Team (LST) meet weekly to discuss and monitor referred and IEP students. When we return to in-person learning, we will engage additional systems of support. School-wide Signage, maintained by the Student Safety Team, are posted lists of behavioral expectations in shared environments such as the library, multipurpose room, office, hallways, Makerspace, and the blacktop where the rules for popular games are prominently displayed. Student Valets assist adult supervisors maintain order in the drop-off zones. The Re-Focus Room offers students a safe physical space to practice self-regulation.

Our school nurse supports our teachers, paraprofessionals, office staff, custodians, and yard supervisors with epi-pens training and AED training; and monitors medically sensitive students with allergies, diabetes, ADHD, or other conditions. The nurse develops health plans for students when appropriate.

Parents are an integral part of the school climate and support the staff's work to foster student growth. Our Parent Teacher Organization (PTO) involvement is evidenced by their meeting attendance, fundraising, and community building activities. At both the school site and in distance learning environments, PTO raises funds for technology, and classroom and library books and supplies through an online auction, Boosterthon, and Read-a-thon. PTO sponsors community-building activities including staff appreciation events and school apparel and yearbook sales and give-aways. For the in-person learning environment, PTO sponsors Movie Nights, Ice Cream Socials, and the Spring Carnival that gathers families together for physically active fun and games and to raise funds for school needs. Other community-building activities include Abilities Awareness Week, Family Reading Night, Book Fair, Running Club, and Garden Club. In response to distance learning, PTO sponsored community-building activities including student Back-to-School gifts, staff appreciation events, a Halloween Costume Contest, a Halloween Pumpkin Carving Contest, and the Holiday Trail of Lights, with many more exciting events to come.

Thanks to the efforts of our hard-working staff, dedicated families, and generous community, students are well supported on their academic journey through Jackson Avenue Elementary School. We are proud to share our story with you.

JUNCTION K8

Areas of Strength

Junction Ave K-8 prides itself in providing a safe physical campus, as well as a virtual campus, for all students and staff. We have a closed campus and constant yard duty supervision by our two, 7 hour/daily campus supervisors. We have eight additional campus yard duties who help with supervision during the span of all lunchtime schedules. In addition, elementary school teachers rotate morning supervision for added security. We have a volunteer accountability system which ensures all persons on campus, including visitors and volunteers, are accounted for, checked in, and wearing the appropriate badge/label. This system allows for instant notification if a person is on campus and has not checked in with the office. We utilize this same system for virtual volunteers as well. Campus supervisors are trained on expected protocols in maintaining a safe environment for all. Junction's security cameras have been updated and several more have been added. In addition, all cameras are being monitored on real time basis in the office. Office personnel, custodians and campus supervisors each have hand radios to alert each other of any problems.

LAWRENCE ELEMENTARY

Areas of Strength

Lawrence Elementary provides a unique and wonderful educational experience for children, from the warmth of the learning environment, to the safety of the campus, to the support from our families and community agencies. All aspects of the school help provide students with the skills needed to contribute and thrive in a changing world.

Lawrence Elementary has been recognized as a Leader in Me school. The Leader in Me is based on Stephen Covey's 7 Habits. Our staff and students have learned the elements of the 7 Habits. Although children must be knowledgeable when they graduate, they must also be healthy, engaged, responsible, and caring people. The Leader in Me provides principles that address all areas of development. As each child discovers and develops his or her unique gifts and talents, they are given opportunities to lead. As leaders, they become active, engaged partners in their own education and their self-confidence, responsibility, and initiative grows. The children quickly understand the benefits of different gifts and talents; they learn to listen to new ideas, work together to achieve results, and motivate one another to be the best. By teaching the principles to our young Labradors, we are creating a generation of leaders, one child at a time.

