

SSC

**Glossary of
Terms & Acronyms**

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This information was collected from the various websites of the California Department of Education, U. S. Office of Education and other public websites.
Cited websites will provide additional information on each item.

Term/ Acronym	Definition
ACADEMIC PERFORMANCE INDEX (API)	<p>The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act of 1999 (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's base year API is subtracted from its growth API to determine how much the school improved in a year.</p> <p>http://www.cde.ca.gov/ta/ac/ap/apidescription.asp</p>
ACADEMIC PROGRAM SURVEY (APS)	<p>The Academic Program Survey (APS) is a tool designed to help a school determine how well it is implementing the nine components considered to be crucial to an effective academic program. The nine Essential Program Components (EPCs) include:</p> <ul style="list-style-type: none"> • Instructional program (use of State Board of Education [SBE]-adopted and standards-aligned instructional materials, including intervention materials) and high school access to standards-aligned core courses (9-12); • Instructional time (adherence to recommended instructional minutes for reading/language arts and mathematics [K-8]); • Principals' instructional training (principals' AB 75 training on SBE-adopted instructional materials); • Sufficiency of credentialed teachers and teacher professional development, e.g., access to AB 466 training on SBE-adopted instructional materials; • Student academic achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction); • Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches); • Teacher collaboration by grade level (K-8) and department (9-12); • Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses; and • Fiscal support. <p>A school should invite the schoolsite council or other leadership teams to participate in the process of assessing the school's implementation of the nine EPCs as outlined in the survey.</p> <p>http://www.cde.ca.gov/ta/ac/ti/documents/seppiattach2.doc</p>
ACCOUNTING CYCLE	<p>The accounting cycle is the sequence of events of the entire accounting process, from the initial step, which is the recognition that a transaction has occurred and must be recorded, to the final step, which is the preparation of financial statements and the filing of the basic business documents and reports. This</p>

	<p>process is referred to as a cycle because the sequence is perpetually repeated. Information should flow in the following manner:</p> <ol style="list-style-type: none"> 1. A transaction occurs. 2. A source document is prepared or received. Source documents include purchase orders, invoices, vouchers, check stubs, and receipts. 3. The transaction is analyzed to determine the fund to which it relates and to which it will be posted. 4. The transaction is analyzed to determine which accounts within the fund are affected (e.g., cash, accounts receivable, accounts payable, revenue, or expenditure). The transaction will result in an increase or a decrease in the balance of each account involved in the transaction. 5. The transaction is recorded in the appropriate journal. 6. From the journal each part of the transaction is posted to the appropriate account in the subsidiary ledger or General Ledger or both. At this point, the transactions are separated by fund. 7. Account balances are computed, and trial balances are prepared. 8. Adjusting and closing entries are prepared and posted. 9. Accounts are balanced, and a post closing trial balance is prepared. 10. Financial statements and business documents are prepared. <p>http://www.cde.ca.gov/fq/ac/sa/documents/proc201.pdf</p>
ADEQUATE YEARLY PROGRESS (AYP)	<p>A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress. 2005 AYP criteria can be found at: http://www.cde.ca.gov/ta/ac/ay/</p>
ADULT BASIC EDUCATION (ABE)	<p>The Adult Education and Family Literacy Act provides funds to supplement adult basic skill programs, high school completion programs, and programs that enable adults to become more employable, productive, and responsible citizens. This is accomplished through programs on adult literacy, English as a second language, citizenship, vocational literacy, family literacy, elementary basic skills, high school basic skills, literacy for homeless adults, and literacy for incarcerated adults. http://www.cde.ca.gov/fq/fo/profile.asp?id=427</p>
AFTER SCHOOL LEARNING AND SAFE NEIGHBORHOOD PARTNERSHIPS PROGRAM (ASP)	<p>The Before and After School Learning and Safe Neighborhoods Partnerships Program provides an opportunity to merge school reform strategies with activities offered by other parts of the community to improve assistance to students and their families and broaden the base of support for education. The planning and development of each initiative involves collaboration among parents, youth, representatives from schools and governmental agencies - such as city and county parks and recreation departments - and individuals from community-based organizations and the private sector. Both before and after school programs must consist of two components: 1) an educational and literacy component to provide tutoring or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, or science; and 2) an educational enrichment component, which may include but is not limited to, recreation and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, and general recreation; work preparation activities; community service-learning; and other youth development activities based on student needs and interests. www.cde.ca.gov/afterschool</p>
ALLOCATION	<p>The amount of money actually given to a state, district, or school for the operation of a program.</p>
ALTERNATIVE SCHOOLS ACCOUNTABILITY MODEL (ASAM)	<p>The Alternative Schools Accountability Model (ASAM) provides accountability for alternative schools serving very high-risk, highly mobile students. These schools include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet</p>

	stringent criteria set by the State Board of Education. The ASAM is a multiple-indicator system that includes performance and pre-post assessment indicators approved by the State Board of Education and state assessment results as summarized in the Academic Performance Index. ASAM schools select indicators and report data at the end of each school year. http://www.cde.ca.gov/ta/ac/am/
AMERICAN COLLEGE TESTING (ACT)	ACT is a standardized test that measures skills in English, Mathematics, Social Studies, and Science reasoning. The ACT test is often used as a criterion for college admission. Although neither the ACT nor the SAT (Scholastic Assessment Test) is required for the admission to all colleges and universities, some colleges and universities award academic credit based upon scores achieved. http://www.actx.edu/catalog/testing/act.htm
AMERICANS WITH DISABILITIES ACT OR INDIVIDUALS WITH DISABILITIES ACT (ADA/IDE OR IDEA)	The Individuals with Disabilities Education Act (IDEA) is the primary federal program that authorizes state and local aid for special education and related services for children with disabilities. The new law preserves the basic structure and civil rights guarantees of IDEA but also makes significant changes. Most provisions of the law go into effect on July 1, 2005. The requirements regarding "highly qualified" special education teachers became effective immediately upon signature. http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO)	An AMAO is a performance objective, or target, that LEAs receiving Title III subgrants must meet each year for its English language learners (ELs). All LEAs receiving a Title III subgrant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on Adequate Yearly Progress (AYP) information. Both English language proficiency AMAOs are calculated based on data from the California English Language Development Test (CELDT). The third AMAO relating to meeting AYP requirements for the EL subgroup is based on data from the California Standards Test (CST), the California Alternate Performance Assessment (CAPA), and the California High School Exit Examination (CAHSEE). http://www.cde.ca.gov/sp/el/t3/acct.asp
ANNUAL MEASURABLE OBJECTIVES (AMO)	A school must demonstrate that a minimum percentage of its students score proficient or above on a standards-based assessment in English/language arts and Math. This includes all students within the school as well as all numerically significant student subgroups (e.g., Hispanic, English language learners) within the school. If one numerically significant student subgroup does not meet one of the criteria, then the school as a whole is deemed not to have made AYP. These minimum percentages are termed Annual Measurable Objectives or AMOs. The AMOs and three-year intermediate goals from 2001-02 through 2013-14 are available in California's Accountability Workbook, Attachments I - N. The Accountability Workbook is available on the Internet. http://www.cde.ca.gov/pr/nclb/workbook/wb6061.html
ASSEMBLY BILL	This is a bill that originated in the California State Assembly.
ASSEMBLY BILL - 75	The Principal Training Program (AB 75) provides professional development designed to enhance school site administrators' leadership skills and effectiveness within their complex roles. The training is organized into three modules: Module 1 emphasizes the implementation of standards-based instructional programs, including the ability to plan, monitor, and use assessment data for improving instruction and student achievement; Module 2 focuses on alignment of monetary and human resources to support and monitor effectiveness of instruction and to improve student achievement. Module 3 focuses on technology applications, which link and support Module 1 and

