



Community Transmittal

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Dear Lompoc Community:

Gateway Education

We attended the parent meeting for the families participating in our partnership with Gateway Education on Wednesday night. It was great to see the great program that our families can participate in and the enthusiasm and careful thought that Gateway has put into the program.

County Meetings

This week we attended countywide meetings with our surrounding districts regarding reopening, Human Resources, the budget, and preparing for potential litigation regarding COVID-19. These meetings offer us an opportunity to collaborate with our neighboring districts and are invaluable.

Organizational Chart

A special thank you to Janet Blevins for her assistance in helping us make the LUSD Organizational Chart easier to follow and understand. In addition, we created this slideshow for you to reference so you can easily find points of contact for each department and/or school site. In the slide show you will see the new and improved organizational chart, which is also on our website.

https://docs.google.com/presentation/d/1CkPMe89h70Esc_yCRXiTT8oO0LE2cqXg7wl7BksS6cE/edit?usp=sharing

Reopening Meetings

Principals continue to meet weekly to discuss reopening. The current focus is on class creation and parent notification. We want to inform families as soon as possible, but also not worry them about potential teacher changes unnecessarily. In addition, we don't want to cause additional stress on our teachers with the idea of changing classes/grade levels/students. It is a delicate dance.

2020-2021 LUSD Grading Policy

Lompoc Unified School District has published a grading policy for the 2020-2021 school year (see attached). The policy was created in collaboration with principals, teachers, counselors, and LFT. The message below was sent to all certificated staff on January 18 with the grading policy and a link to the teacher survey. At the board meeting on January 26, the Board will receive a more detailed presentation including the grading policy, teacher survey, and student grades.

Teachers,

Due to the increased struggles of many of our students that has resulted in an increase in failing grades this school year, LUSD has developed a revised grading policy for this school year. The policy, which is linked and included below for your reference, immediately replaces the use of an F with a NC/No Credit. This policy does not award a passing grade to all students, but it does take away the negative GPA impact of an F grade and, more importantly, attempt to prevent any psychological impact that an F grade can

cause. LUSD is also proposing to change any F grades already given this school year to NC/No Credit as well.

We thank each of you for your efforts with all of our LUSD students, many of whom are struggling in ways that we do not even know. Below, I invite you to take a voluntary survey to provide your feedback on 1) the struggles of our students during distance learning, and 2) the grade change proposal. If you have any questions about the grading policy or the survey, please feel free to contact either your site principal or myself.

ATTACHMENT #1

LUSD Community Collaboration

LUSD Pupil Support administrators met with community agencies on January 12 to continue to discuss the District response to the COVID-19 pandemic, distance learning, reopening plans, and student well-being. Local non-profits and health-related organizations are a key avenue of communication with our families and a valuable partner to assist our community. At the most recent meeting, the Lompoc Valley Medical Center was able to provide an update on the administration of vaccines and LUSD provided information about current vacancies in the YMCA and Boys and Girls Club ASES programs, as well as other important information.

Tutoring Services for 5th-12th grade students

LUSD Pupil Support and Curriculum and Instruction departments are completing the final details of online tutoring for students to begin in the Spring with a company called Paper. The tutoring service will be a text-style tutoring available to students seven (7) days a week and 24 hours per day. On Wednesday, January 13, Paper met with representatives from school sites to review the program and Curriculum and Instruction is working to set up professional development so that teachers can effectively refer students for assistance. Information will be provided to parents, teachers, and students when an official start date is determined.

COVID Safety Plan & Illness & Injury Prevention Plan

COVID Safety Plans (CSPs) and Illness & Injury Prevention Plans (IIPPs) are due to County Health Departments and the CDE by February 1st. We have submitted our CSP and IIPP to the CDE this week. These documents have also been accessible on our website for the last few weeks. For ease of access you can also access them here:

Here is our IIPP: <https://docs.google.com/document/d/1MclcizL-403fW2CUOVvoQFQgF9S54pMeR5VWqANi5fI/edit?usp=sharing>

Here is our CSP:

https://docs.google.com/document/d/15oGNQKHo_wGuX4vzHGWQ8xovxZpct5Zwej5nk04_Kd8/edit?usp=sharing

Now that these have been submitted, they will be reviewed by the aforementioned organizations. If approved, we will then be able to reopen schools if the COVID rate falls to 25/100,000, if the Board is in agreement.

