



Community Transmittal

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Dear Lompoc Community,

LUSD in the News

<https://lompocvision.com/wp-content/Issues/May-2021/11/index.html>

https://lompocrecord.com/news/local/about-town/about-town-lompoc-high-considers-buying-new-textbooks-welcomes-community-input/article_4a4484be-8044-593d-aed5-fcb73722cea8.html

<https://www.ksby.com/news/local-news/lompoc-schools-comb-the-state-for-new-employees>

<https://keyt.com/news/santa-maria-north-county/2021/04/29/lompoc-unified-school-district-to-continue-hybrid-learning-model-through-rest-of-school-year/>

EdSource: Mental health, equity should be schools' focus as students return, report says

To help students readjust to life after the pandemic, schools should use their COVID-relief funding windfall to imbue mental health, equity and relationships into every aspect of the school day, according to a sweeping new report released Thursday. The report, "Reimagine and Rebuild: Restarting school with equity at the center," was published by Policy Analysis for California Education and an array of other groups, including the California PTA, the California Teachers Association, Association for California School Administrators and numerous social justice and youth advocacy groups.

California schools will receive more than \$35.7 billion in state and federal pandemic funding over the next few months, which they can use to can pay for services like mental health counseling and tutoring for students. Although most of the funding is not permanent, schools can invest the money in some one-time ventures that could have lasting impacts, such as partnerships with mental health and community groups, said Heather Hough, executive director of PACE. The report was based on interviews with teachers, administrators and researchers, as well as students of all backgrounds.

The New York Times: School superintendents are super stressed

This year has been draining for pretty much everyone connected to schools: children stuck in Zoom classes, teachers worried about their health and their students, parents juggling their jobs while managing children learning from home. **And for the district leaders responsible for managing it all, the pandemic has been a uniquely exhausting experience.** Now some of them have decided to call it quits. Austin Beutner, the superintendent of the Los Angeles Unified School District, the nation's second largest, announced last week that he would leave his post at the end of June, becoming one of the most prominent superintendents to retire or resign this year. Los Angeles struggled to reopen schools, facing resistance from teachers as well as some parents, and students are currently able to attend only part time. Beutner told *New York Times* colleague Shawn Hubler that his tenure, during which he faced first a teachers' strike and then the coronavirus, had been taxing.

Dan Domenech, the executive director of the School Superintendents Association, said that the

pandemic was causing an unusual amount of turnover in superintendent positions, as people retire, resign or, in some cases, have been fired after clashes with school board members over reopening schools. “It’s been incredibly difficult for superintendents,” Domenech said. “They’re in communities where half the parents want the schools open, half the parents want the schools shut. Whatever you decide, it’s a no-win situation, because you’re going to have people mad at you.” He said that some superintendents had been subject to threats over their pandemic-related decisions.

[Education Week: The dismal state of school infrastructure, in charts](#)

A high school in Pennsylvania has leaky pipes and broken fire alarms. The ceiling collapsed at an empty elementary school in Connecticut, causing it to flood. A public pre-K facility in North Carolina found lead in its water fountains and faucets. These are just a handful of recent examples that illustrate the woefully inadequate condition of many of America’s public school buildings. Insufficient and inequitable public investment, growing nationwide K-12 enrollment, and evolving technology needs have created a situation in which thousands of school buildings are years, or even decades, behind on repairs and upgrades. Millions of students learn in buildings that are unsafe and overcrowded.

A wide body of academic research has shown that lawmakers’ inability to maintain school buildings has led to lower academic outcomes for students and a lower well-being for the teachers and administrators who spend long periods of time in school buildings. President Joe Biden is proposing a [\\$100 billion federal investment in K-12 school building infrastructure](#) as part of a \$2 trillion spending package that also includes funds for electrifying school buses, expanding broadband access, and eliminating the nation’s lead pipes. Congress is poised to vote on the proposal in the coming months. Here’s how dismal the state of school infrastructure is, how we got here, and what impact Biden’s plan could have, if approved.

