



## *Community Transmittal*

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Dear Lompoc Community,

### May Revise

On Friday Governor Newsome released the May Revisions for the upcoming year's budget. We expect that FCMAT will soon release the revised calculator for building our budget. Until we have the updated calculator, the exact impact of the Governor's May Revise proposals on LUSD's 2022-2023 budget will not be known. Mr. Sorum attended the May 13 CSBA preliminary analysis of the May Revise, and on Friday, Cabinet members and Ms. Morgan attended a more detailed workshop put on by School Services of CA.

While we still need more details and the FCMAT calculator to prepare our budget for next year, it is safe to say that the May Revision included some good news. However, unfortunately, it also appears to fail to address rising pension costs which for 2022-2023 remain at 19.1% (STRS) and 25.3% (PERS), higher expenses related to inflation and the pandemic, and the fact that many of the one-time funds currently propping up school districts will expire in the next year.

Also of importance, the May Revise has proposed that California's minimum wage, triggered by increasing costs due to inflation, is projected to increase to \$15.50 per hour for all workers effective January 1, 2023.

### SSC - The COLA Defined

BY MATT PHILLIPS, CPA BY BRIANNA GARCÍA BY JOHN GRAY

posted May 16, 2022

The cost-of-living adjustment (COLA) is one of the most discussed items in school finance. It's a focal point during the release of annual budget proposals, and over the course of the fiscal year especially as local negotiation considerations are discussed. To ensure consistency across each of the conversations, it's critically important that all parties understand what it means to "receive a COLA."

First, the statutory COLA, as defined in the state of California in [Education Code Section 42238.02\(d\)\(2\)](#), is a federally derived figure that compares the changes in state and local government consumption expenditures and gross investment aggregated at the national level. More simply put, it measures the increases, or decreases, in the cost of doing business using national governmental activity as a proxy. This can be a point of contention, especially in a high-cost state such as California where the consumer price index, and related cost of living, are considerably higher than the majority of states. The state of California does not calculate funding increases for education based on the cost of living increases specific to California.

Second, the application of the funded COLA does not automatically result in new revenues for local educational agencies (LEAs). The funded COLA, simply stated, increases the funding per unit of measurement. It is not a pot of gold at the end of the

rainbow. The largest, and most significant, funding source for most LEAs are the revenues generated through the Local Control Funding Formula. The primary unit that is measured is average daily attendance (ADA), or more commonly referred to as attendance. The application of the current statutory COLA of 6.56% increases the funding per unit of attendance. However, if attendance is down year-over-year, which is pervasive statewide amidst the drastic decline in enrollment, the number of units used to calculate funding may also decline.

| Grade Span | 2021-22 Base Grant per ADA | 6.56% Statutory COLA | 2022-23 Base Grant per ADA |
|------------|----------------------------|----------------------|----------------------------|
| TK-3       | \$8,093                    | \$531                | \$8,624                    |
| 4-6        | \$8,215                    | \$539                | \$8,754                    |
| 7-8        | \$8,458                    | \$555                | \$9,013                    |
| 9-12       | \$9,802                    | \$643                | \$10,445                   |

Using a simplistic illustrative example, let's assume that a school district had 100 kindergartners in 2021-22, and all 100 kindergartners attended school 100% of the time. In 2022-23, only 95 of those kindergartners progressed into first grade, and the other five moved to another district. The district "received a COLA" of 6.56% in 2022-23—meaning that the funding per ADA increased—but, because the ADA decreased, the revenue growth is less than the COLA. In the example below, the revenue growth is \$9,980, or 1.2%.

|                 | 2021-22   | 2022-23   |
|-----------------|-----------|-----------|
| Funding per ADA | \$8,093   | \$8,624   |
| ADA             | 100       | 95        |
| Total Funding   | \$809,300 | \$819,280 |

The third, and final, point is that the COLA, or growth in funding per unit, is intended to cover all the costs associated with educating children. This includes, but is not limited to, the cost of staffing, instructional materials, utilities, and supplemental services for children. It's critically important to recognize this component, especially as LEAs grapple with levels of inflation that match a 40-year high. The cost of doing business for the employer and the employee are going up, and it's the new ongoing revenues generated by the funded COLA that are used to cover these costs.

