

# **Measure A Citizens' Oversight Committee Fourth Annual Report 2024-2025 Fiscal Year**

**Presented June 9, 2026**

Prepared by the  
**Measure A Citizens' Oversight Committee**

for the  
**Board of Education**  
Livermore Valley Joint Unified School District

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# Letter from the Chair

On behalf of the Measure A Citizens' Oversight Committee, I am pleased to present this Annual Report to the Board of Education and the community of the Livermore Valley Joint Unified School District.

Measure A reflects the community's commitment to sustaining high-quality educational opportunities for all students. Approved by local voters in 2022, this locally controlled funding source continues to provide critical support for academic programs, including science, technology, engineering, and mathematics (STEM) instruction, the recruitment and retention of highly qualified teachers, and the maintenance of safe and well-equipped school facilities.

The role of the Citizens' Oversight Committee is to provide independent review and transparency regarding the use of Measure A funds. During this reporting cycle, the Committee met in publicly noticed sessions, reviewed financial and programmatic information provided by District staff, and engaged in discussions to better understand how these funds are allocated and utilized across school sites.

Based on the information reviewed, the Committee concludes that Measure A funds have been used in accordance with the purposes approved by voters and consistent with the measure's accountability provisions.

The Committee appreciates the collaboration of the Board of Education, District staff, and school site leaders, and thanks the Livermore community for its continued support of local schools.

Respectfully submitted,

Geoff Peppler  
Chair, Measure A Citizens' Oversight Committee

# Executive Summary

Measure A, approved by Livermore voters on May 3, 2022, authorizes the Livermore Valley Joint Unified School District (LVJUSD) to levy an annual parcel tax of \$138 per taxable parcel for a period of seven years. The measure provides a stable, locally controlled source of funding dedicated to supporting academic programs, maintaining school facilities, and enhancing educational opportunities for students.

This report presents the Citizens' Oversight Committee's review of Measure A revenues and expenditures for the 2024–2025 fiscal year, based on work conducted during the 2025–2026 reporting cycle.

During the reporting period:

- Measure A generated approximately \$3,941,920 in local funding
- Funds supported key priorities, including STEM education, elementary science and technology specialists, classroom technology, instructional materials, and school maintenance
- Programs funded by Measure A benefited students across all grade levels and school sites

Based on its review, the Committee concludes that Measure A funds have been expended in accordance with the purposes set forth in the measure.

# Introduction

Measure A is a locally controlled parcel tax approved by voters of LVJUSD on May 3, 2022, authorizing an annual tax of \$138 per taxable parcel for a period of seven years, from July 1, 2022, through June 30, 2029.

Revenue generated by Measure A must be used only for purposes identified in the measure, including supporting science and technology instruction, maintaining academic programs, keeping classroom technology and instructional materials up to date, maintaining small class sizes, and ensuring that school facilities are safe and well-maintained.

As required by Measure A, the Board of Education established an independent Citizens' Oversight Committee to ensure that funds are spent wisely and only for the purposes approved by voters. The Committee conducts its work in publicly noticed meetings and reviews financial and programmatic information provided by the District.

This report reflects the Committee's work during the 2025–2026 reporting cycle and presents its review of Measure A revenues and expenditures for the 2024–2025 fiscal year.

| Category                                                                                         | 2024-2025 Expenditures                          | Percent of 2024-2025 Expenditures |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------|
| Elementary Science Specialists<br>+ TK-12 Technology Specialist                                  | \$1,984,328<br><u>+\$160,257</u><br>\$2,144,585 | 50%<br><u>+4%</u><br>54%          |
| Math, Science, Engineering and Technology Academics                                              | \$1,311,584                                     | 33%                               |
| Classroom Technology and Instructional Materials                                                 | \$210,466                                       | 6%                                |
| School Maintenance                                                                               | \$163,454                                       | 4%                                |
| Instructional Equipment, Materials and Supplies                                                  | \$36,705                                        | 1%                                |
| Assessment Fees to Alameda and Contra Costa Counties + Consultant Fees to Francisco & Associates | \$75,126                                        | 2%                                |
| Total                                                                                            | \$3,941,920                                     | 100%                              |

# Committee Overview

The Measure A Citizens' Oversight Committee is composed of community members appointed by the Board of Education to provide independent oversight of parcel tax revenues and expenditures.

