

Measure G Annual Report for 2019

May 10, 2019

Prepared by

Measure G Citizens' Oversight Committee

for the

Board of Trustees

Livermore Valley Joint Unified School District

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I. Executive Summary

In an election in June of 2014, over two-thirds of Livermore voters approved the Measure G Parcel Tax, authorizing the Livermore Valley Joint Unified School (LVJUSD) to levy an annual parcel tax of \$138 on each parcel of taxable real property. The stated purpose of Measure G is to help the LVJUSD provide advanced courses in math, science, and engineering, help keep schools well-maintained, attract and retain highly qualified teachers, provide elementary school science and technology specialists, and keep classroom technology and instructional materials up-to-date.

As stipulated by Measure G, an independent Citizens' Oversight Committee (the "Committee") has been convened annually to ensure that proceeds of the tax are spent wisely and only for the purposes named in Measure G. This current report is an assessment by the current Committee of the appropriateness of the Measure G expenditures for the FY2018-2019 academic year.

Measure G revenue for FY2018-2019 totaled \$3,984,612 which consisted of \$3,968,742 from 28,759 valid real estate parcels in Alameda County and \$15,870 from 115 valid parcels in Contra Costa County. Details of how this revenue was used by the LVJUSD are provided in Section V of this report, and highlights include:

- 10.00 FTEs (Full-Time Equivalents) at a cost of \$1,066,552 or approximately 27% of the available funds in FY2018-2019 were used to strengthen the solid foundation in STEM (Science Technology Engineering Mathematics) for LVJUSD students.
- To keep schools well maintained, \$200,000 or approximately 5% of the available funds were used to augment maintenance efforts throughout the LVJUSD.
- Retention of the LVJUSD's teachers is a high priority, and the LVJUSD also makes several external efforts to attract quality teachers throughout the school year such as an annual Job Fair each March. The LVJUSD is a five-time Bay Area News Group Top Workplace designee (2012, 2013, 2016, 2017, and 2018) and has been able to attract a large pool of candidates through outreach hiring efforts such as Handshake, Ed-Join, Peach Jar, and LinkedIn. In the FY2018-2019 school year, the LVJUSD experienced additional staffing needs for Special Education teachers, which it was able to fill. In addition, the LVJUSD has a high rate of teacher retention with a teacher retention rate (not including teacher retirements) overall of 90%, and 90% for science teachers as well.
- Approximately 41% of the funds (\$1,652,587) were allocated for Elementary School Science Specialists, and 11% (\$440,851) for Elementary Technology Specialists, representing a total of approximately 52% of the Parcel Tax Expenditure plan. This funded the equivalent of approximately 20 additional staff positions, specifically 15.92 FTE of Elementary School Science Specialists and 4.00 FTE of Elementary Technology Specialists.
- The Elementary Technology Specialists noted immediately above are known as the UNITE team, which stands for Utilizing New and Innovative Technology in Education. These technology specialists spend their time at elementary school sites, educating teachers as well as students. The technology programs in-place in the elementary schools are on-going and have received benefit from multiple years for Measure G funding.
- A total of \$262,850, or approximately 7% of the available funds in FY2018-2019, was allocated to keep classroom technology and instructional materials up-to-date. The school

sites provided the Committee with numerous examples of how the funds were used for this section of Measure G.

- Additional detail, from the prior years audited financial statements, demonstrate the LVJUSD has accounted for the parcel tax revenue and is trending to expense in the same manner as the prior year audited financial statements.

The Committee reviewed the provided documents, including the Ballot Measure Submittal Form, the full text of Measure G, FY2018-2019 revenue and expenditures by Measure G, LVJUSD Staffing Reports, and the LVJUSD 2018 Audit Report. The Committee concludes that all Measure G expenditures were appropriate towards the purposes of this measure and determined that these funds are helping augment STEM resources and overall school needs such as maintenance, in these important areas.

