

Measure G Annual Report for 2018

June 5, 2018

Prepared by

Measure G Citizens' Oversight Committee

for the

Board of Trustees

Livermore Valley Joint Unified School District

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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 more than 13,900 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

III. Committee Membership, History and Process

The Committee was appointed by the Board of Trustees of the LVJUSD and was convened on February 26, 2018 with the following members:

G. Bryan Balazs, Chair*	Natalie Burbach, Secretary*
Chung Bothwell	Terilyn Finders
Sheryl Goodman	Lena Gubiotti
Victoria Lamica	Todd Storti
Nathan Failing (Alternate)	Marti Sutton (Alternate)
Nicole Sardella (Alternate)	

*At this February 26th meeting, the Committee elected Bryan Balazs as Chair and Natalie Burbach as Secretary.

The Committee's first meeting was held on February 26th, 2018, with subsequent meetings held on March 26th and May 9th. For 2018, three of the members were serving the second year of their two-year term, one member was reappointed to a new term, and four members joined the committee in the first year of their term. In addition, three alternates were selected for the committee in 2018 as indicated in the table above, although their services were not required. However, Alternate Member Nathan Failing did attend all of the Committee meetings and authored a part of Section V of this report.

Meetings were held to provide all members and alternates 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

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

Financial consultants Francisco & Associates provided information on the Measure G revenue for FY2017-2018, totaling \$3,953,424 which consisted of \$3,937,554 from 28,533 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 \$257,508 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 1,

V. LVJUSD Programs Funded by Measure G

Based on the total of \$3,953,424 in Measure G revenue as detailed in the previous Section IV of

received a total of \$375456 for 3.75 FTEs dedicated to strengthen the solid foundation in STEM for students at these schools. For three Livermore high schools, an amount of \$686,634 was allocated to this area. This represents 6.25 FTEs supporting the advanced courses for Del Valle, Granada and Livermore High Schools.

through the Bay Area News Group Top Workplace (Sunday Business Section). In the FY2017-18 school year, job openings and recruitment details appeared three times in Top Workplace. In addition, the website (livermoreschools.com) contains job openings for teachers throughout the LVJUSD.

The LVJUSD is a four-time Bay Area News Group Top Workplace designee (2012, 2013, 2016, and 2017) and has been able to attract a large pool of candidates, even for positions that are traditionally difficult to fill. Despite a statewide teacher shortage, the LVJUSD has been able to fill additional positions that open during the school year with outstanding educators. In the FY2016-17 school year, the LVJUSD experienced an unusual growth in enrollment. This necessitated the addition of staff during the course of the school year. Despite this late influx of students, the LVJUSD was able to accommodate nearly all students who wanted to attend their neighborhood schools.

Retention: The LVJUSD has a high rate of teacher retention. Over the past four years, the overall teacher retention rate (not including teacher retirements) has been 94%, and for science teachers, the teacher retention rate (not including teacher retirements) has been 100%.

Provide Elementary School Science and Technology Specialists

Analyzed by Committee Member Sheryl Goodman

For FY2017-2018, Measure G provided \$1,676,198 to the LVJUSD for elementary science specialists and \$503,145 for elementary technology specialists, or approximately 55% of the available funds in FY2017-2018. This translates into 15.6 FTE for elementary science specialists and 4.0 FTE for elementary technology specialists for the nine elementary schools and two K-8 schools in the LVJUSD.

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. These dedicated specialists use their classroom visits to provide students with a solid foundation in using technology as a tool in their education, and do so by showing teachers how to use the technology themselves. Their role in the LVJUSD is to establish connections among students, teachers, and technology, to be the link for teachers between problems and solutions.

The LVJUSD's teachers are already experts in content. The members of the UNITE team are experts in technology, keeping up with innovations and finding the right place for technology in the classroom, bringing a philosophy of collaborative learning. In bringing together these experts in different facets of education, students see a model of critical thinking, collaboration, and collective problem-solving – an organic process of learning evolving right before their eyes. Students are gaining exposure to computers and the Internet as tools they can learn to wield responsibly and with purpose.

