



## School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

#### School and District's Certifications

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

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

### U.S. Department of Education Green Ribbon Schools

Name of Principal: Mrs. Andrea Tapia

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

Official School Name: Altamont Creek Elementary School

(As it should appear on an award)

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

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

A handwritten signature in black ink, appearing to read "Andrea Tapia".

Date: 1/19/2022

(Principal's Signature)



Name of Superintendent: Dr. Kelly Bowers  
 (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Livermore Valley Joint Unified School District

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

A handwritten signature in blue ink that reads "Kelly Bowers".

Date: 1/19/2022

(Superintendent's Signature)

### Nominating Authority's Certifications

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

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

Name of Nominating Agency: California Department of Education

Name of Nominating Authority: State Superintendent of Public Instruction Tony Thurmond  
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

A handwritten signature in blue ink that reads "Tony Thurmond".

Date: February 15, 2022

(Nominating Authority's Signature)

### SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: December 31, 2023

### Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



# *Altamont Creek Elementary School*

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

U.S. DEPARTMENT OF EDUCATION  
**GreenRibbonSchools**



Prepared By:  
California Department of Education  
School Facilities and Transportation Services Division  
[Green Ribbon Schools Award Program](#)  
February 2022

## **PART II – SUMMARY OF ACHIEVEMENTS**

### **Altamont Elementary School, Livermore, Calif.**

#### *School garden and waste diversion initiatives lead to whole-school sustainability*

Altamont Creek Elementary (Altamont Creek) is located in Livermore Valley, California, just east of the San Francisco Bay Area. The school resides in the Livermore Valley Joint Unified School District (LVJUSD), surrounded by rolling hills, an expansive vista, a creek, and undeveloped land. The school's surroundings promote student questions leading to inquiry and investigations. Altamont Creek systematically integrates sustainability and environmental literacy into the curriculum, focusing on improving health and wellness, reducing waste, and empowering the community as problem solvers and part of the solution.

Sustainability and environmental literacy have been goals for the school since 2008 when Altamont Creek first developed partnerships and action plans with community groups focused on increasing waste reduction and building a school garden. Since then, Altamont Creek has been recognized as a California Green Ribbon School for two consecutive years, earning the silver award in 2019 and the gold award in 2020. Altamont Creek has also been recognized as a California Kindness Certified School since 2019. In addition, Altamont Creek received the Gold Ribbon School Award in 2016 for its environmentally-conscious STEAM program.

In 2015, staff from Altamont Creek participated in a regional Sustainability Circle with several other schools, municipalities, and companies to establish an initial five-year Sustainability Plan for the school. The plan provides a framework for addressing energy, solid waste, carbon emissions, water usage, transportation, and the health and safety of staff.

Altamont Creek prioritizes the use of renewable energy and energy-efficient products. The on-site photovoltaic system generates 95.3% of the school's annual kWh usage. The balance of the school's electrical energy comes from their local energy utility's renewable choice option that obtains 100% of their energy from renewable sources. Altamont Creek also used Proposition 39 (California Clean Energy Jobs Act) funding to upgrade lighting and HVAC equipment around campus to add to the school's energy-efficient focus.

Altamont Creek is working with their school district, local water utility, and the state water agency to remove grass areas and replace them with drought-resistant vegetation and drip irrigation. Currently, irrigation water is controlled with timers and monitored to ensure there are no leaks or excess usage. In addition, the mulch used in Altamont Creek planting areas reduces the amount of needed irrigation, and the school procures their mulch from either LVJUSD or local tree companies free of charge.

In 2017, Altamont Creek created a model solid waste school program in partnership with the Alameda County Waste Management Authority (StopWaste) and grant funding from CalRecycle, to reduce waste and increase food recovery and donation. Altamont Creek was the first pilot school to model its food recovery and donation program in their district. Students would collect data about how much food was being shared during the lunch period by tallying and categorizing how many food share items were put on and taken from the lunchroom share table. The school collected unwanted food from the share table and surplus food from the back of the kitchen. Then the donated food would be picked up for delivery to a local food pantry. In the 2019–20 school year, Altamont Creek rescued 2,632 pounds of surplus food equaling 2,025 meals and a reduction of 5,001 pounds of carbon dioxide emissions. The program enabled

Altamont Creek to serve as a model school for the county and have priority registration in environmental education programs as well as free field trips to the StopWaste Educational Center at the Davis Street Transfer Station. In addition, the StopWaste Schools Program has provided the school with technical assistance, including professional development, waste audits, and plate waste studies since 2017.

Even with the additional waste caused by the pandemic, Altamont Creek staff and students continue waste prevention practices with guidance and support from the site Green Team, staff, and community partners. During lunch, the school's Green Team and custodian are stationed at three-stream bins to support sorting recyclables, compostables, and material for the landfill. In addition, the head custodian collaborates with the district maintenance supervisor and the school's waste hauler to obtain guidance in further waste reduction.

Altamont Creek works closely with Alameda County Transportation Commission Safe Routes to Schools to increase the number of children who walk or bicycle to school by funding projects that remove the barriers that currently prevent them from doing so. Currently, the school supports its community with a Safe Routes to School Bike Rodeo and a bike repair event. Additionally, Altamont Creek promotes Walk and Roll to School days several times throughout the year and invites local police officers and firefighters to participate in congratulating students as they arrive on campus.

In 2019, Altamont Creek established an "Idle Free" zone that applies to all vehicles that come onto the school grounds. Previously drivers let their automobile engines run while waiting for student dismissal, some for as long as 30-45 minutes. As a result, the school posted signage throughout their loading and unloading zone reminding vehicles not to idle and established a "No Idle Pledge" with the entire school community.

Since 2011, LVJUSD has focused on improving integrated pest management (IPM) practices. District maintenance staff have gone through Altamont Creek's campus to seal entry points, install door sweeps, and cut back plants from buildings. Every kitchen has pest monitoring from an outside contractor and traps in the kitchens to monitor pest activity. In addition, the district recently purchased an herbicide control machine that uses heat with natural and renewable plant oils and sugars to create an effective weed killer.