Biden Infrastructure Plan Calls for \$100 Billion for School Construction, Upgrades

By [Evie Blad](#) — March 31, 2021 4 min read

President Joe Biden proposed a \$2 trillion infrastructure plan Wednesday that would provide \$100 billion for new school construction and upgrades to existing buildings, meeting a long-time push by some education advocacy groups.

Separate parts of the American Jobs Plan would also provide \$100 billion to expand broadband internet access and \$45 billion to replace lead pipes around the country, which would reduce lead exposure in 400,000 schools and child-care facilities, the White House said.

The massive proposal comes after Congress passed the \$1.9 trillion American Rescue Plan, a COVID-19 relief bill that included an unprecedented infusion of cash for schools. And, while infrastructure has been seen as an area of possible bipartisan compromise in recent years, the American Jobs Plan is sure to face resistance from members of Congress who have called for less government spending or more-targeted proposals.

The infrastructure plan would be paid for over 15 years by increasing corporate tax rates and closing tax loopholes, backtracking on some cuts made through a tax bill signed into law by President Donald Trump.

Dating back to his time as a candidate, Biden has frequently mentioned school buildings alongside more typical infrastructure priorities, like roads and bridges. “How many schools [are there] where the kids can’t drink the water out of the fountain?” Biden said at a press conference last week. “How many schools are still in the position where there’s asbestos? How many schools in America we’re sending our kids to don’t have adequate ventilation?”

Those concerns have been highlighted during the COVID-19 pandemic as some administrators say crowded or [dated school buildings](#) make it difficult to carry out recommended procedures, like social distancing, to reduce the risk of transmission. Some of those concerns can be addressed through K-12 aid provided through multiple federal relief bills that have already been enacted.

But the White House says there is more work to be done. It cited a report by the American Society of Civil Engineers that [gave America’s school infrastructure a D+ grade](#). That’s why groups like national teachers’

unions and the Center for American Progress have pushed to [include schools in federal infrastructure spending](#) for years.

Organizations including Chiefs for Change and the National Association of Secondary School Principals praised Biden's plan Wednesday.

"As the COVID-19 pandemic has exposed and exacerbated the inequities of every system in America, the need to improve our nation's public-school facilities has never been more acutely apparent," National Education Association President Becky Pringle said in a statement.

But some Republican members of Congress have not been receptive to the push to include school facilities in infrastructure bills, saying that proposals should be more narrowly targeted to address needs like highway upgrades. That's in part because K-12 education is largely funded and governed at the state and local levels, and they see a more limited federal role.

Senate Minority Leader Mitch McConnell, a Kentucky Republican, called Biden's proposal "a Trojan horse for the largest set of tax hikes in a generation" Wednesday. He said in a statement that the nation needs a "serious, targeted infrastructure plan" that focuses more on roads and bridges.

Biden's plan would direct \$50 billion in grants and an additional \$50 billion to be "leveraged through bonds" to help cover the costs of school construction, according to a White House fact sheet. The funds would first be prioritized to health and safety upgrades, like ventilation. The funding would also be used to "invest in cutting-edge, energy-efficient and electrified, resilient, and innovative school buildings with technology and labs that will help our educators prepare students to be productive workers and valued students," the plan says.

The plan would provide an additional \$100 billion to help expand broadband access in communities nationwide. This funding would not be targeted at schools, but it would help address the lack of reliable internet that has made remote learning and homework difficult for many students. Funding to help address that concern was also including in the COVID-19 relief bill.

And Biden's infrastructure proposal would provide \$45 billion for the Environmental Protection Agency's existing Drinking Water State Revolving Fund and in Water Infrastructure Improvements for the Nation Act. Resulting upgrades would help homes, businesses, and schools, the White House said.

Concerns about lead exposure in children have become more prominent as Flint, Michigan, grapples with a water crisis that has led to a surge in [need for special education services](#) for affected children.

