



Community Transmittal

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Dear Lompoc Community,

[The Modesto Bee: Turlock school employees call for pay increases to compensate for pandemic demands](#)

More than 120 school employees attended a Turlock Unified School District board meeting Tuesday evening, calling for higher wages to compensate for added demands since the COVID-19 pandemic began in March 2020. Teachers and classified school staff addressed the board as they submitted initial bargaining proposals for 2021–22 reopener negotiations. “We just want the board to keep in mind the extra cost that we’re going through, too,” said Cecilia Chaves, president of the Turlock Federation of Classified Employees. Classified positions include all education jobs that do not require a teaching credential.

In a statement provided to *The Bee*, TUSD spokeswoman Marie Russell said the district has been working closely with the Turlock Teachers Association through negotiations for several months. “Our goal is to maintain highly competitive salaries for our educators while acknowledging the need for fiscal responsibility with taxpayer dollars,” Russell said in the statement. “Throughout this process, TUSD has been negotiating with the best interest of students and all staff in mind, and we remain hopeful an agreement will be reached soon.”

Contract Negotiations for 2022-2023 School Year

The current CSEA contract ends at the end of the 2021-2022 school year. It is anticipated that opens for a new contract will be presented to the board on April 26 for approval. To prepare for the beginning of negotiations, CSEA and LUSD negotiating teams were provided Interest-Based Bargaining (IBB) training by Mediator/Conciliator Raphael Leib from the CA State Mediation and Conciliation Service. This is a free service that, according to Mr. Leib, is funded through the State of California. Mr. Leib’s IBB training reviewed the key principals of IBB, including activities and examples of the process. LUSD is excited to start the process, continued to build the relationship with CSEA, and improve the existing contract for the benefit of students and staff.

As a reminder, negotiations with LFT are on hold during the impasse procedures. Once the impasse process has concluded, LUSD will discuss with LFT facilitator options. When LUSD and LFT arrive at agreement on a facilitator, IBB training would be scheduled prior to the beginning of the negotiations cycle.

English Learner Workforce Initiative & Teacher Residency Grants

We met with consultants this week to begin work on various grant opportunities that are available to assist us with the transition to Universal Pre-School (UPK). In addition, we continue to work with UMass and WestEd on the Teacher Residency Grant so that we may grow our own teachers and create a pipeline.

Sanger Unified

We continue to collaborate with Sanger Unified around how to improve student success in LUSD. As you may know, Sanger has similar demographics as LUSD and was able to change the culture of their district from one of underperforming to high performing. Sanger transformed their district in a similar manner as LUSD. They identified standards and grouped all standards into three (3) categories: Enduring, Good to Know, Nice to Know. They then agreed upon the Enduring and that these would be non-negotiable and essential for all grade-levels. They are now working on developing common assessments based on these Enduring standards. They have an agreed upon assessment calendar and common assessments as well. You can see some examples below. To learn more, please visit their website: <https://www.sangerlearns.com/>.

Guaranteed & Viable Curriculum Overview

Link to GVC Overview

Guaranteed & Viable Curriculum

The factor that has the most impact on student achievement is a guaranteed and viable curriculum.


- Marzano, 2003 *What Works in Schools: Translating Research Into Action*

Guaranteed Curriculum - promises the community, staff, and students that a student at a school will learn specific content and processes regardless of the teacher to who he or she is assigned.

Viable Curriculum - refers to ensuring there is adequate time for all students to learn the guaranteed curriculum during the school year.

Why do we need a Guaranteed & Viable Curriculum?
EQUITY, COHERENCE, EXPECTATION, BALANCE

Guaranteed & Viable Curriculum resources can be found at: www.sangerlearns.com



Enduring Standards
• High-Leverage Standards
• Essential for student understanding
• Introduced early on worked on throughout the entire school year with heavy attention to mastery (continually present on curriculum map)
• Strong attention given to student assessment of these standards, procedures in place for re-teaching and intervention when needed
• Quantity: 8-10

Need to Know Standards
• Medium-leverage standards
• Important for understanding
• Introduced and worked on during specific units, may be reintroduced as a spiral
• Present on formative assessments

Worth Being Familiar With Standards
• Low-Leverage Standards
• Worth being familiar with, but not crucial for understanding
• May be introduced once or twice in the year, but not heavily invested on
• May be informatively assessed, but not present or weighted on major exams

2nd Grade GVC Proficiency Maps

ELA	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Reading - Literature	2.RL.1, 2.RL.2	Continue	Continue
Reading - Informational	2.RI.1	2.RI.2	Continue
Reading - Foundational		RF.2.3, RF.2.4	
Writing		W.2.5	
Speaking + Listening		SL.2.1	
Language	L.2.1a, b, L.2.2 (start)	L.2.1c, d, e, L.2.2a, b	L.2.1f, L.2.2c, d, e

** All Need to Know & Worth Being Familiar With standards will be paced throughout the year based on Guided Reading/Writing