LIVERMORE HIGH SCHOOL

Areas of Strength

Livermore High School (LHS) boasts a robust and vital performing arts program, with the highly regarded drama program further enriched by the vibrant vocal and instrumental programs, all of which connect students and their parents to the school. Unique to LHS is the Green Engineering Academy, which is complemented by the GravitechX Robotics team, GetSet, and Girls Who Code. Additionally, LHS has a wide range of Regional Occupational Program (ROP) and Careers and Technology Education (CTE) classes that provide students with hands-on, authentic learning opportunities. A point of historical pride for LHS is the agriculture program, which includes a school farm, on campus greenhouse, and newly planted vineyard grapes and fruit trees that are all used to prepare students for careers in the increasingly important field of agriculture. The culinary arts program has grown to offer 20 different sections of courses that include Foods and Healthy Living, Culinary Arts 1, Culinary Arts 2, International Cuisine and Regional Cuisine. The Livermore Valley Joint Unified School District adopted and implemented Jesse Lewis' Choose Love Curriculum starting during the 2018-2019 school year. This curriculum is a social and emotional learning program that teaches educators and their students how to choose love in any circumstance and helps them become connected, resilient, and empowered individuals. All freshmen enrolled in Freshmen in Transition (FIT) and Health are part of the Choose Love Movement, and select LHS teachers continue their commitment to integrating the curriculum in their classrooms at the higher grades. LHS piloted the teen Mental Health First Aid training for all 10th graders during the 2019-2020 school year as a means to address student mental health. In addition to the Choose Love social/emotional curriculum, LHS has implemented a Coordination of Services Team (C.O.S.T.) meetings in order for all student services representatives to discuss the needs of high-risk and at-risk students. This team is made up of school administrators, counselors, nurses, psychologists, Child Welfare and Attendance (CWA) staff, our school resource officer, and other community partners. To augment the aforementioned work, LHS launched a Wellness Center in the 2020-2021 school year, which has both a physical and digital presence for students and families in addition to contributing to our work implementing PBIS. Students, parents, and teachers can submit referrals to the Wellness Center and students are being trained as mediators and culture keepers; housed in the Wellness Center, these students are central to empowering students to work to resolve conflict and be proactive in addressing their social and emotional wellness needs. We have also partnered with our ROP Child Development class in order to use these students as interns in our Wellness Center as peer mediators, program development, classroom presenters, setting a presence on social media, and assisting with developing the physical space of the Wellness Center. We have also added a number of student groups who all meet regularly: African American Scholars Project (AASP), African American Body of Laboratory Employees (ABLE), and LatinX. We have also added a full time English Learners (EL) aide to assist students in addition to adding an EL Support Class to our course offerings. The Shooting Stars program is always a highlight at sporting events, school rallies, and other events on campus. This group of students brings together the entire campus and is one of our most powerful points of pride and spirit. An equally important source of pride at LHS is our Operation Needle Drop that gives video evidence of our entire student body and staff showing their Cowboy Pride. Our students and staff also enjoy the support of our Parent, Teacher, Student Association (PTSA), Athletic Boosters, Livermore Music Boosters, School Site Council and LHS Alumni Association. This year, LHS has taken extra steps, including an updated camera surveillance system, to make sure we have a safe campus and learning environment. Our athletics program boasts a total of 487 scholar athletes and 4 teams won the overall scholar team awards. In addition to all of these points of pride, our other extensive extracurricular student programs include our peer tutoring program, 42 clubs, a great Link Crew program, the Verbivore Literary Magazine, and the school newspaper (The Torch).

MARYLIN ELEMENTARY

Areas of Strength

All classes participate in Bucket Filling and How to be a Friend lessons.

Collaborate with after school Extended Student Services (ESS) and Believes program to help students.

Rebuilding parent participation in school and Parent group.

After school 5th grade running program to build students' self-esteem.

Our staff looks for ways to provide additional support to students and their families, academically and in other areas of need through Coordination of Services Team (COST.)

Our Child Welfare and Attendance (CWA) Specialist and Nurse provide services to help families in need.

Onsite counseling programs.

Community Liaison provides assistance for families in need to help support student learning.

Monthly school spirit assemblies to promote school pride.

Student leadership that involves students in site decision making.

Literacy intervention program during school hours.