For the 2025–2026 reporting cycle, the Committee included the following members:

| <u>Name:</u>                        | <u>Representing</u>                                         | <u>Two-Year<br/>Term Expires:</u> |
|-------------------------------------|-------------------------------------------------------------|-----------------------------------|
| Charlene Burchfield                 | Senior Community                                            | 2026                              |
| Fei Chen                            | Financial/Legal Professional, Parent and Community at Large | 2027                              |
| Patrick Gray                        | Parent and Community at Large                               | 2027                              |
| Stacy Mattson                       | Parent and Community at Large                               | 2027                              |
| Ted Nakamura                        | Parent                                                      | 2027                              |
| Geoff Peppler<br><i>Chair</i>       | Parent and Community at Large                               | 2027                              |
| Richard Stulen<br><i>Vice-Chair</i> | Senior Community and Community at Large                     | 2026                              |

The Committee's work during the 2025–2026 school year focused on reviewing the District's use of Measure A funds during the 2024–2025 fiscal year.

The Committee convened beginning in January 2026 in publicly noticed meetings. Its work began with an orientation to the roles and responsibilities of the Committee and a review of financial documentation related to Measure A. During this initial phase, members discussed how parcel tax expenditures align with the District's strategic priorities and identified areas for further review.

In February, the Committee reviewed the independent audit of Measure A funds, which found no negative findings and confirmed that expenditures were in compliance with the requirements of the measure. The Committee also reviewed prior annual reports, discussed reporting priorities for the current year, and assigned responsibility for report sections aligned to the purposes outlined in Measure A.

As part of its review process, the Committee examined feedback from school sites through a principal survey and refined questions to better understand how parcel tax funds are used and their impact on students. The Committee emphasized the importance of gathering qualitative information to complement financial data.

In March, the Committee expanded its review by engaging directly with elementary and TK-8 school principals, who provided input on how Measure A funds support programs and services at their sites. Committee members asked questions and discussed how funding supports instructional programs, staffing, and site-level needs.

In April, the committee met with secondary school principals, who also provided input on how Measure A funds support programs and services at their sites.

In May 2026, the Committee reviewed draft sections of the report, made revisions, and finalized the report prior to its presentation to the Board of Education.

Throughout the reporting cycle, the Committee reviewed financial reports and supporting documentation provided by District staff, requested additional information as needed, and worked collaboratively to develop this report.

The Committee appreciates the cooperation and support of District staff and school site leaders in providing the information necessary to carry out its oversight responsibilities.

The remainder of this report provides detailed information regarding Measure A revenues, expenditures, and programs funded during the 2024–2025 fiscal year.

# Areas of Focus

The remainder of this report provides focused “spotlights” on the primary purposes of Measure A funding. The Committee’s review centers on four key areas where the majority of parcel tax funds are allocated: (1) Science Specialists and TK–12 Technology Specialists; (2) Maintaining Academic Achievement; (3) Classroom Technology and Instructional Materials; and (4) Keeping Schools Well Maintained.

## Science Specialists and TK–12 Technology Specialists

*By Patrick Gray, Parent and Community at Large Representative; Ted Nakamura, Parent Representative; and Richard Stulen, Senior Community and Community at Large Representative*

In 2024-2025, Measure A provided funding for Science Specialist teachers (15.29 FTE) at 11 elementary schools, accounting for approximately 50% of the total Measure A funding. In addition to the science specialists, Measure A provided 1.0 FTE for a Technology Specialist who gave integration and technology support across the entire district. It enabled specialized hands-on science learning experiences for all grade 1- 5 students, providing approximately 4600 elementary students with two science periods each week outside of their general education classrooms. Science specialists manage up to 400 students seen twice weekly. A full-time science specialist supports 14 teachers and teaches twenty-eight 40-minute sessions in grades 1 to 5, including Special Day Class (SDC).

The district-wide mission and vision for these positions are as follows:

**Mission:** To inspire students to be collaborative scientists and engineers by engaging them in relevant real-world phenomena while exploring connections in the changing world around them. Through 21st-century curriculum and technology, students will confidently demonstrate, evaluate and explain those phenomena using appropriate academic language and scientific processes. Students will be able to innovate, model and produce practical solutions to challenging problems.

