



## Community Transmittal

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Dear Lompoc Community,

### Declining Enrollment: What Legislature & Districts Can Do to Soften the Impact

We attended an EdSource webinar on declining enrollment. The state is projecting that K-12 student enrollment will drop 9% by 2030, and in some counties, twice that number. COVID may have accelerated the decrease.

The panel discussed the pros and cons of changing funding formulas to ease the transition to a new reality and provided information on what some districts are doing to stem the decline and sharply boost attendance.

### Enrollment State-wide

**MARCH 21, 2022**

EdSource

### JOHN FENSTERWALD

A [new analysis by the research nonprofit PACE](#) (Policy Analysis for California Education) examines the tradeoffs and various options for one of the key decisions awaiting the Legislature this spring: how to fund TK-12 schools following two years of steep drops in student enrollment and attendance. Even before COVID, the California Department of Finance had projected that enrollment would fall statewide over the next decade.

California uses a district's average daily attendance as the basis for determining its general funding through the Local Control Funding Formula; it encompasses more than 70% of revenue from the state.

California is one of only six states to base funding on attendance; most states have switched to an overall enrollment-based funding formula.

Since COVID, attendance has plummeted and chronic absenteeism has risen in most districts; the preliminary estimate is that enrollment has dropped 4.6% over two years; attendance fell by 500,000 students in 2019-20, the year of remote learning – 8.5%.

Attendance-based funding incentivizes districts to reach out to families to see that kids show up to school; it may be a reason why California ranks among the top 10 states in student attendance, with a pre-COVID five-year average of 95.6%. But it's also a regressive fiscal policy, as Carrie Hahnel and Christina Baumgardner, authors of the report [Student Count Options for School Funding](#), point out: Districts with more low-income, foster and homeless students and English learners tend to have lower attendance rates, for multiple reasons, and suffer greater financial penalties. "This dilutes the equitable funding goals" of the Local Control Funding Formula, they state.

Funding based on enrollment, as currently measured in October, would cost an additional \$3.4 billion – but that would not result in higher overall state funding; the total would be redistributed, benefiting districts with students with the greatest needs.

## [California school enrollment over two decades: gains and losses by region with pandemic year drops | EdSource](#)

### [EdSource: Attendance or enrollment: How should California schools be funded?](#)

In San Ysidro School District, more than a quarter of the district's nearly 4,400 students are unhoused, according to Superintendent Gina Potter. It highlights the question of how school funding should be determined, she said, while weighing the pros and cons of a switch from the current attendance-based funding formula to an enrollment-based formula during an *EdSource* roundtable discussion on how a change to California's funding formula could impact school districts across the state. "I have to say that's not the system in California that provides a system of support for these families that are so vulnerable," Potter said. "We really need support, and they don't want penalties. These are the very children that need our resources."

She weighed that issue alongside the declining enrollment trends affecting districts across the state as she and other district officials, researchers and lawmakers spoke on the Thursday panel. Historically, California has funded its schools based on their average daily attendance — one of six states to still follow that model and one of several contemplating a shift away from it. Panelists at the roundtable considered several factors as they weighed the shift, including which groups the change would impact most, how declining enrollment would factor into funding and possible incentives to keep attendance high.

### [SAT/ACT](#)

#### [Los Angeles Times: CSU officially drops SAT and ACT from admissions process in major move](#)

Trustees of California State University, the largest four-year university system in the nation, agreed Wednesday to permanently drop the SAT and ACT standardized tests in its admissions process, solidifying the state's national role in eliminating the high-stakes exams because of equity concerns. The move comes after the University of California system led the way, making the bold decision in 2020 to drop the exams, triggering a national debate over whether the tests unfairly discriminate against disadvantaged students or provide a useful tool to evaluate college applicants.

The dual actions by California's public university systems, which collectively educate 772,000 students, are likely to accelerate the national movement to reshape the college admissions process and craft more equitable ways to assess student readiness for higher education. "Today's decision ... sets a standard for public institutions around the country," said Bob Schaeffer, executive director of FairTest: National Center for Fair & Open Testing. "Combined with the elimination of standardized exam mandates by the University of California system as well as test-optional policies in place at all public campuses in Oregon and Washington state, these actions make the West Coast a national model for admissions reform."

### [Assessments](#)

#### [K-12 Dive: Cardona acknowledges concerns test data could be used to privatize education](#)

U.S. Secretary of Education Miguel Cardona on Monday said some people are waiting to use assessment data to be released by the U.S. Department of Education this spring as a means to privatize education. Cardona's comment came during the closing general session of the Association for Supervision and Curriculum Development's annual conference in Chicago after Avis Williams, president of the ASCD board of directors, noted the test results will likely show a stark decrease in achievement. Williams said the results could be used to portray schools as failing, and educators as ineffective.