In 2011, Altamont Creek switched to Eco-Logo-certified green cleaning products. The switch occurred after the district's Maintenance Department pursued a grant from the California Department of Public Health to convert cleaners to "green" cleaning products at all district sites. The district's Maintenance Department brought in custodial staff from several test schools to weigh in on preferred products. The custodians tested available green products and met after a two-week cleaning trial to review the performance of the products tested to make a recommendation. District custodians selected a safer product to use that, in their opinion, was more effective than other traditional cleaning products. In addition, these products use peroxide rather than bleach, lye, ammonia, or other harsh chemicals, thus eliminating any asthma triggers for staff and students.

Environmental impact and costs have changed since the pandemic and the return to in-person classes on campus. Pre-pandemic, the district installed Pelican Wi-Fi energy management thermostats in classrooms, allowing maintenance staff to monitor room temperatures and humidity levels from their smartphones. Remote monitoring allows for a faster response if service is needed. Installed door sensors along with Pelican thermostats enable HVAC units to turn off if the door remains open for more than five minutes, saving money and energy. The

HVAC door sensors are disabled as a return to school COVID-19 prevention practice, so classroom doors and windows can be left open for additional fresh air circulation.

Altamont Creek students and staff enjoy the produce in the school cafeteria meals, recess Garden Club meetings, and science lab edible plants tasting lessons. In addition, students create promotional posters around the school featuring different varieties of produce from the garden. For example, cafeteria sales went up substantially during the weeks when the school served school-grown, red-spotted lettuce in the cafeteria salad bar.

Altamont Creek students engage in health and nutrition-based activities in the school's garden. All students observe, sketch, and taste produce grown in the garden using ideas from the book "Botany on Your Plate." It is common to see students snacking on cherry tomatoes, peppers, and romaine lettuce rolls from the garden. Second-grade teachers have also started a tradition of making salsa during the first weeks of school with an abundance of tomatoes and peppers. Seasonally, Altamont Creek students have tastings in the garden, comparing different varieties of produce. Students also have lunchtime and recess salad parties and tasting events in the gardens to sample seasonal harvests.

The school's Health, Wellness, and Safety Committee has developed activities used by staff and students to practice mindfulness and relaxation. For example, all staff meetings provide training in mind and body techniques used to release stress and strengthen mindfulness. Altamont Creek faculty implement these mindfulness techniques in the classroom with daily meditation and yoga activities. In addition, Transitional Kindergarten (TK) through second-grade classes often join with third through fifth-grade classes for cross-grade-level mindfulness activities.

Altamont Creek implements a multi-tiered approach to social, emotional, and behavior support. The school utilizes Positive Behavior Interventions and Supports (PBIS). Altamont Creek was recognized in 2019 as a Bronze Level and in 2021 as a Silver Level PBIS school by the California PBIS Coalition. Many fourth and fifth-grade students who consistently model PBIS traits are provided with specialized training to help students at recess solve minor conflicts. These Peace Makers provide younger students with a sense of security, knowing they can help provide resolutions to conflicts.

The school aims to instill an understanding of the importance of environmental literacy and sustainability. The school's science curriculum teaches students about agriculture through hands-on activities in the two outdoor garden instruction areas. In addition, all first through fifth-grade students at Altamont Creek receive instructional time in the school's garden accompanied by California Next Generation Science Standards (CA-NGSS) aligned lessons taught in their classroom or the school's science lab. The school's science teacher extends garden lessons to integrate environmental concepts and create place-based investigations. Some CA-NGSS-aligned lessons include building a compost pile to study the decomposers that break down organic matter and observing sunlight patterns to make sun protection devices for seedlings.

Altamont Creek integrates Science, Technology, Engineering, Art, and Math (STEAM) to advance teaching and learning. In 2013, Project Lead the Way (PLTW) chose Altamont Creek as one of 42 schools nationwide to pilot "*Launch*," PLTW's engineering program for students in first through fifth grades. *Launch* lessons are included in their science curriculum, exposing all students to engineering and design thinking. As a result, students apply STEAM strategies to develop an understanding of environmental topics like designing and engineering solutions for waste management and renewable energy vehicles. These experiences with PLTW provide a

gateway for Altamont Creek students to continue with PLTW engineering learning when they move to middle school and high school. One pathway is in Livermore High School's Green Engineering Academy (GEA). Students in the GEA program are part of a four-year cohort whose academic program focuses on green engineering.

Teachers assess student learning and achievement by student application of concepts. As such, students participate in problem-based learning experiences, which result in action projects. Some students design or invent engineering solutions to community issues. For example, the fifth-grade Green Council Leadership Team met with the district's food service director to discuss waste reduction strategies based on their lunch waste audits. Students researched and made a case to replace spork utensil packets with reusable or unwrapped utensils and eliminate plastic drinking straws. These recommendations led to a shift of procedure to replace sporks with individual items that meet students' culinary needs. The district started a pilot program at Altamont Creek for reusable utensils and trays that will resume once COVID restrictions ease.

Altamont Creek partners with the district and many local organizations to reduce environmental impacts and costs. Innovative projects are implemented and piloted at Altamont Creek for replication at other schools. The Altamont Education Advisory Board has provided the school with grants that have funded solid waste separation containers, stipends for the science specialist to further environmental projects, hydration stations, reuse sheds, composting equipment, and 4R pilot program implementation. The local water agency has conducted free annual watershed presentations for students at all grade levels. The City of Livermore provided Altamont Creek a grant to further increase their waste diversion rate with the purchase of three-stream recycling bins for their lunchroom, outdoor areas, and all classrooms. Local Rotary Clubs and the Livermore Valley Education Foundation have provided grants to fund specific classrooms' emotional and physical health projects. The school's solar array installer provided funding for STEAM lesson materials. Local scouting groups have been active in several areas on campus, contributing to a healthier environment for students and staff. For example, the scouting groups have helped plant flowers and beautify the school's interior, built two "Buddy Benches" for the playground area, and installed a kiosk where students can pick up free personal hygiene items.