In a 2017 report, the nonpartisan Government Accountability Office found that fewer than half of schools it surveyed had [tested their water for lead](#) within the previous year.

The K-12 portions of Biden's infrastructure plan mirror previous bills proposed by Democrats in the House and Senate, which also called for [\\$100 billion for school facilities](#).

The new proposal will likely change as Congress works to convert it into legislation and win support from members. And it is unlikely to win adequate GOP support to win the 60 Senate votes needed to bring it to a vote under current rules. Democratic leaders may seek to pass it through budget reconciliation, a process that requires a simple majority.

CFW

We continue to meet with CFW to discuss how we can use our COVID funds to improve our facilities and meet the needs of our students. Our goal is to touch as many campuses as possible and provide students and staff a flexible, modern learning environment. We have sent out an email for board members to have an opportunity to meet with CFW to learn about the upcoming projects. This is a great opportunity for LUSD to upgrade facilities.

Legal Trainings

The AALRR training this week discussed vaccination updates, summer school guidelines, infection rates, and more. During this meeting the CDC announced new masking guidelines for certain outdoor events. However, CDPH and OSHA have not yet changed any of their guidance.

In addition, we attended the *Risk Management Roundtable- Next Steps in Reopening* where the new mask guidance, vaccinations and if they can be mandated, and more were discussed. Districts from across the state shared what they are doing regarding reopening and how they are keeping students and staff safe. Some teachers are simultaneously teaching, so that students' learning is not disrupted when students have to quarantine. These teachers are live-streamed for students who are on a Distance Learning track. Other than that difference, LUSD's approach to reopening aligns with what others across the state are doing. These trainings allow us to stay up to speed.

Summer Construction & Beyond

Cabinet members and I attended this webinar, which was beneficial. As the summer construction season approaches, this year has added new urgency to prioritize health and safety in school facilities projects due to ongoing COVID-19 concerns, while the unprecedented level of federal stimulus funding coming to K-12 schools offers district leaders with a once-in-a-lifetime opportunity. This webinar addressed COVID-19 safety in building projects, ideas for using the new stimulus funds strategically and how to streamline the construction procurement process.

Topics included:

- The challenges of summer construction, maintenance and renovation projects
- Addressing health and safety concerns brought by COVID-19
- How to expedite the construction procurement process
- Strategic ways to use the stimulus funds

Superintendents Meeting

At this week's Superintendents meeting we discussed vaccines, State testing, testing for athletes, return to school plans for the 2021-2022 school year, new CDPH guidelines and the opening of the new school in Santa Maria and how it meets the new needs due to COVID ~ with moveable furniture, outdoor spaces and open spaces.

Hope Awards

We attended the Hope Awards this week where Craig Price was recognized as was well-known music teacher Nick Rail. The event was well-done and seeing these two men recognized for their considerable contributions to the community was great. We are proud of the work that we do with the Santa Barbara Education Foundation and the Audacious Foundation, which is closely aligned to the Santa Barbara Education Foundation.

COLOR

COLOR is the company that we have been using for our staff and student testing and it is the program that Governor Newsom created for school districts. We spent time with them this week discussing our testing plan, procedures, and protocols. They were very impressed and asked if they could use us as a model for other districts! Another victory for LUSD.

Student Vaccinations

We have started working with SBCPH and LVMC to collaborate and get students over 16 years of age vaccinated. We will model our program after SBUSD's, where they use school buses to transport students who are 16 or older to get vaccinations.

Orenda

Orenda has presented to our Education Services Team, many Board members, as well as the site principals that had “deep dives.” They will also continue to present to all administrators on May 6. We have been working with them on next steps and have an Action Plan that will allow us to take the data from their study and keep what’s working and have a targeted plan to work toward improvements in other areas. We want to be intentional about our plan and work smarter, not harder. Our staff have been working very hard and we do not want to add to their plates, rather we wish to give them the tools they need to address our students’ needs and give them the support to do that. Orenda has also met with all Board members except Dr. Heath. We look forward to being able to reschedule a time for Dr. Heath to see the study results before the May 11 board meeting. At the May 11 meeting, we will have Orenda publicly present the results. Then at our second meeting in May we will have them present on the Action Plan and how we plan to use the study results to improve practices District-wide for our students with a lens toward equity.