After school intervention programs to support student learning.

Weekend lunch program to make sure students have meals over the weekend.

Bilingual office staff to assist with communication with Spanish speaking families.

Social skills groups to support students with behavioral and social emotional concerns.

Staff and students participate in Leader in Me program.

School in Tier 2 of Positive Behavior Interventions and Supports (PBIS)

MENDENHALL MIDDLE SCHOOL

Areas of Strength

William Mendenhall Middle School has a welcoming, encouraging, and high achieving culture. There is a multi-tiered system of support for academic, behavioral, and social emotional success. Students begin sixth grade as a part of WEB-Where Everyone Belongs, a transition program into middle school. While at Mendenhall, there are many supportive and dedicated staff members to help students. Students can participate in an innovative Bring Your Own Device (BYOD) program. There is a vibrant and successful Math Counts program where all students are welcome. At the same time, students have the chance to participate in interactive Project Lead the Way Science, Technology, English and Math (STEM) classes. The hands-on Woodshop Classes are very popular among all students. Similarly, students are offered a wide variety of other electives including leadership, journalism, yearbook, Spanish, band, orchestra and choir. Mendenhall has become part of the District's Multi-Tiered System of Support (MTSS) team. We are implementing a successful Positive Behavior Intervention and Supports (PBIS) program. Our full-time school counselor is working with staff to implement Choose Love, a social emotional program for students. After school, there are competitive athletic teams. Additionally, we have a strong and supportive Parent, Teacher, Student Association (PTSA), School Site Council (SSC), and English Learners Advisory Committee (ELAC.)

MICHELL K-8

Areas of Strength

During the fall of 2020, Joe Michell TK-8 was authorized to continue to be an International Baccalaureate (IB) School for the Primary Years Programme (PYP) for the TK through 5th grades and the Middle Years Programme (MYP) for the 6th through 8th grades. The IB philosophy is that student learning is best done when it is authentic – relevant to the “real” world; and transdisciplinary, which means that the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. The IB represents a combination of wide-ranging research and experience – best practice derived from a variety of public and independent schools from around the world.

Our mission at Joe Michell TK-8 is to inspire and empower compassionate global citizens who understand, appreciate, and respect diverse perspectives, creating positive change. Each day, we challenge and inspire each other to love learning and create a better world. The goal of the Joe Michell staff is to provide a safe environment where students can develop to their full potential academically, emotionally, and socially. We strive for our students to achieve respect for themselves, a lifelong love of learning, higher-level thinking skills, and a sense of responsibility. Our academic program supports children as they acquire the skills they need to appreciate and contribute to our diverse and complex society.

Joe Michell TK-8 continues to implement the district-wide Multi-Tiered System of Support (MTSS) - a comprehensive framework that aligns academic, behavioral, and social emotional learning - to meet the needs of all students. Under the umbrella of this framework, the three components that address students' needs are Academics, Positive Behavioral Intervention and Supports (PBIS), and Social Emotional Learning (SEL). Our academic programs support authentic and transdisciplinary curriculum relatable to the students. Social Emotional Learning occurs at both the PYP and MYP with the "Choose Love" curriculum. We look forward to implementing PBIS for increasing positive student outcomes on a daily basis.

RANCHO ELEMENTARY

Areas of Strength

Rancho has a variety of programs to ensure a safe school environment, promote positive character traits, and assist students in positive behavior and health.