LUSD in the News

<https://edcal.acsa.org/helping-staff-stick-to-new-years-resolutions>

https://lompocrecord.com/news/local/lompoc-unified-school-district-main-office-closed-for-2-weeks-due-to-covid-19-outbreak/article_64df1795-25fd-5c35-941a-a52d4a6cbca7.html?fbclid=IwAR30SVsObDpmxnNfMgKpFOCn0sWw6PKGzodBG5hvS_5OHDHuvY5zapwnVnM#utm_campaign=blox&utm_source=facebook&utm_medium=social

<https://thejournal.com/articles/2021/01/12/a-day-in-the-life-of-an-assistant-superintendent-during-distance-learning.aspx>

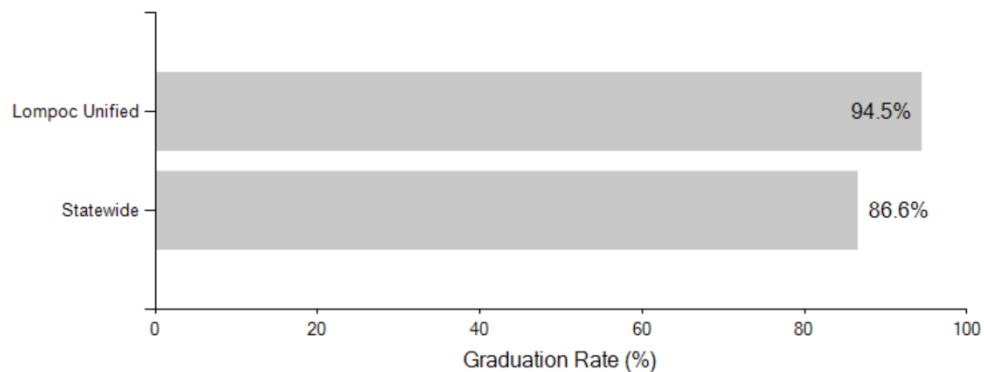
<https://webreprints.djreprints.com/4954950787599.html> (Wall Street Journal)

CA Dashboard Update

SB 98 prohibits the CA Department of Education from publishing state and local indicators on 2020 dashboard; however, the CDE can publish other valid and reliable data such as basic information, data about student populations, and links to COVID 19 reporting page. Last week the CDE published the 2019-2020 Graduation Rate Additional Report and the Collect and Career Indicator data.

You can find reports for LUSD by going here: <https://www6.cde.ca.gov/californiamodel/> and entering the name of LUSD in the search box. You can also view LUSD's 2020 Dashboard data here: <https://www.caschooldashboard.org/reports/42692290000000/2020>.

District Graduation Rate Compared to State



Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	677	640	4	94.5%
English Learners	109	98	1	89.9%
Foster Youth	7	*	0	*
Homeless	42	37	1	88.1%
Socioeconomically Disadvantaged	494	464	4	93.9%
Students with Disabilities	99	75	4	75.8%
African American	19	19	0	100.0%
American Indian or Alaska Native	1	*	0	*
Asian	14	14	0	100.0%
Filipino	12	12	0	100.0%
Hispanic	432	400	3	92.6%
White	171	168	1	98.2%
Two or More Races	28	26	0	92.9%

Student Assessment Update

Beginning the week of January 25, TK-10th grade students will be completing mid-year benchmark assessments. Benchmark assessment data will tell staff how our students are progressing academically this school year. At the elementary level there is an emphasis on literacy assessments in the areas of phonics, fluency, reading comprehension and spelling. Teachers will collaborate in their Professional Learning Communities to analyze the diagnostic data and make informed decisions about instruction, intervention, and extension. Elementary Literacy Specialists will provide ongoing support in all areas of Reading instruction. In addition, students will take the STAR ELA or Early Literacy and STAR Math assessments. 7th-10th grade students will take the STAR ELA and STAR Math benchmark assessments at the start of the second trimester next week. STAR data is valid and reliable and can be given remotely. The Renaissance system provides LUSD staff with a centralized place to view the data and get a complete picture of performance across the District in real time. Staff can use the data to identify trends and patterns and support efforts in providing a high quality and equitable education. LUSD staff will review the mid-year benchmark data to inform the development of the 2021-2022 Local Control Accountability Plan as one indicator of student achievement.

Elementary Professional Learning: Literacy Focus

On Wednesday, January 20 Elementary teachers engaged with Literacy Specialists on a professional development training about Reading Comprehension. Elementary teachers have engaged in similar professional development trainings this year focused on the Pillars of Reading: Phonemic Awareness, Phonics, Vocabulary Development and Fluency. This week, 259 participants attended the session during a Common Minimum Day on the final pillar: Comprehension. LUSD teachers recognize the importance of teaching Comprehension because students need to be able to interact with the text and make meaning. The training highlighted a framework for teaching reading called “skill, will and thrill,” comprehension strategies and question stems, constrained and unconstrained skills that make up the strands of skilled readers, close reading, and more! Teachers were able to discuss and debrief with colleagues in breakout rooms throughout the session.

