



GLOSSARY OF EDUCATION ABBREVIATIONS

(Commonly used in "School Talk")

- AB** Assembly Bill
- API** Academic Performance Index – one indicator in measuring school success in the California State Accountability model for student achievement. All schools have an API target set by the state. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index ranging from a low of 200 to a high of 1000. A school's score on the API is an indicator of a schools' performance level. The statewide API performance target for all schools is 800. A school's base year API is subtracted from its growth API to determine how much the school improved in a year.
- AR** Administrative Regulation – a detailed road map of how a board policy will be carried out in the schools.
- AYP** Adequate Yearly Progress – the Federal No Child Left Behind Act requires that by the year 2014, all students be proficient in state standards in English Language Arts, Mathematics and Science. AYP is an annual measure of accountability that includes several measures in four areas: 95% participation, proficiency levels determined by Annual Measurable Objective (AMO's), API as an additional indicator, and graduation rate for schools with high school students. Schools that do not make AYP for two consecutive years are labeled "school's in need of improvement." AYP may involve as many as 46 separate factors depending on the size, grade levels and demographics of the school or district.
- BCLAD** Bilingual Cross Cultural Language and Academic Development Certificate – required for teaching students in a class designated as Bilingual.
- BP** Board Policy – Board Policies are required by Ed Code and provide legal guidance to district and school site personnel, School Site Councils and other parent advisory groups on how the law should be followed within the school district.
- CAC** Community Advisory Committee – a committee within the Special Education Department involving parents, community members and San Juan staff. This committee provides education, information, networking, resources and support to special education parents and programs.
- CAHSEE** California High School Exit Exam – this exam must be passed with a score of 350 in order for students in California to graduate from high school. School Site Councils at the high school level should review strategies that will assist 10th grade students to not only pass the first time, but to pass with a score of 380 or more to make AYP.
- CAPA** California Alternative Performance Assessment – CAPA is used to measure academic progress in state standards for special education students who are in special day classes and severely handicapped. In order to meet the requirements of the Individuals with

Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), California must show evidence that all students are included in our statewide assessment and accountability system. CAPA is the alternate for California's Standardized Testing and Reporting (STAR) Program.

CBEDS	California Basic Educational Data System – student demographic data from this survey, coordinated in October, is used in part to determine Title I funding allocations to school sites.
CDE	California Department of Education – The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary, secondary and adult school programs, including some preschool and child care programs.
CELDT	California English Language Development Test – this test is used for appropriate placement for English Language instruction. It is also used to determine if a school is meeting expected district and state standards for growth in English Language Development.
CHKS	California Healthy Kids Survey – Every other year CA State Survey or 5 th , 7 th , 9 th & 11 th graders on issues affecting school safety and climate, exposure to drugs, alcohol and tobacco and residency factors.
CON APP	Consolidated Programs Application – this application is for all state and federal categorical “formula grants” that the district receives.
CPM	Categorical Program Monitoring – the State Department of Education reviews randomly selected schools in each district every four years for legal compliance to categorical funding specifications. Schools and districts are expected to provide on-going monitoring for compliance.
CST	California Standards Test – a criterion referenced test based on the California Content Standards. The goal of NCLB is to have 100% of students “proficient” by 2014.
DAC	District Advisory Committee – <u>The District Advisory Council (DAC) is a representative body of parents and school staff that communicates and advises the Superintendent and SJUSD staff on the district's instructional program and other issues.</u>
DELAC	District English Learners Advisory Committee – a committee comprised of representatives from each school site. Each site sends 2 representatives to the meetings.
EIA	Economic Impact Aid
EIA/LEP	Economic Impact Aid/Limited English Proficient (See Terms)
EL	English Learner – a student whose primary language (the language spoken at home) is any language other than English. These students need to learn English to access the content in the “core” curriculum.
ELAC	English Learners Advisory Committee – whenever there are 21 or more EL students at a school site, there is a functioning ELAC.