- Kid Connection is a counseling program that provides children small group time in a safe, secure atmosphere with a specially trained adult. Small groups of children also work together in Kid Connection to build skills in areas such as self-confidence and positive social skills. Kid Connection recently added three additional hours on Wednesdays because of many additional referrals from parents and teachers.
- Bucket filling assembly hosted school-wide for students and families, promoting respect, kindness, and caring toward peers.
- Rancho earned the Positive Behavior Interventions and Supports (PBIS) Bronze Award and Silver Award for implementation of our PBIS program. PBIS posters with The Rancho Way (Be Kind, Be Respectful, Be Responsible, Be Safe) are displayed throughout campus.
- Choose Love, a comprehensive social-emotional curriculum, is implemented in TK-5 classrooms.
- Before school ingress and after school egress safety are a priority.
- Student morning valet program enhances parking lot safety and expedites traffic flow.
- Rancho principal is a visible presence at campus entrances/exits.
- Blackboard Communications is used for safety reminders.
- Monthly Walk and Roll to School Days, sponsored by Alameda County Safe Routes to Schools, celebrates and educates students and families walking/biking to school. Safe Routes to School sponsors an annual mobile bike repair on campus. Bike racks are available at the front and back of campus to accommodate cyclists.
- Rancho administration worked with the LVJUSD Superintendent, City of Livermore, and Alameda County Supervisor's office to install two digital speed monitoring signs on East Jack London Boulevard in both directions approaching Rancho.
- All school gates are locked during the school day.
- Three outdated playgrounds were replaced with new playgrounds meeting current safety standards and offering physical and cognitive learning opportunities while students play.
- Solar panels are located on the field.
- Six high-resolution security cameras are installed in key locations on campus.
- Locking handles are installed on gates, replacing previous chains/padlocks.
- Ten tables with benches, located on the blacktop, are available for student/class use.
- All classrooms have sinks and drinking fountains installed, including 3 classrooms previously without prior to COVID-19 funding.
- Hand-sanitizing stations are located at each entry gate and hands-free gel dispensers are mounted in each classroom.
- A school nurse is on site one full day per week plus any additional time daily necessary to assist with student medical needs such as diabetes monitoring/care and other health concerns, hearing/vision screening, and COVID-19 protocols.

Rancho School strives to ensure collaboration, communication, cooperation, and creativity along with high levels of learning for all students.

- Rancho earned the California Gold Ribbon School award in 2016 for its innovative reading intervention program designed to support struggling readers in grades K-5 and all grades offer differentiated reading academies to target their students' abilities and help them achieve success.
- Our Student Success Team (SST) and Learning Study Team (LST) meet regularly to develop and monitor strategies for success for students referred for academic/behavioral concerns. These teams include the teacher, psychologist, principal, resource teacher, parent (SST only), and possibly the student (SST only).
- Rancho's GATE (Gifted and Talented Education) program hosts after school and evening events.
- The staff keep close communication with parents via internet, in person, or by telephone.
- Standards of behavior are reinforced using positive reinforcement, implementing consequences for unacceptable behavior in a caring and respectful way.
- The principal makes weekly Good News Phone Calls to families based on staff input.
- Student and staff appreciations are shared at monthly spirit assemblies and Wednesday morning announcements. Pawsitive Paw winners are announced during Wednesday morning announcements to showcase students who are going above and beyond The Rancho Way.

Parents are a very important part of the school climate and in helping meet the needs of our students.

- The funds raised by Rancho Parent Teacher Association (PTA) are critical in supporting our school with instructional materials, technology, assemblies, outdoor education, and positive activities to develop a thriving and caring school community.
- Campus Beautification Days keep Rancho looking clean, fresh, and updated with new paint, trees, flowers, and weed removal.
- A Rancho Reading Zone was recently built complete with benches and shade tarp.
- Rancho PTA community-building activities include RoundUp, BooHoo Breakfast, Outdoor Movie Night, Carnival, Trunk or Treat, Science Club, Pastries with Parents, Running Club/Family Fitness Friday, Coffee Corner, Family Dance Night, and Staff Appreciation Days.

SMITH ELEMENTARY

Areas of Strength

Emma C. Smith Elementary School works to ensure collaboration, communication, cooperation, and creativity along with high levels of learning for all students in order to prepare them to become responsible and productive community members. We work to provide all students with a challenging curriculum aligned with the State standards, instruction that is engaging, differentiated, and is data-driven to meet the needs of every student. Smith is a supportive, caring, safe, respectful, and student-centered climate that fosters positive character, self-esteem, and self-motivation. Smith promotes positive character in a variety of ways. The Positive Behavior Interventions and Supports (PBIS) PAWS program is a positive rewards program that promotes a positive learning environment and student achievement. Smith teams with the Parent Teacher Association (PTA) in bringing a variety of programs/activities to the school to promote a positive school climate, including Fine Arts Mini Experience (FAME), assemblies, the Smith Family Picnic, Movie Nights, Book Fairs, a running club, a breakfast book club, Multicultural Festival, Science, Technology, English, Art and Math (STEAM) Fair, and a talent show.