Talent OR Effort

Who is successful and why?

TALENT x EFFORT = SKILL

SKILL x EFFORT = ACHIEVEMENT

Our Focus THE 5 PILLARS OF READING INSTRUCTION

Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension

A Framework for Reading Comprehension Instruction
There must be... Skill, Will and Thrill

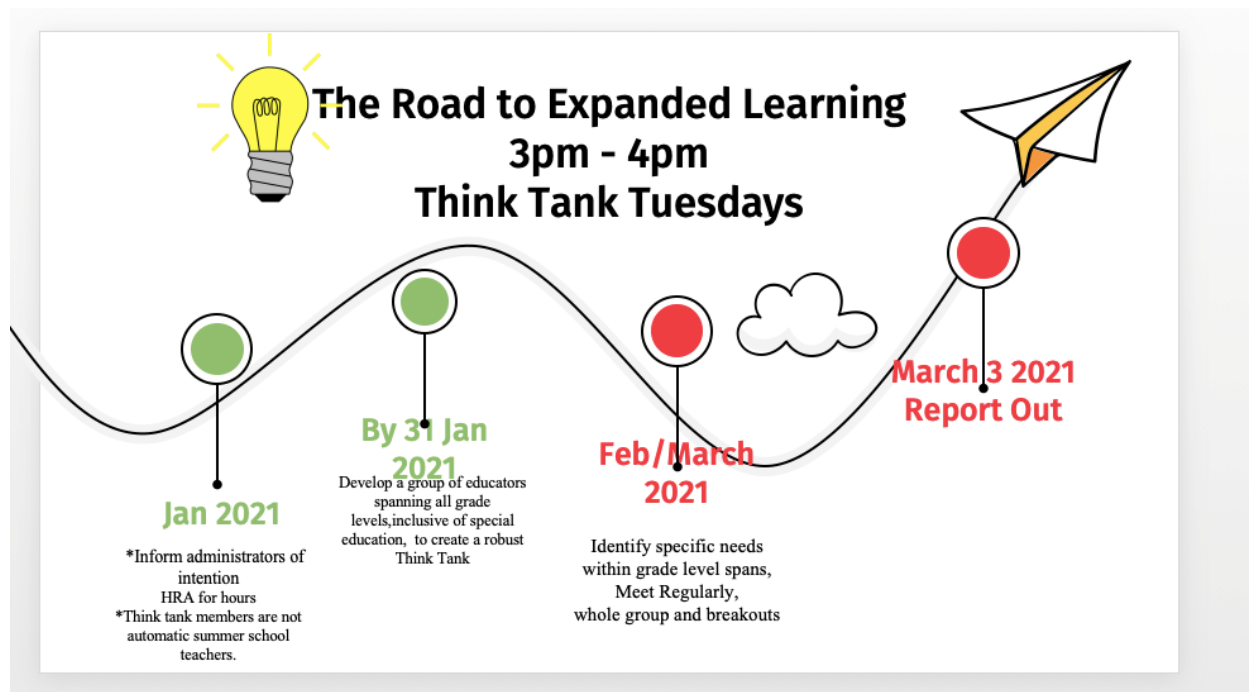
Level of Focus	Comprehension Aspects of Reading Instruction
Skill	Phonemic Awareness, oral language, phonics, vocabulary, fluency and comprehension strategies
Will	Engagement and motivation
Thrill	Taking action and producing

Thrill

- Take a critical stance
- Be an active producer
- Set goals

Expanded Learning Think Tank

In anticipation of summer learning, a diverse group of teachers (K-12) inclusive of special education is coming together to form a Think Tank. Through this Think Tank, teachers will brainstorm how to best mitigate learning loss through expanded and extended learning opportunities. Administrators are invited to join.



DELAC

On January 20, DELAC held its first all virtual meeting. The agenda included: Attendance, A-G requirements, District Grading Policy, District and County Resources, After School and Weekend Support for students and an opportunity for parents to give input ask questions regarding the reopening of schools and future agenda items. Our District representatives were: Katy Wallace, Ian Trejo and Patty Luna. Representatives for every school in the District were present and parents expressed their appreciation for the ease of access to the District links for resources regarding COVID-19. LVMS was commended by several parents for their reopening/informational meeting that was held the same evening. In addition, LHS was commended for their easy-to-follow procedural flyer that was posted, and parents/ reps are hopeful to receive this kind of direction from all schools to help guide the parents during ELAC meetings. Hapgood was commended for holding a second meeting for parents who either did not have access or could not make it to the first reopening meeting. Lastly, representatives are hopeful opportunities to participate in the arts will be offered to students as a creative outlet during the closure.

