Measure G Annual Report – 2016-2017 (Year Two)

From: <u>**Measure G Parcel Tax, Citizens' Oversight Committee (the "Committee")**</u>

To: <u>**Livermore Valley Joint Unified School District Board of Trustees (the "Board")**</u>
685 East Jack London Boulevard
Livermore, CA 94551

Dated: **June 5, 2017**

Background
On June 3, 2014, 72.41

Committee History

The Committee's first meeting was held on March 16, 2017. Four of the members are serving the second year of their two-year term while the other four 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 provided reports, answered questions, and assisted the Committee as requested. In particular, Susan Kinder (Chief Business Official) and Nancy Ramirez (Executive Assistant, 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.

At their assigned school sites, the elementary technology specialists collaborate with school staff for instructional planning, observation, feedback, co-teaching, and modeling strategies while showcasing how to effectively integrate technology into teaching and learning. Professional development activities have focused on supporting teacher/student proficiencies, providing the technology skills teachers must possess to meet the needs of the students they teach. 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 District 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.

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- x Reinforcing digital citizenship skills with discussion and use of Hyperdocs
- x Teaching primary grade levels how to log into and navigate the Chromebook by using programs such as MobyMax, typing.com, Prodigy Math, Khan Academy, code.org, Xtra Math, etc.

Arroyo Seco

- x Modeling an increasingly complex series of coding lessons for a teacher who, in turn, taught the same series of lessons to all the students in her grade during grade level rotation time
- x Introducing and modeling Digital Breakouts in Kindergarten, a concept that is modeled after breakouts, but allows for even more collaboration

Croce

- x Supporting teachers in finding/running Breakout Edu activities (as noted above); this activity was so popular that the site purchased two kits of their own, and teachers are now running their own activities
- x Helping reinforce digital citizenship skills with classroom presentations
- x Helping teachers and students to create digital video presentations using Animoto, mySimpleShow, and other online tools, covering projects such as book reports, state reports, etc.
- x Introducing and modeling Digital Breakouts in Kindergarten, a concept that is modeled after breakouts, but allows for even more collaboration

Emma C. Smith

- x Modeling lessons on digital storytelling using tools such as MySimpleShow, Storyboard That, Animoto, etc.
- x Introducing teachers to green screen technology for student presentations of their learning (e.g., presenting state reports in front of slides they created, presenting animal reports in front of videos of the animals they studied about)
- x Supporting implementation of entry level robotics using Dash and Dot robots
- x Supporting teachers in finding/running the Breakout K25-u7 02 To 0.5 out 0 Td ( )Tj 0.002 Tc -0.0K25-u7

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<u>Joe Michell</u>

- x Implementing a new structure for Middle School Advisory, using an approach that includes Google Forms and Google Classroom
- x Introducing teachers to green screen technology for student presentations of their learning as noted above
- x Leading next generation science standards through Project Lead the Way: Launch where students are designing solutions to real-world issues using science, technology, engineering and math

- x Teaching primary grade levels how to log into and navigate the Chromebook by using programs noted above
- x Supporting primary grade levels in implementing Osmo

Sunset

- x Modeling the use of technologies such as Socrative, Google Docs, and Amazon to enable teachers to run a "book tournament" in which teams of students write persuasive speeches about their favorite novels and the classes votes on which books advance to the next round
- x

- x Granada High School applied its funds to purchase technology equipment to aid teachers in their instruction and students in their learning. For example, Granada purchased document cameras, teacher computers, a Chromebook cart, and license upgrades for Microsoft, Turnitin.com, and Kuta software access for all math teachers.

- x Jackson Avenue Elementary continued to use its funds to expand the use of Chromebooks in the classroom, as well as maintaining current classroom technology, including projectors and document cameras. The funds were used to purchase computer peripherals and support technologies such as Piper and iPad minis.

- x Joe Michell K-8 School used funds to purchase document cameras and Chromebooks to accommodate two middle school classrooms. Joe Michell also provided students with web-based instructional programs, which students can access from home to provide additional instruction at home.

- x Junction Avenue K-8 School applied funds toward the purchase of teacher computers and Chromebook replacements.

- x Livermore High School used its funds to purchase a two Chromebook carts, computers, and classroom projectors.

- x Marylin Avenue Elementary purchased licenses for reading and math programs, instructional materials to support the school's English Learner students, and hardware to enhance students learning experience.

- x Mendenhall Middle School used funds to repair Chromebooks, purchase computers and document cameras for staff, and upgrade sixth grade core teachers' computers.

- x The Satellite Campus applied its funds to purchase Makerspace items for its library, which include eight (8) iPads, a green screen, and robots.

- x Sunset Elementary updated its classroom projectors and printers. It also purchased replacement Chromebooks, a staff laptop to support reading intervention, and supplies such as toner cartridges.

To the Extent Funds Are Available, to Maintain Academic Programs, Including

Conclusion

The Committee concludes as follows:

The District

The Committee performed a review of the data submitted by the District staff. This review included gathering data to support the District staff's analysis of expenditures related to Measure G, asking questions of the District staff and staff at individual schools under the District's purview, and other fact-finding procedures. The Committee did not perform an independent audit in accordance with auditing standards generally accepted in the United States. Although not specifically required in Measure G, this Committee prepared this report addressed to the Board, thus satisfying our requirement to present this Committee's findings and conclusions "in public."

Based upon the information provided to the Committee by the District, the Committee is satisfied that the funds received for fiscal year 2016-2017 from proceeds of the Parcel Tax, as approved by voters June 2, 2014, valued at $3,615,376, were in fact budgeted in accordance with the ballot language of Measure G and, if ultimately expended as budgeted by the District, those funds will have been spent by the District in accordance with Measure G.