The Committee wishes to express its sincere thanks to the Staff of the LVJUSD who provided essential support for the Committee's work.

II. Introduction

On June 3, 2014, 72.41% of Livermore voters approved the Measure G Parcel Tax, authorizing the Livermore Valley Joint Unified School District (LVJUSD) to levy an annual parcel tax of \$138 on each parcel of taxable real property. The stated purpose of Measure G is to help the LVJUSD provide advanced courses in math, science, and engineering, help keep schools well-maintained, attract and retain highly qualified teachers, provide elementary school science and technology specialists, and keep classroom technology and instructional materials up-to-date. At the time of voter approval, Measure G included the two charter schools operated by the Tri-Valley Learning Corporation in Livermore, Livermore Valley Charter School and Livermore Valley Charter Preparatory High School.

Measure G thus ensured that Livermore schools would continue to receive a stable, reliable, local source of funding. Overall, the LVJUSD serves over 13,800 students in transitional kindergarten through 12th grade at nine elementary campuses, two K-8 schools, three middle schools, two comprehensive high schools, and two alternative schools. Specifically, the Measure G funds would be used to:

- Provide advanced courses in math, science, and engineering,
- Keep schools well maintained,
- Attract and retain highly qualified teachers,
- Provide elementary school science and technology specialists,
- Keep classroom technology and instructional materials up-to-date and,
- To the extent that funds are available, to maintain academic programs, including the purchase of instructional equipment, materials, and supplies.

This Parcel Tax commenced on July 1, 2015 and remains in effect for seven fiscal years, with exemptions from the Parcel Tax for citizens over the age of 65 if such citizens applied for an exemption. As part of Measure G, a Citizens' Oversight Committee ("Committee") is convened annually to ensure that proceeds of the tax are spent wisely and only for the purposes named in Measure G.

This report covers the fourth fiscal year (FY2018-2019) of the Parcel Tax and details the Committee's assessment of how the funds were dispersed and used in this fiscal year.

III. Committee Membership, History and Process

The Committee was appointed by the Board of Trustees of the LVJUSD and was convened on February 7, 2019 with the following members:

G. Bryan Balazs, Chair*	Victoria Lamica
Chung Bothwell	Nicole Sardella
Robert DeLiso	Todd Storti
Terilyn Finders**	David Struebing, Secretary*

*At this February 7 meeting, the Committee elected Bryan Balazs as Chair and David Struebing as Secretary.

**Although Terilyn Finders was appointed to this Committee in early 2019, subsequent changes in her work assignments led to what she perceived as potential conflict of interest issues, and thus she resigned at this point from the Committee.

The Committee’s first meeting was held on February 7, 2019, with subsequent meetings held on March 14th and April 25th. For 2019, three of the members (Balazs, Lamica, Storti) were serving the second year of their two-year term, one member (Bothwell) continued in her second two-year term, and two new members (DeLiso, Struebing) joined the Committee in the first year of their term. In contrast to past years, no alternates were selected for the 2019 Committee as their services were not required.

Meetings were held to provide all members with an opportunity to review and discuss the information and documents upon which this report is based. Meetings were conducted in accordance with the Brown Act and were open to the public. LVJUSD Staff provided reports, answered questions, and assisted the Committee as requested. Specifically, Committee members were greatly assisted in the performance of their duties by LVJUSD Staff Susan Kinder (Assistant Superintendent of Business Services), Teresa Fiscus (Director of Fiscal Services), and Dr. Kevin Grier (Director of Curriculum and Special Projects).

In the interim periods between the Committee’s meetings, a set of questions was developed that was distributed in March to the LVJUSD and its schools, with specific questions that would assist the Committee in preparing this report. Answers were received in a timely fashion, and the “writing assignments” for particular sections were assigned to Committee members. In early May, the report sections were collated into a draft document by the Committee Chair, with subsequent distribution to the members for any additional input and suggestions. This final report revision was issued in mid-May.

