

Measure A Annual Report for 2023 (2022-2023 Academic Year)

June 1, 2023

**Prepared by
Measure A Citizens' Oversight Committee
for the
Board of Trustees
Livermore Valley Joint Unified School District**

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I. Executive Summary

In an election on May 3, 2022, 67.24% of Livermore voters approved the Measure A 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 A 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 A, 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 A. This current report is an assessment by the current Committee of the appropriateness of the Measure A expenditures for the 2022-2023 academic year.

Measure A revenue totaled \$3,973,848 which consisted of \$ 3,958,530.00 from 28,685 valid real estate parcels in Alameda County and \$15,318 from 111 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 FTEs (Full-Time Equivalents) at a cost of \$1,180,306 or approximately 30% of the available funds in 2022-2023 were used to strengthen the solid foundation in STEM 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 makes several external efforts to attract quality teachers throughout the school year such as participating in multiple virtual certificated job fairs at local colleges and universities to recruit new teaching talent. The LVJUSD has been able to attract a large pool of candidates through outreach hiring efforts such as job fairs. In addition, the LVJUSD has a high rate of teacher retention with a teacher retention rate overall of 94%.
- Approximately 46% of the funds (\$1,811,402) were allocated for Elementary School Science Specialists and 10% (\$414,048) for Elementary Technology Specialists, representing a total of approximately 56% of the Parcel Tax Expenditure plan. This funded the equivalent of approximately 18 additional staff positions, specifically 15.29 FTE of Elementary School Science Specialists and 3.0 FTE of Technology Specialists.
- The 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 the elementary schools are ongoing and have received benefits from multiple years of Measure A funding.
- A total of \$288,092, or approximately 1% of the available funds in 2022-2023, 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 A.

- Additional details, from the prior year’s audited financial statements, demonstrate that LVJUSD has accounted for the parcel tax revenue and is trending to spend the funds in the same manner as the prior year’s audited financial statements.

The Committee reviewed the provided documents, including the Ballot Measure Submittal Form, the full text of Measure A, 2022-2023 revenue and expenditures by Measure A, LVJUSD Staffing Reports, and the LVJUSD 2022-2023 Funding Summary. The Committee concludes that all Measure A expenditures were appropriate for 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 their sincere thanks to the Staff of the LVJUSD who provided essential support for the Committee’s work.

II. Introduction

On May 3, 2022, 67.24% of Livermore voters approved the Measure A 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 A 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 A 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 A was extension of Measure G, a previous annual parcel tax to support the same goals that was passed in 2015 and ran for seven years.

Measure A thus ensured that Livermore schools would continue to receive a stable, reliable, local source of funding. Overall, the LVJUSD serves approximately 13,000 students in transitional kindergarten through 12th grade at nine elementary campuses, two K-8 schools, three middle schools, three comprehensive high schools, and one alternative school.

Specifically, Measure A 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.

The Measure A Parcel Tax commenced on July 1, 2022, 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 A, a Committee is convened annually to ensure that the proceeds from the tax are spent wisely and only for the purposes named in Measure A.

This report covers the first fiscal year of the Measure A Parcel Tax and details the Committee’s assessment of how the funds were dispersed and used in 2022-2023.

III. Committee Membership, History, and Process

The Committee was appointed by the Board of Trustees of the LVJUSD and was convened on February 9, 2023 with the following members:

Brooke Feidy	Latika Khare
Bruce Cumming	Maria Reenelyn Torres
Ziad Hitti	Ann Brown

*At the February 9, 2023 meeting, the Committee elected Bruce Cumming as Chair and Brooke Feidy as Secretary for fiscal year 2022-2023.

The Committee’s first meeting was held on February 9th. The second meeting was scheduled for March 9th but did not have a quorum due to the absences of three of the six members. The third and fourth meetings were held on April 13th and May 11th. A fifth meeting was held on June 1st to finalize the report. All meetings were held in the Board Conference Room at the District Office. For 2023, five of the six members (Feidy, Cumming, Hitti, Khare and Torres) were serving the second year of their two-year terms, and the remaining member (Brown) served her first term of a 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. 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 Jodi Robison (Executive Assistant, Business Services), Teresa Fiscus (Assistant Superintendent of Business Services), Doug D’Amour (Director of Fiscal Services), Chris Connor (Director of Elementary Education), and Jason Krolikowski (Director of Secondary Education).