### **CSEA Negotiations**

Contract negotiations with CSEA continued on May 19 for the 2022-2023 school year. Negotiations are facilitated by Raphael Lieb with the CA State Mediation and Conciliation Service. The session was extremely productive, reaching complete agreement on changes to one article and making progress toward agreement on two additional articles. LUSD continues to be appreciative of the teamwork and collaboration formed through the process. Negotiations will resume on June 6.

### **Interviews this Week**

We held interviews for Elementary, Elementary PE, Elementary Music, Special Education, Behaviorist, and Spanish.

### **LUSD Selected for \$200,000 California Community Schools Planning Grant**

Lompoc Unified School District has been named as a preliminary recipient of a two-year, \$200,000 Community Schools Planning Grant beginning June 1, 2022. LUSD is one of hundreds of California agencies selected to receive this grant funding and participate in the Community Schools Initiative, which strives to transform schools into hubs that create the best conditions for children to thrive academically and emotionally. Community Schools are especially effective at supporting learners with unmet needs and from low-income families by use of a “whole child,” whole school improvement strategy where districts and their schools (1) work closely with teachers, students, and families, and (2) partner with community agencies and local government to align community resources behind improving student outcomes.

After the work of the two planning years is complete, LUSD can apply for up to five years of implementation grant funding for each school site that meets the requirements to become a Community School. Three of LUSD's elementary schools currently meet these requirements: Clarence Ruth, Hapgood and Leonora Fillmore.

### **Collaborative Learning Session**

**Hosted by:** The TSP Team in Collaboration with Better Lessons

**Topic:** Differentiation with Grouping: Using Data to Differentiate Small Groups

On Thursday, April 28th from 3:45 p.m.-5:15 p.m., the TSP team partnered with Better Lessons for another Collaborative Learning Session for Elementary & Secondary teachers. The session, Differentiation with Grouping: Using Data to Differentiate Small Groups, was held on Zoom and facilitated by one of the awesome Better Lessons Coaches, Pamela Lewis. This collaborative learning session was designed for educators who want to build understanding around how to differentiate students' learning experiences by using data to strategically group students.

This highly collaborative session began with a discussion about the meaning and purpose of differentiated grouping, how it connects to other formative assessment methods, and how leveled groupings allow for deeper learning. A focus area was Grouping Structures which included Station Rotation, Individual Rotation, Choice Board, Leveled Groups and Consultancies. For each, strategies and resources were shared and explored. In breakout rooms, participants explored resources provided by Better Lessons, to learn more about specific grouping structures and created

a summary board to share with the whole group. In addition, some time was spent on strategic planning based on the various grouping structures. Overall, participants learned how to use strategic grouping to differentiate learning, explored key strategic grouping strategies and tools for grouping students based on data, and engaged in collaborative discussions on a group task based on data.

There were discussions about how the strategies and resources were valuable planning tools for the Data Reflection Sessions and grouping students based on the data gathered from the LSAP Unit Assessments. When asked how the information covered during the session could help with grouping to support differentiation, feedback included, **“I will be able to differentiate student learning with how they interact with the content and concepts as well as allowing them to move at their own pace.”** and **“I will use the resources to share with my teacher’s alternative ways to support student learning through varied grouping.”** A common theme during closing discussions and reflections was the importance of norms, expectations, and routines being taught and modeled repeatedly to help these grouping structures to be successful in the classroom.

### **Monthly Universal PreKindergarten Collaboration**

We met this week with our expert TK teachers as we continue to plan for the transition to PK for the 2022-2023 school year. The team worked together on building Focus Area A: Vision and Coherence and Focus Area D: Curriculum, Instruction, and Assessment. These collaborative conversations will result in a comprehensive program benefiting the needs of our youngest learners.