The staff and students at Altamont Creek Elementary School have a dedicated desire to keep the school environment clean, efficient, healthy, and safe by conserving resources at all levels and leaving a smaller footprint on the planet.

## **PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE**

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

#### *Element IA: Energy*

- In 2015, staff from Altamont Creek participated in a regional Sustainability Circle with several other schools, municipalities, and companies to establish an initial five-year Sustainability Plan for the school. The plan provides a framework for addressing energy, solid waste, carbon emissions, water usage, transportation, and the health and safety of staff.

- Altamont Creek registered all site buildings with the Environmental Protection Agency (EPA)'s ENERGY STAR Portfolio Manager Program in 2012. The school's baseline score of 46 increased to 62 by 2017. The Source Energy use has decreased by 15.2%, overall energy usage has decreased by 12%, and total greenhouse emissions have decreased by 13.3%.
- Altamont Creek documents a 13.7 percent reduction in non-transportation energy use and greenhouse gas emissions from 2012 to 2017. The school calculated this reduction using data from its energy provider, Pacific Gas & Electric (PG&E), and the US EPA's Greenhouse Gas Equivalency Calculator.
- In 2018, Altamont Creek had a photovoltaic system mounted on carports in its parking lot. The system generates 95.3% of the school's annual kWh usage, resulting in an annual savings of \$23,040. The energy generated by the school reduces carbon emissions by 467,034 pounds, nitrogen oxide by 4,645 pounds, sulfur oxide by 1,740 pounds, and saves 571 barrels of crude oil.
- After the school added the photovoltaic system, they switched their electric energy provider to East Bay Community Energy (EBCE), a community choice aggregation in Alameda County. As a result, the school obtains the balance of its electrical energy through EBCE, which supplies energy from one hundred percent renewable sources.
- In 2013, Altamont Creek audited all electrical devices to establish a baseline for electricity consumption, natural gas, and water. The school identified old appliances through the audit and secured funding to replace them with energy-efficient units. In addition, the school partnered with PG&E to remove and recycle old refrigerators and freezers at no cost to the school.
- Altamont Creek used Proposition 39 (California Clean Energy Jobs Act) funding to purchase energy-efficiency upgrades, including:
  - Seven LED fixtures in the parking lot
  - 36 HVAC units, over 15-years old with economizers
  - 24 temperature control units with either wired or Wi-Fi enabled energy management system units
  - 44 Smart power strips, eliminating electronic devices being left "ON" during non-occupancy hours
  - 94 exterior LED fixtures
- Altamont Creek planted sixteen new trees in the past year to address the heat island effect by providing additional shade around campus buildings. In addition, the school community is very invested in further addressing this issue. For example, when there was an initiative to cover their outdoor amphitheater area with blacktop, the Altamont Creek community came together to stop the blacktop from being installed and leave the area as a natural growth field.
- The district used a grant to replace gasoline-powered riding lawn mowers with two new electric mowers. The new electric mowers eliminate the greenhouse gas emissions produced by the older mowers.

### *Element IB: Water and Grounds*

- Altamont Creek obtains its water from the City of Livermore. The school used the tracking provided by the City to establish baselines and monitor ongoing usage. From this tracking, the school documents a 25.8% reduction (32.1 to 23.8

gallons/occupant/year) in indoor water use and a 28.6% reduction (4,392 to 3,134 gallons/occupant/year) in outdoor water use between the years of 2012 and 2016. The consumption rates have remained consistent since 2016. The district has not tried to reduce further to avoid negatively affecting the site's landscape.

- In 2013, the school took steps to reduce landscape irrigation water use, replacing several irrigation controllers with newer models and analyzing and adjusting irrigation cycles. As a result, Altamont Creek reduced overall water consumption by over 30% from the prior water cycle period. Since then, Altamont Creek's landscaping crew has adjusted the irrigation system with seasonally-appropriate timing. Staff also performs observational inspections of the grounds to identify any evidence of underground leaks to report for immediate repair.
- The school shares the use of a large neighboring city park, maintained by the City of Livermore's Parks Department, for its physical education programming. Less than five percent of Altamont Creek's campus is turf area. The LVJUSD is working with CalWater, the City of Livermore Water, and the Zone 7 Water Agency to remove those grass areas and replace them with drought-resistant vegetation and drip irrigation. Roughly 40% of plant species currently on-site are drought tolerant/natives, such as the following: Lily of the Nile, African Iris, Hawthornes, Gazania. Trees: Crepe Myrtle, Oaks.
- Altamont Creek planting areas utilize mulch to reduce the amount of needed irrigation. The school procures their mulch either from LVJUSD or from local tree companies free of charge.
- In 2015, the school replaced all sink aerators with 0.5 gallon-per-minute units and posted signs to remind students and staff to conserve water.
- The local water agency holds an annual Water Conservation Poster Art Contest and provides teachers with lessons to involve and motivate students.

### *Element IC: Waste*

- Altamont Creek documents a 58.5% diversion rate from recycling and composting. The head custodian tracks daily landfill, recycling, and organic solid waste. To support their efforts, the head custodian also collaborates with the district maintenance supervisor and the school's waste hauler, Livermore Sanitation, to obtain guidance in waste reduction. The feedback from the waste hauler helps generate more effective solutions, increasing recycling and organics collection and decreasing waste. In most cases, solutions involve the additional training of custodial staff, teaching staff, and students.
- Waste practices were recently returned to pre-COVID levels with a bin for landfill, recyclables, and organic waste in all classrooms, lunchrooms, offices, kitchens, staff rooms, and around the campus. During lunch, Green Team student volunteers and the head custodian are stationed at the bins to support sorting, divert material from the landfill, and ensure students place waste in the correct bins.
- The school has three solid waste disposal systems: a three-yard landfill bin, a pair of two-yard organic bins, and 14 96-gallon recycling carts. The school's head custodian conducts routine observations to ensure there is no cross-contamination in any recycling and organics bins.
- Most collected organic waste at Altamont Creek is transported to Grover Industries for composting. Under the direction of the school science specialist, site-generated organics, including plant debris and leaves, are placed in two different types of

composting bins to be used in the garden. In addition, the City of Livermore provides additional organic compost, and a classroom worm bin provides additional vermicompost.