**Vision:** With confidence and a sense of ownership of the scientific and engineering disciplines, students will be well-versed in the critical discovery and examination of natural phenomena and finding solutions to real-world problems in their local and global communities. They will be able to innovatively collaborate and encourage each other to make decisions and produce solutions that have a positive impact.

The science specialists deliver science education using a curriculum based on [Next Generation Science Standards](#) called [TWIG](#) (not purchased with Measure A funds). Qualified teachers for these positions are required to have either a single subject general science credential or a multi subject credential with a science authorization.

They each have their own science classroom where equipment and projects can be set up ahead of class and remain in place for as long as necessary. Students go to the science specialist's room twice a week. TWIG has coordinated science topics and lesson plans for both the general education classroom and for the science specialists rooms at each grade level. Once a month all the science specialists meet together to share experiences and discuss any current issues.

On March 26, 2026, the Measure A oversight committee met with three elementary school principals to gain their perspective on the parcel tax funding and its impacts. All principals noted the tremendous value of having a separate classroom staffed by highly qualified teachers that provide all students with similar hands-on experiences using a common curriculum (TWIG). Using this approach, instruction has become more uniform and consistent across the elementary schools and gives elementary students a stronger foundation going into middle school. Also noted is the support Measure A provides for full access to science by special needs students.

### **School Impact Examples:**

In addition to the principals that we met in person, all 11 elementary school principals provided detailed written information on how funds were used during the 2024-2025 academic year and how Measure A has impacted their students and faculty. What follows are representative comments from a few of the schools.

**Lawrence Elementary:** "Measure A has not only increased student engagement and achievement in science but has also built teacher capacity and confidence. As a result, our students are experiencing richer learning opportunities that prepare them to be thoughtful problem-solvers and future-ready learners."

**Altamont Creek:** "Parcel tax funding has had a meaningful impact on our school community by supporting both instructional resources and essential operational needs that directly benefit students and staff. Funding has helped maintain reliable access to classroom technology...ensuring students can safely and effectively use devices for learning...build strong literacy habits...funding science specialists has had a positive impact on our school by providing students with hands-on, engaging learning experiences that deepen their understanding of scientific concepts and spark curiosity."

**Rancho Las Positas:** "Parcel tax funding has had a direct and meaningful impact on our school by ensuring that classrooms are equipped with up-to-date technology that supports both teaching and learning. Teachers are able to deliver engaging, interactive lessons, and students have consistent access to the tools they need to succeed. This funding helps maintain equity across classrooms and minimizes disruptions caused by outdated or non-functioning equipment..parcel tax funding allows us to provide access to two elementary science specialists who deliver hands-on science instruction to all students in grades 1-5. This enriches our instructional program and ensures that students engage in meaningful, inquiry-based learning experiences that might not otherwise be possible."

For the Technology Specialist FTE noted above, Measure A funding provided 1.0 FTE of the Technology ToSA (Teachers on Special Assignment) position. While in this role, Tech ToSAs typically devote 100% of their time to this role, which means they completely step away from classroom instruction. At a high level, this role provides technical support and training for teachers in a variety of ways, such as:

- [ClassLink](#) platform - provides [single sign on](#) for a variety of student resources
- [GoGuardian](#) - provides classroom management utilities and web filtering
- Providing digital literacy slide decks and lesson plans for K-12 based on resources from [Common Sense Media](#)
- Working with teachers and IT departments to help make sure teachers can access what they need. For example, they can try to perform some troubleshooting to address certain types of issues and file relevant IT tickets if more follow up is needed, all of which can help reduce issue turnaround time.

