LSAP Timeline

Equity Study 2020–2021

LUSD commissioned Equity Partners: Orenda Education to conduct an equity study and found that LUSD’s systems and conditions were producing the results we were seeing such as gaps in achievement, teacher understanding of content, rigor, standards, collaboration and data usage.

Building the Foundation 2021–2022

Complete system overhaul and implementation:
All TK–12th grade students participated in 5 ELA unit assessments.
All 7–12th grade students participated in 5 Math unit assessments.
Admin, teachers, and district leaders became familiar with the new LSAP protocols.

Building Capacity 2022–2023

Our focus this year is to teach high impact/low prep instructional strategies to deepen the understanding of LSAP protocols from the previous year which will result in closing the achievement gap.

Presentations:
January 2021 Board Presentation: Educational Equity
March 2021 Equity Needs Assessment
<table>
<thead>
<tr>
<th>Terms to Know</th>
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<tbody>
<tr>
<td>LSAP</td>
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<tr>
<td>Lompoc Standards Alignment Project</td>
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<tr>
<td>Matrix</td>
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<tr>
<td>Elementary Sample</td>
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<tr>
<td>Secondary Sample</td>
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<tr>
<td>Grade level matrices are broken into five units</td>
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<tr>
<td>with five standards in each unit. Matrices are</td>
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<tr>
<td>available to teachers and staff in shared drives</td>
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<td>on Google.</td>
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<td>Guided Planning PLC</td>
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<tr>
<td>Template</td>
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<tr>
<td>Grade level teams review upcoming unit standards</td>
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<tr>
<td>decide on common agreements, and best practices</td>
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<tr>
<td>to teach these standards</td>
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<tr>
<td>Common Unit</td>
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<tr>
<td>Assessments</td>
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<tr>
<td>Each grade level gives the unit assessment after</td>
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<tr>
<td>the 5 weeks of instruction using the Illuminate</td>
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<td>testing platform</td>
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<td>DRS PLC</td>
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<td>Template</td>
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<tr>
<td>Data Reflection Session; grade level PLC teams</td>
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<tr>
<td>meet during protected time to review reports (</td>
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<tr>
<td>forms 1–4). During this PLC teachers identify</td>
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<tr>
<td>students in the four quadrants and plan</td>
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<td>intervention/acceleration based on student</td>
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<td>needs. Teachers also reflect on instructional</td>
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<td>strategies that were highly effective in</td>
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<tr>
<td>meeting the grade level Common Core standard.</td>
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<tr>
<td>Form 1–Individual Class</td>
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<tr>
<td>Results</td>
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<tr>
<td>View individual class results of unit</td>
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<td>assessments with the breakdown of each</td>
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<tr>
<td>standard passed</td>
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<tr>
<td>Form 2–Class quadrant sort</td>
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<tr>
<td>View individual students separated by</td>
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<tr>
<td>performance level grid with demographics</td>
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<tr>
<td>Form 3–Grade/Course Summary</td>
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<tr>
<td>View entire grade level/department with</td>
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<tr>
<td>individual students who have percentage passed/</td>
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<tr>
<td>not passed</td>
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<tr>
<td>Form 4–Overall subgroup comparison</td>
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<tr>
<td>View student groups comparison of multiple</td>
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<td>assessments</td>
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<tr>
<td>Professional Learning</td>
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<tr>
<td>LUSD will provide Professional Learning sessions</td>
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<tr>
<td>to support curriculum–aligned activities and</td>
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<tr>
<td>instructional strategies.Professional Learning</td>
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<td>sessions are district–wide group sessions.</td>
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<tr>
<td>Instructional Strategies</td>
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<td>Versa Tiles</td>
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<td>Word Wall</td>
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<td>Interactive Notebook</td>
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<td>Kagan Strategies</td>
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<td>Guided Reading</td>
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<td>Energizers</td>
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<td>Making Words</td>
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<td>Golden Ticket Lesson</td>
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<td>Golden Ticket</td>
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<td>Design</td>
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<td>Mega Reflections</td>
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<td>Admin Power Clinics</td>
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<td>Learning Walks</td>
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<tr>
<td>Site Administrator Coaching</td>
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<td>Guidance Alignment</td>
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