- In 2017, Altamont Creek created a model solid waste school program in partnership with the Alameda County Waste Management Authority (StopWaste) and grant funding from CalRecycle, to reduce waste and increase food recovery and donation. Altamont Creek was the first pilot school to model its food recovery and donation program in their district. Students would collect data about how much food was being shared during the lunch period by tallying and categorizing how many food share items were put on and taken from the lunchroom share table. Next, the school collected unwanted food from the share table and surplus food from the back of the kitchen. Then the donated food would be picked up for delivery to a local food pantry. In the 2019–20 school year, Altamont Creek rescued 2632 pounds of surplus food equaling 2,025 meals and a reduction of 5,001 pounds of carbon dioxide emissions.
- Through the partnership with StopWaste, Altamont Creek has priority registration to environmental education programs such as the Wonder of the Worm Bin, 4Rs Action Heroes, and free field trips to the StopWaste Educational Center to learn first-hand what happens to their recyclables, garbage, and compostables. In addition, the StopWaste Schools Program has provided the school with technical assistance, including professional development, waste audits, and plate waste studies.
- In the 2017–18 school year, in partnership with StopWaste, the school conducted a plate waste study to observe and record the food being discarded from student lunches. A representative from StopWaste sorted through the lunch waste to document trends. From the collected data, StopWaste was able to identify the types of food that students were not eating and make recommendations for menu choices. In addition, they found the school was producing an average of 30-36 pounds of milk waste a day. The school's nutrition services used the information from the study to inform and reduce future ordering.
- Altamont Creek collects and recycles all hazardous materials on an as-needed basis or at the end of every school year. This includes any items from the science department, fluorescent lamps, electrical and magnetic ballasts, batteries, and paint. The school's recycling and disposal procedures are as follows:
  - Science teachers are required to label the hazardous waste, leave the items in a secure cabinet, and wait for pick-up. The school's contracted vendor, Parc Environmental, provides pick-up and delivery to a hazardous materials recovery station.
  - The school's office staff collects all batteries on-site. When the school's three-bin system reaches 90% capacity, the school staff schedules a district pick-up and delivery to the Alameda County Household Hazardous Waste Facility for proper disposal.
  - Paint cans are set aside for district pick up and taken to the Alameda County Household Hazardous Waste Facility for proper disposal.
  - The head custodian uses special containers explicitly designed for fluorescent lamps and ballasts for storage which are placed in a secured custodial closet until the custodian places a work order for pick up and disposal. Lamp Tracker, the contracted vendor, provides pick-up and transport for proper disposal.
  - Altamont Creek teachers and students collect used dry erase markers for participation in the Crayola "ColorCycle" program. In the 2018–19 school

year, 1,280 used markers were diverted from the local landfill and sent to Crayola for recycling at no cost to the school.

### *Element ID: Alternative Transportation*

- In a 2019 parent survey, respondents report that 47% of their children walk, 15% carpool, 22% roll (i.e., bicycle, scooter, or skateboard), and less than 1% ride the school bus or other public transit as alternate modes of transportation.
- Altamont Creek works closely with Alameda County Transportation Commission Safe Routes to Schools to increase the number of children who walk or bicycle to school by funding projects that remove the barriers that currently prevent them from doing so. Currently, the school engages in the following activities:
  - During the safe routes to school week, the school and its Parent Teacher Association (PTA) promote the use of a Walking School Bus through posted advertisements, school newsletters, and announcements.
  - Each year, the school's PTA partners with Safe Routes to School to host a Bike Repair event. The Bike Mobile visits the school to repair broken bicycles at no cost and reinforces safe bicycling.
  - Safe Routes to School presented their Bike Rodeo program pre-pandemic, which focuses on safe bike handling skills and riding techniques. In addition, their Pedestrian Safety Program teaches students safe, lawful pedestrian behavior using their simulated city street course.
- Altamont Creek promotes Walk and Roll to School days several times throughout the year and invites local police officers and firefighters to participate in congratulating students as they arrive on campus.
- In 2019, Altamont Creek established two no-idle loading and unloading areas in front of its multi-purpose room. The idle-free zone applies to all vehicles that come onto the school grounds. Previously drivers let their automobile engines run while waiting for student dismissal, some for as long as 30-45 minutes. As a result, the school posted signage throughout their loading and unloading zone reminding vehicles not to idle and established a "No Idle Pledge" with the entire school community. As part of the idle-free zone commitment, Altamont Creek asks each family to take the air quality pledge:  
*"As a parent of a Wildcat, I hereby pledge that I will IMPROVE and PROTECT AIR QUALITY in our community by turning off my vehicle's engine any time I am parked or waiting. Let Altamont Creek lead the way to improve air quality in Livermore!"*

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

### *Element IIA: Environmental Health*

- Altamont Creek has several Integrated Pest Management (IPM) practices in place. A pest control contractor inspects the kitchen area quarterly, places pest-monitoring traps, and reports any possible vector issues. In addition, district maintenance staff have gone through the entire school, sealing entry points, installing door sweeps, and cutting back plants from buildings.
- Since 2011, the LVJUSD Maintenance, Operations and Facilities Department has focused on improving IPM practices. The district has a staff member who carries a QAL License (Quality Applicators License, overseeing landscape pesticide applications) and receives annual training, including IPM best practices. LVJUSD recently acquired a

piece of equipment that will allow them to drastically reduce the use of harmful pesticides. The “Foamstream” herbicide control machine uses heat and a spray made from 100% natural and renewable plant oils and sugars to kill weeds.