IV. FY2017-2018 Measure G Revenue, Parcels, Exemptions and Fees

Financial consultants Francisco & Associates provided information on the Measure G revenue for FY2018-2019, totaling \$3,984,612 which consisted of \$3,968,742 from 28,759 valid real estate parcels in Alameda County and \$15,870 from 115 valid parcels in Contra Costa County. Not included in the total funds are \$257,922 which was not collected for Measure G due to the senior exemption provision (65 or older) of this Parcel Tax. This exemption amount corresponded to a total of 1869 parcels consisting of 1727 previous and 132 new applications in Alameda County, and 10 previous and 0 new applications in Contra Costa County.

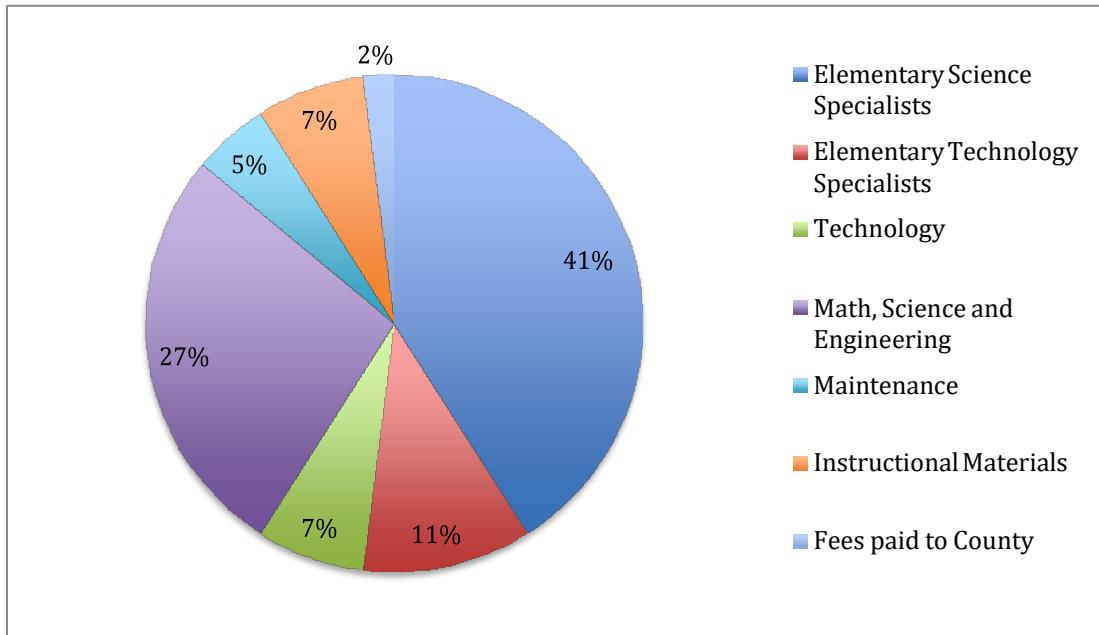
Thus, the LVJUSD was allocated \$3,984,612 of Measure G proceeds in FY2018-2019, with no Measure G carryover funding from the prior fiscal year of FY2017-2018. From this total, the LVJUSD pays an annual assessment fee to Alameda and Contra Costa counties that is used to offset the costs of collecting and tracking the Measure G funds through the property tax system, and in FY2018-2019, this assessment fee was \$80,000 (the same as in FY2017-2018). This fee represents approximately 2% of the overall Measure G revenue.

V. LVJUSD Programs Funded by Measure G

Based on the total of \$3,984,612 in Measure G revenue as detailed in the previous Section IV of this report, the breakdown of the FY2018-2019 expenditures is listed in the following table. Immediately following are specific details on how the funds were spent, with the six sections listed in the order that they appeared in the stated Measure G goals.