	Module 2, in addition to serving a key role for process and systemwide improvements. http://www.cde.ca.gov/be/pn/im/documents/infocibpddjun05item03.doc
ASSURANCE	A written form that is signed by a district or school representative. This form specifies that the agency has or will implement the required elements of the contract or agreement.
ASSURANCE PAGES	A guarantee that the individual or agency assures that the rules and regulations associated with a specific program or funding will or has taken place. The most common assurances are related to programs under the consolidated application or specific grants.
ATTENDANCE AREA/ BOUNDARY AREA	Each district has a defined boundary. Within a district, schools are assigned a boundary area by board policy. Some schools or programs (e.g., magnet schools, specialized schools/programs) may have allowed students from throughout the district to apply. Some districts allow for students to apply for "open" enrollment – allowing students to leave their school of attendance to enroll in another school within the district. Federal law allows students who live within the boundaries of a Title I school identified for "program improvement" or a "persistently dangerous" school to attend another school in the district. Districts have the ability to identify the schools that students may attend. See "persistently dangerous schools" and/or school choice.
AUDIT	A state or federal review of a funded program to determine the district or school's compliance with state and/or federal regulations.
AVERAGE DAILY ATTENDANCE (ADA)	This number is determined by dividing the total number of days of student attendance by the number of total days in the district's school year. If a student attended school every school day during the year, he/she would generate 1.0 ADA. This number is used to fund many programs as the ADA count for students is usually lower due to absences (e.g., unexcused absences, illness, dropouts, etc). Some categorical programs use CBEDS (an enrollment count in early October) to determine funding. A district's base revenue is on ADA.
BEGINNING TEACHER SUPPORT AND ASSESSMENT (BTSA)	The Beginning Teacher Support and Assessment (BTSA) Program is an initiative to provide individualized support based on assessment information for beginning teachers. BTSA is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). Funding provides an effective transition into the teaching career for first-year and second-year teachers. http://www.cde.ca.gov/fq/fo/profile.asp?id=523
BILINGUAL TEACHER TRAINING PROGRAM (BTTP)	The Bilingual Teacher Training Program (BTTP) assists K-12 teachers, who already possess a basic credential, to attain authorizations required by the California Commission on Teacher Credentialing (CCTC) to provide English Language Development (ELD), specially designed academic instruction in English (SDAIE) and primary language instructional services to English learners. The program prepares teachers for examinations leading to Crosscultural Language and Academic Development (CLAD) or Bilingual Crosscultural Language and Academic Development (BCLAD) certifications. http://www.cde.ca.gov/sp/el/bt/
BLUE RIBBON SCHOOLS	A federal No Child Left Behind program that celebrates many of America's successful schools. Its goal is to promote and support the improvement efforts of schools.
BROWN ACT - PUBLIC INFORMATION ACT	Public agencies are required by law to conduct their business in an open forum. School boards may meet, on occasion, in private forum. For example, certain matters concerning personal privacy of public employees or litigation strategy

	<p>are more appropriately discussed in a closed, rather than open, session. School boards and some school and district committees (e.g., schoolsite councils) are required to provide agendas at least 72 hours prior to each regular meeting. The agenda must contain a brief description of each item to be considered. All board and schoolsite councils are required to take steps to ensure public participation in the meetings. Minutes shall be taken and are public records. Boards and schoolsite councils shall adopt regulations governing the procedures to be followed to (1) ensure that members of the public may place items on the agenda for consideration; and (2) permit the public to address the board or schoolsite council regarding items on the agenda as they are deliberated. These regulations shall not preclude the board or schoolsite council from addressing matters not on the agenda that a member of the public wishes to bring before the board, provided that no action may be taken on such matters at the same meeting at which the testimony is taken.</p> <p>http://www.cde.ca.gov/re/pn/fb/yr05pa.asp</p>
BYLAWS	<p>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 schoolsite councils is a recommended practice.</p>
CALIFORNIA ACHIEVEMENT TEST - 6TH EDITION	<p>This is a standardized test that is used to measure achievement in academic skills by all students in grades 2-11. This test is a nationally norm-referenced test.</p>
CALIFORNIA ALTERNATIVE PERFORMANCE ASSESSMENT (CAPA)	<p>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 the statewide assessment and accountability system. The California Department of Education (CDE) is required to develop and implement an alternate assessment for children with disabilities who cannot take part in general statewide assessment programs. The California Alternate Performance Assessment (CAPA) is the alternate for <u>California's Standardized Testing and Reporting (STAR) Program</u>.</p> <p>http://www.cde.ca.gov/ta/tq/sr/documents/capasampleltr.doc</p>
CALIFORNIA BASIC EDUCATIONAL DATA SYSTEM (CBEDS)	<p>The California Basic Educational Data System is an annual data collection, distributed in October, which is used by the California Department of Education (CDE) to collect the information from California public schools (K-12) regarding enrollment, graduates, dropouts, vocational education, alternative education, adult education, course enrollment, classified staff, certificated staff, technology, and teacher shortage and demand.</p>
CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)	<p>The purpose of the CBEST is to assess and verify acceptable proficiency in reading, writing, and mathematics skills in the English language of persons who wish to teach in California. The CBEST is not a measure of teaching skills or abilities. Instead, it measures more basic educational skills that are needed and used by professional staff members in schools that offer academic programs in kindergarten, grades one through twelve, and adult education.</p> <p>http://www.cbest.nesinc.com/</p>
CALIFORNIA CODE OF REGULATIONS (CCR)	<p>The California Code of Regulations is the text of the regulations that have been formally adopted by state agencies, reviewed and approved by the Office of Administrative Law (OAL), and filed with the Secretary of State.</p> <p>http://www.cde.ca.gov/re/lr/cl/</p>
CALIFORNIA DEPARTMENT OF EDUCATION (CDE)	<p>The California Department of Education (CDE) oversees the state's diverse and dynamic public school system that is responsible for the education of more than seven million children and young adults in more than 9,000 schools. 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</p>

