

Measure G Annual Report – 2015-2016 (Year One)

From: Measure G Parcel Tax, Citizens’ Oversight Committee (the “Committee”)

To: Livermore Valley Joint Unified School District Board of Trustees (the “Board”)
685 East Jack London Boulevard
Livermore, CA 94551

Dated: May 4, 2016

Background:

On June 3, 2014, 72.41% of Livermore voters approved Measure G (Parcel Tax). This measure authorized the Livermore Valley Joint Unified School District (the “District”) to levy an annual tax of \$138 per parcel with exemptions for citizens over the age of 65, if they applied. This parcel tax commenced on July 1, 2015 and remains in effect for seven (7) fiscal years. This report covers the first fiscal year of the tax.

The stated purpose of Measure G is to provide financial support to public school programs within the district (including the two charter schools run by the Tri-Valley Learning Corporation in Livermore, California: Livermore Valley Charter School and Livermore Valley Charter Preparatory High School [the "Charter Schools"]), as follows:

- 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 funds are available, to maintain academic programs, including the purchase of instructional equipment, materials and supplies.

The measure requires the formation of an independent Measure G Parcel Tax Citizens’ Oversight Committee. The Committee is responsible for conducting an annual review to ensure that proceeds of the parcel tax are spent wisely and only for the purposes named in Measure G.

Membership:

The Committee was appointed by the Board and convened in January 2016 with the following members:

Dr. Phillip Weiss, Chair
Kristie Wang, Secretary
Betty Cleveland
Henry Huff
Will Macedo

Ted Michels
Tyler Olson
Chung Bothwell - Alternate
Keven Hempel - Alternate

Committee History:

The Committee's first meeting was held on January 28, 2016. Four of the members are serving the second year of their two-year term while the other six members are in the first year of their two year term. 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. The District and the Charter Schools provided reports, answered questions, and assisted the Committee as requested. In particular, Susan Kinder (Chief Business Official) and Nancy Ramirez (Confidential Secretary, Business Services) assisted the Committee on behalf of the District, and were available to answer questions, provide support, and attend meetings as requested by the Committee.

Measure G Revenue FY2015-2016:

During the budgetary process, the District's consultant, Francisco & Associates, estimated that Measure G would generate \$3,826,326 in revenue. Based on the Memorandum of Understanding dated March 18, 2014, by and between the District and the Charter Schools, for the fiscal year 2015-2016, the District was allocated \$3,459,477 of Measure G proceeds to fund District schools, and the Charter Schools were allocated \$366,849 of Measure G proceeds to fund the Charter Schools. There was no reserve carry-over noted from the prior fiscal year (2014-2015) under Measure M.

Parcels and Exemptions:

Measure G funding for fiscal year 2015-16 was based upon the number of parcels submitted to the Contra Costa County and Alameda County Auditor's offices for placement on the tax roll. Pursuant to the October 1, 2015 report (the "Final Assessment Report") prepared by Francisco & Associates, Inc., on behalf of the District, there were 29,505 taxable parcels in the District in Alameda County and 126 taxable parcels in the District in Contra Costa County for fiscal year 2015-16. The Final Assessment Report indicates there were 1,904 exemptions granted. After deducting the 1,904 exempted parcels, the Final Assessment Report placed the number of parcels paying the tax at 27,727. Compared to fiscal year 2014-15, the final year of Measure M, this represents an increase of 118 taxable parcels and a decrease of 91 exemptions for a net gain of 209 tax paying parcels. In fiscal year 2014-15 there were 27,518 tax paying parcels in the District after deducting the 1,995 exemptions that were granted (see Fifth Annual Report for Measure M dated April 30, 2015). This translates to an increase of \$12,972 over last year's Measure M funding.

Assessment Fees:

The District pays an assessment fee to Alameda County and Contra Costa County for collecting this supplemental tax. This year the total fee is budgeted at \$71,500, which represents approximately 1.9 percent of total Measure G funding.

