



## Community Transmittal

1301 North A St.

Lompoc, CA 93436

Phone: 805-742-3320

Fax: 805-737-1703

Dear Lompoc Community,

### [CalMatters: Substitute teacher shortage hits California's low-income students harder](#)

California schools with large numbers of high-needs students — low-income, English learners and foster youth — have always struggled to find substitute teachers, but this year's COVID-19 omicron surge brought them to a breaking point. The staffing crisis forced school administrators to find alternatives for full-day substitutes, such as math and reading coaches or a rotating cast of office staff, disrupting instruction for students who already may have been lagging academically. While school officials statewide worry about the possibility of another surge, they know teacher shortages are a constant reality, prompting one California legislator to propose funding to attract more substitutes.

*CalMatters* analyzed data from the state's seven largest urban school districts for January to determine where the substitute teacher shortage was most acute. The data shows that on average, the schools with the most high-needs students filled about 42 percent of their teacher absences with substitutes. The schools with the fewest high-needs students found subs for 63 percent of teacher absences. But the disparities varied across the districts. For example, at Los Angeles Unified, schools with the most low-income students found substitutes for 23 percent of absent teachers. Those with the fewest low-income students found substitutes for 45 percent. At Fresno Unified, substitutes filled about 68 percent of absences at the schools with the most high-needs students, while they filled 85 percent at the schools with the fewest high-needs students.

### [Education Week: School accountability is restarting after a two-year pause. Here's what that means](#)

For a moment, the COVID-19 pandemic succeeded in doing what periodic protests about school accountability could not: Halting it. For the 2019–20 and 2020–21 school years, states did not have to use the results of standardized tests to identify schools needing help. Now, the U.S. Department of Education is insisting that states resume that approach. And like starting an old car after a New England winter, it's probably going to be a noisy, sputtering process. The pandemic hit just as the Every Student Succeeds Act, the much-less-prescriptive successor to the No Child Left Behind law, was finally underway, with states beginning to work with the first schools they identified under the law's framework for improvement.

The disruption interrupted that critical process, and now many states will effectively be clearing the decks — setting new testing goals, rejiggering their school quality and academic indicators, and trying to make the systems mesh with students' unprecedented academic needs. "I'm expecting a lot of states will be starting from a clean slate. It's almost as if the last five years of ESSA implementation and all of that work might be irrelevant now," said Anne Hyslop, the director of policy development at All4Ed, an advocacy organization that generally supports school accountability. *Education Week* interviewed testing experts and state officials, analysts, and pored through states' proposals for this fall's accountability process. Here's your cheat sheet for what it all means moving forward.

### **Polling Results**

Based on everything we have heard from Board members, and now from the community through the polling results presented Tuesday evening, at the next Board meeting, we will provide the Board with our recommendations for two proposals related to a November 8 Bond. The first is for Bond Counsel, the second is for Municipal Advisory services. Fees for both of these are only paid if and when a bond is successfully passed and as each series of securities are sold.

Following that, a resolution to call an election will be presented for Board approval on June 14. Following the adoption of the resolution, the ballot argument, and a tax-rate statement will be filed with Santa Barbara County Elections in July.

### **Construction Firms**

This week, we conducted interviews with three construction firms for services related to the PK/K classroom construction at Fillmore, Hapgood, La Cañada, and Clarence Ruth.

Based on those interviews, we would like to proceed in negotiations with Edwards Construction Group to provide Lease-Leaseback Preconstruction and Construction Services for the District's Kindergarten Classrooms Construction Project. Edwards' office is located in Santa Maria. We have provided Edwards the contract documents for Lease-Leaseback Preconstruction and Construction Services for this project and asked that they review and provide comments on the contract at their earliest convenience. We anticipate this contract to be considered for approval by the Board at the May 24, 2022 meeting. If approved, a project kickoff meeting will be scheduled for the week of June 6, 2022.

### **CSEA Labor Management Meeting**

On Wednesday May 11, LUSD District office administrators met with CSEA leadership for a monthly labor management meeting. CSEA shared concerns and planned actions related to their membership. LUSD administrators shared updates on upcoming classified eligibility lists and COVID protocols and testing. LUSD continues to value the collaborative relationship with CSEA and looks forward to the next day of contract negotiations on May 19.

### **Interviews**

We held interviews this week for Elementary Teacher, Elementary PE, Elementary Music, CHS Football

### **Summer Institute**

The below email was sent to all Certificated staff this week.