In the interim periods between the Committee’s meetings, a set of questions was developed that was distributed in April 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 the April meeting, follow-up questions were developed which were distributed to the LVJUSD and its schools. In 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 early June.

IV. 2022-2023 Measure A Revenue, Parcels, Exemptions, and Fees

Financial consultants Francisco & Associates provided information on the Measure A revenue for 2022-2023, totaling \$ 3,958,530.00 which consisted of 28,685 valid real estate parcels in Alameda County and \$15,318 from 111 valid parcels in Contra Costa County. Not included in the total funds are \$273,240, which were not collected for Measure A due to the senior exemption provision (65 or older) of this Parcel Tax. This exemption amount corresponded to a total of 1980 parcels consisting of 1,627 previous and 343 new applications in Alameda County, and 9 previous and 1 new application in Contra Costa County.

Thus, the LVJUSD was allocated \$3,973,848 of Measure A proceeds in 2022-2023, with no Measure G carryover funding from the prior fiscal year. 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 A funds through the property tax system, and in 2022-2023, this assessment fee and Francisco & Associates consultant fees were \$80,000. This fee represents approximately 2% of the overall Measure A revenue.

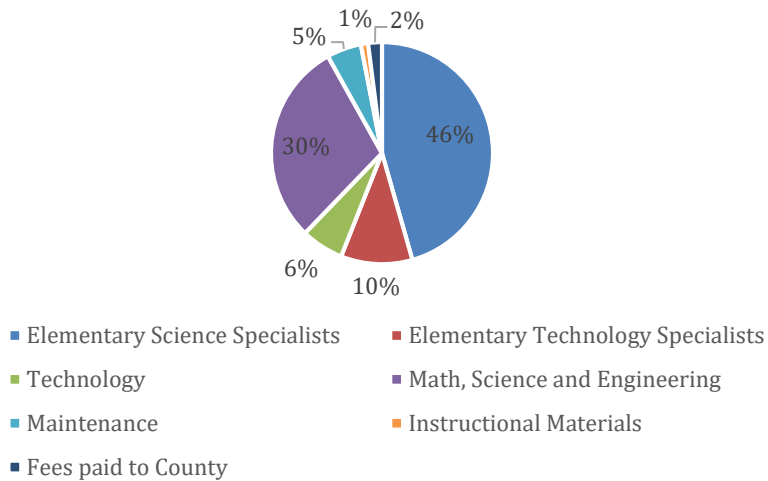
V. LVJUSD Programs Funded by Measure A

Based on the total of \$3,973,848 in Measure A revenue as detailed in the previous Section IV of this report, the breakdown of the 2022-2023 expenditures is listed in the following table.

Expenditures

Category	Amount	Percent
Elementary Science Specialists	\$1,811,402	46%
Elementary Technology Specialists	\$414,048	10%
Technology	\$246,291	6%
Math, Science and Engineering	\$1,180,306	30%
Maintenance	\$200,000	5%
Instructional Materials	\$41,801	1%
Fees paid to County	\$80,000	2%
Total	\$3,973,848	100%

22/23 Parcel Tax Expenditures



Based on the information provided to the Committee by the Staff, the Committee is satisfied that the Measure A funds received by the LVJUSD in 2022-2023 were expended, or if expended as budgeted, will be spent in accordance with Measure A. Examples of how Measure A funds have been spent are detailed below and are categorized according to the stated purposes of Measure A.

Provide Advanced Courses in Math, Science, and Engineering

Analyzed by Committee Member Maria Reenelyn Torres

Proceeds from this Parcel Tax are authorized to be used to provide advanced courses in math, science, and engineering. These funds were utilized at all grade levels to support STEM (Science, Technology, Engineering, and Mathematics) education.

Throughout the elementary school level, parcel tax funds are used to support STEM education, focusing on math, science, and engineering. The funding provides for Science Specialists at all sites, which ensures our scholars have a solid foundation in STEM and are prepared for advanced courses in high school. Principals have reported that the Science Specialists use hands-on activities to engage our scholars and drive their interests in science.

At the secondary school level, parcel tax funds are used to provide advanced science, and engineering courses. Examples of courses taught with Measure A funding: AP Physics; IB Physics SL/HL; Principles of Engineering; AP Computer Science; PLTW Honors Introduction to Engineering and Design; PLTW Honors Principles of Engineering; Foods/Healthy Living; Culinary Arts; Regional and International Cuisine; Hospitality Marketing; and Computer Programming.