District Programs Funded by Measure G:

Based on the information provided to the Committee by the District, the Committee is satisfied that the Measure G funds for fiscal year 2015-16 were budgeted and, if expended as budgeted, will be spent in accordance with Measure G. Examples as to how Measure G funds have been, or will be, spent in fiscal year 2015-16 are set forth below and are categorized according to the stated purposes of Measure G:

Provide Elementary School Science and Technology Specialists

Measure G provided \$1,437,338 to the LVJUSD for elementary science specialists and \$386,051 for elementary technology specialists, totaling approximately 53% of the available funds. This translates into 14.07 FTE science specialist and 4.00 FTE technology specialist positions for the eight elementary schools and two K-8 schools in the district. When asked, principals at each of the schools report sentiments similar to those expressed by Principal PJ Daley at Altamont Creek Elementary, who says “hands-on training in both science and computer technology” allows his students to be “exposed to cutting-edge techniques and resources to engage their 21st century skills.” Specific examples include:

- Principal Terri Quesinberry at Sunset Elementary reports that the Science Specialist allows students to have hands-on experience they may not get with their classroom teacher and to work “in a lab setting that focuses on the scientific method.” Principal Quesinberry also notes that the Technology Specialists “have provided classroom teachers with new innovative practices for students. The instructional support has been terrific and teachers are trying many new things.”
- Principal Steve Martin at Rancho Las Positas Elementary states, “Science specialists are vital to our school and curriculum for 21st century learning... STEM education is important for our global economy in preparing our students for future engineering and technological careers.”
- Principal Laura Lembo at Joe Michell TK-8 School reports, “We have an incredible Science Specialist who is teaching the Next Generation Science Standards through Project Lead the Way: Launch. Students are designing solutions to real-world issues using science, technology, engineering and math. One such example is our first grade students, who were working on the Project Lead the Way Light and Sound design problem. Students were following the engineering process to design, build, test, and evaluate a device that could be used to communicate over a distance. Each student made their own device, and had several opportunities to test and then redesign. Students understand the design cycle and are learning through their own experiences as they [work] through different iterations of their design. This is just one example of a lesson that students are learning as a result of our Science Specialist. Thank you!”
- At Junction Avenue K-8 School, Principal Janet Loughran-Smith states, “Our elementary students have greatly benefitted from the science specialist. Hands on experiments using scientific equipment has piqued the interest of our young students. Forming a hypothesis and proving it has broadened our students' interest in science. They like science!”

Keep Classroom Technology and Instructional Materials Up-To-Date

From the Measure G funds it received, the District allocated and is budgeted to spend \$18 per student at each of its schools on technology for a total amount of \$237,546 (approximately 7% of

the available funds) to keep classroom technology and instructional materials up-to-date. The District provided the Committee with examples of how the funds were used to keep classroom technology and instructional materials up-to-date. These include:

- Del Valle High School purchased five new 13 inch MacBook Airs.
- Livermore High School purchased computers for its students and teachers to use in its classrooms. It also purchased projection screens, and upgraded the memory in older computers to bring them up to standard.
- Granada High School purchased document cameras, teacher computers, Chromebook cart, license upgrades for Microsoft, Turnitin.com, and Gradecam access for teachers to aid teachers in their instruction and students in their learning.
- Vineyard Alternative School purchased additional Chromebooks for student use on campus, as well as several projectors and printers to replace older equipment in poor working condition.
- Christensen Middle School used funds to keep its computer lab up-to-date, and to purchase additional Chromebooks for classroom use.
- East Avenue Middle School purchased additional Chromebooks for student use and projectors to replace outdated classroom projectors.
- Mendenhall Middle School purchased a Chromebook cart (including 32 Chromebooks), two additional Chromebooks, a document camera, and a MacBook. Mendenhall Middle School also used funds to pay management license fees for the newly purchased computers as well as twenty donated computers, and also made repairs to damaged Chromebooks.
- Junction Avenue K-8 School applied Measure G funds toward the purchase of a Chromebook cart and upgrading teacher computers.
- With an increase in student enrollment requiring the additional of new classrooms, Joe Michell TK-8 School used Measure G funds to purchase document cameras to seven new teachers to use in their classrooms. Joe Michell also continued to provide students with web-based instructional programs, including Reading Eggs for TK-2nd, Study Island for grades 3-5, and school wide subscriptions to Gizmos and Reflex Math. Students are able to access these programs at home as well as at school.
- Altamont Creek Elementary used funds to purchase Chromebooks.
- Arroyo Seco used Measure G funding to provide web based programs such as ESGI, Accelerated Reader, Adventures to Fitness, Type to Learn, Enchanted Learning, Spelling City, and Lymboo Math. Arroyo Seco also used Measure G funds to maintain existing equipment and purchase new equipment, such as printers, Chromebooks, tablets, and stereo systems.
- Croce Elementary purchased additional Chromebooks for classroom use.
- Jackson Avenue Elementary used its funds expanded the use of Chromebooks in the classroom, as well as replacing some classroom projectors.
- Marylin Elementary updated teacher laptops to better support student learning, access District programs to monitor attendance, and to create presentations and research lesson plans. In addition to new equipment, Marylin Elementary also purchased software to monitor students mastery on ELA and Math subjects
- Rancho Las Positas Elementary School used Measure G funds to maintain and update classroom projectors , printers, document cameras, audio voice enhancement systems, and new teacher laptops.
- Sunset Elementary used Measure G funds to purchase projectors, document cameras, printers and cartridges. In the past year, Sunset Elementary split its Kindergarten classrooms, which added two new classrooms that required new technology equipment be purchased.