*Good evening Certificated Staff,*

*This year has been especially trying. We thought it was tough last year, but this year has given us a run for our money! Because of that, your time during the summer to rest and recharge is all the more important for you to be ready for next school year. We know that when you feel your best, our students benefit. Based on that, we are cancelling the Summer Institute that was scheduled for the week of June 20. Instead, we are working to integrate the training you would have received during that week into our District-wide Staff PD Days and other opportunities throughout the 2022-2023 school year.*

*The focus of last year's Summer Institute 2021 was to establish the District-wide grade-level floor for all of our students. You have every reason to be proud of your contributions to this first year of systems implementation.*

*We are very excited that the information from Summer Institute 2022, which will now be during school year 2022-2023, will highlight the framework for powerful teaching and learning, provide the rationale for the framework and demonstrate strategies of what it looks like in the classroom. The intention is to establish district-wide instructional practices that all students will receive.*

*Undoubtedly, and as most teachers do, during the summer break all of you visualize the year to come and prepare your materials. An implication of changing the date of Summer Institute is that you will receive the information just prior to your first days of instruction. We ask that you attend the August 11 all staff professional development day knowing that there will be expectations for implementing the strategies this coming school year. Building on the successes of this past year, we will continue to support our collective journey to powerful teaching and learning.*

*We will be reaching out soon to identify which teachers are interested in building/modifying the common District assessments that were used this year for ELA (all grade levels) and secondary math.*

*We appreciate all that you have done this year and hope that as the year winds down, you are able to end strong and then go on to enjoy a restful summer.*

### **Universal PreKindergarten Grant**

The State of California is allocating funds to provide full-day, high-quality learning programs the year before kindergarten, which meet the needs of children and families. This is a slow rollout with full implementation in the year 2025 for all 4-year-olds. To qualify for funding, we must develop a Draft Universal Prekindergarten Plan (UPK Plan) that will be brought forward for approval by the School Board at the June 28, 2022, meeting. Developing our plan is a collaborative process! We are consulting with education partners across Santa Barbara County, and, of course, with our current TK teachers. One of our main goals is to create a cohesive early learning program across the PK to third grade system that centers on the assets and needs of emergent multilingual learners by developing our bilingual teaching capacity and enacting best practices across these grades. In the coming weeks, we will update you on our progress.

### **PreKindergarten and Kindergarten Enrollment**

May 2 - May 20 is open enrollment for PK and Kinder students. All parents/guardians need to register their kindergarten or pre-kindergarten students at the school in their attendance area. Questions regarding their particular attendance area may be directed to the Central Attendance office at 805-742-3244, or the nearest elementary school. Parents/Guardians should bring their child along with the following items to registration:

- Proof of Age: Proof of age may be in the form an official birth certificate, a duly attested baptism certificate, or a passport.
- Official Immunization Record

- Verification of Address: Address verification may be in the form of a mortgage/rent receipt or utility bill with the address and parent's/guardian's name on it or a similar document.

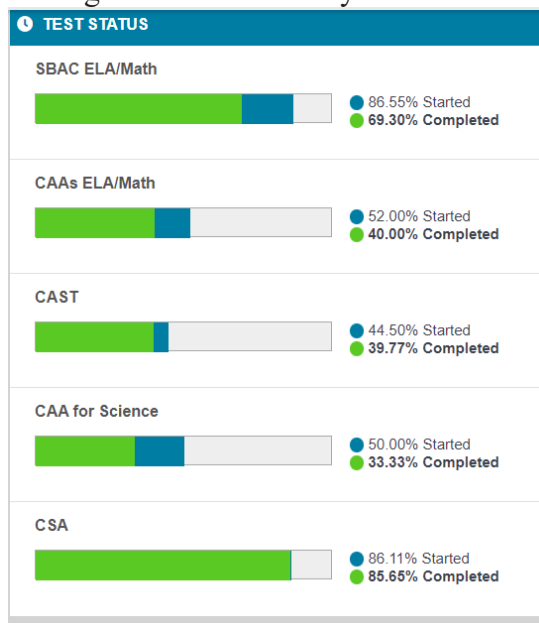
PK Requirement	2022–2023	2023–2024	2024–2025	2025–2026
Eligibility/ Student Phase-In (EC 48000)	5 <sup>th</sup> birthday between September 2 -February 2	5th birthday between September 2 -April 2	5th birthday between September 2 -June 2	4th birthday by September 1

### Science in Middle School

Over the past two weeks, the Ed Service Department has met with both middle school science departments to engage in a conversation around NGSS and the two instructional pathways. LVMS and VMS both currently follow the discipline-specific pathway. We look forward to the continued conversation about doing what is best for students as we look toward a 2022-2023 pilot. The current conversation is around which publisher the middle schools are interested in piloting.