SUNSET ELEMENTARY

Areas of Strength

Sunset is proud of our friendly and inclusive school culture, our high level of parent involvement, and discipline philosophy designed to equip students to make positive behavioral choices.

Sunset has a variety of programs to ensure a safe school environment, promote positive character traits, and assist students in positive behavior and health. For example, Kid Connection is a counseling program, which provides children small group time in a safe, secure atmosphere with a specially trained adult. Small groups of children work together in Kid Connection to build skills in areas such as self-confidence and positive social skills. Choose Love, a comprehensive social-emotional curriculum, is implemented in classrooms TK-5.

Teachers have high expectations of students. The staff keeps close communication with parents via email, meetings and/or by telephone. Standards of behavior are reinforced using positive reinforcement and a discipline approach in which students are explicitly taught skills to make better behavioral choices. This includes appropriate consequences for unacceptable behavior per our District's discipline policy.

Parents are an integral part of Sunset's school climate; parent volunteers regularly visit our classrooms to support staff meet the needs of students. Our Parent Teacher Organization (PTO) is highly involved in our school as evidenced through fundraising and numerous activities including, staff appreciation days, family movie nights, Halloween festival, multicultural fair, and morning running club.

VINEYARD ALTERNATIVE SCHOOL

Areas of Strength

Vineyard Alternative School provides an independent study program for students in grades 1-12. All students have a mentor teacher, with whom they meet regularly. The student, family, mentor teacher, and counselor work as a team. This student/mentor teacher relationship is the main vehicle through which the Choose Love curriculum is implemented.

Vineyard Alternative School is uniquely positioned for smooth transitions between in-person to distance learning as needed. The independent study model is structured around weekly one-on-one meetings of teachers and students. During in-person instruction, students come to campus weekly to meet with each of their teachers. During distance learning, the same instructional schedule is maintained through the various distance learning platforms. When in a hybrid model, each family has the opportunity to choose in-person or distance learning with little to no impact on instruction.

For the students in grades 1-8, the mentor teacher facilitates learning in all subject areas, with the exception of middle school students who are in advanced math courses. Advanced math courses are facilitated by a math specialist. Choose Love is woven throughout all content areas. Primary Choose Love instruction on the high school level takes place during mentor meetings.

Some middle school and high school students take part in small group classes for leadership, science, art, computer programming or Spanish. As an independent study school, Vineyard has limited opportunities for students to practice the social-emotional skills learned with Choose Love, all small group classes take advantage of the opportunity to practice and reinforce the Choose Love learning.

In order to further increase opportunities for peer social interaction, mentor meetings have been increased from once a week to twice a week. In addition, they are now small group meetings rather than individual meetings. Designed to support the social-emotional health of students and staff during the challenges of COVID, these small group meetings have fostered relationships that otherwise may not have happened.

Vineyard Alternative School is in the second year of Positive Behavior Interventions and Supports (PBIS) implementation. This system facilitates the collection of behavior related data, allowing for informed decision making regarding how to address behavior issues both proactively and positively. PBIS is a school-wide implementation, based on three core values identified by community stakeholders: honesty, responsibility, and respect. In response to distance learning, all PBIS materials have been updated to include honesty, responsibility, and respect in a virtual learning environment.

Vineyard Alternative School has a small staff, and each member is on a team as defined in the School Site Disaster Plan. The teams have met, reviewed, and discussed team responsibilities and selected a team leader. During staff meetings, emergency response scenarios are presented, giving staff members the opportunity to problem solve and discuss best practices. Supplies in the emergency container are refreshed each year.