Provide Advanced Courses in Math, Science, and Engineering

The District used Measure G funds to add 10.08 FTE at a cost of \$953,434, totaling approximately 28% of the available funds. Each middle school received funding to add 0.75 FTE of staff time dedicated to enhancing courses in the areas of math, science and engineering. The staff provides support for the middle school Science, Technology, Engineering and Math (STEM)/Project Lead The Way (PLTW) called *Gateway*. This consists of a variety of engineering units. Units include robotics (programming and building), Computer Aided Design (CAD), electronics, green engineering, chemistry, forces and motion, flight and space. 6.33 FTE were added in total to the three high schools (Del Valle, Granada, and Livermore) to enhance their programs. The staff supports instruction in the areas of engineering physics, engineering research & development, green engineering, robotic technologies, Computer Integrated Manufacturing (CIM), Civil Engineering and Architecture (CEA), advanced physics, conceptual physics, physics mechanics, pre-calculus, calculus and AP calculus.

Keep Schools Well-Maintained

Measure G provided \$200,000, or approximately 6% of the available funds, to augment maintenance efforts throughout the District. The funds were spent primarily on improved technology equipment for service/repair personnel. The use of this new equipment promotes improved response time to repairs, better District asset tracking, and improved record keeping. In addition, the replacement of a wheelchair lift and replacement of failed security cameras/recorders for several schools were completed with the use of Measure G funds.

Attract and Retain Highly Qualified Teachers

The District did not budget any of their parcel tax funds specifically for this budget category. Instead, the District believes that, by focusing their efforts on the other budget categories where they are providing advanced courses, computer equipment, classroom teaching materials, and science and technology specialists, it will help the teachers be more productive in the classroom and enhance the learning experience for the children in and out of the classroom. The overall classroom environment is further enhanced by smaller class sizes that allow teachers more time to focus on each student, which the District feels has helped them to retain teachers. The District believes that this has led to its ability to find and retain highly qualified teachers.

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

The District will spend \$169,142, or approximately 5% of the available funds, on math textbook adoption. The K-5 math textbook adoption is for all students in K-5 across all of the schools. To adopt a textbook for a given grade level, it is approximately \$150,000 per grade level. There is a formal process to review textbooks on the State's approved materials list, which is lead by a K-12 Math Coach and includes the participation of teachers across the grade levels and the schools. This process allows the teachers to view all of the materials and then reduce the list down to the selected top two publishers. The teachers on the Adoption Committee pilot the two publishers and, utilizing set criteria, rate the materials. Based on ratings, one publisher is selected and presented to the LVJUSD Board of Education for their approval. The District will be taking the selected K-5 math textbook and Algebra 1 textbook for middle school mathematics students to the Board for approval in May/June. Once approved, the purchasing of the textbooks begins. The full adoption of a textbook across all grade levels costs about \$1.4 million and will continue over the next few years.