ELD	English Language Development – the goal of ELD is to create fluency in oral and written language using structured English immersion for students whose first language is not English. The student who is CELDT level 1 and 2 may also receive bilingual assistance to understand core content while learning English.
FEP	Fluent English Proficient – Students whose primary language is not English and who have met the district criteria for determining proficiency in English. Scores in the CELDT and CST are used along with other indicators in consultation with parents to redesignate EL students.
FTE	Full Time Equivalent – used in calculating personnel salaries. FTE is the percentage of time a staff member works represented as a decimal. One FTE is equivalent to one person working a full day. Any individual working over 3.5 hours per day, triggers health care benefits, which is added to salary costs. The SSC member will find salaries in 1000 (certificated) and 2000 (classified) lines of a budget. Benefits tied to salaries are located in the 3000 lines of a budget.
FT&F	Facilities Transportation and Finance Committee – a board appointed committee of parents and community leaders that serves as an advisory group to the board of education on issues related to school and district facilities, transportation and finance.
GATE	Gifted and Talented Education (See Terms)
GPA	Grade Point Average
IEP	Individualized Education plan (for Special Education Students) – must be reviewed annually.
LCAP	Local Control Accountability Plan – A school district plan that describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified.
LCFF	Local Control Funding Formula – California’s new school funding formula beginning in the 2013-2014 school year. School districts will receive state funding based on student demographics and is intended to simplify school funding.
LEA	Local Education Agency – the local school district
LEAP	Local Education Agency Plan – updated regularly, it is a state required plan to meet the federal targets for student proficiency in English Language Arts, Mathematics and English Language Development, Safe Drug Free schools and Highly Qualified teachers. The CDE approves the LEAP. A district cannot receive federal funds if they do not have an approved LEAP on file. Parents and teachers are consulted in the development of the LEAP.
LEP	Limited English Proficient – a student whose second language is English and does not speak, read or write it fluently (now known as EL).
MAP Testing	Measures of Academic Performance - This is an assessment tool produced by Northwest Evaluation Association (NWEA) that provides computer adaptive assessments to determine current student proficiency on Common Core Assessments, as well as growth over time.
NCLB	No Child Left Behind Act – the federal law that authorizes Title I funds among others, for public education. It is built around three concepts: accountability in education, parent

involvement and choice.

- NWEA** Northwest Evaluation Association – San Juan has contracted with NWEA for our Common Core assessment program.
- PI** Program Improvement – schools and districts that receive Title I money must meet federal targets for proficiency as specified under Adequate Yearly progress (AYP). A school or district that does not meet AYP targets for 2 consecutive years is identified by the California Department of Education as in PI. This designation requires schools and/or districts to receive help in rewriting their plans. Districts remaining in PI for two years also receive state sanctions, which may include a state appointed person to co-govern the district.
- R-30** Language Census Report – district count of EL students including those who are formerly English Language learners. This report helps determine the amount of EIA/LEP funds received by the district.
- RSP** Resource Specialist Program – Special Education program for students designated as having a learning hardship. Students receive additional help but remain in the mainstream for most of the day.
- SARB** School Attendance Review Board – students who have poor attendance or behavior at school are reviewed by this process to improve attendance. The SARB panel is coordinated by Student Services and includes members of community based agencies to offer resources to parents, students and schools.
- SARC** School Accountability Report Card – the SARC is a report of school demographics; student achievement, which includes the number of highly qualified staff as defined by NCLB, the number of students who have adequate textbooks and facilities as stated under the Williams Settlement, and other data. The data is reviewed by the SSC in the annual review and modification of the Single Plan for Student Achievement (SPSA). The SARC is a major way parents can determine how well their child’s school is doing.
- SB** Senate Bill
- SBCP** School Based Coordinated Program – the law that defines the roles and responsibilities of the School Site Council. SSC’s choose under SBCP to coordinate state categorical monies, such as School Improvement Library Development funds and Limited English Proficient (LEP) funds. This can afford them more flexibility in use of funds after the intent of the separate funds has been met. It also assures carryover that the coordinated funds are returned to the sites for SSC decision making.
- SBE** California State Board of Education – the SBE is the governing and policy-making body of the California Department of Education. The SBE sets K-12 education policy in the areas of standards, instructional materials, assessment and accountability. The SBE adopts textbooks for grades K-8, adopts regulations to implement legislation, and has authority to grant waivers of the Education Code. The SBE has 11 members who are appointed by the governor.
- SDAIE** Specially Designed Academic Instruction in English – uses visuals and repetitions in content to help English Learners understand academic content. It makes lessons as comprehensible as possible so that EL students will be able to progress in their studies of core academic

subjects and meet grade level standards.