Expenditures

Elementary Science Specialists	\$1,652,587	41%
Elementary Technology Specialists	\$440,851	11%
Technology	\$262,850	7%
Math, Science and Engineering	\$1,066,552	27%
Maintenance	\$200,000	5%
Instructional Materials	\$281,772	7%
Fees paid to County	\$80,000	2%
Total	\$3,984,612	100%



Based on the information provided to the Committee by the Staff, the Committee is satisfied that the Measure G funds received by the LVJUSD in FY2018-2019 were expended, or if expended as budgeted*, will be spent in accordance with Measure G. Examples of how Measure G funds have been, or will be, spent are detailed below and are categorized according to the stated purposes of Measure G.

*As the LVJUSD fiscal year ends on June 30th, a few remaining (although budgeted) expenditures had not been completed at the time of writing this report.

Provide Advanced Courses in Math, Science and Engineering

Analyzed by Committee Member Chung Bothwell

In FY2018-2019, the LVJUSD used Measure G funds to provide for 10.00 FTEs at a cost of \$1,066,552, or 26.77% of the funds available for this reporting period. Two K-8 schools (Junction and Michell) and 3 middle schools received a total of \$360,679 for 3.75 FTEs dedicated to support the foundation in STEM for students at these schools. For three LVJUSD high schools, a total of \$705,873 was allocated to this area. This amount supported 6.25 FTEs for the high schools (Del Valle, Granada, and Livermore High). As compared to FY2017-2018, this represents an increase of \$19,239 (0.03% higher).

The purpose of the parcel tax funds is to support STEM education, focusing on math, science, and engineering throughout the schools in this district. Funding provides for Science Specialists at all elementary school sites, which ensures our students have a solid foundation in STEM and are prepared for advanced courses in high school. In addition, Secondary sites use funds to purchase technology that supports needs in advanced math, science, and engineering courses.

Examples of advanced courses are: Advanced Placement (AP) Statistics; AP Calculus, International Baccalaureate (IB) Mathematics SL/HL, AP Biology, IB Biology SL/HL, AP Chemistry, IB Chemistry SL/HL, AP Physics, IB Physics SL/HL, Principles of Engineering, Civil Engineering & Architecture, PLTW Honors Civil Engineering and Architecture, PLTW Honors Principles of Engineering, AP Computer Science, and Advanced Interdisciplinary Science for Sustainable Agriculture.

Keep Schools Well Maintained

Analyzed by Committee Member Victoria Lamica

Measure G provided \$200,000 or approximately 5% of the available funds in FY2018-2019 to augment maintenance efforts throughout the District. The main focus of this year's apportionment was dedicated to fire, life and safety at all sites, such as testing, inspections, maintenance, and repairs. To help keep Livermore schools well maintained and safe for students, District-wide fire alarm and sprinkler systems, fire extinguisher and kitchen hood fire suppression systems, and wheelchair and elevator lifts were inspected and if needed, repaired. In addition, funds were used for pest control, testing domestic water backflow devices, District-issued uniforms and the procurement of card access badges and a card reader and buzzer entry system at Del Valle High School.

Attract and Retain Highly Qualified Teachers

Analyzed by Committee Member Nicole Sardella

Staffing: Approximately 55% of Measure G funds are used to hire science teachers at the elementary schools and technology specialists throughout LVJUSD. The expertise provided by these staff members allows elementary students to be exposed to scientific principles, to be engaged with new modes of learning, and to increase competency in math and science fields.

Recruitment: Each year the LVJUSD determines staffing needs for the following year based upon the number of teachers who will be leaving – retirements, leaves, resignations, etc. – and any projected growth. After opening positions for one week for potential internal transfers, the

LVJUSD begins filling positions with the most highly qualified applicants from the pool. This process starts with the consideration of those who have worked for the LVJUSD in temporary positions the prior year and have done an outstanding job. Retention of the best temporary teachers is a high priority, as they have already shown their site principals that they are capable of outstanding work.