	<p>elementary school programs, secondary school programs, adult education, some preschool programs, and child care programs. The CDE's mission is to provide leadership, assistance, oversight, and resources so that every Californian has access to an education that meets world-class standards. The CDE is committed to working in partnership with local schools to improve student achievement. http://www.cde.ca.gov/eo/mn/rr/</p>
CALIFORNIA EDUCATION CODE (TITLE 5)	<p>California state education codes that describe the rules and regulations for operation of all public schools in California. http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20</p>
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)	<p>CELDT is a required state test of English language proficiency that must be given to students whose primary language is other than English: http://www.cde.ca.gov/ta/tg/el/</p>
CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)	<p>Beginning with the Class of 2006, all public school students will be required to pass the exam to earn a high school diploma. The tests are designed to assess student skills in English and Algebra 1. http://www.cde.ca.gov/ta/tg/hs/overview.asp</p>
CALIFORNIA SCHOOL ACCOUNTING MANUAL (CSAM) STANDARDIZED ACCOUNT CODE STRUCTURE (SACS)	<p>The California School Accounting Manual (CSAM) provides the guidance for accounting and financial reporting by local educational agencies. http://www.cde.ca.gov/fq/ac/sa/</p>
CALIFORNIA SCHOOL RECOGNITION PROGRAM	<p>The program identifies and honors some of the state's most exemplary and inspiring public schools with the California Distinguished School Award (the award is valid for four years). Although participation is voluntary, the award is highly sought after by schools in all areas of the state. Approximately five percent of California's public schools are selected each year, and no fewer than 40 counties are typically represented. In order to be invited to apply for Distinguished School honors, schools must meet a variety of eligibility criteria including designated federal and state accountability measures based on <i>No Child Left Behind (NCLB)</i>, Adequate Yearly Progress (AYP) and the Academic Performance Index (API) requirements. Elementary and secondary schools are recognized during alternate years. http://www.cde.ca.gov/ta/sr/cs/</p>
CALIFORNIA STANDARDS TEST (CST)	<p>The California Standards Tests are individual subject tests that are administered to students as part of the STAR testing program. These tests are used in calculating Adequate Yearly Progress. http://www.cde.ca.gov/ta/tg/sr/csttimes.asp</p>
CALIFORNIA STATE BOARD OF EDUCATION (SBE)	<p>The State Board of Education (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, appointed by the Governor. http://www.cde.ca.gov/be</p>
CALIFORNIA TECHNOLOGY ASSISTANCE PROJECT (CTAP)	<p>CTAP is funded by the California Department of Education (CDE) to promote effective use of technology in teaching, learning, and overall school administration. CTAP is a regional technical assistance program that provides coordination and services in education technology based upon local school</p>

	<p>district needs. Each CTAP region has developed and is implementing a plan to provide technical assistance in eight key areas: staff development; electronic learning resources; hardware and telecommunications infrastructure; operating and maintaining education technology infrastructure, including improving pupil record keeping and tracking related to instruction; coordination with other federal, state, and local programs consistent with State Board of Education-adopted content standards; funding for technology; technical assistance and information to support access to the K-12 High Speed Network; and technology planning and implementation assistance to rural and technologically underserved school districts and county offices of education.</p> <p>http://www.cde.ca.gov/ls/et/rs/ctap.asp</p>
CALIFORNIA WORK OPPORTUNITY DATA AND STATISTICS (CALWORKS)	<p>Cal Works' funding is for adult schools and Regional Occupational Centers and Programs (ROCPs). It provides education and training to: (1) prepare Cal Works eligible recipients for entry level employment; (2) assist employed recipients receiving subsidies to advance toward higher employment and self-sufficiency; and (3) divert Cal Work's eligible recipients into short-term education and training programs leading to employment.</p> <p>http://www.cde.ca.gov/fq/fo/r17/cworks04rfa.asp</p>
CAL-SAFE	<p>A comprehensive community-linked school program for expectant and parenting students and their children http://www.cde.ca.gov/fq/aa/ca/calsafe.asp</p>
CAL-SERVE	<p>The National and Community Service Trust Act <i>provides funding for the Corporation for National and Community Service in Washington, DC. <u>Learn and Serve America</u> is a federal grants program that promotes service-learning where youth address community needs in the areas of education, public safety, the environment, health and human needs as they learn the content standards.</i></p> <p>http://www.cde.ca.gov/ci/cr/sl/overview.asp</p>
CAREER EDUCATION (PARS)	<p>Assembly Bill 1X established the California Peer Assistance and Review (PAR) Program for teachers. This program was developed to assist teachers whose bi-annual personnel reviews were not satisfactory. Assistance and support are provided by exemplary teachers and includes subject matter knowledge, teaching strategies, or both. http://www.cde.ca.gov/pd/te/ce/par03.asp</p>
CATEGORICAL PROGRAMS	<p>Categorical programs are supplemental funds that are provided to a district/school from either the state or federal government. These funds are frequently tied to students with special needs (e.g., Gifted and Talented, Special Education, English Language Learners) or to specifically funded legislation (e.g., School Improvement and School Libraries). In most instances, the funds must be used as specified by the legislation that created the programs. Categorical programs are "in addition" funds to districts and schools and are usually funded through the consolidated application or directly to school districts.</p>
CENSUS POVERTY	<p>The census poverty count is determined by the federal government. The census count is determined every 10 years. The census poverty count is a formula that is determined by the federal government annually based upon a variety of information submitted by the various counties. This formula is used to determine federal allocation of funds. Free and reduced lunch counts do not play a part in determining federal funds.</p>
CENTRALIZED SERVICES	<p>These services are provided to the school by the district office. Centralized services may be charged to various categorical funds allocated to the school through the Consolidated Application and other sources. State law requires that at least 85 percent of the district's expenditures from Consolidated Application programs must be spent for direct services to students at school sites. The remaining 15% (minus the district's indirect costs) may be used by the district office to provide support to school programs.</p>

CHOICE or SCHOOL CHOICE - NCLB	Under No Child Left Behind, students who attend a Title I-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 I school the option to transfer to another public school, including a public charter school, that is within the LEA and that is not in program improvement or is not persistently dangerous. The option of school choice must be made available to all students the first year a school is identified for school improvement and all subsequent years thereafter, until the school has made adequate yearly progress for two consecutive years. Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original school is no longer in program improvement, corrective action, or restructuring. Schools that are offering school choice because they have been identified for program improvement, corrective action, or restructuring must provide transportation to students who wish to transfer to another school. If funds to provide school choice and/or transportation are limited, local education agencies (LEAs) may give first priority to students from low-income families who are the lowest-achieving students based on achievement levels as evaluated by objective educational measures. A district must allocate a minimum of 5% of its Title I allocation to provide transportation; 5% for supplemental services; and 10% for either school choice or supplementary services. http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp
CLAD/BCLAD	Teachers must pass examinations leading to Crosscultural Language and Academic Development (CLAD) or Bilingual Crosscultural Language and Academic Development (BCLAD) certifications. http://www.cde.ca.gov/sp/el/bvl/
CLASS SIZE REDUCTION (CSR)	There are two types of programs. The Grades K-3 Class Size Reduction program was established to improve education, especially reading and mathematics, of children in kindergarten and grades 1-3. The Morgan-Hart Class Size Reduction Act was established to reduce class size in ninth grade English and one other ninth grade subject required for graduation (either mathematics, science, or social studies). http://www.cde.ca.gov/ls/cs/
COMMITTEE OF PRACTITIONERS (TITLE I) (COP)	This committee meets and then advises the State Board of Education and the California Department of Education on Title I, Part A issues. http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
COMMUNITY DAY SCHOOLS	Community day schools are operated by school districts and/or county offices of education. Community day schools serve mandatorily and other expelled students, students referred by a School Attendance Review Board, and other high-risk youths. The 360-minute minimum instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Community day school programs also focus on the development of pro-social skills and student self-esteem and resiliency. Community day schools are intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youth. Community day schools are supported by supplemental apportionment for community day school attendance, in addition to base revenue funding. http://www.cde.ca.gov/sp/eo/cd/
COMPARABILITY	A district must assure that the school that receives a specialized grant or funding from a categorical program receives its same amount of money from general fund that all other schools in the district receive. A district MAY NOT require a