Sport For Learning

In collaboration with The Boys and Girls Club, Sports for Learning will start providing Social Emotional Learning through exercise to LUSD students in the B&G Club ASES program. This is a great opportunity for students to work with college-aged coaches who can teach them the importance of physical fitness while having fun. This is the same program that will speak at Tuesday's Board meeting. We are looking into how we can provide these same services to students when they return to in-person instruction.

The image is a screenshot of the Sports for Learning website. At the top, there is a navigation bar with social media icons for Facebook, Twitter, Instagram, LinkedIn, and YouTube. Below the icons is the Sports for Learning logo, which features a stylized figure in orange and blue. To the right of the logo are links for DISTANCE LEARNING, STAFF TRAINING, ON SITE SERVICES, CURRICULUM, EVIDENCE, and an EMAIL button. The main banner features a photograph of four diverse children smiling. Overlaid on the photo is the text "Helping You, Help Them." in large white letters. Below this text is a white box with the text "Providing on-site and distance learning support for educators to navigate this year's ever-changing landscape." and an orange button that says "Book a Meeting or CALL 323-484-2402".

Business Services Update

As of Friday morning, LUSD's Maintenance Direct online work order system lists a total of 314 open work orders distributed between all of our sites.

On Wednesday we learned of a gas leak at Maple High and so gas to the campus was quickly shut off. Thus far, our in-house staff has repaired two separate leaks in the infrastructure gas lines at this site. We are conducting further pressure tests to determine if there are more leaks, or if we can restore the gas service. The site has been without gas since Wednesday. Early Friday morning, a domestic water line in the Maple Administrative office burst. Water to the campus has been terminated, and our plumbers are diagnosing the break to determine the extent and path of the repair. We are seeing more and more of these gas leaks and water line breaks, which is to be expected given the age of our facilities. We continue to work to patch these as best we can so that site operations are not impacted greatly. As you know, not having gas to power our heaters in the winter makes for less than ideal working conditions for staff.

Work is still continuing on the following construction projects:

- Clarence Ruth gas line replacement
- Exterior LED lighting, multiple sites
- Furnace, boiler, and pool heater replacement projects at LHS, La Honda, and CHS.
- Irrigation Smart-Controller installations, all sites

Vaccine Update

EdSource: Inconsistent vaccine supply, lack of state coordination complicate vaccinating school staff

An unpredictable vaccine supply and lack of statewide coordination has school districts across California struggling to figure out how to vaccinate their teachers and other school staff — and equally importantly, when. After health care workers and staff at long-term care facilities, teachers and other school employees are included in the next phase of the state's vaccine rollout. But when they actually get vaccinated will depend on how many doses come into the state and are made available in each county, if there are sites to distribute vaccines and whether their counties have finished vaccinating medical workers and nursing home residents in Phase 1A.

Interviews with county schools chiefs and district leaders indicate wide disparities in how far along school districts in different parts of the state are in vaccinating school staff. California's counties with smaller populations have generally been quicker to complete vaccinating healthcare workers and move on to school employees. Many teachers and school staff in Mariposa, Alpine, Lake, Mendocino and El Dorado counties have already received their first dose of the COVID-19 vaccine. But a few larger counties like Riverside are also vaccinating teachers. Complicating the timeline for school reopenings is the time it takes for the vaccine to fully protect staff from the virus. To be fully vaccinated, each person must get an initial vaccination and then a booster shot three to four weeks later. Recipients are expected to be fully protected by the vaccine a week after the last vaccination.

Los Angeles Times: Schools can now be used as vaccine centers. But does it help given the shortage?

Schools can be used as COVID-19 vaccine centers under new state guidelines, but they'll have to apply to health authorities for the role — and the more pressing issue is the shortage of doses, not the lack of inoculation sites. The ability to use campuses for vaccinations has been the subject of an assertive push by local school officials, especially Los Angeles schools Supt. Austin Beutner, who made the issue a central focus of a briefing this week. "We welcome the interest from schools," the health department said this week in written responses to questions from *The Times*. The department also noted that there would be challenges to setting up campuses for this purpose,

including proper storage of the vaccines in regular or ultra-cold freezers, depending on the vaccine, and the chain of documentation.

“The complexity of issues including cold-chain requirements and the significant documentation requirements with the state database platform means it might not be ideal for all districts,” the department said. “Districts with already operating vaccination programs would have an easier time adopting and implementing these requirements.” The major barrier to school-based clinics in the short term is the availability of vaccine doses.

Thank you for your support.

Trevor McDonald
Superintendent of Schools