Summer Institute

The following email and attachment were sent to all Certificated Staff this week.

The Orenda Equity Study has been completed and will be shared with the public and interested stakeholders at the May 11th Board Meeting. Elementary teachers will have the slides presented to them at the May 12th Common Minimum Day. The information will also be shared after the Board meeting with site principals to share with staff. A date for the Orenda study to be presented to Secondary Counselors is in the scheduling process.

An Action Plan, that aligns with our 4-Year PLC Implementation Plan, has been developed so we can take the results from the study and use them to inform our practice; allowing us to work smarter instead of harder. Part of the Action Plan involves a Summer Institute where foundational information specific to ELA and Math will be shared with teachers and teachers can start the year off with intentional planning related to ELA and Math standards.

All elementary teachers as well as secondary counselors will be invited to the Summer Institute July 26-30th via Zoom. (These groups will be meeting separately but during the same week.)

All Math & ELA secondary teachers will be invited to the Summer Institute on August 2nd- 6th via Zoom. Participation in these institutes is voluntary and staff will be “green sheeted” for their time.

ATTACHMENT #1

Demography Study

Following the presentations by Cooperative Strategies and Redistricting Partners at the April 20 board meeting, we will be bringing forward an action item for the Board to choose one of the companies so that we can begin our work. We will be including reference checks for both companies in your packet.

Interviews

This week we held interviews for elementary teachers as well as counselors. We offered seven elementary teaching positions, one Spanish position, and five counselor positions. We continue to work on our Special Education staffing for Mild/Moderate with interviews scheduled for next week, as well as Adaptive PE, Mod/Severe, Speech and Nurses.

Update on Mathematics Framework

LUSD recently reviewed all of the state and local textbook adoption timelines and materials for every TK-12th grade core content area. While there is no specific or mandated timeline for local adoptions, Ed Code requires all students have access to their instructional materials (for math, ELA/ELD, science, and history-social science) both in the classroom and to take home and that these materials are aligned to the state-adopted content standards and consistent with the content

and cycles of the associated curriculum frameworks. Our previous District-wide Mathematics adoption took place in 2015. The CA Department of Education is currently adopting a new K-12 Mathematics framework that is set to be released in late 2021 or early 2022. After the framework is released, CDE will review updated materials and formally adopt recommended Mathematics instructional materials in the fall of 2023. At that time LUSD will immediately engage with publishers to pilot Elementary and Secondary Mathematics programs with the goal of formally adopting new and updated materials by 2024. To learn more about the Mathematics Framework please click here: <https://www.cde.ca.gov/ci/ma/cf/>

Bright Spot Email

Below is a sample of the many emails we have received from staff after we shared with all staff that we are providing LUSD apparel as a token of our appreciation.

I meant to email a few weeks ago and then got swept away with all the other things going on in the day!

I wanted to thank you and all the other “Powers That Be” for the understanding and the gift of time you have given us throughout this year. From the Asynchronous Wednesdays when we transitioned to our Blended Learning model, to canceling the state testing training and allowing us that afternoon to plan, to the email that just came out about not requiring the assessments.

As it has been said a million times this year, it has been a year like no other. I feel like all I ever do is PLAN between the asynchronous work and the in class work (for two grade levels).

I really just want you to know that I am not the only teacher that has recognized the grace the district has shown us this year with the increased time and being very cognizant of not using our time for things that are maybe not as essential in this current environment.

Anyway, THANK YOUand Happy Friday!

