



Community Transmittal

1301 North A St.

Lompoc, CA 93436

Phone: 805-742-3320

Fax: 805-737-1703

Dear Lompoc Community,

[Politico: California school officials revise comments on remote learning options](#)

The California Department of Education issued a new statement Thursday saying that schools can't temporarily switch to remote learning due to staff shortages after a *POLITICO* story quoting a state official prompted an influx of questions from local school districts. CDE spokesperson Maria Clayton said that "state law is very clear" that in order for districts to receive funding they must provide in-person instruction. That comes a day after Mary Nicely, chief deputy superintendent of public instruction, [said that schools could switch to remote learning if parents agreed](#) to move their students into independent study programs.

State lawmakers tightened attendance rules for school districts last year through Assembly Bill 130. That law does allow for students to opt into independent study programs that allow them to complete assignments outside of school. Clayton said districts are allowed to advertise independent study as an alternative to students, but they can't unilaterally shift students to independent study because of staffing shortages or student outbreaks, which many schools are experiencing during the omicron wave. Districts are also required to offer an in-person option to go along with independent study. Gov. Gavin Newsom said Thursday that some school districts could have to extend their school years to meet 180 days of in-person instruction. That's an acknowledgment that schools are facing closure as a result of the omicron surge.

SCHOOLS STRUGGLE TO FIND SUBSTITUTE TEACHERS AND TO FILL CLASSROOMS - AP Article

School employees are stepping up across the U.S. to provide classroom instruction, as a lack of available substitute teachers compounds ongoing staffing shortages caused by COVID-19-related teacher absences. Some school districts have boosted pay to try to lure back reluctant substitutes or attract new ones, and several states recently eased rules for fill-in teachers. "The staff shortage, and shortage of substitutes, is significantly worse than I've ever seen it," said Debra Pace, superintendent in Osceola County, Florida, which has 74,000 students. More than 300 of the roughly 4,000 teachers at her Central Florida district have called in sick lately, she said. Yet the district is able to find subs just 40%-50% of the time, whereas normally the rate is around 90%. At the same time, those teachers who are able to get to the classroom are facing scenarios where as many as half of students are absent because they have been exposed to COVID-19 or their families kept them at home out of concern about the surging coronavirus. Some of the country's biggest school systems report absentee rates around 20% or slightly more, with some individual schools seeing far higher percentages of missing students. The schools in Clark County, Nevada, which includes Las Vegas, typically have 90% attendance, but that figure has dropped to 83%. In Seattle, attendance has averaged 81% since the return from winter break. Los Angeles public schools marked about 30% of the district's 600,000-plus students absent on Tuesday last week, the first day back after the break. "This is really taking a toll on the learning. If you have three kids in your class one day and you're supposed to have 12, you have to reteach everything two weeks later when those kids come back," said Tabatha Rosproy, a teacher in Olathe, Kansas, and the 2020 national Teacher of the Year. - AP News

https://www.noozhawk.com/article/student_staff_attendance_wavering_santa_barbara_county_schools_covid_surge?fbclid=IwAR376Y40QsnR6_dGiJfrmiKzulw2Aca_tf_BC3p7PHJ8kzFvHE5lg28J2DO

Santa Barbara Foundation

We met with Santa Barbara Foundation this week to discuss potential partnerships, learn about the partnerships that they are funding and how LUSD students could benefit from them, and to discuss the foundation’s goals. It was a great meeting and there seem to be many great upcoming opportunities for our students!

Superintendents Meeting

At this week’s meeting we discussed updated CDPH school guidance regarding employee exposure notification, quarantine requirements, group tracing, availability of free at-home testing kits and independent study.

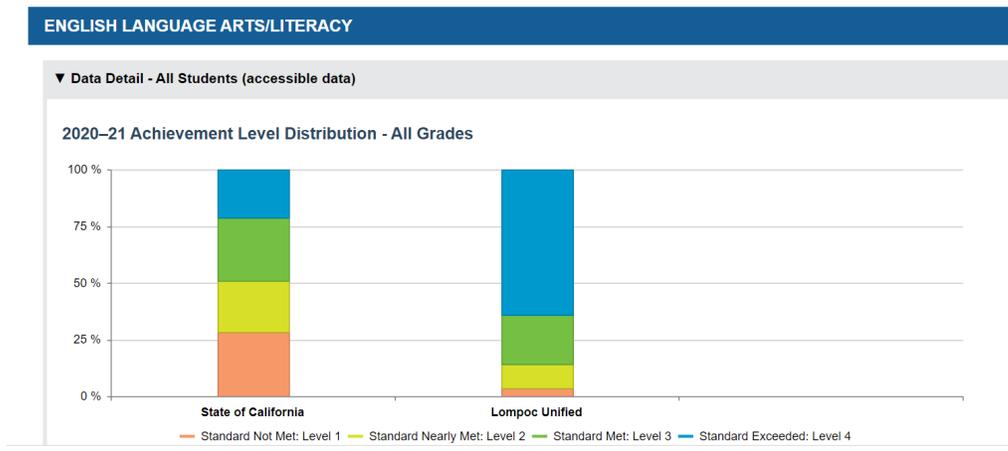
Gateway Education Services

We met with Gateway Services this week to continue our MOU with them to provide additional support for our African American students. The Gateway Education Service works with students and families to provide tutoring support, parenting support, and connecting families with community resources. They are focusing their support on 10-12 elementary age students.