SDC	Special Day Class – self-contained special education class for students needing structured support to learn.
SES (for Program Improvement schools based on NCLB requirements)	Supplemental Educational Services – as defined by No Child Left Behind. Schools in their second year of Program Improvement who have not met Annual Yearly Progress (AYP) trigger parental notices that students have a right to receive after school tutoring or SES from a private, state approved provider. The funds that support the tutoring come from the district and site Title I budgets. The district must allow parents to choose from the state list of providers, but is not obligated to provide transportation. If there are insufficient funds to meet the demand, children served first are those with the highest poverty.
SES	Socio-Economic Status
SPI	Superintendent of Public Instruction is an elected official who works with the legislative and executive branch to establish California Education policy.
SPSA	Single Plan for Student Achievement – (Formerly known as the School Site Plan) Education Code 64000 and 64001 was passed in 2002 to require all sites to compile all plans into a Single Plan for Student Achievement including Title I. It broadens the scope of the work of the SSC to include any required federal plans and budgets received by the school as long as they meet all federal standards into the state required plan.
SSC	School Site Council – A committee mandated by state law for districts that receive categorical funding. The membership of the SSC is mandated to have a balance between staff and parent/student members and must have a majority of classroom teachers on the staff side. The SSC has the responsibility for the implementation, budgeting, monitoring and evaluation of specific categorical programs to positively impact student achievement.
SST	Student Success Team – this is a meeting that includes the parent/guardian, school staff, and at times the student, to identify student strengths, areas of concern and a plan of action to address the student’s needs.
STAR	California’s Standardized Testing and Reporting system – this is a “bundle” of state tests that include CST, CAPA, CAT/6 and SABE 2.
TANF	Temporary Assistance for Needy Families – the federal welfare program that replaces Aid to Families with Dependent Children (AFDC) provides financial assistance to families in poverty.
TITLE I	(Formerly Chapter 1) – federal funds used for students who are at risk of failing high academic content and performance standards set by the state and federal government. Title I is the first chapter of the No Child Left Behind Act (NCLBA) and is the largest federal funding source for education. Funds are allocated to schools with the highest percentage of poverty. In exchange for funds, states, schools, and districts must make Adequate Yearly Progress (AYP) towards meeting the federal goal of all students being proficient in core academic subjects by 2014.
TITLE II	Federal funds for professional development to promote highly qualified teachers.

TITLE III	Federal funds for professional development to give teachers of English Learner (EL) students researched-based ways to increase English Language proficiency in written and spoken language, and to increase academic achievement in content areas.
TITLE IV	Safe and Drug Free Schools (federal funds) – in California, schools receiving this fund must participate in the California Healthy Kids Survey (CHKS) and reduce drug use, increase school safety and student resiliency. This survey is used in the Local Education Agency Plan to develop goals to decrease drug/tobacco use and increase student perceptions of safety in connection with school and adults.
TITLE V	Innovative Education Programs and Strategies. It is the most flexible of federal funds to schools. This allocation has shrunk considerably (2/3 reduction) in recent years. (Formerly Title VI)
TUPE	Tobacco Use Prevention Education – state funds which focus on preventing tobacco abuse. Schools must teach state approved research based curriculum that addresses this issue.
WASC	Western Association of Schools and Colleges – high schools are reviewed every six years or less to become “accredited”.