	school to pay from their grant/categorical program for services or materials that other schools in the district receive (e.g., a school could not be required to pay for its teachers out of categorical funds when other schools have teachers paid from general fund).
COMPLIANCE	A term used that means that the program is meeting the intent of the legislation. Each legislative bill requires certain conditions or actions to be implemented. A program is determined to be "compliant" when the program implements the required legislation as defined by law.
CONSOLIDATED APPLICATION (CON-AP)	The Consolidated Application (ConAp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools. http://www.cde.ca.gov/fq/aa/co/
CONSOLIDATED APPLICATION DATA SYSTEM (CADS)	The Consolidated Application Data System (CADS) is used to complete and submit the Consolidated Application (ConAp). The Consolidated Application Part I is used to request funding; Part II is used to receive allocations and submit the use of these funds to the California Department of Education. http://www.cde.ca.gov/fq/fo/r5/ca04cadschanges.asp
CO-OP OR COOPERATIVE	If a district receives less than \$75,000 in state and/or federal categorical programs, the district may join with the county office of education or another district to establish a co-op. This co-operative becomes the local educational agency.
COORDINATED COMPLIANCE REVIEW (CCR)	State and federal law require the California Department of Education to monitor the implementation of categorical programs operated by local educational agencies. This state oversight is accomplished in part by conducting reviews of various programs administered by local educational agencies. The reviews are conducted every year for one quarter of all the local education agencies. The CDE is currently revising this process to account for improved student achievement. The purpose of the review is to verify compliance with requirements of each categorical program, and to insure that program funds are spent to increase student performance. http://www.cde.ca.gov/ta/cr/cc/
COST OF LIVING ADJUSTMENT (COLA)	This is an increase in funding due to various inflation factors. A COLA is given by the legislature/governor to assist programs to keep up with the rate of inflation.
COUNTY OFFICE OF EDUCATION (COE)	County offices of education (i.e., offices of county superintendents of schools) perform various activities in support of school districts or other educational entities, including, but not limited to, the following: 1) coordination activities and professional services, such as supervision of instruction, health, guidance, attendance, and school library services; 2) financial services; and 3) credential services.
COUNTY, DISTRICT AND SCHOOL CODES (CDS)	The county/district/school (CDS) code is a 14-digit code that is used as the official identification for a school within California. The first two digits identify the county, the next five digits identify the school district, and the last seven digits identify the school. County (XX), District (XXXXX), and School (XXXXXXX).

DISTRICT ADVISORY COMMITTEE (DAC)	If Economic Impact Aid (EIA) funds are allocated to State Compensatory Education (SCE) or alternative programs, the district must elect a District Advisory Committee (DAC). This advisory committee is composed of a majority of parents from schools receiving State Compensatory Education.
DISTRICT ENGLISH LANGUAGE LEARNER ADVISORY COMMITTEE (DELAC)	An LEA with 51 or more English learners must have a functioning District English Learner Advisory Committee (DELAC), or a subcommittee of an existing district committee in which at least 51% of the members are parents (not employed by the district) of English learners. A DELAC has the responsibility to advise the governing board on all of the following: 1) development of a district master plan for educational programs and services for English learners; 2) conducting a district-wide needs assessment on a school-by-school basis; 3) establishment of district program, goals, and objectives for programs and services for English learners; 4) development of a plan to ensure compliance with any applicable teacher and instructional aide requirements; 5) administration of the annual language census; 6) review and comment on the school district's reclassification procedures; and 7) review and comment on the written notifications required to be sent to parents and guardians. http://www.cde.ca.gov/be/aq/aq/yr05/documents/blue-may05item14a3.doc
ECONOMIC IMPACT AID (EIA)	A program supporting compensatory educational services for educationally disadvantaged students and bilingual education services for English language learners. The funds may be used to support Title I-like services for educationally disadvantaged student or provide additional support for English language learners. http://www.cde.ca.gov/fq/aa/ca/eia.asp
EDUCATIONAL EQUITY (EE)	This legislation ensures equal rights and opportunities to all students by promoting educational equity and eliminating discrimination and/or harassment on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability in programs and activities conducted by a local school district that receive state or federal funds.
EDUCATIONAL TECHNOLOGY	A variety of educational technology grants and funding are available to promote student access to multi-media resources. http://www2.cde.ca.gov/scripts/taxis.exe/webinator/search?query=educational%20technology&submit=GO
ENGLISH LANGUAGE ACQUISITION PROGRAM (ELAP)	The purpose of ELAP funds is to improve the English proficiency of English learners and to prepare them to meet the state's academic content and performance standards. Any school district, county office of education, or charter school that enrolled one or more English learners in grades four through eight in the previous school year is eligible to apply for funds. Funding is contingent upon the annual Budget Act appropriation. All local educational agencies, including those currently funded, must apply every year. One hundred dollars is allocated for each eligible pupil. If insufficient funding is available, schools with the highest proportion of English learners are given priority. Funds are to be used to supplement regular school programs that support English language acquisition for English learners in grades four through eight. Funds may be used to provide intersession, before and after school, or summer school instruction. They may also be used for newcomer centers, tutors, mentors, special materials, or any other supplemental activity that meets the objectives of ELAP. http://www.cde.ca.gov/sp/el/iii/
ENGLISH LANGUAGE DEVELOPMENT (ELD)	English Language Development (ELD) is designed to teach English learners to understand, speak, read and write English and acquire the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life. English-Language development

	is a specialized program of English language instruction appropriate for the English learner (EL) student's identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. http://www.cde.ca.gov/ta/cr/el/
ENGLISH LANGUAGE LEARNERS OR LIMITED ENGLISH PROFICIENT (ELL or LEP)	English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved CELDT test, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.
ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)	A school site with 21 or more English learners must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements: 1) parent members are elected by parents or guardians of English learners; b) parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body; 3) advises the schoolsite council (SSC) on the development of the <i>Single Plan for Student Achievement</i> ; 4) advises the principal and staff on the school's program for English learners; 5) assists in the development of the school's needs assessment, language census (R-30LC), and efforts to make parents aware of the importance of regular school attendance.; 6) receives training materials and training, plans in full consultation with committee members to assist members to carry out their legal responsibilities; and 7) has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more EL parent advisory committees in the district. http://www.cde.ca.gov/be/cc/el/elacestablishment.asp
ENTITLEMENT	The amount of money that a school or district receives from state or federal funds.
ESSENTIAL PROGRAM COMPONENTS (ECS)	See Academic Program Survey (EPS) above for additional information. This survey is used to determine site program effectiveness. This survey is used primarily with SAIT teams working with PI school and districts. http://www.cde.ca.gov/ta/ac/ti/documents/seppiattach2.doc
FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT)	The mission of FCMAT is to help local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. This can occur under several different circumstances. For example, if a county office reviews and disapproves a school district's annual budget, that county office may call upon FCMAT to examine the district's financial records, develop an approvable budget and/or provide other operational recommendations that will ensure fiscal stability. In addition, FCMAT can respond directly at the request of a school district or county office that may seek advice to improve management practices, business policies and procedures or organizational structure. The state, in its monitoring role, also could ask for FCMAT's assistance. http://www.fcmat.org/
FISCAL YEAR	State funded programs most often have a funding cycle that is July 1 through June 30. Federal funds frequently operate on a funding cycle of October 1 – September 30.
FLUENT ENGLISH PROFICIENT (FEP)	Students who are fluent-English proficient are those students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students re-designated from limited-English Proficient [LEP] or English learner [EL] to FEP).
FRAMEWORKS	Provides curriculum information about the content of various subject areas. http://www.cde.ca.gov/ci/cr/cf/allfwks.asp