CAASPP Data

Below is CAASPP data from last year’s testing. The good news is our results look amazing with significant improvements in our test scores.

2020–21 Overall Achievement - All Grades
Results for All Students



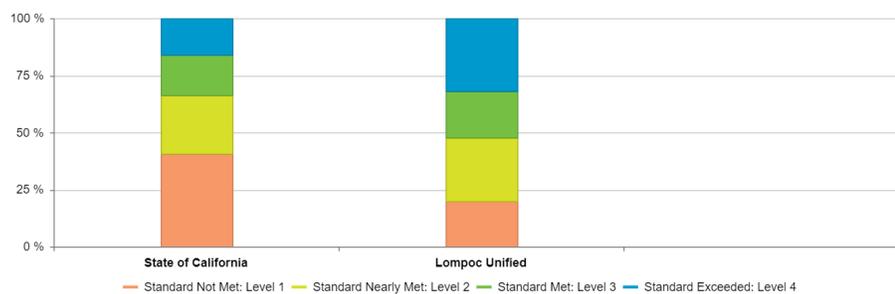
Overall Achievement

| Achievement Level | State of California | Lompoc Unified |
|------------------------------|---------------------|----------------|
| Mean Scale Score | N/A | N/A |
| Standard Exceeded: Level 4 | 21.42 % | 64.29 % |
| Standard Met: Level 3 | 27.59 % | 21.43 % |
| Standard Nearly Met: Level 2 | 22.69 % | 10.71 % |
| Standard Not Met: Level 1 | 28.30 % | 3.57 % |

MATHEMATICS

▼ Data Detail - All Students (accessible data)

2020–21 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

An Overview of th... pdf

... will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Overall Achievement

| Achievement Level | State of California | Lompoc Unified |
|------------------------------|---------------------|----------------|
| Mean Scale Score | N/A | N/A |
| Standard Exceeded: Level 4 | 15.78 % | 32.00 % |
| Standard Met: Level 3 | 17.98 % | 20.00 % |
| Standard Nearly Met: Level 2 | 25.50 % | 28.00 % |
| Standard Not Met: Level 1 | 40.74 % | 20.00 % |



In a packed one-day meeting on Jan. 12, the State Board of Education said goodbye to long-time members Ting Sun, Patricia Rucker, Sue Burr and Ilene W. Straus, who were thanked for their service by former Gov. Jerry Brown, Board President Linda Darling-Hammond and others. The board discussed the implications of the 2020–21 assessment data, which included student outcomes on the California Assessment of Student Performance and Progress and English Language Proficiency Assessments and a slew of other tests. CDE staff reported that the low participation rate makes it impossible to meaningfully measure growth or compare results during a year when most of California’s classrooms were closed to students and the board approved revisions to the 2021–22 CAASPP and ELPAC student score reports to reflect the most recent updates to test administration and ensure that crucial information regarding student performance is communicated clearly to parents.

DELAC

LUSD's January DELAC meeting was well attended by our school sites and community partners. SLOECO's Migrant Education Office gave a robust presentation on the services available to Lompoc students and families. In addition, Coordinator Stephanie Wingate, presented the proposed indicators for reclassification of English Learners. LUSD's DELAC approved these indicators for reclassification for the 2021-2022 school year. Parents and site reps were given an opportunity to ask questions and get step-by-step instructions on signing up with Covid Clinic, LUSDs K-12 COVID Testing Portal. As always, LUSD is grateful for the input and attendance of the site representatives at our DELAC meetings. The next meeting will be held via Zoom on March 15, 2022 at 5:00 p.m.

Attendance

LUSD held SARB Hearings this week. Twelve students were discussed and supported in a variety of ways thanks to our local community resources. Our new District social workers were invaluable as they were able to meet with many of the families prior to SARB to determine the needs of the student/family as well as start services for them, if appropriate.

CTE

Currently we have CTE sectors and pathways for our students at the high schools. One concept which has been a popular is exposing these pathways to middle school students so they are able to explore what areas fit them prior to attending high school. There are a few programs that have done this in other districts and LUSD will be exploring these in the near future, if principals are interested. The programs are called Xello and Paxton Patterson. Xello is an award winning

program that puts students at the center of their planning experience. Students document their journey as they build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences. It has a built in curriculum and high quality career readiness experience for students. Paxton Patterson engages students in authentic problem based learning experiences as they discover their interests and aptitudes. This program exposes students to a broad range of Career Clusters, defines a more focused pathway and College and Career Ready Labs.