GLOSSARY OF TERMS

ACHIEVEMENT GAP	The difference in academic performance between different groups of students based on gender, ethnicity or socioeconomic status.
ALLOCATION	An amount of money actually set aside for a state or local school district. Schools receive a Fall allocation and a Spring allocation for categorical budgets. Fall allocations include any allowable carryover for budgets. Additional allocations may be made later in the year.
BILINGUAL EDUCATION	The Bilingual program is a language acquisition process in which English Learners are instructed in their primary language in the core subjects of Language Arts, Math, Science, and Social Studies (using textbooks and teaching materials in the student’s primary language), while receiving daily ELD instruction. Parents must file a waiver under Prop 227 to request their child be placed in a bilingual classroom rather than in an English Immersion Program.
BROWN ACT – PUBLIC INFORMATION ACT	Public agencies are required by law to conduct their business in an open forum. School boards and School Site Councils and the District Advisory Committee are required to post their agenda at least 72 hours in advance of the meeting. Minutes are taken at these meetings and are public record.
BYLAWS	A written document that provides the structure for a group to function in an orderly manner. Bylaws are not usually required by law, but establishing and operating under a clear structure for advisory committees and school site councils is recommended.
CARRYOVER	Funds that have not been spent from the prior fiscal year and as allowed by statute, regulations, CDE practice or award letters that may be used in the following fiscal year. SSC should never count on carryover to plan a program nor should they hire permanent personnel on carryover funds. Ideally carryover

may be used for supplemental equipment and materials and lower priority items.

CATEGORICAL FUNDS

Supplemental funds which are either from the state or federal government. They must be used according to the regulations and policies that govern their use. They may never be used to take the place of any district or state required activities.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

The CELDT is an annual state test to measure the proficiency of English Learners in English. The test measures progress in becoming proficient in English listening, oral language, and reading and writing. The CELDT is part of the State Accountability Model under Title III to measure school academic success. The SSC must review progress on the CELDT annually along with other state and district measures when they determine appropriate goals and activities for the site plan.

COMPLIANCE

Developing and implementing programs based upon the requirement of law and non-regulatory guidance.

COMPACT

Title I requires a school parent compact be developed jointly by teachers, students and parents and reviewed periodically for update. The compact states what mutual things all parties will provide in order to reach state academic standards.

CONSOLIDATED APPLICATION (Con App.)

The Con App. is an electronic report of poverty data, school information and planning information required by the CDE and the Federal Government twice annually. It is a two-part application for federal and state categorical dollars to the district. The state department of education or CDE must approve the contents of the Con App. before the district receives the requested funds. The SSC and Board approval of the Single Plan for Student Achievement (SPSA) is one of the legal assurances required.

COORDINATION

All services for students must be coordinated to avoid gaps or duplication of services. The school is required to describe what strategies they use to coordinate services in the Single Plan for Student Achievement. In a School Based Coordinated Program the SSC can coordinate certain state funds to help coordinate programs. Coordination of programs is a hallmark of effective programs and requires the school to implement plans in detail.

CURRICULUM AND STANDARDS COMMITTEE

The Curriculum, Standards, Instruction and Student Services Committee is a committee of parents and community members appointed by SJUSD board members that advise the board on issues related to educational programs, projects, standards and assessments, graduation and course requirements, textbook adoptions and policies on student behavior and discipline.

DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE (DELAC)

The DELAC is required when 51 or more students in a district are certified as English Learners. The DELAC is comprised of elected representatives from site ELACs of whom a minimum of 51% must be parents of English Learners who are not employees of the school district. The DELAC gives advice on specific items as required in Ed Code.

DRUG-FREE SCHOOLS AND COMMUNITIES

Federal funds established by PL 101-647 or Title IV to provide drug abuse prevention education including early intervention, rehabilitation, and referral in elementary and secondary schools.

**ECONOMIC IMPACT AID
(EIA/LEP)**

ELA is the state bill, which makes available compensatory funds to schools. These funds are to be used for LEP students.

**ENGLISH LANGUAGE
DEVELOPEMNT (ELD)**

A program to provide special English language instruction for English Language learners whose primary language is other than English. Since Proposition 227, all newly identified EL students are placed in a Structured English Language Immersion Program. Parental waivers for Bilingual classroom placement are available to parents. All EL learners must receive a period of ELD instruction daily.