TSP Update

Type of Coaching This Week	Total Number of Occurrences by End of Week
New Hire/Teacher Contact: Zoom Class Visits and/or One on One Coaching Sessions	67 out of 68 teachers (1 out this week)
Staff Meetings/PLC	19 district or site meetings attended
Professional Development:	11 different PDs were attended this week.

Below is the link to the April TSP Newsletter:

[G-Brief-ELs-STEM-Apr2021.ashx \(csba.org\)](https://www.csba.org/G-Brief-ELs-STEM-Apr2021.ashx)

Climate Survey Committee

LUSD is forming a Climate Survey Committee with representation from LFT, CSEA, site or District administration, parents, and students. The purpose of the committee will be to choose or create a survey, implement the survey, analyze the survey results, and communicate the results to the relevant stakeholder groups. The committee will be formed in May with a late May or early

June start. The plan is to meet during the summer so that the survey can be conducted at the end of the Fall Semester (November/December), results will be analyzed in January and shared in February.

Special Education Plan

The Special Education Plan developed by the District includes a revision of the Directed Studies program at the secondary sites. The Special Education office is currently soliciting volunteers from special education staff to serve on a Special Education Think Tank to review our current practices, explore the research and options, and determine a new format for Directed Studies. The purpose of Directed Studies is to assist students with IEPs in reaching their goals to progress towards grade level standards. The Think Tank will begin meeting during the summer with the design to begin pilot implementation in the 2021-2022 school year. One of the points of focus will be to explore ways to increase the skills of students in the area of Executive Functioning.

LUSD Community Collaboration

LUSD met with community agencies on April 27 to discuss the current school year, summer school, and plans for the 2021-2022 school year. Community agencies continue to support our families and are a community partner for communication to families and access to resources. The discussion included updates about vaccines in the community and summer opportunities for students.

Expanded Learning Opportunities Grant Plan

LUSD is finalizing the Expanded Learning Opportunities grant plan to outline how we will expand learning opportunities and accelerate progress to close learning gaps. Examples of what will be included in the plan include: K-12 Summer expanded learning offerings, after school tutoring, professional development for administrators and teachers, expanded after school programming, learning recovery programs and materials, training for staff, additional para-educators and training for para-educators, social-emotional learning curriculum, school social workers, family resource specialists, Elementary counselors, additional Secondary counselors, physical activity and social-emotional enrichment, support for credit deficient students, and additional services and staffing for special education. The ELO plan will be presented to the School Board for approval on May 11.

The Special Education Department met with all paraeducators in three different sessions on April 28 to provide information about the Expanded Learning Opportunities grant and to give an opportunity for input from paraeducators. The grant requires that 10% is spent on paraprofessionals. The current draft of the plan includes hiring paraeducators for summer school and after-school tutoring, as well as training for paraeducators in the summer and during the school year. Potential topics of training include ABA techniques for behavior management of students, math tutoring program, and literacy programs such as Linda Mood Bell. Paraeducators were excited about the opportunities for professional growth and programs to help students learn.

Phonemic Awareness Program Update

In late March administrators, teachers, and literacy specialists met with and trained on a new program to support our primary students in developing strong phonemic awareness skills. About 40 teachers completed individual pre-assessments with students and are implementing the daily, systematic and explicit Phonemic Awareness lessons in their classrooms this spring. While the assessments were time consuming, the teachers have expressed high levels of satisfaction with

engaging their students in the daily Heggerty lessons. Ed Services will collect post assessment information in June, debrief the outcomes of the pilot program with teachers, and consider full implementation of this program for TK-3rd grade across all LUSD elementary sites in the fall.

Testing

The students in LUSD have completed two weeks of STAR testing with impressive completion rates. STAR will serve as our common assessment, District-wide, for the 2020-2021 school year in alignment with the State Board of Education's flexibilities. Students in 11th grade have been given the option to take the SBAC so they may still qualify for certain scholarships and the State Seal of Biliteracy (class of 2022). Students in grades 5, 8, and 11 will also take the California Science Test.