The LVJUSD also makes several external efforts to attract quality teachers throughout the school year. In March of each year, the LVJUSD holds a Job Fair. Additional job fairs were held at local colleges and universities as well as posting jobs on Handshake, a website for job postings aimed at college students and recent graduates that posts to 80% of colleges and universities in California. LVJUSD also uses multiple platforms for job postings including Ed-Join, Peach Jar, and LinkedIn to reach a wide range of applicants.

The LVJUSD is a five-time Bay Area News Group Top Workplace designee (2012, 2013, 2016, 2017 and 2018) and has been able to attract a large pool of candidates, even for positions that are traditionally difficult to fill. In the FY2018-2019 school year, the LVJUSD experienced additional staffing needs for Special Education teachers, which it was able to fill. In total, effective August 2018, sixty-nine teachers retired, resigned, or were released and seventy-nine teachers were hired, while an additional three Special Education teachers were hired in November, December, and February.

Retention: The LVJUSD has a high rate of teacher retention. The overall teacher retention rate, including teacher retirements, is 90%, and for science teachers, the teacher retention rate, including teacher retirements, is 89.5%.

Provide Elementary School Science and Technology Specialists

Analyzed by Committee Member Bob DeLiso

The FY2018-2019 Parcel Tax Expenditure plan allowed for approximately 41% of its budget or \$1,652,587 for Elementary School Science Specialists, and 11% or \$440,851 for Elementary Technology Specialists. This represents approximately 52% of the Parcel Tax Expenditure plan. This plan allows for funding the equivalent of approximately 20 additional staff positions. More specifically, the Parcel Tax Expenditure Plan funds 15.92 FTE of Elementary School Science Specialists and 4.00 FTE Elementary Technology Specialists. [One FTE represents the equivalent of one full-time position; one FTE may, for example, be funding portions of multiple staff persons' time.]

The funding level for FY2018-2019 is very similar to the funding level for the previous fiscal year. In FY2017-2018, there were 19.6 FTE positions funded and in the current year there were 19.9 FTE positions funded.

In the District's nine elementary schools and two K-8 schools, the staffing levels were funded similarly with the Elementary School Science Specialists at between 1.00 and 1.86 FTE per school, and the Elementary Technology Specialists at between 0.10 and 0.40 FTE per school.

At their assigned school sites, the Elementary Technology Specialists are known as the UNITE team, which stands for Utilizing New and Innovative Technology in Education. The technology

specialists spend their time at elementary school sites educating teachers as well as students. The technology programs in-place in the elementary schools are on-going and have received benefits from multiple years for Measure G funding.

Specific benefits from this fiscal year funding at each school are described below:

Altamont Creek

The Elementary School Science and Technology Specialists have assisted with the implementation of programs such as Garden, Tele Presence, Project Lead the Way (PLTW), STEAM and Makerspace.

Arroyo Seco

The Elementary School Science and Technology Specialists are training in Marketplace, coding, using robotics, and 3-D printing. They are increasing teachers' and students' skills in the use of technology tools and using those tools in support of classroom activities. They are supporting Next Generation Science Standards (NGSS) activities in the classroom; they provide students with equal access to technology tools in the classroom.

Croce Elementary

The Elementary School Science and Technology Specialists provide hands-on lessons in the Technology labs and have extended that to lessons in the classroom. Their knowledge of NGSS helps students better prepare for the state CAASPP Science exams. They assist with Science Odyssey projects and teach the Scientific Method; they assist with coordinating family science events with the community and teachers' support. They have also helped initiate a Makerspace program.

Emma C. Smith Elementary

The Elementary School Science and Technology Specialists are maintaining a Makerspace program and managing the computer lab. As part of the UNITE team, the specialist works with the teachers and the students in both the computer lab and the classroom and brings science class activities into the lab for hands-on activities.

