

Definitions and Acronyms

AP	<p>Advanced Placement</p> <p><i>College-level classes provided in high school. These courses follow a specific curriculum. At the end of a course, students take a standardized AP test scored from 1-5. Students that pass the test with a 3 or higher earn college credit, and/or can be placed into more advanced courses in college.</i></p>
API	<p>Academic Performance Index</p> <p><i>A statewide measure of academic achievement. The API is a single number, from 200-1000, which reflects a school's performance based on the result of statewide assessments. The state has set 800 as the API target for all schools to meet. Schools that fall short of 800 are required to meet annual growth targets until that goal is achieved.</i></p>
Articulation	<p><i>Articulated courses, also called "2 + 2" courses, are courses which students take in high school, but for which they can earn credit at a community college if they pass with a B or better. Usually, though not always, these are career technical education classes (e.g. Advanced Welding, Architecture, Multi-Media Design). Some of these classes are 2 + 2 + 2, which means they also earn credit at a CSU.</i></p>
CCSS	<p>Common Core State Standards</p> <p><i>A set of high-quality academic expectations outlining what students should know and be able to do at each grade level in English language arts and mathematics. These include literacy in history, science, and technical subjects. See also NGSS (Next Generation Science Standards).</i></p>
CELDT	<p>California English Learner Development Test</p> <p><i>A test given each year to English learners to measure their improvement in three areas: how well /quickly they are learning English, what their English proficiency level is and how well they are achieving on state standardized tests (in English/Language Arts and in math).</i></p>
CTE	<p>Career-technical education</p> <p><i>Formerly called vocational education, CTE is now designed to blend academics with technical skills (such as engineering or culinary arts or</i></p>

welding) so that students graduate ready for careers. CTE course sequences or career pathways refer to a progression of two to four courses, developed in partnership with business and industry.

CSU/UC a-g	<p>Refers to high school college preparatory courses approved by the University of California (UC) and California State University (CSU). Students must complete 15 of these courses in specific areas to qualify for admission to UC or CSU as a freshman. Specific a-g requirements are:</p> <ul style="list-style-type: none">• History/social science (“a”): Two years• English (“b”): Four years• Mathematics (“c”): Three years• Laboratory science (“d”): Two years• Language other than English (“e”): Two years• Visual and performing arts (“f”): One year• College prep elective (“g”): One year
DELAC	<p>District English Learner Advisory Committee</p> <p>A district-level subcommittee on English learner education, required when a district has 51 or more English learners. A majority of the committee members must be the parents of English learners not employed by the district. (See also ELAC).</p>
EAP	<p>Early Assessment Program</p> <p>A program to better prepare high school students for non-remedial English and math classes at the California State University (CSU). The EAP has three parts: a) a test given to high school juniors to measure their English (including writing) and math skills; b) coursework in 12th grade for those students who need extra help in English and/or math; c) professional development for high school English and math teachers.</p>
EL	<p>English Learner</p>
ELA	<p>English/Language Arts (also called RLA, or Reading/Language Arts)</p>
ELAC	<p>English Learner Advisory Committee</p> <p>A school-level committee to advise the principal and staff on programs and services for English learners. ELACs are required when there are 21 or more English learners in a school.</p>

ELD	<p>English Language Development</p> <p><i>Instruction that helps English learners become more proficient in English. <u>California ELD standards</u> are a blueprint for this instruction. They are based on the assumption that English learners must have access to high-quality instruction and content in all subject areas at the same time they are learning English. The ELD standards are organized into three levels of proficiency:</i></p> <ul style="list-style-type: none"> • <i><u>Emerging</u>: Using English for immediate needs, and beginning to understand academic vocabulary.</i> • <i><u>Expanding</u>: Increasing English skills and knowledge of vocabulary and structures of language</i> • <i><u>Bridging</u>: Making the transition to full inclusion in and understanding of instruction at all grade levels, without the need for specialized ELD instruction.</i>
LCAP	<p>Local Control Accountability Plan</p> <p><i>A written plan developed by districts, with parent and community involvement, that establishes a district’s overall vision, specific outcomes for students (based on eight state-established priorities), and identifies how the budget will be used to accomplish the identified outcomes.</i></p>
LCFF	<p>Local Control Funding Formula</p> <p><i>A reform of the state’s educational finance system intended to increase services to high-needs students (low income, English learners, and foster youth), and give school districts and communities more flexibility to determine how school funding is spent, based on priorities established by local communities. (See also LCAP)</i></p>
LEA	<p>Local Educational Agency (school district or county office of education)</p>
PD	<p>Professional Development</p>
Proportionality	<p><i>Each district receives a base funding level for every student, and additional funding, known as supplemental funding, for its unduplicated students (defined by the state as low-income, English learners, and foster youth). The additional funding must be used to increase or improve services for these unduplicated students. The amount of money</i></p>

that must be spent on increased or improved services each year is calculated at the same proportion of increased funding for all students.

SARC	School Accountability Report Card <i>See Williams Act</i>
Save Rate	<i>A metric that reports positive student outcomes once they enter an Alternative Education school</i>
SBAC	Smarter Balanced Assessment Consortium <i>A state-led consortium working to develop standardized assessments aligned to the Common Core Standards, and that measure student progress toward college and career readiness. These assessments, field tested in spring, 2014, use computers rather than bubble tests. They also go beyond multiple-choice testing to include constructed responses, explanation of thinking, and performance tasks.</i>
TCM	Targeted Case Manager
Trauma-informed	<i>An approach to the way a school system thinks about and responds to students who may have experienced trauma. This approach incorporates three key elements: 1) realizing the prevalence of trauma; 2) recognizing how trauma affects students and families (and often those who work with them), and 3) responding by putting this knowledge into practice. (For more information, see http://www.samhsa.gov/traumajustice/traumadefinition/approach.aspx)</i>
Unduplicated Students	Low-income students, English learners, and foster youth
Williams Act	<i>A court case settled in 2004, and which requires that all public school students have access to highly qualified teachers, standards-aligned instructional materials, and facilities in good repair. Information on these three areas is required to be published annually by each school in a School Accountability Report Card (SARC).</i>