The 5.8 FTE teachers of Granada High School, Livermore High School, and Vineyard Alternative School teach 73 sections of advanced courses from the list above. The sections taught by the 2

FTE teachers at Granada reach 107 and 217 students; and 3 FTE teachers at Livermore High reach 153, 128, and 313 students. Information for Vineyard was not available.

English Learners (EL) Enrollment	Campus	Teacher 1	Teacher 2
Granada enrollment	132	0	2
Percentage of total enrollment	5.75%	0.00%	0.92%

*Based on campus total 2,295

National School Lunch Program Enrollment Students qualifying for Free and Reduced	Campus	Teacher 1	Teacher 2
Granada enrollment	350	4	22
Percentage of total enrollment	15.25%	3.74%	10.14%

*Based on campus total 2,295

	American Indian or Alaskan Native	Black or African American	Asian	Filipino	Hawaiian or other Pacific Islander	Hispanic or LatinX	White
Granada enrollment	7	23	218	85	6	685	1050
percent enrollment	0.31%	1.00%	9.50%	3.70%	0.26%	29.85%	45.75%
Teacher 1 enrollment	1	1	28	8	0	10	59
percent enrollment	0.93%	0.93%	26.17%	7.48%	0.00%	9.35%	55.14%
Teacher 2 enrollment	0	4	81	4	1	29	98
percent enrollment	0.00%	1.84%	37.33%	1.84%	0.46%	13.36%	45.16%

*Based on campus total 2,295

At Granada High School, students in the National School Lunch Program (NSLP) that are classified as free and reduced are 15.3% of the total student population and make up an average of 6.9% of the students in the Measure A funded advanced courses. Hispanic or LatinX students make up 29.9% of the student population and a maximum percentage of 13.4% of the students taking advanced courses are Hispanic or LatinX. Measure A funds at Granada High School serve less than 1% of the student population that are categorized English Learners (EL) whereas 5.8% of the students are categorized as EL. American Indian or Alaskan Native, Black or African American, Filipino, Hawaiian or other Pacific Islander student groups are served at the approximate ratio to the respective student populations. Asian students are being served by Measure A funds at a ratio almost 4 times their student population; the White student

population makes up 45.8% of the overall student population and 55.1% of the students served by Measure A funds.

English Learners (EL) Enrollment	Campus	Teacher 1	Teacher 2	Teacher 3
Livermore Enrollment	138	14	2	34
Percentage of total enrollment	7.71%	9.15%	1.59%	10.86%

*Based on campus total 1,791

National School Lunch Program Enrollment Students qualifying for Free and Reduced	Campus	Teacher 1	Teacher 2	Teacher 3
Livermore	368	37	20	91
Percentage of total enrollment	20.55%	24.18%	15.87%	29.07%

*Based on campus total 1,791

		American Indian or Alaskan Native	Black or African American	Asian	Filipino	Hawaiian or other Pacific Islander	Hispanic or LatinX	White
	Livermore enrollment	6	28	184	55	5	544	805
	percent enrollment	.34%	1.56%	10.27%	3.07%	0.28%	30.37%	44.95%
Teacher 1	enrollment	1	6	45	7	2	35	57
	percent enrollment	0.65%	3.92%	29.41%	4.58%	1.31%	22.88%	37.25%
Teacher 2	enrollment	0	0	18	5	1	27	75
	percent enrollment	0.00%	0.00%	14.29%	3.97%	0.79%	21.43%	59.52%
Teacher 3	enrollment	2	10	29	12	6	108	146
	percent enrollment	0.64%	3.19%	9.27%	3.83%	1.92%	34.50%	46.65%

*Based on campus total 1,791

At Livermore High, students in EL or NSLP programs are served in the advanced courses at the same ratio as their respective ratio of the student population. American Indian or Alaskan, Black or African American, Filipino, and Hawaiian or Pacific Islander groups are taking courses offered through Measure A funding at the same ratios as the respective percent of student population. Hispanic or LatinX students comprise 30.4% of the student population at Livermore High School, with an average of 26.3% of the students enrolled in Measure A funded classes are Hispanic or LatinX students. Asian students make up 10.3% of the student population and an average of 17.7% of the students served by Measure A funds; the White student population

makes up 45.0% of the student population and an average of 47.8% of the students taking classes funded by Measure A.