- In 2011, Altamont Creek switched to Eco-Logo-certified green cleaning products. The switch occurred after the district’s Maintenance Department pursued a grant from the California Department of Public Health to convert to “green” cleaning products at all district sites. The district’s Maintenance Department brought in custodial staff picked from several test schools to weigh in on preferred products. The custodians tested available green products and met after a two-week cleaning trial to review the performance of the products tested and make a recommendation. District custodians selected a safer product to use that, in their opinion, was more effective than other traditional cleaning products.
- LVJUSD uses the Envirox hydrogen peroxide cleaner and the Waxie HP 730 cleaner that cleans and disinfects using hydrogen peroxide. The Altamont Creek custodial team only uses cleaning chemicals that have a very low VOC release. These products use peroxide rather than bleach, lye, ammonia, or other harsh chemicals, thus eliminating any asthma triggers for staff and students.
- Each HVAC unit at Altamont Creek is inspected every three months for proper operation and filter condition. With COVID-19 protocols, HVAC systems are now equipped with MERV 13 rated air filters and replaced every two months. The installation of Pelican thermostats in classrooms allows maintenance staff to monitor room temperatures and humidity levels from their smartphones. Remote monitoring allows for a faster response if service is needed. Installed door sensors along with Pelican Wi-Fi energy management thermostats enable HVAC units to turn off if the door remains open more than five minutes, eliminating wasted energy and saving money. Altamont Creek disabled the door sensors due to COVID-19 to provide more fresh outside air in classrooms.
- District staff inspects the roofing material for the condition and any needed repairs or replacements. Altamont Creek’s seamless metal roof rarely leaks due to the slope allowing for water runoff. In addition, all HVAC systems are located outside all buildings and do not contribute to any HVAC water deposits on the roofs.
- Since Altamont Creek’s construction was in 1999, the Title 24 Building Code prohibited the use of any building materials containing mercury or lead. Additionally, before the construction of the school, soil testing was performed in conjunction with an Environmental Impact Report. The results did not indicate the presence of lead above normal background levels.
- Altamont Creek’s water comes from a municipal water source. When the water district performed water testing at the school in 2018, all tests returned indicating “non-detectable” amounts of lead found in drinking faucets. Since COVID-19, staff and students only drink from personal water bottles and three filtered hydration stations, not the municipal drinking faucets.
- Altamont Creek is in an open space setting surrounded by rolling hills. All classrooms have windows that allow natural light and views of trees, grass, open fields, and hills. Students see expansive vistas, undeveloped land, and birds and wildlife each day.

### *Element IIB: Nutrition and Fitness*

- Altamont Creek exceeds standards for healthy menu items offered, surpassing federal whole grain and fruits and vegetable requirements. In addition, Altamont Creek’s

Thursday menus offer locally grown fruits and vegetables from the California Department of Food and Agriculture's Farm to School program.

- Students and staff enjoy the school's garden produce in cafeteria meals, recess Garden Club meetings, and science lab edible plants tasting lessons. In addition, students create promotional posters around the school featuring different varieties of produce from the garden. For example, cafeteria sales went up substantially during the weeks when the school served school-grown, red-spotted lettuce in the cafeteria salad bar.
- Altamont Creek and all LVJUSD schools participate in the district's March Nutrition Fair, with a selection of interactive stations the students visited to learn about nutrition and physical activity. The variety of stations always includes a smoothie bike that allows the students to use their pedal power to make a smoothie. Another station is the fruit and vegetable musical walk, complete with various questions about the vitamins and minerals found in common fruits and vegetables. The California Dairy Council hosts a station for kids to learn about calcium and sample calcium-rich foods. The Produce Company also provides samples of vegetables for the students to expand their palette. The event concludes with a Zumba lesson taught by a local instructor.
- In 2007, the Altamont staff designed and built two garden learning lab areas with help from Life Lab, Go Green, California AB 1535 Instructional School Gardens Program funding, the City of Livermore, StopWaste, and the Altamont Education Advisory Board. Fifteen years later, the school's garden has grown into a 2,900 square foot main garden with 12 garden beds and is a certified National Wildlife Federation Wildlife Habitat, a Bay-Friendly Garden, and an Audubon Bird Habitat. All students observe, sketch, read, and investigate the garden environment. A "Bird Cam" allows students to view bird feeders and the garden from inside the classroom. There is also an outdoor bird viewing area where students observe birds and squirrels eating and moving about in the garden.
- Students, staff, and families maintain the two gardens. Every first through fifth-grade student is involved in preparing the garden beds, planting, harvesting, and studying living things in the garden. Seasonal crops are grown throughout the year, and all first through fifth-grade students participate in garden activities and lessons. The Altamont Creek gardens have provided produce, such as chard, squash, tomatoes, and cucumbers throughout the school year and summer.
- Students engage in health and nutrition-based activities in the garden including the following:
  - All students observe, sketch, and taste produce grown in the garden using ideas from the book "Botany on Your Plate." It is common to see students snacking on cherry tomatoes, peppers, and romaine lettuce rolls from the garden.
  - Second-grade teachers have started a tradition of making salsa during the first weeks of school with an abundance of tomatoes and peppers.
  - Seasonally, Altamont Creek students have tastings in the garden, comparing different varieties of produce.
  - Students have lunchtime and recess salad parties and tasting events in the garden to sample seasonal harvests.
- All Altamont Creek students receive 210 minutes of PE every ten days. Structured physical fitness activities include daily running/walking laps, square dancing, yoga, and class game time using the Spark PE curriculum. To assess fifth-grade students' physical fitness, PE teachers use "Fitnessgram."