**GIFTED & TALENTED
EDUCATION (GATE)**

Provides services designed to meet the academic needs of students showing skills far advanced from their peers. Students are identified and provided with specialized instruction that exceeds the regular curriculum to meet their special learning needs. Grouping with other advanced learners allows specially prepared teachers to provide appropriate instruction to ensure that these students reach their full potential.

GENDER EQUITY

Schools and districts are required to show evidence that both girls and boys have equal access to the core curriculum. Schools receiving Title I funds are required to compare achievement data of girls and boys to plan appropriate programs.

INDIRECT COSTS

Costs that are not readily identifiable with the activities funded by the categorical program but are incurred for the joint benefit of those activities. Accounting, auditing, payroll, personnel, budgeting, and purchasing services are examples of services that typically benefit several activities and programs and for which appropriate costs may be attributed by means of an indirect cost rate. Indirect rates are set by law and differ depending upon funding source.

**INSERVICE TRAINING
(A.D.A. PROFESSIONAL
DEVELOPMENT)**

Instructional programs that help adults develop skills and increase their effectiveness. Activities may include parents, teachers, aides, administrators, and may be conducted by members of any of these groups as well as by consultants. Title I regulation and board policy requires that parents be provided training opportunities in assisting their child academically at home, effective parent involvement techniques and parent literacy skills.

INSTRUCTIONAL AIDES

Adults who work with students to reinforce basic skills and assist the teacher with classroom activities. All IAs must have the equivalent of 48 units of college work to comply with the Highly Qualified Staff provisions of the federal NCLB Act.

**LIMITED ENGLISH
PROFICIENT (LEP)**

A student whose home language is other than English and who has not developed the English language skills necessary to succeed at a level equivalent to English-only students of the same age.

**LOCAL EDUCATION
AGENCY (LEA) PLAN**

The District Title I plan, which includes standards, teaching and learning, professional development, parent involvement, and descriptions of other federally funded programs.

MASTER PLAN FOR ENGLISH LEARNERS	A board approved plan to build compliant and successful EL programs. To be consulted when schools are designing appropriate programs for EL students. It covers state and federal compliance issues including parent notification, redesignation, identification and placement, expected outcomes for achievement, parent involvement through ELAC and DELAC among several other topics.
MCKINNEY-VENTO FUNDS	Grant funds to provide support services for students living in temporary housing situations. Every district has a Homeless Liaison that works with and advocates for these families.
SCHOOL OF CHOICE	Under the No Child Left Behind Act (NCLB), students who attend a Title 1 funded school that is identified for Program Improvement, corrective action or restructuring must be given the option of school choice. This provision allows all students attending such a Title 1 school the option to transfer to another public school, that is within the LEA (school district) and that is not in program improvement or is not persistently dangerous.
RAPID LEARNER PROGRAM	This is a self-contained 2 nd through 6 th grade program located at three different SJUSD schools for students in the Gifted and Talented Education (GATE) program. Curriculum is advanced by 1 to 2 years. Students must apply and be accepted in this program.
SET-ASIDE	Under No Child Left Behind (NCLB), some of the district's Title 1 funds must be set aside for special purposes. If a district has at least one school participating in Program Improvement, the district must set-aside 20% of its allocation for school choice transportation and/or supplementary education services. A district must also put 5% of its allocation toward professional development; 1% for parent involvement and an unspecified amount for homeless children.
STAR	Standardized Testing and Reporting – The STAR program is the name for California's state testing program.
STRATEGIC PLAN	San Juan USD has a community developed Strategic Plan that outlines district priorities in 7 key areas. Each school has either developed or is developing a site Strategic Plan with their school communities.
SUPPLEMENTAL VS. SUPPLANT	Many categorical programs use the term "supplement not supplant." This means that the funds are for additional academic support over and above the funds the district provides to each student's education.
TITLE 1	Schools who serve a high percentage of low income students receive funds that can be used to assist students in meeting grade level proficiency standards by providing additional resources for student, parent and teacher support.