Jackson Avenue Elementary

The Elementary School Science and Technology Specialists are providing twice per week, 40-minute science labs for students, and giving them exposure to Project Lead the Way (PLTW) technology and curriculum in science classes.

Joe Michell K-8

The Elementary School Science and Technology Specialists are providing hands-on science lab activities that support the NGSS, embedded within the IB (International Baccalaureate) Units of Inquiry in Grades 1 to 5. Through PLTW Launch lessons, students are improving their critical thinking and technology skills. Students are creating online technology portfolios that allow them to see how their learning and thinking skills have improved.

Junction Avenue K-8

Measure G funds a full time Elementary School Science Specialist for Grades 1 to 5. This has allowed science classes to expand from the classroom to hands-on experiences in the science labs.

Work in the labs includes the Scientific Method, PLTW STEM activities, and participation in Science Odyssey and Science fairs.

Lawrence Elementary

The Elementary School Science and Technology Specialists are providing twice per week, 40-minute science labs for students in grades 1 to 5, giving students a hands-on science experience. The specialist also organized a Family Science Night, developed a Green Team, and works with community agencies to enhance student learning. Teachers are also receiving training on HyperDocs and other new resources.

Marylin Avenue Elementary

The Elementary School Science and Technology Specialists are providing twice per week, 40-minute science labs for students in grades 1 to 5, giving students a hands-on science experience while learning about NGSS. The Science Specialist also hosts a Family Science Night, a District Show, and the Planetarium dome for a week at the school.

Rancho Elementary

The Elementary School Science Specialist helps students develop problem-solving skills, motivates them toward a lifelong interest in the natural world; and provides a hands-on science lab. The Science Specialist also hosts a Family Science Night, maintains a Makerspace program, and with others, tends the Rancho outdoor garden.

Sunset Elementary

The Elementary School Science Specialist facilitates hands-on learning with a focus on NGSS. Students have experimented with MagLev trains and how to increase cargo capacity through design, and worked with gummy bears and mass. Students have designed playgrounds using recycled materials, inspired by the District Bond program. Through a scenario activity, students have been challenged to understand the balance between natural resources, consumers, and producers. These are examples of activities where the Specialist challenges the students to develop the science skills for college and career.

Keep Classroom Technology and Instructional Materials Up-To-Date

Analyzed by Committee Alternate Member David Struebing

Livermore Valley Joint Unified District (LVJUSD) received \$262,850, or approximately 7% of the available funds in FY2018-2019 to keep classroom technology and instructional materials up-to-date. The school sites provided the Committee with numerous examples of how the funds were used for this section of Measure G.

Elementary Schools

Altamont Creek – Repaired Chromebooks, replaced some Chromebooks, and purchased new document cameras.

Arroyo Seco – Repaired Chromebooks, replaced some mice/keyboards, and purchased document cameras.

Croce Elementary - These funds allow us to replace, repair, and increase our technology for student use. Our new curriculum in Math and English Language Arts (ELA) has extensive online components for testing

and individualized learning. Increased access to technology enhances student learning by allowing prompt feedback to teachers and students, as well as progress monitoring data and practice for State CAASPP testing (Grades 3-5). It also enhances our students' computer competency.

Emma C. Smith Elementary - Additional Chromebooks for student use were purchased, in addition to, two document cameras to replace existing failing equipment for the classroom.

Jackson Avenue Elementary – Used funds to purchase more Chromebook charging carts as we expanded our laptops for each grade level-1:1 first to fifth grade; for tech supplies, printers and much needed discretionary funds to replace, repair, and update existing technology.

Joe Michell (K-8) – Purchased additional Chromebooks for student use as well as two document cameras to replace existing older equipment for the classroom.

Junction Avenue (K-8) - Purchased additional Chromebooks and Chromebook carts for classrooms. So many classes are using Google Docs and other technology as part of their lesson planning, that this helps to keep up with the need for technology. This year, it has helped to replace a failing printer and overhead projectors.