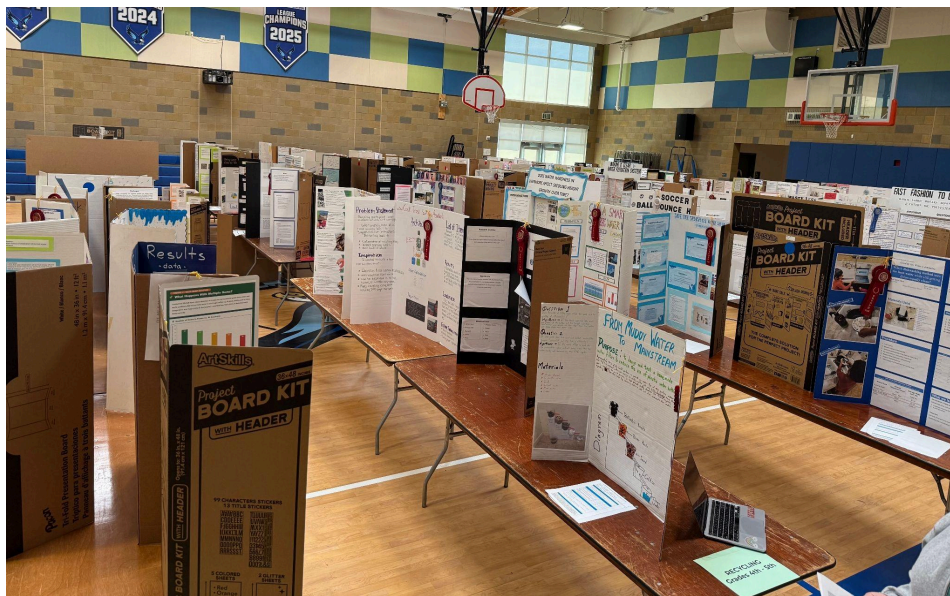
Tech ToSAs also support broader initiatives like:

- Climate literacy - develop and document lessons, facilitate committee meetings with teachers
- Science Odyssey - work with community to advertise the program, work with science specialists to review entries, and provide other organizational support (e.g. help make participant awards)

From the perspective of the teachers, the impact of the Measure A funds for elementary school science education are significant. Once a month the science specialists meet to discuss recent topics and share experiences. Committee members attended one of the monthly science specialist meetings and asked what impact this program is having. One teacher noted that since the science rooms have activities and equipment already set up, sometimes for extended periods of time, students coming into the classroom get right to work, experiencing in-depth hands-on learning that is not possible in the general education classroom due to time and space limitations. Other science specialists described how the science specialists and classroom teachers cover the same units at the same time, with the specialists taking on more of the hands-on activities, and classroom teachers covering more aspects related to reading and vocabulary. When asked about new learning areas this year, science specialists singled out their work as part of the district-wide push for increased environmental and climate literacy. The current TWIG based curriculum already meets California's environmental and climate education requirements, but science specialists are further applying knowledge of technology, engineering, and the environment to encourage students to make positive differences in the future.

In addition to their classroom activities, each year the science specialists organize a district-wide K-12 science fair known as Science Odyssey. The main coordinator is a Teacher on Special Assignment paid for by Measure A while the science specialists volunteer their time. The fair fosters curiosity, develops confidence in doing science, grows student's science identity, and lays the foundation for future engagement with science in subsequent years. It also brings in volunteer judges from the local national

laboratories and other high tech partners. One teacher noted that in their opinion the fair would never happen without the science specialists who are passionate about helping their students. For 2025, the number of projects by grade level were 188 projects from grades 1-5 and 99 projects from grades 6 - 12 for a total of 288 projects across all grades.



Typical Science Odyssey Fair, hosted at a TK-8 school for the entire district

## Maintaining Academic Achievement in Math, Science, Reading, Writing, Engineering and Technology

*By Fei Chen, Financial/Legal Professional, Parent and Community at Large Representative*

For FY 2024–25, Measure A generated approximately \$3.94 million in parcel tax revenue, of which approximately \$1.31 million was allocated to support academic achievement in math, science, engineering, and related STEM disciplines across eight (8) schools within LVJUSD. These funds primarily support instructional staffing and academic programming aligned with voter authorized purposes, including maintaining STEM course offerings and sustaining instructional capacity at school sites.

### **Allocation of Funds by School Site**

Measure A funding for academic achievement is not distributed using a uniform per student formula. Rather, allocations are based on program design and instructional staffing models that vary by school type and instructional need.

Allocation methodologies differ across funding categories. While certain components, such as technology funding, are distributed on an enrollment basis, academic achievement funding in math, science, and engineering is primarily allocated through

staffing models. Middle schools and TK–8 sites are generally supported by approximately 0.75 full-time equivalent (FTE) teaching positions, while high school allocations reflect program scope, with Granada High School funded at approximately 2.0 FTE and Livermore High School at approximately 2.83 FTE, in part due to expanded engineering program offerings.