Charter Schools Programs Funded by Measure G:

Based on the information provided to the Committee by the Charter Schools, the Committee is satisfied that the Measure G funds for fiscal year 2015-16 were budgeted and, if expended as budgeted, will be spent in accordance with Measure G. Examples as to how Measure G funds have been, or will be, spent in fiscal year 2015-16 are set forth below and are categorized according to the stated purposes of Measure G:

Provide Elementary School Science and Technology Specialists

Measure G provided \$66,827, totaling approximately 18% of the available funds, to the Livermore Valley Charter School (LVCS) for elementary science and technology specialists, which is used to pay for 0.75 FTE for the school's Science Specialist. LVCS Principal Tara Aderman reports, "Hands-on, inquiry-based science lab experiences complement our daily in-class science instruction. The students have the opportunity to explore, dissect, and engage deeply in an inquiry-based environment in our elementary science lab."

Keep Classroom Technology and Instructional Materials Up-To-Date

The Charter Schools allocated and spent \$86,250 to keep classroom technology and instructional material up-to-date. This expenditure represents 24% percent of the Measure G funds received by the Charter Schools. The funds were used by the Livermore Valley Charter School to purchase new instructional material (e.g., Power, Politics, and Your; Hands on Math; Precalculus with Limits; Big Ideas Math; and Math Expressions) and subscriptions (e.g., Spatial Temporal Math [ST Math]and IXL). Livermore Valley Charter Preparatory High School used the funds to make investments in the STEM program, specifically AP Computer Science, Statistics, Physics, and Biology. In addition, new pre-calculus instructional materials for the high school were purchased as a result of Measure G funds.

Provide Advanced Courses in Math, Science, and Engineering

At Livermore Valley Charter and Livermore Valley Charter Preparatory, \$41,387 (totaling 11% of the available funds) was spent on additional A/P curriculum specializing in computer science, statistics, robotics, physics and biology. Additionally these funds provided for the Silicon Valley Math Initiative, Advanced Math Manipulatives, and Spational Temporal Math.

Keep Schools Well-Maintained

The Charter Schools spent \$102,535 on IT infrastructure maintenance and improvements to provide adequate, safe internet access to its students and teachers on both campuses. This expenditure equals approximately 28% of the available funds.

Attract and Retain Highly Qualified Teachers

The Charter Schools budgeted \$69,850, or 19% of their total budget for this budget category. They used some of these funds for teacher credentialing that is usually paid for out of each teacher's pocket and Master's degree tuition assistance that encourages teachers to successfully pursue higher education. The Charter Schools also funded conferences, AVID training, and Buck Project-Based Learning training. While the Charter Schools have funded these types incentives previously, they believe the additional funding has helped ramp up these areas, which is expected

to result in lower teacher turnover over time. The Charter Schools feel this approach has helped improve the skills of their current teachers and to attract teachers to the Charter Schools.

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

The Charter Schools budgeted funds in each of the other five categories only.

Conclusion:

Measure G requires an Independent Citizens' Oversight Committee ensure that proceeds of the tax are spent wisely and only for the purposes named in the Proposition. The District and the Charter Schools are required to supply necessary information to assist the Committee in performing its duties.

To fulfill this obligation, the Committee performed a review of the data submitted by the District and Charter Schools staff. This review included gathering data to support the District and Charter Schools staff's analysis of expenditures related to Measure G, asking questions of the District and Charter School staff and staff at individual schools under the District and Charter Schools purview, and other fact finding procedures. The Committee did not perform an audit in accordance with auditing standards generally accepted in the United States of America. Although not specifically required in the Proposition, the Committee prepared this report addressed to the Trustees of the Livermore Valley Joint Unified School District.

Based upon the information provided to the Committee by the District and Charter Schools, the Committee is satisfied that the funds received for fiscal year 2015-16 from proceeds of the Measure G Parcel Tax, as approved by voters June 2, 2014, valued at \$3,826,326, were in fact budgeted in accordance with the ballot language of Measure G and, if ultimately expended as budgeted by the District and Charter Schools, those funds will have been spent by the District and Charter Schools in accordance with Measure G.

[Signatures on following page.]

Respectfully submitted,

Dr. Phillip Weiss, Chair (Year-2)

NOTE: Signatures are on file. -

Kristie Wang, Secretary (Year-2)

Betty S. Cleveland (Year-2)

Henry Huff (Year-2)

Will Macedo (Year-1)

Ted Michels (Year-1)

Tyler Olson (Year-1)

Chung Bothwell, Alternate (Year-1)

Keven Hempel, Alternate (Year-1)