### CAASPP Update

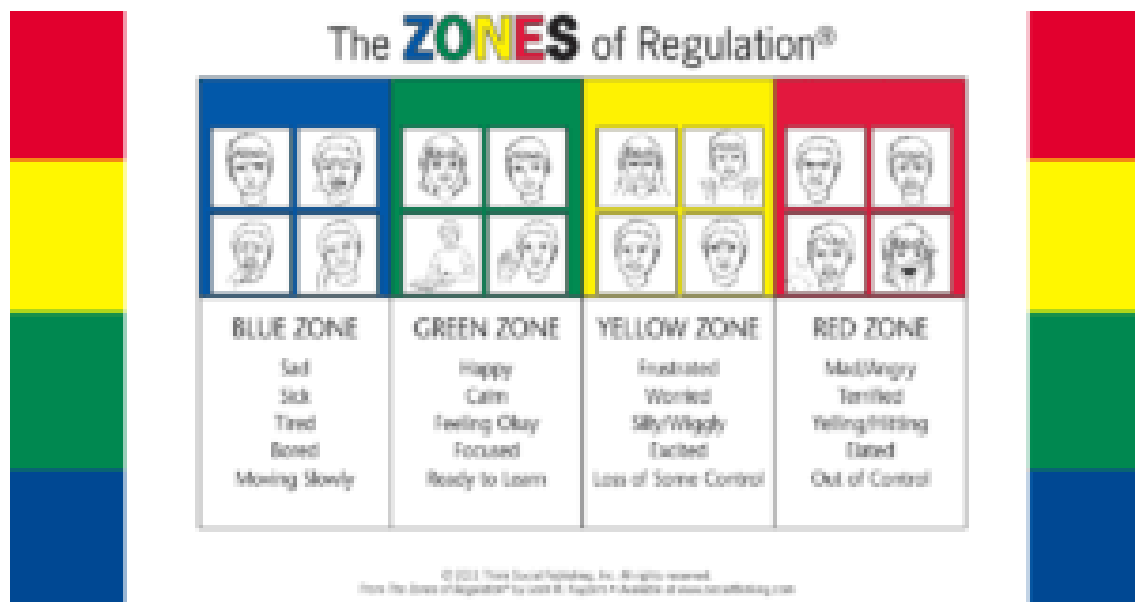
It is testing season! This calls for a huge thank you to our teachers and students who are resilient even through the test platform glitches. The State requires a 95% completion rate and with an end date of June 9, we are currently at 69.3% completed for SBAC ELA & Math. We are at 40% completion rate for CAA in ELA and Math. For CAST we are at 39.7% completion and 33.3% for CAA Science. After a two-year pause in State testing we are eager to see a summary of student achievement.



### Zones of Regulation Training

On Friday May 6, elementary SEL Counselors, school psychologists, and others were given the opportunity to participate in Zones of Regulation training online. The primary purpose of the training is to provide common language and knowledge about self-awareness and self-

management strategies that can be used with students. SEL Counselors will use the Zones of Regulation in their SEL Academies and with individual student SEL interventions. School Psychologists use Zones of Regulation in counseling and to support students in special education. Further training will be offered in the future for additional staff members.



### **School Attendance Review Board**

LUSD held another round of School Attendance Review Board (SARB) hearings this week. District staff along with our wonderful partners supported another fourteen (14) students with ideas and strategies appropriate to their needs. We will hold one more SARB meeting later this month for additional families and students and this will be the last one for the year.

### **M&O Update**

- Bid walk for the Los Berros window project was held on Tuesday, May 10.
- The Buena Vista solar project is on-line and generating power.
- Plumbers have been busy installing new drinking fountain/bottle filling stations at campuses. See photo
- The Lompoc High School and Education Center fencing projects have been approved. Pre-construction meetings will be set-up in the next couple of weeks.



**Classified HR Positions Ready to Be Filled**

The following positions either now have eligibility lists, or will have eligibility lists in the coming days. The dates below are when the lists will be/have been completed and when hiring managers may interview to fill their vacancies:

- May 4 - Library Technician
- May 4 - Health Services Assistant
- May 9 - Student Safety Assistant Campus Liaison
- May 10 - Home School Community Liaison
- May 11 - School Accounting Assistant I
- May-12 - Staff Secretary
- May 13 - Para SpED
- May 13 - Grounds Maintenance Worker I
- May 13 - Student Safety Officer
- May 16 - Sr. Office Assistant
- May 18 - Para Bilingual
- May 23 - Administrative Assistant II
- May 24 - Home School Bilingual Liaison
- May 26 - Office Assistant

Your partner in education,

Trevor McDonald  
Superintendent of Schools