- Altamont Creek extends their physical activity options with before and after-school activities. For example, a very successful running club, organized by parent volunteers, meets three mornings a week with more than 200 students regularly participating. In addition, the Altamont Creek PTA offers extracurricular hip-hop dance clubs after-school.
- Students' physical activity has increased with participation in the *NFL Play 60 Challenge*. The challenge has schools in the Bay Area compete against each other to see which school can record the most student activity in four weeks. For one month, the school's fourth and fifth-grade students record their daily physical activity on a chart. Then, they report their total weekly minutes to the lead teacher to be sent over to *Play 60 Challenge*. Altamont Creek won the challenge three years in a row from 2016 to 2018. To celebrate, NFL players congratulated the school at a large outdoor assembly.
- Altamont Creek's "Comprehensive School Wellness Policy" aims to provide for and promote the health and well-being of students and staff and promote a lifelong nourishing lifestyle with a focus on health, physical education, and nutrition. School staff adhere to the district's wellness policy as an opportunity to reinforce physical activity and nutrition education in their curriculum. Teachers talk with parents at Parent Info Night in August about the importance of providing healthy snacks and lunches. Teachers also encourage families to donate a book to the school library as an alternative to birthday treats. The school asks parents to consider the planet's health and pack food in reusable containers. In addition, teachers use resources such as Go Noodle for movement breaks, indoor recess, and energizers to refocus and build core strength.
- The Health, Wellness, and Safety Committee has developed activities used by staff and students to practice mindfulness and relaxation. For example, all staff meetings provide training in mind and body techniques to release stress and strengthen mindfulness. Staff meetings also include healthy snacks such as fresh fruit and veggies.
- Altamont Creek faculty implement mindfulness in the classroom through meditation and yoga practices daily. In addition, Transitional Kindergarten (TK) through second-grade classes join with third through fifth-grade classes for cross-grade-level mindfulness activities.
- The school partners with Kid Connection to provide students with one-on-one time with a Kid Connection specialist to support a range of needs including making friends, coping with anger, and processing family issues. The Kid Connection program also leads small groups of students to address common concerns such as self-esteem and social skills. Children develop their own rules and routine in a playroom setting, guided by an adult. They learn to recognize their feelings, strategies to get along, and ways to build their self-concept. Children practice skills that they can use in classrooms, on the playground, and in their lives outside of school.
- Altamont Creek has implemented the Choose Love social-emotional curriculum. The brain and neuroscience research-based program teaches students foundational social and emotional learning (SEL) skills. The goal of the Choose Love Enrichment Program is to provide children with the knowledge, attitudes, and skills they need to choose love in any situation. The program focuses on the following skills: understanding and managing emotions (self-awareness and self-management); setting and achieving positive goals; feeling and showing empathy and compassion for others (social awareness); establishing and maintaining positive relationships; and making responsible decisions.
- LVJUSD supports staff wellness by offering membership in the California Valued Trust wellness program. Free consultations with various service providers in health, finance, law, and more are available. In addition, all the school's teachers have training on

practicing personal mindfulness and stress reduction, healthy eating, and the importance of work/home balance.

- Altamont Creek's psychologist is on campus twice a week and offers counseling services to students, supports the school's Coordination of Services Team, and collaborates with Positive Behavioral Interventions and Supports (PBIS) programs. In addition, inclusion teachers provide one-on-one and small group services, including social thinking groups.
- The school's health aide is on-site every day and provides first aid and medical assistance to students. The health aide has a list of health concerns for teachers, so they are informed about any student's issues such as asthma, food allergies, diabetes, or other health needs. The health aide also coordinates with a district nurse to support students with more severe health concerns. The district nurse is on campus once a week and provides annual training on using an Epi-Pen for allergic students.
- Over the past five years, Altamont Creek has received grants from the local Rotary Clubs and the Livermore Valley Education Foundation (LVEF) to fund emotional and physical health projects for specific classrooms. For example, one teacher received a "Flash Grant" from LVEF for a "calming corner" in their classroom. As a result, when students have emotional and sensory needs that affect them at school, the calming corner is a safe place for them to go.
- Altamont Creek implements a multi-tiered approach to social, emotional, and behavior support. The school utilizes PBIS to support behavior development. The general purpose of PBIS is to improve the school's effectiveness, efficiency, and equity. Altamont Creek was recognized in 2019 as a Bronze Level and in 2021 as a Silver Level PBIS school by the California PBIS Coalition.
- Many Altamont Creek fourth and fifth-grade students who consistently model PBIS traits are provided with specialized training to help students at recess solve minor conflicts. These Peace Makers provide younger students with a sense of security, knowing they can help provide resolutions to conflicts. In addition, the successful "Wildcat Wow" (caught being good) reward system helps reinforce positive behaviors around the campus.

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

#### *Element IIIA: Interdisciplinary Learning*

- The LVJUSD mission states that "Each student will graduate with the skills needed to contribute and thrive in a changing world." Altamont Creek adds to this mission with its own focus. The school embraces California's *A Blueprint for Environmental Literacy* definition: "An environmentally-literate person has the capacity to act individually and with others to support ecologically sound, economically prosperous, and equitable communities for present and future generations. Through lived experiences and education programs that include classroom-based lessons, experiential education, and outdoor learning, students will become environmentally literate, developing the knowledge, skills, and understanding of environmental principles to analyze environmental issues and make informed decisions." The school staff demonstrate their commitment to this goal by centering classroom and outdoor garden lessons, field trips, and assemblies around environmental studies.
- Altamont Creek integrates the California Next Generation Science Standards (CA-NGSS) across all curricular areas. California's Environmental Principles and Concepts

(EP&Cs) are an integrated element of instruction across disciplines. Six teachers, one per grade, have also piloted the Education and the Environment Initiative (EEI) units, which integrate multiple standards, including History-Social Science, Science, and Language Arts, with the EP&Cs. They are currently making a recommendation for EEI implementation throughout the school.