FULL TIME EQUIVALENT (FTE)	Full-time equivalent (FTE) is the percentage of time a staff member works represented as a decimal. A full-time position is 1.00; a half-time position is .50 and a quarter-time position is .25. <i>An FTE for a teacher is based upon a 6 hour day; administrators on an 8 hour day; and classified personnel on an 8 hour day.</i>
GENERAL EDUCATIONAL DEVELOPMENT EXAM (GED)	Taking the <i>General Educational Development (GED)</i> examination provides persons who did not complete high school with an opportunity to earn a high school equivalency certificate. The <i>GED</i> certificate is accepted at community colleges and for employment purposes. Can be used by paraprofessional to demonstrate No Child Left Behind requirement for a high school diploma, but does not meet the NCLB requirements regarding higher levels of college or assessment. http://www.cde.ca.gov/ta/tq/gd/
GIFTED AND TALENTED EDUCATION (GATE)	Students who are enrolled in a public elementary or secondary school and are identified as possessing demonstrated or potential abilities that give evidence of high performance capability, are enrolled in Gifted and Talented Education (GATE). High performance capability is defined by each school district governing board. Each district shall use one or more of the following categories in defining the capability: intellectual, creative, specific academic, leadership, high achievement, performing and visual arts talent, or any other criterion proposed by the district and approved by the State Board of Education in the district's GATE application. http://www.cde.ca.gov/sp/qt/qt/
GRADUATION RATE	No Child Left Behind mandates that a "graduation rate" be included as part of the information used to determine if a school or district meets Adequate Yearly Progress. This rate measures the number of students who started and completed high school and the number of students who started and dropped out of high school. By 2014 every school must reach a 100% graduation rate.
HEAD START	Head Start is a national program administered by the Head Start Bureau within the Administration on Children, Youth and Families, Administration for Children and Families (ACF), Department of Health and Human Services (DHHS) that provides comprehensive developmental services for low-income children from birth to entry into elementary school. http://www.cde.ca.gov/sp/cd/re/chssco.asp
HIGH PRIORITY SCHOOLS GRANT PROGRAM (HP or HPSGP)	High Priority funds assist the lowest performing schools to increase students' achievement. http://www.cde.ca.gov/ta/lp/hp/
HIGH SCHOOL CLASS SIZE REDUCTION	The Morgan-Hart Class Size Reduction Act provides funds to school districts for participating schools that reduce class size in Grade 9 English and one other Grade 9 course required for graduation, either Mathematics, Science, or Social Studies. The majority of pupils in participating classes must be identified as Grade 9 students. (Districts which implemented the program prior to June 30, 1998 may also be serving Grades 10, 11, or 12.) Average class size for the school year at each participating school can be no more than 20:1 per certificated teacher and no more than 22 pupils enrolled in any participating class. http://www.cde.ca.gov/ls/cs/mh/
HIGHLY QUALIFIED TEACHERS (HQT)	One of the key goals of the federal reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind (NCLB) Act of 2001, is that all students are taught by highly qualified teachers by the end of the 2005-06 school year. Each local educational agency (LEA) must develop a plan to ensure that all elementary, middle and high school teachers who are assigned to teach core academic subjects meet the NCLB requirements to ensure they are highly qualified. http://www.cde.ca.gov/nclb/sr/tq/

HOMELESS EDUCATION PROGRAM or MCKINNEY-VENTO PROGRAM	The term homeless children or youth means individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes: children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; children who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement; children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or migratory children who qualify as homeless because they are children who are living in similar circumstances listed above. http://www.cde.ca.gov/sp/hs/cy/
INDEPENDENT STUDY PROGRAMS	Independent study is an alternative instructional strategy, not an alternative curriculum. Students work independently, according to a written agreement and under the general supervision of a credentialed teacher. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning. http://www.cde.ca.gov/sp/eo/is/
INDIRECT COST RATE (ICR)	Indirect costs are the local education agencies' (LEA's) costs of general management. General management costs consist of expenditures for administrative activities necessary for the general operation of the LEA, such as accounting, budgeting, payroll preparation, personnel management, purchasing, and data processing. http://www.cde.ca.gov/fq/ac/ic/documents/indircostfaq.pdf
INDIVIDUALIZED EDUCATION PLAN (IEP)	An IEP is a written statement or plan for each child with a disability that is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act (IDEA). The guidelines for the development of an IEP are very specific and include identified timelines for implementation. http://www.cde.ca.gov/sp/se/fp/documents/ecifspiep.pdf
INTEGRATED PROGRAM ITEMS (IPI)	The Integrated Program Items are a part of the Coordinated Compliance Review (CCR). These items are a summary of the review of the overall program that a district or school provides to students. The IPI reflects the impact of program integration to provide all students access to and success with the district's core curriculum and any of the specific categorical program desired outcomes. The IPI reflects the impact of program integration to provide all students access to and success with the district's core curriculum and categorical program desired outcomes. http://www.cde.ca.gov/be/ag/ag/vr05/documents/blue-may05item14a14.doc
LANGUAGE CENSUS (R30 FORM)	The Language Census (form R30-LC) is an annual data collection that takes place in March and is used by the California Department of Education (CDE) to collect the following information about: 1) the number of English learner students (EL) and fluent-English proficient (FEP) students in California public schools (kindergarten through grade twelve) by grade and primary language; 2) the number of EL students enrolled in instructional settings or receiving services by type; 3) the number of students redesignated from EL to FEP from the prior year; and 4) the number of certified staff members providing instructional services to EL students.
LOCAL EDUCATIONAL AGENCY (LEA)	The term LEA is used to define a school district or county office of education.
LOCAL EDUCATIONAL	The LEA Plan is a written district/county plan that includes specific descriptions and assurances to meet the requirements of NCLB. The local board and the