MATH	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Operations & Algebraic Thinking	2.OA.1, 2.OA.2, 2.OA.3, 2.OA.4	Continue 2.OA1-4	Continue
Numbers & Operations - Base Ten	2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.8, 2.NBT.9	Continue 2.NBT.1-5, 8,9 2.NBT.6, 2.NBT.7	Continue
Measurement & Data		2.MD.5, 2.MD.6, 2.MD.8	2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.7, 2.MD.9, 2.MD.10
Geometry			2.G.1, 2.G.2, 2.G.3
THROUGHOUT THE YEAR	** ALL OA and NBT standards continue throughout the year, as needed.**		

Assessment Calendar

- TK-8th Grade
 - Dates updated annually
- Assessment windows & due dates
 - DPA : <https://www.sangerlearns.com/dpa.html>
 - BAS (BAS #2 updated to Feb. 1st)
 - DIBELS
 - Math Facts
 - ICA
 - ELPAC

[Link to TK-8 Assessment Calendar](#)



SANGER UNIFIED SCHOOL DISTRICT 2020 - 2021 Assessment Calendar & Due Dates

TK- 6th DIBELS Assessments		
Beginning	Middle	End
Aug. 20 - Sept. 30, 2020	Dec. 7 - Jan. 16, 2021	May 17 - May 28, 2021
Purpose of DIBELS: Universal screener that measures key basic early literacy skills (Formative)		
2nd - 8th and Select 9-12th students- i-Ready Diagnostic ELA & Math		
Diagnostic #1 Aug. 24 - Sept. 30, 2020	Diagnostic #2 January 11 - 27, 2021	Diagnostic #3 May 3 - June 7, 2021
Kindergarten and First Grade i-Ready Diagnostic ELA & Math		
Diagnostic #1 Sept. 28 - Oct. 16, 2020	Diagnostic #2 January 11 - 27, 2021	Diagnostic #3 May 3 - June 7, 2021
Purpose of i-Ready: This assessment identifies what students know and what they need to know. It also provides differentiated ELA and Math instruction aimed at accelerating student growth to narrow the achievement gap in ELA and math. There is a close correlation to CAASPP scores.		
Kindergarten - 1st Grade ELA & Math Modified DPA		
DPA #1 November 2-2020 November 15, 2020	DPA #2 February 26, 2021	DPA #3 June 7, 2021 Not Required
Purpose of DPA: Assess students' progress on grade-level ELA & Math standards (Formative & Summative) • Letter ID, letter sounds, number ID, and sight words		
TK-3rd BAS Assessments		
BAS #1 September 30, 2020	BAS #2 January 29, 2021 (Not a hard deadline)	BAS #3 June 7, 2021
Purpose of BAS: Assess students' independent & instructional reading levels to make informed decisions. (Formative)		
11th Grade ELA & Math CAASPP		
Window April - May	CAA Window: April - May Required for some if viable.	CAST Not Implementing
K - 2nd Grade Pre- & Post-Writing Task (TK starts mid-February)		
Pre-assessment by end of Trimester 1 December 18	Links to TK, K, 1, & 2 writing tasks	Post-assessments by end of Trimester 3
Purpose of Writing Tasks: Monitoring growth of writing skills and standards for TK-2 students; use data to adjust instruction		

Interviews & Recruiting

This week we held interviews for Elementary, Elementary Arts, Elementary Music, and Special Education. Additionally, we attended a CSU Northridge recruiting event.

Learning Walks

This week District administrators, site administrators, and an Orenda rep had the opportunity to visit classrooms. The goal of these learning walks are to calibrate our lenses for the Lompoc

Standards Alignment Project. During our classroom visits we saw: student engagement, students working together in small groups, direct instruction, routines and expectations, academic vocabulary, student-friendly standards, and an overall pride in their students' learning. This process was geared for the principals as professional development. We all learned so much from having the opportunity to visit different schools and classrooms. The growth we saw from December to April is a testament to our teachers' focus on prioritizing student achievement.

Creating Safe Spaces

On March 25 during our professional development day, sixty-eight (68) paraeducators participated in a workshop by BetterLessons about creating safe spaces. During this workshop paraeducators learned about trauma-informed practices that are essential to meet students' needs. They learned how to create a safe environment, stay aware of triggers, and tend to their own well-being. They were able to explore scenarios related to self-management, social awareness, relationship skills, and decision-making. Paraeducators also had the opportunity to sign up for 1 to 1 coaching with a BetterLesson coach to continue their professional development.

ELOP Spring Intersession

The Lompoc YMCA has been collaborating weekly with Ed Services to ensure a fruitful Spring Intersession will be provided to students. Spring Intersession will take place all five days of Spring Break and include STEAM activities, art, reading, Sports for Learning, and FUN! This opportunity was offered first to students in ASES and then shared with all students through their school sites by referral for a total of 80 TK-6th graders. We hope to expand these programs in the future.

Summer Learning

Lompoc Unified School District is planning a robust summer learning experience for elementary and middle school students. Credit recovery is available to high school students. We have over 550 students enrolled in summer school at this time and are watching the numbers grow daily. If parents wish to have their students enrolled in a summer learning program, they have been advised to contact their school site. Summer learning will take place from June 21- July 22, Tuesday through Friday.