- All first through fifth-grade students at Altamont Creek receive instructional time in the school's garden accompanied by CA-NGSS aligned lessons taught in their classroom or the school's science lab. The garden draws its curricular influence from the CA-NGSS framework, Life Lab's "The Growing Classroom" curriculum, EEI units, Botany on Your Plate, and other curricula. Lessons in the garden and science lab include the following:
  - First-grade students explore plants and animals in the garden in various ways and learn the parts of the plants.
  - Second-grade students enjoy Project Lead the Way lessons, learning about pollinating plants and growing plants from seed. They also experiment with soil and the impact of erosion with a bed designated for soil experiments and exploration.
  - Third graders explore different areas of the garden and school grounds to investigate how they affect plant growth, and they observe the life cycles of living things throughout the year. Third-grade students also track the weather and observe cycles of native plant growth throughout the seasons.
  - Fourth graders investigate structures of plants and animals in the garden and explore their senses of sight, touch, smell, and sounds in nature.
  - Fifth-grade students explore decomposers and experiment with maintaining the compost bins. They also harvest worm castings from the indoor worm bin to mix with the garden bed soils.
- The school has a dedicated science teacher who meets with all the students twice a week for 40 minutes each. The school's science teacher teamed up with the Alameda County Office of Education and district curriculum staff to develop CA-NGSS-aligned lessons integrating environmental concepts and creating place-based investigations at Altamont Creek. Some environmental literacy lessons and concepts include the following:
  - Transitional Kindergarten through fifth-grade students learn the CA-NGSS concepts *Natural Systems Change in Ways that People Benefit from and Can Influence and Environmental and Decisions*, and *Affecting Resources and Natural Systems are Complex and Involve Many Factors* through the school's waste prevention and reduction education program.
  - First-grade students explore the Disciplinary Core Ideas (DCI) of Structure and Function, investigating plants and animals in the garden, using the Science and Engineering Practices (SEP) by constructing evidence-based accounts of natural phenomena, and communicating observations. They also observe Crosscutting Concepts (CCC), such as observing patterns in the natural and human-designed world, by observing sunlight patterns and engineering sun protection for seedlings.
  - Second-grade students experiment with what plants need to grow and design experiments to test erosion. Students "pollinate" the flowering plants using paintbrushes and examine the pollen structure through a microscope. Second-grade students explore the DCI of biodiversity by observing plants and animals in different habitats. They also test ways to prevent soil from drying out.

- Third-grade students explore CA-NGSS Instructional Segments: *Life Cycle for Survival, Surviving in Different Environments, and Weather Impacts* as they plant different items in the garden.
- Fourth-grade students compare the structures and functions of living things as part of the CA-NGSS Instructional Segment, Animal Senses, and experiment with solar energy as part of the Instructional Segment, Renewable Energy.
- Fifth-grade students build a compost pile and study the decomposers that break down the cafeteria fruits and vegetables and leaves from schoolyard trees. They trace the cycling of matter within the garden ecosystem. This project addresses the CA-NGSS Instructional Segment, From Matter to Organisms.
- Third-grade students perform assemblies of songs and skits that showcase waste prevention and reduction strategies. The songs include a recycling chant that helps students identify which bin to use for different items within the school's three-bin recycling system.
- Teachers partner with several community organizations to bring real-world examples to the topics they are studying. On-site and field experiences include the following:
  - Every kindergarten and first-grade student participates in on-site, hands-on activities with rangers from East Bay Regional Parks three times a year. Students participated virtually during the pandemic and will continue in-person during the 2021–22 school year.
  - First-grade students attend an inquiry-based science and environmental education program at the Oakland Zoo focused on habitats and adaptations.
  - Second-grade students go on walking field trips to observe and study the wildlife and habitat in the Altamont Creek behind campus. They also participate in regular nature studies in the school's gardens. Each spring, second graders are responsible for selecting, planting, and caring for individual plants. In addition, they measure, graph, and photograph each step in the growth process.
  - Third-grade students participate in Agriculture Awareness Day at Livermore High School, where students get hands-on experience learning about local agriculture, including crops and farm/ranch animals.
  - Fourth-grade students explore the surrounding parks and nature areas with docent-led education from the local Tri-Valley Conservancy and Kids for the Bay field trips. Students learn about the watershed and collect and analyze litter during the field trip to prevent waste from entering the local arroyos and polluting San Francisco Bay. These activities became virtual during distance learning and have resumed as in-person activities in the 2021–22 school year.
  - Fifth-grade students, prior to COVID-19, attended a four-day experience at Camp Campbell Outdoor Science School, where students developed an understanding of their role in the environment with a hands-on "living" curriculum in an outdoor setting. For the 2021–22 school year, the fifth-grade students are going on a day trip to Camp Arroyo in Livermore.
  - All students are invited to participate in Altamont Creek's "Trashion Show," a fashion show showcasing student-designed garments using recycled materials. Students presented their creations in a virtual show (during distance learning due to the pandemic) to keep the spirit of reducing waste alive while away from school.
- Professional development opportunities for staff include training by StopWaste to facilitate school waste audits, custodial staff training with Livermore Sanitation, and

district food service workers training on the Smart Cafeteria Initiative and Food Rescue program. StopWaste provided staff and student training in three-bin recycling procedures in the lunchroom. The district also provides mandatory employee training for custodians in "green" sanitation practices. In addition, StopWaste, REV, Livermore Sanitation, and the Sustainability Consultant have provided professional development to Altamont staff on sustainable water, energy, air, and waste practices.

- Altamont Creek has a Green Council Leadership Team. The Green Council primarily comprises fifth-grade students who want to make a difference at the school before going to middle school, but it has also been opened up to interested third and fourth-grade students in past years. The council is an advisory "think tank" exploring solutions to environmental issues in the community and collaborating on innovative ideas to reduce waste, educate others, and find solutions for issues that impact the lives of people, plants, or animals. For example, in 2019, the Green Council spoke to the district's head of Food Services to end the use of spork packets.
- The school's Green Team supports the work of the Green Council and science teacher. The team is an opt-in student volunteer group maintains the garden, serves as three-bin waste system monitors and litter patrol, and educates the rest of the school about sustainable practices.