ELPAC testing is moving along, with all schools having gone through their first round of testing. The Language Census Team is scheduling make-ups and working with families and schools to ensure they maximize the time and opportunity to reclassify the students who are ready. The teachers and site administrators have worked collaboratively, daily with Ed Services and Language Census to ensure each student has the opportunity to complete the test.

Hapgood's Dual Immersion Program will administer the California Spanish Assessment to measure the progress of their upper-grade cohort.

Foster Youth/Homeless

The number of Foster Youth in our schools continues to rise. Appropriate meetings are being held in order to assist with transportation to school as the foster care families do not always live in Lompoc. LUSD is working with all districts in the county to provide a Best Interest Determination meeting in order to support the new foster student with appropriate support.

Athletics

There was an inquiry asking if a student is being homeschooled, do they have the capabilities to play sports for one of our high schools. After communicating with CIF, we were provided with Bylaw 301.

“HOME STUDY, HOME SCHOOLING Students who are not enrolled in programs under the jurisdiction of a member school’s governing body are not eligible to participate in CIF competition. Such programs would include, but not be limited to, home schooling or home study wherein parent(s)/guardian(s)/caregiver, or other persons, are responsible for instruction and evaluation. (Approved February 2000 Federated Council/Revised May 2002 Federated Council)”

SARB

Another SARB hearing was held this week with twelve (12) students and families. All but one student took part in the process. The SARB board was again able to use our community and school resources to assist the students and families in order to increase attendance in the future. Once again, we found that the families that chose to send their children back to in-person instruction had increased attendance since that has started. We also continue to find that COVID has hit many families very hard and in order to assist our students academically, we have to help these families and students with their mental health as well.

Boys and Girls Club Program

The new opportunity for students in the AM cohort in elementary schools for the Boys and Girls Club will be starting Monday, May 3. The idea is that after students are done with the AM cohort, they are transported to the club where they will get assistance with school until 2:30 p.m. They will take part in club activities such as art, music, and athletics. At 5:00 p.m. they are transported back to their school sites where they are picked up. Currently, the club can support 30 students. We hope to increase that number to 60 soon.

Interim Audit

We have been preparing and uploading documents for this year's interim audit. The Fiscal Department staff are in charge of gathering and uploading District materials/documents requested by our internal auditors; EideBailly for this year's (FY 2020-2021) interim audit scheduled for the week of May 3 – 7, 2021.

M&O Update

We have one open position in the maintenance area and one open due to a worker working out of class. We also are in the process of recruiting for our turf and pest control position.

The Maintenance Direct online work order system lists 515 open work orders. Our maintenance team is busy taking gearing up for summer and summer projects. Our custodial teams are now supporting teachers with students back in the classroom. Among a variety of issue, here are some of the problems our M&O team have been solving:

- Multiple key and lock issues - District-wide
- HVAC issues - District-wide
- Installing new ElKay drinking fountain at Maple High School
- HS grounds crews are maintaining sports fields now that sports have returned

Construction

- Furnace, boiler, and pool heater replacement projects at LHS and CHS - Complete
- Irrigation Smart-Controller installations - complete and are awaiting IP addresses
- CHS solar array project is demobilizing. We need to wait until mid-August for the transformer to come in and be installed.
- Ed Center complex asphalt project is underway. The first phase of the project is done. Concrete on the second area will start in two weeks.
- El Camino licensed server and installation is complete and are awaiting IP addresses.
- The IEEEEP portable classroom move has been approved and is awaiting DSA approval

Flooring in LUSD Classrooms

LUSD has made great progress over the past 20 years encapsulating asbestos-containing floor tile at the elementary site classrooms, and we now have only 30 classrooms to go District-wide. We are working with a flooring contractor to provide the District a proposal to finalize elementary classroom asbestos encapsulation during the upcoming summer break.

Yours in Service,

Trevor McDonald
Superintendent of Schools