This approach reflects how Measure A funding is implemented in practice, supporting specific instructional programs and course offerings rather than providing a uniform funding amount at the student level. Allocating funds in this way allows LVJUSD to align resources with each site's program needs, enabling LVJUSD to expand and sustain course offerings and to provide instructional opportunities that would not otherwise be available, or could not be delivered at the same level of quality.

**Table A. Measure A Academic Achievement Funding by School (FY 2024–25)**

| <b>School</b>                    | <b>Enrollment</b> | <b>Academic Achievement Funding (\$)</b> |
|----------------------------------|-------------------|------------------------------------------|
| Livermore High School            | 1,827             | 417,857                                  |
| Granada High School              | 2,156             | 342,795                                  |
| Christensen Middle School        | 592               | 126,866                                  |
| East Avenue Middle School        | 581               | 114,971                                  |
| Junction Avenue TK–8             | 801               | 114,876                                  |
| William Mendenhall Middle School | 876               | 89,624                                   |
| Joe Michell TK–8 School          | 786               | 79,662                                   |
| Del Valle Continuation HS        | 87                | 24,933                                   |
| <b>Total</b>                     | <b>7,706</b>      | <b>1,311,584</b>                         |

**Source:** District Measure A financial data provided by district staff

### **Funding and Course Offerings**

Because Measure A funding is structured around staffing and program design, these investments translate directly into instructional capacity at each site, particularly the ability to offer and sustain STEM-related courses.

At the middle school level, this support helps preserve course availability and instructional continuity. At the high school level, funding enables broader and more specialized course pathways, including advanced and career technical offerings in science, engineering, and technology.

Tom Shefler, a science teacher at Granada High School, described how Measure A supported resources enable both the breadth of course offerings and the hands-on instructional approach at the core of those courses:

*“Hands-on, collaborative laboratory investigations are the lifeblood of all the courses I teach. The ability to offer a wide variety of high-quality lab activities helps us meet the needs of a wide range of students, from the Algebra 1 students in our Conceptual Physics course to the calculus students in AP Physics C – Mechanics. The ability to make precision measurements and use them, along with reason and calculation, to make sense of the world is what makes what students read in the textbook or take notes on in class become real and intuitive to them. The engineering class I teach, Principles of Engineering (a Project Lead the Way course), requires equipment such as VEX kits and PC laptops to run RobotC software. If we could not afford to purchase and maintain this equipment, we would not be able to offer outstanding classes like this, which give students the chance to apply their knowledge of science to build, code, and troubleshoot mechanisms meant to solve real-world problems.”*

Mr. Shefler further noted that the availability of lab equipment directly shapes day-to-day instructional planning:

*“Ideas and calculations that come across as abstract in a book or in class notes become real when students apply their knowledge to the equipment on their tabletop. When the projectile, circuit, or laser beam is right there in front of them, and they can manipulate it, that’s when students really learn physics. Having a wide variety of quality lab equipment available helps me plan lessons and activities around facilitating hands-on learning.”*

### **Funding and Academic Outcomes**

Districtwide student outcome data provides additional context for understanding how the funding aligns with academic performance.

To provide this context, the Committee reviewed publicly available CAASPP and CAST results. In 2024–25, the LVJUSD reported a higher percentage of students meeting or exceeding standards than the State across English Language Arts (ELA), mathematics, and science.

**Table B. District Academic Outcomes Compared with State (CAASPP/CAST, 2024–25)**

| Reporting Entity               | ELA % Met/Exceeded | Math % Met/Exceeded | Science % Met/Exceeded |
|--------------------------------|--------------------|---------------------|------------------------|
| Livermore Valley Joint Unified | 61.92%             | 50.44%              | 48.69%                 |
| State of California            | 48.82%             | 37.30%              | 32.66%                 |

**Source:** California Department of Education, CAASPP and CAST 2024–25 Test Results ([caaspp-elpac.cde.ca.gov](https://caaspp-elpac.cde.ca.gov))

These results suggest that the LVJUSD is maintaining academic performance above statewide averages in subject areas aligned with Measure A priorities; however, they are presented for context only and should not be interpreted as a direct result of Measure A funding.