### *Element IIIB: STEM Content, Knowledge, and Skills*

- Altamont Creek integrates Science, Technology, Engineering, Art, and Math (STEAM) to advance teaching and learning. For example, kindergarten students investigate the life cycle, migration, and natural habitat of the endangered monarch butterfly, and design and engineer models of perfect garden habitat.
- In 2013, Project Lead the Way (PLTW) chose Altamont Creek as one of 42 schools nationwide to pilot "*Launch*," PLTW's engineering program for students in first through fifth grades. *Launch* lessons are included in their science curriculum, exposing all students to engineering and design thinking. These experiences with PLTW provide a gateway for Altamont Creek students to continue with PLTW engineering learning when they move to middle school and high school. One pathway is in Livermore High School's Green Engineering Academy (GEA). Students in the GEA program are part of a four-year cohort whose academic program centers specifically around green engineering.
- First through fifth-grade students participate in PLTW's rigorous, problem-based lessons applying engineering STEAM practices to understand environmental topics. A few of the lessons provided by PLTW include:
  - First-grade students explore UV light and safety and design a shelter to guard against harmful rays, using SunWise resources.
  - Second-grade students design a seed spreader after learning about the importance of native plants and wildflowers. Next, they plant and learn about the soil and care for living things in the garden and nature areas.
  - Third-grade students use PLTW model gliders to experiment with the forces of flight. Sustainable Aviation is incorporated in the study of the Solar Impulse solar glider and the round-the-world record flight it made in 2016.
  - Fourth-grade students experiment with renewable energy during solar panel experiments and design/build a model solar-powered car.
  - Fifth-grade students create engineering projects to solve problems in various units. For example, in the PLTW lab, students build robots and learn about

hazardous waste in the environment as they program their robots to move the trash to safe areas away from water reservoirs.

- Fifth-grade students also participate in the 4Rs (Reduce, Reuse, Recycle, Rot) Student Action Project. Using the Stop Food Waste curriculum, students learn about conserving food and become ambassadors for food waste prevention in their school and community.
- In a partnership with SunPower Solar Company, which installed Altamont Creek’s solar panels, the company provided lessons, with built-in assessments, to teachers so that they could integrate solar science into multiple subjects. Students use hand-held solar panels and motors outdoors to investigate solar energy, electric circuits, and cause and effect.

### *Element IIIC: Civic Knowledge and Skills*

- Teachers assess student learning and achievement by student application of concepts. As such, students participate in problem-based learning experiences, which result in action projects. Some students design or invent engineering solutions to community issues. For example, the fifth-grade Green Council Leadership Team met with the district's food service director to discuss waste reduction strategies based on their lunch waste audits. Students researched and made a case to replace spork utensil packets with reusable or unwrapped utensils and eliminate plastic drinking straws. These recommendations led to a shift of procedure to replace sporks with individual items that meet students' culinary needs. The district started a pilot program at Altamont Creek for reusable utensils and trays that will resume once COVID restrictions ease.
- Before the pandemic, Altamont Creek students concerned about their community worked closely with a local entity, Katie's Krops, to grow and provide fresh produce to disadvantaged families in the Tri-Valley area. Students and parents document the amount and kinds of produce grown for and donated to Katie's Krops. A fifth grader started the program when he became concerned about people experiencing homelessness living under roads near the school.
- Students in third through fifth grade participate in gathering data during the annual bird counts. Ohlone Audubon Society taught students and staff to “tally” bird counts for the Great Backyard Bird Count (GBBC) and the Christmas Bird Count.
- Third through fifth-grade students are contributing to global environmental research through Project Noah. The program, which launched out of New York University in partnership with National Geographic, allows students to upload photos of wildlife and plants and add information or find identification information through feedback from others in the community or information guides. The information stream is available for schools to share and find information on plants or animals that others have uploaded. Additional features allow students to explore local or global projects with specific data needs. Some include Project Budburst, Leafsnap, iNaturalist, Project Budburst, What's Invasive, Marine Debris Tracker, Creek Watch, and Noise Tube.
- The school has been participating in California’s Living Schoolyard Month since 2019. Some activities from over the years include: creating fresh flower prints; weaving plant material; drawing nature chalk art; writing and performing poetry inspired by nature; observing, sketching, and tracking data on garden changes; designing “Trashion Show” garments; tracing shadows; participating in nature walks; exploring soil; creating salvaged material art; holding outdoor performances in the school’s amphitheater; creating solar prints; cooking in solar ovens; exploring with prisms; painting garden

signs; and playing recycle relays. Students also made photography and video presentations about their living schoolyard and shared these with families and other schools.

- Since 2016, fourth and fifth-grade students have participated in a local cleanup for Coastal Cleanup Day. The school chose a creek near the school, identified as a trash hotspot, as a cleanup site. Altamont families adopted the creek spot to continue the cleanup beyond a one-day event. Due to the work of both the city's water resources division and committed community members, the area is no longer a trash hotspot.
- In addition to the partnerships and sponsorships mentioned previously, Altamont Creek partners with the following non-profit, community, government, and business groups to support their green efforts:
  - Altamont Education Advisory Board has provided the school with grants that have funded solid waste separation containers, stipends for the science specialist to further environmental projects, hydration stations, reuse sheds, recycling and composting equipment, and 4R pilot program implementation.
  - The local water agency, Zone 7, has provided free watershed presentations to students at all grade levels at Altamont Creek.
  - The City of Livermore provided Altamont Creek a \$20,000 grant to further increase their waste diversion rate with the purchase of three-stream recycling bins for their lunchroom, outdoor areas, and all classrooms. With the grant, the school increased the number of divertible items from landfills and reduced organics contamination.
  - Local scouting groups have been active in several areas on campus, contributing to a healthier environment for students and staff. For example, the scouting groups have helped plant flowers and beautify the school's interior, built two "Buddy Benches" for the playground area, and installed a kiosk where students can pick up free personal hygiene items.
- Altamont staff also wrote grants to fund waste reduction education in ten of the elementary science labs in the district. Funding provided release time for science teacher staff development and educational materials for CA-NGSS science lessons on solid waste issues.