Demographic information (ethnicity, race, EL, or NSLP) was not provided for Vineyard.

The Committee accumulated demographic data for the information above from the EdData.org website for the 2021-2022 fiscal year. Ed-Data is a partnership of the California Department of Education, EdSource, and the Fiscal Crisis and Management Assistance Team/California School Information Services (FCMAT/CSIS) designed to offer educators, policy makers, the legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California.

Keep Schools Well Maintained

Analyzed by Committee Member Brooke Feidy

Proceeds from this Parcel Tax are authorized to be used for work related to the maintenance activities to keep school facilities in good working order. This fiscal year, \$200,000 was budgeted for the following:

- District-wide fire alarm inspections including inspection and servicing of fire alarm panels and relates devices,
- Fire sprinkler maintenance including the repair of sprinkler heads, supply lines, valves, and the fire sprinkler suppression system,
- Fire extinguisher inspections, repairs, and replacements,
- Wheelchair lifts and elevator lift inspections and repairs,
- Boiler inspections and repairs, if needed, for the sites that use them as heating systems or as part of pool systems,
- Security alarm system repairs,
- Payment of fee for a registration number with the California Environmental Protection Agency (CalEPA) for the handling of CalEPA-registered materials used in science classrooms and for school ground maintenance.

Attract and Retain Highly Qualified Teachers

Analyzed by Committee Member Latika Khare

LVJUSD made sound efforts to attract and retain highly qualified teachers. Recruitment efforts included a variety of online platforms to reach out to new teachers including:

- District-wide Job Fair held November 30, 2022,
- Job Openings advertised on District social media channels, through PeachJar, principal newsletters, Chamber of Commerce, and community partners,
- Job fairs including:
 - Tri-Valley Career Center Recruitment fair held at Vineyard Alternative School Spring 2023,
 - Alameda County Office of Education Job Fair Spring 2023,
 - Cal State East Bay Job Fair Spring 2023,
- District websites,
- Work with various Universities and Credentialing programs to place student teachers in classrooms,
- New partnership with Las Positas College students, in early childhood development coursework, to visit LVJUSD classrooms to observe teachers/students in order to increase interest in teaching as a career,
- Ed-Join, LinkedIn, and Handshake, which post to 80% of Colleges/Universities in California.

Of the 82 teachers that left the District in 2021-2022, 3 were math teachers and 4 were science teachers. The District has a total of 648 teachers, so that would be a retention rate of approximately 88% District-wide.

The elementary teachers teach STEM within their scheduled day, and elementary students also engage in the science lab with Elementary Science Specialists/Teachers. 1 out of 17 Elementary Science Specialists/Teachers retired at the end of 2021-2022; therefore, a retention rate of approximately 94% for 2021-2022. Retention data for 2022-2023 is currently unknown.

Provide Elementary School Science and Technology Specialists

Analyzed by Committee Member Ann Brown

The LVJUSD received \$3,973,848 from Measure A funding. Of that, \$2,225,450, or 56% of the available funds in 2022-2023 were used to employ Elementary Science and Technology Specialists. The District assigned 15.29 Full Time Equivalent (FTE) teachers for Elementary Science Specialists at a cost of \$1,811,402 and 3 FTE teachers for Technology Specialists at a cost of \$414,048. Schools that receive funds for Elementary Science Specialists are listed below. The school sites provided the Committee with examples of how their students benefit from learning with these highly trained and innovative Specialists.

Altamont Creek Elementary

Science Specialists push the boundaries of TK- 5 education by harnessing the power of Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.) Students engage in hands-on activities to solve real-world challenges. The specialists utilize Project Lead the Way (PLTW), the School Garden, and the Next Generation Science Standards (NGSS) to reach a high level of engagement.

Arroyo Seco Elementary

The Science Specialists design hands-on lessons that facilitate student collaboration, critical thinking, and problem solving. Students of all levels are challenged to deepen their science knowledge and skills. The technology specialists provide the staff resources, training, and support to better help them meet students' needs.

Leo Croce Elementary

All students have access to interactive NGSS-based lessons twice a week. They develop a better understanding of content by being exposed to lessons that encourage collaboration, critical thinking, problem solving, and inquiry. The Science Specialists incorporate PLTW and STEAM into the lessons.