While these districtwide results provide quantitative context, the interview below with Mr. Shefler provides classroom level perspectives help illustrate how Measure A supported resources translate into student engagement and preparation for higher education:

*“I have been told countless times (by both current and former students) that the hands-on lab investigations we do are their favorite part of the class and have helped them not only learn the material but also find their love of physics. I have been told by many parents (including scientists and engineers from Lawrence Livermore and Sandia National Labs) that they’ve been impressed with the kind of equipment, technology, and investigations I’ve been able to expose their children to in comparison to the experience they had in high school. Thanks to funding sources like Measure A, we’ve been able to afford equipment like full class sets of photogate timers (capable of measuring times to the nearest ten-thousandth of a second, low-friction air tracks (allowing for precision measurements of elastic and inelastic collisions), and SMART Carts (low friction dynamics carts with built-in motion and force sensors that beam their data in real time to devices using blue tooth)... performing investigations with sophisticated equipment like this is so engaging, students almost forget they’re doing schoolwork!”*

Mr. Shefler also connected these instructional resources to college and career readiness:

*“One of our greatest sources of pride at Granada High School is when former students come back and tell us how much our science classes helped prepare them for college. Having access to sophisticated and precise equipment allows to teach at a level of rigor that truly prepares students with skills and knowledge necessary for college-level work. In the Science Department we offer four college-level courses in the form of AP classes: AP Biology, AP Chemistry, AP Environmental Science, and AP Physics C – Mechanics. The College Board requires that these courses include a significant fraction of their time be dedicated to high-level hands-on lab investigations. In addition, I’m familiar with at least two courses we offer for which students can receive college credit through course articulation with local community colleges: Principles of Engineering and Biochemistry. These courses would be impossible to offer if we didn’t have access to funds to pay for and upkeep sophisticated and high-tech equipment.”*

## Classroom Technology and Instructional Materials

*By Charlene Burchfield, Senior Community Representative*

Measure A funds play an important role in supporting student learning through technology. As reflected in the audit findings, these funds support the purchase of new technology, updated instructional programs, equipment, and necessary maintenance contracts.

While laptops and other devices can often be updated for a period of time, they eventually become obsolete and must be replaced. Measure A funding helps ensure that students and teachers have access to reliable, up-to-date technology. Funding also supports the maintenance and operation of copy machines and Riso printers, including toner, paper, and service contracts, all of which are essential for teachers to efficiently prepare instructional materials that support quality classroom instruction.

Additional technology purchases supported through Measure A include cameras, projectors, audio equipment, document cameras, sound systems, headphones, USB devices, cords, and lighting equipment. These tools support instruction, research, communication, and classroom engagement. Adaptive technologies also help ensure that students with hearing or visual impairments, as well as multilingual learners, have meaningful access to the curriculum and classroom activities.

Measure A also supports educational programs and software licenses such as Project Lead the Way, Edpuzzle, and DeltaMath, along with the Science Specialist program that fosters student confidence, curiosity, and enthusiasm for learning.

As part of the Committee's review, I attended LVJUSD's Science Odyssey event. The wide range of student projects and presentations demonstrated the strong level of engagement and creativity encouraged throughout the district. Parents were actively involved and enthusiastic in supporting their students' learning. Projects explored topics such as the "Impact of Aerosols on Air Quality and Climate" and "What Common Household Materials Block Wi-Fi Signals?", among many others. The event reflected the meaningful learning opportunities made possible through programs supported by Measure A.

## Keeping Schools Well Maintained

*By Stacy Mattson, Parent and Community at Large Representative*

School facilities must be properly maintained to protect both District and State investments and to ensure safe learning and working environments for students, teachers, and staff. However, due to significant changes in California school funding over the past decade, little to no state funding is specifically designated for ongoing maintenance, despite the critical need to keep school facilities safe, operational, and reliable.

According to Glenn Sherman, Director of Maintenance, Operations, and Facilities, Measure A plays an important role in helping schools remain "safe, operational, and reducing risk" by supporting preventative maintenance and ensuring that facilities remain compliant, secure, and welcoming for students, staff, and visitors. In contrast, local bond funds from LVJUSD Measure J, along with state bond matching funds, are primarily designated for major capital projects such as modernization, large-scale repairs, and new construction. Personnel-related maintenance costs continue to be funded through the District's general fund and Local Control Funding Formula (LCFF) revenues.