Putting the pieces together and showing others how they can as well is the specialty of the UNITE team. They understand that incorporating technology into a classroom or a lesson plan involves a learning curve. They work to bring together what is being learned, how it is taught, and the right

tools to enhance that process for both the students and the teachers, resulting in independent learners. The UNITE team is working closely with teachers to ensure that they will produce a tech-literate generation that understands its potential and responsibility – an educated digital citizenry that actively works together to discover innovative solutions to global problems.

When the elementary technology specialists are not directly working with teachers, they are conducting research to maintain up-to-date knowledge of effective instructional and coaching models and stay connected to LVJUSD resources/departments. It is important to note that elementary technology specialists work with teachers based on teacher request. Hence, the level of activities and support provided are driven by teachers rather than the elementary technology specialists themselves. Across the board, teachers report that there just isn't enough time with the specialists.

The elementary science specialists conduct science labs twice weekly to explore science through hands-on activities. These specialists have implemented teaching units aligned with the Next Generation of Science Standards (NGSS) and coordinated with classroom teachers to extend the learning using Project Lead the Way* units. The elementary science specialists have also helped with engineering projects and *Makerspace* activities. Staff reports that having a hands-on elementary science specialist is invaluable. The (o4(c3 (i)-2(s)-1(t)-2(i)-2(s)44 o)-2(i)i6(s)1c3 (04

Elementary Schools

Altamont Creek: Purchased Chromebooks.

Arroyo Seco: Purchased Chromebooks, site license subscriptions, printers, document cameras, and iPads.

Croce Elementary: Provided replacement/repair of classroom Technology (printers, projectors and document cameras), purchased Chromebooks and iPads, and specifically, Chromebooks for Science classrooms.

Emma C. Smith: funds went towards time for an instructional aid-computer lab to support students.

Jackson Avenue: A Chromebook cart was purchased, replacement classroom projectors and document cameras, classroom speakers for computer and headphones were purchased.

Joe Michell (K-8): Purchased Chromebooks. Replaced document cameras and projectors. As well as purchased projector bulbs for the classrooms.

Junction Avenue (K-8): Purchased Computers, Chromebooks, printers, document cameras and projectors.

Lawrence: Purchased Chromebooks to support students in K-5.

Marylin Avenue: Purchased site licenses subscriptions, student printers and supplies, STEAM lab materials. Also had Chromebooks repaired.

Rancho: Purchased Projectors, document cameras, and printer cartridges.

Sunset: Purchased iPads for Kindergarten, Chromebooks and printer cartridges.

Middle Schools:

Christensen: Purchased Chromebooks, computer carts and projectors

East Avenue: Purchased printer, Chromebook cart, document cameras. Repaired LCD projector and Chromebooks.

Mendenhall: Purchased 11 MacBooks as replacements for Staff, 2 computers for new Journalism class and licenses for them. Had Chromebooks repaired.

High Schools:

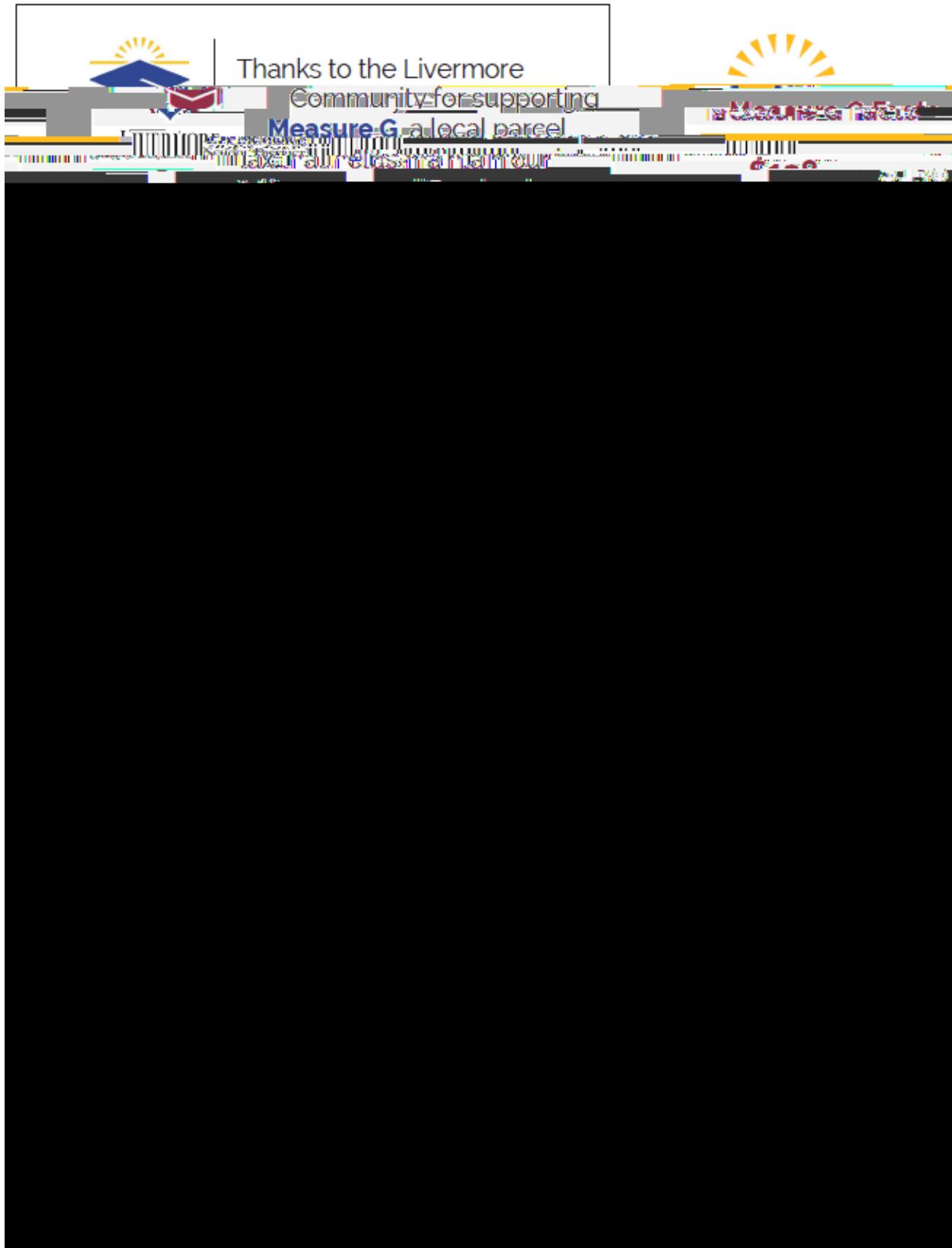
Del Valle: Purchased 1 MacBook Pro, hard drive, super drive, black/white printer.

Granada: Purchased Turnitin.com, 3Datamation Secure Carts (for the 90 Chromebooks purchased by IT Dept.), 6 Chromebooks for SDC classes, 1 teacher/student printer for portables, 53 Chromebooks, 16 HP Probooks 430 for Robotics class, and replaced 12 overhead projectors.

Livermore High: Purchased computers for classroom, 5 document cameras, 4 printers for the classroom, 3 projectors and the licensing for Turnitin.com. The computers indicated, as well as the document cameras, printers and projectors were used in the classrooms across the curriculum. The Turnitin.com subscription serves all disciplines, and in addition to helping uphold academic integrity policies, provides annotations and suggestions instantly for students in a variety of genres. It provides a valuable tool to allow teachers to provide coaching and input on students' rough drafts in writing and to assess the quality of work. The addition of technology and teacher support in our classrooms provides our staff with teaching flexibility and access that is invaluable to our LHS learning community.

Vineyard Alternative: Purchased Google management licensing for 60 donated Chromebooks. Updated desktop computers to the 2016 Microsoft Suite to be able to teach a Career Technical Education (CTE)

VII. Appendix (Infographic)



Respectfully Submitted,

G. Bryan Balazs, Committee Chair

Natalie Burbach, Secretary

Chung Bothwell, Committee Member

Terilyn Finders, Committee Member

Sheryl Goodman, Committee Member

Lena Gubiotti, Committee Member

Victoria Lamica, Committee Member

Todd Storti, Committee Member

Nate Failing, Committee Alternate Member