### **LSAP Assessment Task Force**

This week we recruited an expert team of teachers to build and revise next year's LSAP (ELA/Math) unit assessments in the Illuminate platform. Our Common Core Council leads will be holding a three-hour kick-off orientation the third week of June. The LSAP Assessment Task Force goal is to have the unit assessments completed this summer to ensure our preparedness for the 2022-2023 school year. Having the expertise of our own teachers to create these common assessments has ensured that we are meeting the needs of our students while maintaining the rigor of the Common Core State Standards. We have seen tremendous growth in our students with our alignment project and we are excited to have the opportunity to revise and refine our practice.

### **FL Pilot**

The Curriculum and Instruction team met with Carnegie Learning to iron out the details for our Foreign Language Pilot happening in the Fall. Carnegie Learning will be used to pilot all levels of Spanish and French offered at the Middle and High Schools. Carnegie has ensured us our teachers will continue to have access to educator resources so that teachers can plan through the summer to better prepare for the pilot. We look forward to the pilot process as we continue to find the curriculum that will best meet the needs of our students and prepare them for skills beyond the classroom.

### **LHS Decision Day**

Lompoc High School Seniors were celebrated last week with a pizza lunch, raffle, SWAG, and a photoshoot highlighting the colleges or branches of the military they are attending after graduation. Students are at the center of every decision we make in this District and it feels amazing to be able to celebrate alongside them as they go onto their next chapter in life.





### **Common Core Councils**

The SCCC team met this week to reflect on the year and discuss preparation for meeting next year's goals. When members were asked what was most meaningful about their experience on the team, the responses were centered around building relationships across the District and having the opportunity to collaborate and support one another. The challenges of this year were like no other and this team made a remarkable contribution of time and expertise to our first year of the Lompoc Standards Alignment Project, LSAP. They came together to support equitable instruction across the District by building and revising the LSAP Unit Assessments and support the PLC process in guiding instruction and analyzing data. The appropriate alignment of these assessments with the priority Common Core standards required dedication and commitment and this team showed up time and again to support this work. Next year, the team's priorities will be to provide support for teachers in the areas of instructional Strategies, supplemental resources and strengthening of the PLC process in continuation of our efforts to provide equitable access to the CC standards and quality instruction for ALL students. We encourage you to join the 2022-2023 Secondary Common Core Council, more information to follow.

## **DELAC**

LUSD's DELAC met in person for the first time since 2019 on Tuesday, May 17. This was the final DELAC meeting of the 2021-2022 school year. Participants had an option to join via Zoom, however, the majority of parents and all of the presenters were in person. Lompoc Police Department's Detective Corporal David Garcia, Detectives Gabriel Molina and David Magaña were in attendance to have a candid conversation with families about community safety and how to be proactive in keeping kids' safe this summer. School social workers, Alisa Lopez and Maria Sorio-Banales, introduced themselves to DELAC members and defined the role of the school social worker. Lastly, the LCAP was presented for parent input and the 2022-2023 DELAC calendar was presented for approval. The meeting was fruitful and the turnout was impressive. The District appreciates the involvement of DELAC and the commitment of community organizations to keep our kids safe in and out of school.



## **Transportation Department**

- The Transportation Department has been very busy with their daily routes and year-end field trips. In addition, they have begun routing for the LUSD 2022 Summer Expanded Learning Programs, including ESY.
- The Transportation Department Administrative Assistant will be transferring to another site within LUSD. They are working with Classified HR to obtain a list to see who might be interested in transferring over to their department.
- We are excited to announce we have hired two (2) bus drivers! In addition to the two already hired, we have two in training to be bus drivers. If we can get all four (4) behind the wheel, this will help the department tremendously

## **M&O Department**

- Workers have starting building the new safety fencing at El Camino. See photo



- To get our Monday morning started, the Education Center had a pipe fail in the ceiling. Thank you to our LUSD plumbers for their quick response. They were able to get it repaired that morning. See photos











Your partner in education,

Trevor McDonald  
Superintendent of Schools