Emma Smith Elementary

The science labs nurture an excitement for learning at Smith. The Science Specialists incorporate a hands-on approach to science, utilizing PLTW and NGSS. All students have access to science lab instruction provided by highly trained and qualified teachers.

Jackson Avenue Elementary

The Science Specialists expose students to a wide array of thematic NGSS modules, which fosters a deep and comprehensive understanding of earth, physical, and life sciences. Students are highly engaged and active participants in learning about the world around them and their impact on it, due to dedicated science labs.

Joe Michell K-8

Students are highly engaged in hands-on activities, projects, and problems that empower them to solve real-world challenges. The PLTW Launch Program, facilitated by the Specialists, inspires and encourages students' interest in STEM.

Junction Avenue K-8

Students benefit from a high-quality science education that establishes a solid foundation for learning in later grades and instills a wonder of and enthusiasm for science. The Science Specialist creates interactive experiences, teaches students how to gather and use real data, and how to apply science concepts to real life.

Lawrence Elementary

Students participate in hands-on explorations with the Science Specialist. The Specialist works closely with community agencies to ensure that students are exposed to scientists. PLTW excites 1st through 5th grade learners. Students also enjoy online field trips and discussions in the science lab. The classroom teachers and Science Specialist collaborate regularly to ensure that the students are receiving high-quality science instruction. Students also gain leadership skills on the Green Team, which is supported by the Science Specialist.

Marylin Ave. Elementary

Students experience hands-on science learning in the lab twice a week. With guidance from the Science Specialist, they also learn how to make a scientific argument. Conducting experiments, reviewing them closely, developing logical reasoning, and responding to analytical comments are some of the skills that will help propel these students into future STEM careers.

Rancho Las Positas Elementary

The Science Specialists offer countless opportunities to students to explore the world around them. They succeed in their mission: to get students excited about science. They instill logical thinking and problem solving into their lessons. Many students find science inspiring and interesting, building their foundation for solving the challenges that await in their future.

Sunset Elementary

The Science Specialists go above and beyond to encourage a love of science while they strive to teach and utilize NGSS. Their lessons are well prepared and creative, including experiments, data collection, and observations of real-life phenomena, like the metamorphosis of a mealworm. As a result, students gain critical thinking skills, problem solving, group collaboration, and community/environmental impacts.

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

Analyzed by Committee Member Ziad Hitti

The LVJUSD received \$41,801 or approximately 1.0% of the available funds in 2022-2023 to keep classroom technology and instructional materials up-to-date. The schools and the District provided the Committee with numerous examples of how the funds were used for this section of Measure A.

All Schools

Technology use is now an integral part of every student's learning journey. Measure A funds have been extremely helpful in helping schools ensure that their technology and digital content is preparing students for their individual life journeys after high school.

- The funds were used to purchase technology that supports needs in advanced math, science, and engineering courses. These include advanced in all STEM areas.
- These purchases provide important functionality to assist teachers to measure student understanding of the concepts taught and strive for continuous improvement.
- In many cases, the funds were used to fund DreamBox where students work on assigned tasks from teachers. Through its online capabilities and strong dashboard, Dreambox provides teachers the ability to track student progress in math.
- The funds allowed schools to continue supporting Project Lead the Way (PLTW). This project promotes pre-engineering courses for middle and high school students.
- The funds were used to purchase programs and subscriptions such as Comic Life, which continues to engage students and help them towards their goal of graduation.
- In many cases, these funds have enabled schools to teach through having the students learn by doing, rather than just hearing or reading about topics.

VI. Conclusions

Overall, the Committee concludes that the \$3,958,530.00 of Measure A revenue for the LVJUSD in 2022-2023 did indeed advance the Measure's stated purpose to provide advanced courses in 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 A 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 from the LVJUSD to keeping Livermore schools up-to-date and well maintained.

Finally, the Committee members wish to offer their sincere appreciation for informative, timely, and accurate efforts provided by LVJUSD Staff Jodi Robison (Executive Assistant, Business Services), Teresa Fiscus (Assistant Superintendent of Business Services), Doug D'Amour (Director of Fiscal Services), Chris Connor (Director of Elementary Education), and Jason Krolikowski (Director of Secondary Education).

VII. Respectfully Submitted

Bruce Cumming, Committee Chair

Brooke Feidy, Secretary

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