The YMCA is working closely with LUSD to provide a no-cost after-school summer camp for students who attend a summer learning program. Summer camp will be offered at no cost to families from 12:30 p.m.- 6:00 p.m.

ASES and SEL

We would like to extend our gratitude to our SEL Counselors who have stepped up to support our ASES programs in the afternoon. Students who attend ASES are often there until 6:00 p.m. These students, like many others, need access to counseling, tools to self-regulate, and the need to self-advocate. With the addition of SEL counselors to the after-school programs, these students will have the extra hand they need to be successful. Thank you, counselors!

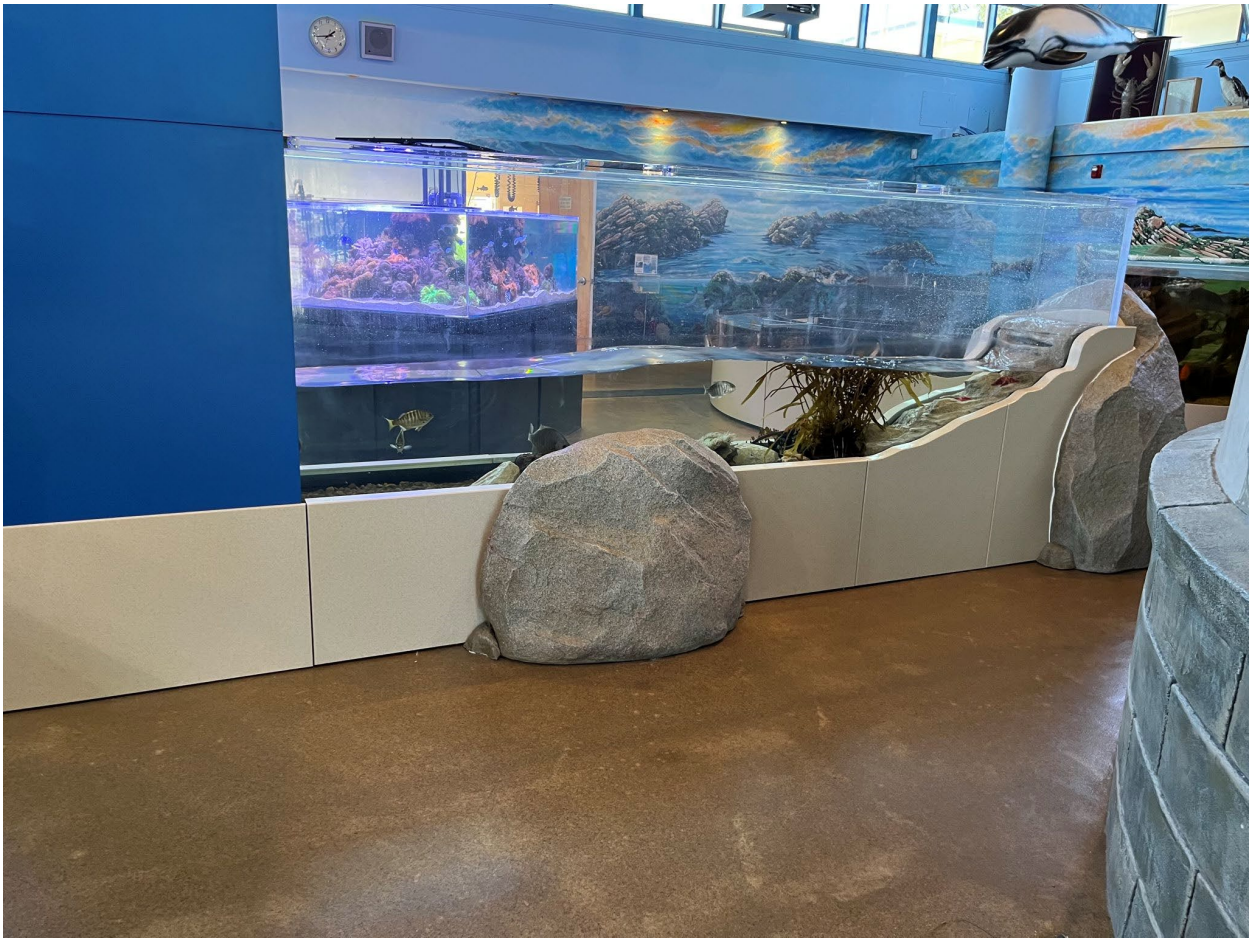
M&O Update

- The CHS Aquarium splash tank was installed by Kenji and is now completed. See photos
- The grass has been installed at Fillmore for our wire project. They crew will now move up to Buena Vista. See photo

- The ramps at Fillmore and La Canada have been repaired. See photos
- The Ed Center complex clean-up project is ongoing. There were two remaining boxes that were moved on Wednesday, April 7. See photo
- The LHS fencing project held a bid walk on Tuesday, April 5.















Your partner in education,

Trevor McDonald
Superintendent of Schools