AGENCY PLAN (LEAP)	state board of education must approve this plan. The LEA plan specifically addresses how: 1) all students will reach proficiency or better in reading and mathematics, by 2013-2014; 2) all limited-English-proficient students will become proficient in English and attain minimum proficiency or better in reading/language arts and mathematics; 3) by 2005-2006, all students will be taught by highly qualified teachers; 4) all students will be educated in learning environments that are safe, drug-free, and conducive to learning; and 5) all students will graduate from high school. http://www.cde.ca.gov/nclb/sr/le/documents/leaplan.doc
LOTTERY FUNDS	Since the California State Lottery began in 1985, 50 percent of the sales revenue from the lottery has been distributed as prizes. Less than the legal maximum of 16 percent has been used to administer the games. Public education from kindergarten through graduate school has received more than the required minimum 34 percent. The law authorizing the lottery requires school districts to use lottery funds "exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose." Although the public still perceives the lottery as making a significant difference in the funds available for education, the lottery actually provides about 1.5 percent of the total K-12 funding. http://www.cde.ca.gov/re/pn/fb/yr04statelott.asp
MAGNET SCHOOLS OR PROGRAMS	Magnets are programs housed within a school (some classes) or include an entire school program that students and their parents and guardians may choose instead of attending their local school. Many, but not all, magnet programs and schools reflect a district strategy to achieve racial and ethnic balance by offering special opportunities in curriculum and instruction, generally with the benefit of federal funding. Many types of magnets have been established, including ones providing unique instruction in the arts, in various sciences, and in career training. Magnets are designed by local authorities to attract parents, guardians and students who are free to choose, subject to local rules, the school in which they enroll, subject to rules. Often school districts publish a catalog listing and explaining their magnet options. http://www.cde.ca.gov/sp/eo/mt/
MATHEMATICS AND READING PROFESSIONAL DEVELOPMENT PROGRAM	Assembly Bill 466 established the Mathematics and Reading Professional Development Program. The program assists efforts to increase academic performance in California schools by enabling teachers, instructional aides, and paraprofessionals to participate in high-quality professional development activities in mathematics and reading/language arts over an extended time period. http://www.cde.ca.gov/be/pn/im/documents/infocibpddapr04item02.pdf
MIGRANT EDUCATION	Migrant education supports two kinds of programs designed to strengthen the school, community, and family experiences of children and their families. Some programs are developed locally by migrant education regional offices in collaboration with the school districts that enroll migratory students. Other programs are administered statewide and are designed to meet specific needs of students, such as those related to the identification and recruitment of migrant families, parent involvement, and student leadership. Whatever program is developed with migrant education funds must be supplemental to other state and federal categorical funding. Currently, over 300,000 migrant students are eligible for services in 565 school districts throughout the state. Therefore, the Migrant Education Program (MEP) provides services to migrant students in over half of all school districts in California. http://www.cde.ca.gov/sp/me/mt/programs.asp
NATIONAL SCHOOL LUNCH PROGRAM (NSLP)	The National School Lunch Program is a federally funded program that assists schools and other agencies in providing nutritious lunches to children at reasonable prices. In addition to financial assistance, the program provides

	<p>donated commodity foods to help reduce lunch program costs. The <u>United States Department of Agriculture</u> is responsible for overseeing the program nationally. In California, the program is administered by the California Department of Education, Nutrition Services Division. For children, the National School Lunch Program provides a nutritious meal that contains one-third of the recommended dietary allowance of necessary nutrients. For parents, the program offers a convenient method of providing a nutritionally balanced lunch at the lowest possible price. For schools, the program enhances children's learning abilities by contributing to their physical and mental well being. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive in class. http://www.cde.ca.gov/ls/nu/sn/nsip.asp</p>
NO CHILD LEFT BEHIND (NCLB)	<p>Congress passed the NCLB Act, which reauthorizes the Elementary and Secondary Education Act, in 2001. The program focuses on: increased accountability for states, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for states and local educational agencies (LEAs) in the use of federal education dollars; and a stronger emphasis on reading, especially for our youngest children. http://www.ed.gov/nclb/landing.jhtml?src=pb</p>
OTHER SCHOOL PERSONNEL	<p>A term used to define a subgroup of the schoolsite council. Subgroup Includes all certificated and classified staff members who are not classroom teachers or the principal.</p>
PARENT	<p>The term "parent" or guardian is used to define a subgroup of the schoolsite council. This subgroup consists of parents or guardians who are not employed at the school site.</p>
PEER ASSISTANCE AND REVIEW (PAR)	<p>A program supporting a teacher peer assistance and review system and the coordination of employment policies and procedures with activities for professional development. http://www.cde.ca.gov/fq/aa/ca/par.asp</p>
PERKINS	<p>Federal act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs. http://www.cde.ca.gov/ci/ct/pk/</p>
PERSISTENTLY DANGEROUS SCHOOLS	<p>Under California's policy, a public elementary or secondary school is considered to be "persistently dangerous" if both of the following conditions exist for three-consecutive fiscal years: the school has a federal or state gun-free schools violation or a violent criminal offense has been committed by a student or a non-student on school property and the number of expulsions for violent criminal offenses (delineated in the policy) for students enrolled in the school exceeds one of the following rates: 1) for a school of fewer than 300 enrolled students, three expulsions; or 2) for a larger school, one expulsion for every 100 enrolled students or fraction thereof. http://www.cde.ca.gov/ls/ss/se/uscoattch1.asp</p>
PRELIMINARY SCHOLASTIC ACHIEVEMENT TEST (PSAT)	<p>The Preliminary SAT[®]/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and <u>National Merit Scholarship Corporation (NMSC)</u>. PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand practice for the SAT Reasoning Test[™]. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures: critical reading skills, math problem-solving skills and writing skills. http://www.collegeboard.com/student/testing/psat/about.html</p>
PRIVATE SCHOOL OR NONPUBLIC SCHOOL (NPS)	<p>Every person, firm, association, partnership, or corporation offering or conducting a full-time day or boarding school at the elementary or high school level must file an annual affidavit with the California Department of Education between October 1 – Oct 15. Some private schools are eligible to participate in</p>