"As secretary of education, I have to do more to make sure that we're lifting up examples of how we're using the data well, but also making sure the districts know that the way data is being used ... doesn't support growth, and it's really just hammering on those folks that are working twice as hard to support students," Cardona said during the ASCD fireside chat. When Williams, who is superintendent of Selma City Schools in Selma, Alabama, asked Cardona to respond to concerns that student performance data could be used to critique teachers and schools, he upped the ante. "I want to take it a step further. Some are waiting for that data to then try to create a picture because their plan is to privatize," Cardona said. While there's always tension in education policy, Cardona's public comment is likely one of the first times a notable federal official has recently and explicitly voiced this concern over using data for school privatization efforts, said Lindsay Dworkin, vice president of policy and advocacy at NWEA, a nonprofit assessment provider, and a former deputy assistant secretary for outreach at the Education Department.

### **Recruiting Events**

This week we participated in the CalState TEACH job fair, the California Teacher Recruiting Event and the Convergence Speech Conference. We are recruiting for one to two positions in Social Science (DI), English, Math, and Special Education. It has been a great start to the recruiting season!

### **Interviews**

This week we held interviews for Elementary, Art, PE, and Special Education. Our vacancy list is getting smaller and smaller!

### **Cultural Vistas**

Our work with Cultural Vistas on identifying potential candidates is going well. Finding housing for the newly hired staff is an area of concern. If anyone knows of someone who would be interested in housing the candidates temporarily while they finalize their housing arrangements when they arrive to the US, please have them contact Bree Valla.

### **HR Newsletter**

Please enjoy the attached HR Newsletter for March! ATTACHMENT #1

### **TSP Newsletter**

<https://www.smore.com/t2pmc>



### **March TSP Newsletter**

**March TSP Newsletter Courtesy of the LUSD TSP/Ed Tech Team**

[www.smore.com](https://www.smore.com)

### **DELAC**

At this month's DELAC meeting, Fidel Villanueva from SBCPHD, gave a presentation about healthy habits and classes for parents. He informed the group, which included parents, outreach consultants and site administrators about the cooking classes he offers to parents. These classes are six weeks long. Mr. Villanueva is also part of the LUSD Wellness Committee and has done a

series of these classes with over 40 LUSD parents across our campuses. Jose Vargas and Stephanie Wingate gave updates on the state and ELPAC testing.

### **Summer Think Tank**

On March 22, we held our fourth District-wide Summer Think Tank. This meeting focused on establishing where the highest needs are for our students, how we can support those needs during the summer and what successful outcomes will look like. This group has collaborated for two months on the development of a plan that will best meet the needs of LUSD students during the summer expanded learning program. We are grateful for the participation of our Think Tankers!

### **Hapgood Elementary School Garden**

The Fiesta Salads that were served this week, all contained lettuce that was harvested from Hapgood's School Garden. Signs were posted in serving lines and at the entrance of the cafeteria to let students know how the salads were made, increasing the awareness of healthy habits! We are proud of the hard work of our students and staff at Hapgood Elementary School for making this happen!



### **Safety**

LUSD held its monthly safety meeting this week. The Newark Community Street Team presented on how they use their nonprofit company to hire Intervention Workers for the schools. These staff members assist students to ensure they feel safe walking or biking to and from school each day. They also build a rapport with the students so if they need support with anything they know they can count on them to assist. Because of these Intervention Workers, attendance has improved and students feel safer in their neighborhoods.

### **CTE (Career Technical Education)**

During the District-wide Professional Learning Day, all CTE teachers met to assess their pathways and discussed how they can work together with industry partners to strengthen their



pathways. This self-assessment is required in order to apply for both the Perkins and the CTE Incentive Grants, which supports each CTE teacher.

### **M&O Update**

- The Kenji splash tank project at CHS will continue through March 28. The crew has disconnected the old tank and the new tank will arrive on March 28.
- Due to old and outdated electrical equipment, we had an electrical fire in the E building mechanical room at CHS on Sunday. Grayson Ingram was able to come in and repair the electrical box and it was back up and running before students came to school on Monday.
- The crews have been building and delivering new lunch tables for the campuses. See photo
- The Education Center beautification project is underway. We are moving unsightly Conex boxes away from the street view. See photo
- The Buena Vista solar project has all the panels installed. Crews will now work on the connection portion of this project. See photo





### **Transportation Update**

- We have a mechanic vacancy and we also have a candidate interested in applying. We are waiting for Classified HR to post the vacancies so that we may begin recruiting.
- Sunrise Recycling took old non-working vehicles to be crushed and donated \$600 to Child Nutrition Services meal balances for students.
- Three (3) applicants submitted applications for school bus driver. We are eagerly awaiting the next steps from Classified HR.
- As students come and go, we are adjusting routes as needed for both Special Ed and Regular Ed passengers. Due to the ongoing shortage of bus drivers, everyone in the department is driving buses, with the exception of the Administrative Assistant

Your partner in education,

Trevor McDonald  
Superintendent of Schools