Senate Bill 830

At the January 11, 2022 meeting, the Board requested more information about Senate Bill 830. As background, funding for all schools in California is based on ADA, not total enrollment. California is one of only six states that base funding on attendance rather than enrollment. Others include Idaho, Kentucky, Mississippi Missouri, and Texas. Proponents of ADA funding argue that it incentivizes districts to take steps to lower absenteeism. However, others argue that ADA-based funding takes resources away from schools in lower-income communities due to those districts experiencing higher rates of absenteeism. And, school districts must prepare and staff their schools as if all of their students will attend class, but are only receiving funding for those who do.

A new Senate Bill (SB 830) which would determine and award supplemental funding for K12 schools based on the daily average student enrollment numbers was introduced on January 3, 2022, by State Senator Portantino of Pasadena. Los Angeles Unified School District and California School Employees Association have sponsored SB 830.

If passed, SB 830 would go into effect for the 2023-2024 school year and would alter California's funding formula, shifting from one based on ADA to one based on total enrollment. SB 830 was written to utilize portions of the state's \$31 billion expected surplus and give increased funding to all districts, although some will benefit more than others due to differences between attendance and enrollment rates.

Child Nutrition Services Update

Staffing has become increasingly more challenging. Child Nutrition Services (CNS) now has 14 open positions.

- Eleven open positions
- Three open due to staff working out of class.
- Last week, CNS averaged 24 absences each day

This week, we received our COVID Emergency Operational Costs Reimbursement for the 2020 - 2021 school year in the amount of \$11,955.

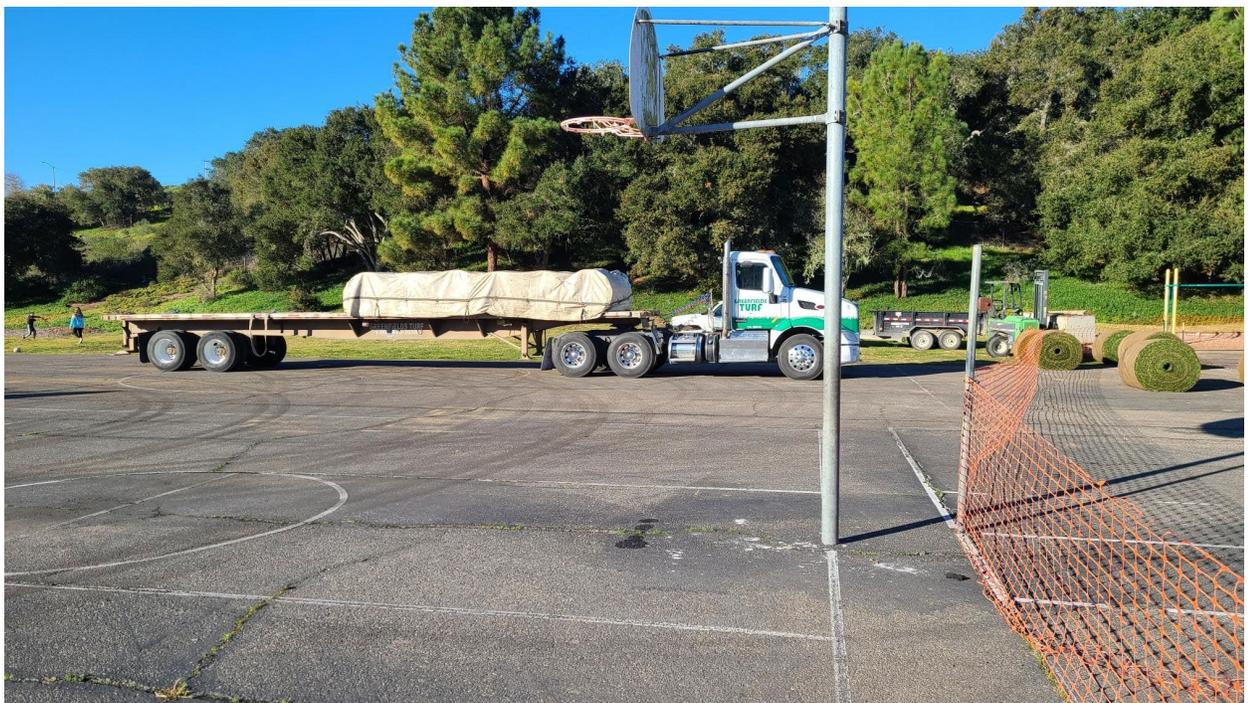
- We have applied for the Kitchen Infrastructure & Training Funds
- We are currently working on the new guidelines for 2022-2023 Universal Meals

M&O Update

- The La Canada portable move has begun. Our crew is moving an irrigation line while the contractor prepares the building. **See photos**
- The wire and grass project is moving along at Los Berros. **See photos**









Your partner in education,

Trevor McDonald
Superintendent of Schools