	federally funded grants or programs. See specific federal programs for details. http://www.cde.ca.gov/sp/ps/cd/psfaq.asp
PUBLIC LAW (PL)	"Public laws" are federal laws that are approved by Congress. For example, No Child Left Behind is PL 107-110.
PUBLIC SCHOOL ACCOUNTABILITY ACT (PSAA)	Authorizes the creation of an educational accountability system for California public schools (API). Its primary goal is to help schools improve and to measure the academic achievement of all students. The PSAA has three parts: 1) the Academic Performance Index (API); 2) the Immediate Intervention for Underperforming Schools Program (II/USP); and 3) The Governor's Performance Awards (GPA). The program also includes a section on the development of an alternative accountability system for schools that serve non-traditional student populations. http://www.cde.ca.gov/ta/ac/pa/
QUALITY ASSURANCE PROCESS	The Quality Assurance Process is used to evaluate the effectiveness of districts in meeting the needs of special education students. This document provides technical assistance information and resources for parents, school districts, advocates, agencies and others of procedural safeguards regarding students between ages 3 and 21 with disabilities and their educational rights. http://www.cde.ca.gov/sp/se/qa/
REDESIGNATED-FLUENT ENGLISH PROFICIENT STUDENTS (R-FEP)	This category contains English learner (EL) students who were re-designated as FEP (fluent-English proficient) since the prior year census. These students are re-designated according to the multiple criteria, standards, and procedures adopted by the district and demonstrate they possess English language proficiency comparable to that of average native English speakers.
RURAL EDUCATION ASSISTANCE PROGRAM (REAP)	Qualifying districts have flexibility in the use of certain federal formula grants. The Rural Education Achievement Program (REAP) enables small rural school districts to transfer some federal program funds into other programs. The two REAP initiatives are: Small, Rural School Achievement Grant (SRSA) and the Rural and Low-Income School Grant. For more information on these grants link to the U.S. Department of Education web site: Rural Education Achievement Program
SAFE AND DRUG FREE SCHOOLS (SDFSC)	The Safe and Drug-Free Schools and Communities Act (SDFSC) as Title IV, Part A of the NCLB became effective on July 1, 2002. The purpose of the SDFSC is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. The Department of Alcohol and Drug Programs (ADP) also receives SDFSC funds to support community efforts to keep youth drug and alcohol free. The ADP now requires that the SDFSC funds allocated to community-based grantees through competitive Request For Applications (RFAs) are used to support programs or activities that complement and support activities of local educational agencies (LEAs). http://www.cde.ca.gov/ls/he/at/safedrugfree.asp
SCHOLASTIC ACHIEVEMENT TEST (SAT)	Many colleges and universities require students to take a national test (SAT) to determine their readiness and preparation for college work. http://www.collegeboard.com/splash
SCHOOL ACCOUNTABILITY REPORT CARD (SARC)	Each school in California is required to publish a school accountability report card that includes information such as student achievement; number of NCLB compliant/highly qualified teachers, safe school trends, and graduation rates. http://www.cde.ca.gov/ta/ac/sa/legislation.asp
SCHOOL IMPROVEMENT PROGRAM	A program for elementary, intermediate, and secondary schools to improve instruction, services, school environment and organization at school sites

<i>(SI or SIP)</i>	according to plans developed by schoolsite councils. Funding has been moved into the SB 825 – Categorical Block Grant (School and Library Block).
SCHOOL TO CAREER-TECHNICAL EDUCATION PROGRAM	School-to-Career is a system designed to ensure students a seamless transition from secondary education into meaningful, high quality employment or further education. School-to-Career (STC) partnerships bring together educators, business/industry/labor, and community-based organizations to integrate academic and vocational-technical education and to more closely align secondary and postsecondary curricula. Specifically, STC is about connecting the classroom to careers, and it includes: 1) connecting the curriculum to "real-world" applications, 2) connecting school to life to prepare for lifelong learning, 3) connecting schools and communities and 4) connecting classrooms with workplaces http://www.cde.ca.gov/ci/ct/sc/
SCHOOL-BASED COORDINATION PROGRAM (SBCP)	A program for elementary, intermediate, and secondary schools to improve instruction, services, school environment and organization at school sites according to plans developed by schoolsite councils. http://www.cde.ca.gov/fg/aa/ca/sip.asp
SCHOOLSITE COUNCIL (SSC)	A mandated committee by state law. An SSC is required to be established in any school receiving School Improvement funding. This committee is required to have specific numbers of parents, teachers, other school personnel, the principal, and 7-12 students participate in the development of a plan to address the academic needs of students and design ways to improve instruction. The SSC is responsible for the implementation, budgeting, monitoring and evaluation of the program.
SCHOOL-TO-CAREER EDUCATION (STCE)	A required legislative organization of many state-funded programs. Various California Education Code sections define council compositions and duties. Review handbook to determine composition and duties.
SCHOOLWIDE PROGRAMS (SWP) and TARGETED ASSISTANCE SCHOOLS PROGRAM (TAS)	These are the two types of Title I programs that may be offered at a school. Targeted Assistance Schools are required to identify students who have failed to meet state standards. Title I funds may only be used to support these students. http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp Those schools with a 40% poverty index and who choose to participate in a schoolwide program may submit an application. Schoolwide programs are allowed to utilize their funds to support the academic achievement of all students in the school. Schoolwide programs (SWPs) are a cornerstone of the vision for school reform as defined in Title I of the federal No Child Left Behind (NCLB) Act of 2001. Since no separate student eligibility process is required for participation in an SWP, the advantage to a school becoming an SWP is that the SWP educational program serves ALL students. Fiscally, NCLB allows schools to consolidate or blend funds. SWP schools may then use their consolidated federal, state, and local funds to reform their entire educational program. Title I schools often choose to change their status from targeted assistance to SWP status in order to better meet the needs of their students. http://www.cde.ca.gov/sp/sw/rt/
SET-ASIDE	Under NCLB, some of the district's Title I 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. If the district is also identified for program improvement another 10% must be set-aside for professional development. A district may also set-aside an additional amount for assistance to schools.

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPPA)	The single plan for student achievement is defined as a planning template that meets the content requirements for many categorical programs. Use of this template is entirely voluntary. It requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve student academic performance. http://www.cde.ca.gov/nclb/sr/le/singleplan.asp
SPANISH ASSESSMENT OF BASIC EDUCATION (SABE)	Education Code Section 60640(b) specifies that in addition to the California Standards Tests, all Spanish-speaking English learners who are enrolled in any of grades two to eleven shall be required to take a test designated by the State Board of Education (SBE) in their primary language, if fewer than 12 months have elapsed after their initial enrollment in any school in the state. At the school's option, Spanish-speaking English learners who are enrolled more than 12 months also may take the designated primary language test. http://www2.cde.ca.gov/scripts/texis.exe/webinator/search?query=SABE&submit=GO
SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)	A SELPA is a group of districts or an individual district that provide special education services to students who are eligible under state and federal law.
STANDARDIZED TESTING AND REPORTING (STAR)	The Standardized Testing and Reporting (STAR) program is the name for California's state testing program. STAR includes the CAT-6, the California Standards Tests, the Spanish Assessment of Basic Education and the California Alternative Performance Assessments. This information is used to determine individual student and school accountability scores. http://www2.cde.ca.gov/scripts/texis.exe/webinator/search?query=STAR&submit=GO .
STATE COMPENSATORY EDUCATION (SCE)	See Economic Impact Aid.
STATE EDUCATION AGENCY (SEA)	A legal name for the California Department of Education.
SUPERINTENDENT OF INSTRUCTION (SPI)	This is an elected position according to California law. The Superintendent of Instruction works with the legislative and executive branch to establish California Education policy. The superintendent works with the state board of education members who are appointed by the governor to implement policy.
SUPPLEMENTAL EDUCATIONAL SERVICES (SES)	If a school fails to make Adequate Yearly Progress for the third consecutive year, the school must offer parents an opportunity to select a supplemental educational service provider (tutor). Only those students who are low income are eligible to receive these services. The California Department of Education establishes a per pupil rate for each district. These rates vary per district because Title I funds allocated to districts vary depending upon the number of eligible students. The district must set-aside at least 5% and up to 20% (if parents do not take a parental choice option to transfer to another school) of their Title I allocation to pay for these services. These supplemental (tutorial) services are selected by the parent and provided by individuals, faith-based organizations, school districts, or companies who have been approved by the California Department of Education. http://www.cde.ca.gov/ta/ac/ti/supplemental.asp
SUPPLEMENTAL vs. SUPPLANT	Many categorical programs use the term "supplement not supplant." This means that the funds are for additional academic effort over and above the funds that the district provides to each student's education. For example, all students