Lawrence Elementary – Purchased Chromebooks to decrease the device to student ratio. We are now 1:1 in grades 4 and 5 and 2:1 in grades 1, 2, and 3. Funds were also used to repair student technology.

Marylin Avenue Elementary - Funds were used to pay for Acellus math program for students in K-5th grade. Funds were also used to replace and repair student technology.

Rancho Elementary – Purchased Chromebooks, mice, earphones, and Chromebook batteries. Also purchased online educational materials to enhance instruction.

Sunset Elementary - Teachers in grades 2-5 were provided new laser printers for their classrooms. To help accommodate printing needs site-wide, they added a second Xerox machine. All printer cartridges and maintenance contracts for copiers are funded. Purchased earbuds for students to conduct listening portion of the CAASPP.

Middle Schools

Christensen Middle School – Repaired Chromebooks and replaced other Chromebooks. Purchased new ELA subscription.

East Avenue Middle School - Teachers were sent to the “Google Apps for Education Summit” to learn about new apps. Purchased replacement computers for teachers. Also purchased headphones for students to use during listening activities.

Mendenhall Middle School - Mac Books were purchased for instruction. Teachers are able to better reach their students using innovative pedagogical practices. In turn, students are more motivated and able to demonstrate their learning using their own devices.

High Schools

Del Valle High School – Used the funds to repair and replace Chromebooks. Also used the funds to repair or replace additional technology in the classroom.

Granada High School – Funded renewal of “Turn it in.com”. Funded the replacement of 96 Chromebooks, replacement of 6 projectors, and two Chromebook carts.

Livermore High School – Funded renewal of “Turn it in.com” and the purchase of electronic curriculum for choral classes. Additionally, purchased five iPads for campus supervisors, and purchased two projection screens for classrooms, several printers, and miscellaneous plugs,

cable, cords, etc. for classroom set-up. Ten new iMacs have been ordered, as well as two touch screen laptops for school check-in.

Vineyard Alternative - Purchase of student ID maker system including software. Purchase of MS Office.

To the Extent Funds Are Available, to Maintain Academic Programs, Including the Purchase of Instructional Equipment, Materials and Supplies

Analyzed by Committee Member Todd Storti

The Parcel Tax funds allow purchase of science laboratory materials and Project Lead the Way (PLTW) schools are able to provide instructional materials for students in the courses. Additionally, some Parcel Tax funds are used to support the purchase of textbooks for the recent English Language Arts/English Language Development adoption.

The District provided some detail on how funds were used for the represented fiscal year. Additional detail, from the prior years audited financial statements, demonstrate the District has accounted for the Parcel Tax revenue and is trending to expense in the same manner as the prior year audited financial statements.

VI. Conclusions

Overall, the Committee concludes that the \$3,984,612 of Measure G revenue for the LVJUSD in FY2018-2019 did indeed advance the Measure's stated purpose to provide advanced courses in math, science, and engineering, help keep schools well-maintained, attract and retain highly qualified teachers, provide elementary school science and technology specialists, and keep classroom technology and instructional materials up-to-date. The benefits of Measure G funds have been documented across all the schools within the LVJUSD, the expenses are within budget, appropriate for the Measure's intent, and have demonstrated a commitment to keeping Livermore schools up-to-date and well maintained.

Finally, the Committee members wish to offer sincere appreciation for informative, timely, and accurate efforts provided by LVJUSD Staff members Susan Kinder (Assistant Superintendent of Business Services), Teresa Fiscus (Director of Fiscal Services), and Kevin Grier (Director of Curriculum and Special Projects).

Respectfully Submitted,

G. Bryan Balazs, Committee Chair

David Struebing, Secretary

Chung Bothwell, Committee Member

Robert DeLiso, Committee Member

Nicole Sardella, Committee Member

Victoria Lamica, Committee Member

Todd Storti, Committee Member