During FY 2024–2025, approximately 4% of Measure A expenditures were allocated toward keeping schools well maintained, with a strong emphasis on student and staff safety. The majority of the \$163,454 in expenditures supported fire system testing, inspections, and repairs, which are considered among the highest priorities for building maintenance and life safety compliance. Significant districtwide expenditures included \$64,730 for fire sprinkler inspections and repairs, along with an additional \$34,722 for related sprinkler system maintenance and compliance work.

Additional expenditures supported fire alarm upgrades and monitoring, HVAC inspections, plumbing repairs, drinking water testing, and kitchen hood inspections. These services are essential to maintaining safe, healthy, and functional school environments.

Measure A funds also supported accessibility-related safety measures. Wheelchair lift inspections totaled \$12,500, while elevator inspections and repairs totaled \$12,253. These expenditures help ensure that school facilities remain safe, inclusive, and fully accessible for all students, staff, and visitors.

# Conclusions

During the 2025–2026 reporting cycle, the Measure A Citizens’ Oversight Committee reviewed financial records including an audit report, program information, and school site feedback related to the expenditure of Measure A funds during the 2024–2025 fiscal year.

Based on the information reviewed, the Committee concludes that Measure A funds were expended wisely and only for the purposes named in the Measure.

The Committee observed that Measure A continues to provide meaningful support for students and schools throughout the Livermore Valley Joint Unified School District. Funds supported elementary science instruction, STEM and engineering programs, classroom technology, instructional materials, and school maintenance needs that contribute to safe and effective learning environments.

The Committee also found that Measure A funding continues to provide stability for programs and services that may otherwise be difficult to sustain through the District’s general funding sources alone. School site feedback and staff input reflected the importance of these investments in supporting instructional quality, student engagement, and operational needs across the district.

The Committee appreciates the transparency and cooperation of District staff and school administrators throughout the review process and remains committed to providing independent oversight of Measure A revenues and expenditures on behalf of the community.

# Acknowledgements

The Measure A Citizens' Oversight Committee extends its appreciation to the Board of Education, District administration, school site leaders, teachers, and support staff who contributed information and assistance during the preparation of this report.

The Committee especially thanks the principals, science specialists, teachers, and district staff members who participated in meetings, responded to questions, and provided insight into how Measure A funds support students and schools across the district. Specifically, we would like to thank:

- Kayla Wasley, Assistant Superintendent of Business Services
- Doug D'Amour, Director of Fiscal Services
- Chris Connor, Director of Elementary Education
- Jason Krolikowski, Director of Secondary Education
- Roxana Mohammed, Principal of Livermore High School
- Clark Conover, Principal of Granada High School
- Mark Neal, Principal of East Ave Middle School
- Donielle Machi, Principal of Joe Michell TK-8
- Jeannette Garza, Principal of Junction TK-8
- Marni Angelo, Principal of Smith Elementary
- Lynn Kneizeh, Executive Assistant, Business Services
- Christina Rocha, Science Specialist, Altamont Creek Elementary

The Committee also recognizes the continued support of the Livermore community. Through the approval of Measure A, local voters have demonstrated an ongoing commitment to maintaining strong educational programs, supporting students, and preserving high-quality learning environments in LVJUSD schools.

# Respectfully Submitted

Measure A Citizens' Oversight Committee  
Livermore Valley Joint Unified School District

Charlene Burchfield

[Charlene Burchfield \(Jun 1, 2026 17:52:08 PDT\)](#)

Charlene Burchfield  
Senior Community Representative

Fei Chen

[Fei Chen \(Jun 4, 2026 10:05:24 PDT\)](#)

Fei Chen  
Financial/Legal Professional, Parent and Community at Large Representative

Patrick Gray

[Patrick Gray \(Jun 3, 2026 11:03:05 PDT\)](#)

Patrick Gray  
Parent and Community at Large Representative

Stacy Mattson

[Stacy Mattson \(Jun 2, 2026 07:52:46 PDT\)](#)

Stacy Mattson  
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Ted Nakamura

[Ted Nakamura \(Jun 1, 2026 18:57:39 PDT\)](#)

Ted Nakamura  
Parent Representative

Geoff Peppler

[Geoff Peppler \(Jun 1, 2026 17:12:13 PDT\)](#)

Geoff Peppler, Chair  
Parent and Community at Large Representative

Richard Stulen

[Richard Stulen \(Jun 1, 2026 20:23:30 PDT\)](#)

Richard Stulen, Vice-Chair  
Senior Community and Community at Large Representative

# Measure A Fourth Annual Report - Final Report

Final Audit Report

2026-06-04

|                 |                                              |
|-----------------|----------------------------------------------|
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 Email viewed by cburch5356@gmail.com  
2026-06-02 - 0:47:03 AM GMT- IP address: 74.125.209.68

 Signer cburch5356@gmail.com entered name at signing as Charlene Burchfield  
2026-06-02 - 0:52:06 AM GMT- IP address: 98.207.223.21

 Document e-signed by Charlene Burchfield (cburch5356@gmail.com)  
Signature Date: 2026-06-02 - 0:52:08 AM GMT - Time Source: server- IP address: 98.207.223.21 - Signature Appearance Selected: MOBILE\_TYPE

 Email viewed by ted.nakamura@gmail.com  
2026-06-02 - 1:54:08 AM GMT- IP address: 23.116.233.105

 Signer ted.nakamura@gmail.com entered name at signing as Ted Nakamura  
2026-06-02 - 1:57:37 AM GMT- IP address: 23.116.233.105

 Document e-signed by Ted Nakamura (ted.nakamura@gmail.com)  
Signature Date: 2026-06-02 - 1:57:39 AM GMT - Time Source: server- IP address: 23.116.233.105 - Signature Appearance Selected: TYPE

 Email viewed by rstulen@quest-science.org  
2026-06-02 - 3:22:32 AM GMT- IP address: 172.225.89.20

 Signer rstulen@quest-science.org entered name at signing as Richard Stulen  
2026-06-02 - 3:23:28 AM GMT- IP address: 73.71.148.68

 Document e-signed by Richard Stulen (rstulen@quest-science.org)  
Signature Date: 2026-06-02 - 3:23:30 AM GMT - Time Source: server- IP address: 73.71.148.68 - Signature Appearance Selected: TYPE

 Email viewed by stacymattson@hotmail.com  
2026-06-02 - 3:48:30 AM GMT- IP address: 172.225.251.82

 Signer stacymattson@hotmail.com entered name at signing as Stacy Mattson  
2026-06-02 - 2:52:44 PM GMT- IP address: 174.221.162.198

 Document e-signed by Stacy Mattson (stacymattson@hotmail.com)  
Signature Date: 2026-06-02 - 2:52:46 PM GMT - Time Source: server- IP address: 174.221.162.198 - Signature Appearance Selected: MOBILE\_DRAW

 Email viewed by fchen.tax@gmail.com  
2026-06-03 - 5:24:17 AM GMT- IP address: 74.125.209.70

 Email viewed by patrickgray621@comcast.net  
2026-06-03 - 5:59:45 PM GMT- IP address: 69.147.88.139

 Signer patrickgray621@comcast.net entered name at signing as Patrick Gray  
2026-06-03 - 6:03:03 PM GMT- IP address: 73.162.254.119





Document e-signed by Patrick Gray (patrickgray621@comcast.net)

Signature Date: 2026-06-03 - 6:03:05 PM GMT - Time Source: server- IP address: 73.162.254.119 - Signature Appearance Selected: MOBILE\_TYPE



Email viewed by fchen.tax@gmail.com

2026-06-04 - 4:48:39 PM GMT- IP address: 74.125.209.69



Signer fchen.tax@gmail.com entered name at signing as Fei Chen

2026-06-04 - 5:05:22 PM GMT- IP address: 165.85.249.67



Document e-signed by Fei Chen (fchen.tax@gmail.com)

Signature Date: 2026-06-04 - 5:05:24 PM GMT - Time Source: server- IP address: 165.85.249.67 - Signature Appearance Selected: TYPE



Agreement completed.

2026-06-04 - 5:05:24 PM GMT