	receive a reading textbook provided by the district. If the district purchased additional materials with categorical funds, the word "supplementary" would be used to define the use of these funds. If the district required the school to use its categorical funds to purchase the same textbook that every other school/student received, this would be "supplanting" of the district's effort and is not allowed by law.
TEACHER INDUCTION	The Comprehensive Teacher Education Institutes (CTEI) program was initiated in 1986 to establish and support a collaborative relationship between district grantees and universities. The mission of the CTEI program is to provide strong, collaborative, and comprehensive efforts, using innovative models, to improve practices in the areas of teacher candidate recruitment, pre-service preparation, induction, and beginning teacher professional development and retention. The California Department of Education's goal is to develop a highly qualified teacher whose training enables him or her to enter the classroom with the skills and knowledge to effectively serve students and enhance student achievement. CTEI partnerships refer to collaboration between school districts entering into partnerships with a four-year university either from the University of California system, the California State University system, or the Association of Independent California Colleges and Universities. The applicant must be a school district. http://www.cde.ca.gov/pd/ps/ti/
TITLE I - PART A	The first title or chapter of the federal No Child Left Behind Act is called Title I. This title specifically relates to schools serving a high percentage of lower income students. Funds are to be used to assist students in meeting grade level proficiency standards by providing additional resources for student, parent and teacher support. http://www.ed.gov/policy/elsec/leg/edpicks.jhtml?src=fp
TITLE I - PART B READING FIRST	The No Child Left Behind Act established Reading First as the primary national initiative aimed at improving reading in kindergarten through grade three classrooms. California has been approved to receive approximately \$133 million. Most of the federal funds will be available for competitive grants for eligible school districts to use to improve classroom instruction in reading. http://www.cde.ca.gov/nclb/sr/rf/index.asp
TITLE I: NEGLECTED AND DELINQUENT (N&D)	Title I, Part D, Neglected or Delinquent (N or D) is a federal categorical program contained in the Consolidated Application. Its purpose is to provide supplemental educational services to improve academic achievement (specifically in mathematics, reading, and language arts) for children and youth in local and state facilities and institutions for neglected and delinquent children. These children or youth must have the opportunity to meet the same challenging state content standards expected of all other children in the state. In addition, N or D is designed to provide neglected and delinquent children and youth the services needed to make a successful transition from institutionalization to a regular program of education, higher education, vocational training, or employment. Services for neglected students are funded out of Title 1, Part A, and are provided as extended-day services to children and youth who are wards of the court and reside in group homes and county shelters. Title 1, Part D funds are used to provide services to delinquent children and youth who are attached to the juvenile justice system and reside in juvenile and adult correctional institutions. http://www.cde.ca.gov/fg/fo/profile.asp?id=472
TITLE II - PART A	The purpose of Title II is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to: 1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and 2) hold local educational

	agencies and schools accountable for improvements in student academic achievement. http://www.ed.gov/policy/elsec/leg/esea02/pq20.html
TITLE II – PART D	Two programs are provided in Title II – Part D. One program, Enhancing Education through Technology, is a competitive grant. This program provides funding for grades four through eight to assist eligible local educational agencies to use technology to enhance teaching and to promote learning. The other program, Enhancing Education through Technology, is a formula grant and is allocated to every district. This program provides funding to assist local educational agencies (LEAs) to improve student achievement through the use of technology in elementary and secondary schools. The funding supports ongoing, sustained, and intensive, high-quality professional development to integrate advanced technologies into curricula and instruction. http://www.cde.ca.gov/fq/fo/r5/eettf03rfa.asp http://www.cde.ca.gov/fq/fo/r5/eettc03rfa.asp
TITLE III	Title III of the No Child Left Behind Act of 2001 provides federal financial support to state and local educational agencies for two programs: <u>Limited-English Proficient Students</u> and <u>Immigrant Students</u> . The purpose of the Title III - LEP Student Program is to ensure that all limited-English proficient (LEP) students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. All school districts, county offices of education, direct-funded charter schools, juvenile/hall court schools, and California Department of Youth Authority institutions that report the enrollment of one or more LEP students on the R30-Language Census are eligible to participate in the Title III - LEP student Program. Funds must be used for supplementary services as part of the language instruction program for LEP students. http://www.cde.ca.gov/sp/el/t3/lepoverview.asp Title III - Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families for the purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students. The purpose of the Title III - Immigrant Education Program subgrants is to pay for enhanced instructional opportunities to immigrant students and their families. http://www.cde.ca.gov/sp/el/t3/immoverview.asp
TITLE IV	See Safe and Drug Free Schools. A federal program providing funding to local education agencies to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment.
TITLE V	A federal program to develop and implement innovative education programs, to improve school, student, and teacher performance, including professional development activities, and class size reduction programs. http://www.cde.ca.gov/fq/aa/ca/nclbtitlev.asp
TOBACCO USAGE PREVENTION EDUCATION (TUPE)	Tobacco-Use Prevention Education (TUPE) for grades four through eight is a state categorical program contained in the Consolidated Application. Funds are earmarked for health education efforts aimed at the prevention and reduction of tobacco use. Activities may include tobacco-specific student instruction, reinforcement activities, special events, and cessation programs for students. Only local educational agencies (LEAs) that have a fully implemented tobacco-free policy are eligible to apply for funding. http://www.cde.ca.gov/fq/fo/profile.asp?id=574

<p>TRUANCY</p>	<p>The California Legislature defines a truant in very precise language. In summary, it states that a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority. This classification and referral helps emphasize the importance of school attendance and is intended to help minimize interference with instruction. The <i>Education Code</i> Section that defines a truant reads as follows: <i>Education Code</i> Section 48260 (a): <i>Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.</i> http://www.cde.ca.gov/ls/ai/tr/</p>
<p>TWO WAY IMMERSION PROGRAMS</p>	<p>Two-way immersion programs integrate language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and biliteracy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non English) language. There are two common program models: 1) 50/50 Model: Both English and the target language are used 50 percent of the time during the entire program; and 2) 90/10 Model: English is used for a minimum of ten percent of the time beginning in kindergarten, and the percentage increases annually until both English and the target language are used equally. In both models, instruction is delivered in and through the two languages; however, only one language at a time is used for instruction. Two-way immersion programs combine a maintenance bilingual education with a foreign language immersion model and minimally last from 5-7 years. http://www.cde.ca.gov/sp/el/ip/overview.asp</p>
<p>U.S. DEPARTMENT OF EDUCATION GENERAL ADMINISTRATION REGULATIONS (EDGAR)</p>	<p>This publication by the U.S. Department of Education is an unofficial version of the Education Department General Administrative Regulations. (EDGAR). This publication identifies the rules and regulations for various programs, including Title I. It is best known for providing information about the use of funds.</p>
<p>U.S. OFFICE OF EDUCATION (ED)</p>	<p>The U. S. Office of Education has the responsibility for the implementation of various programs that have been approved by Congress and signed into law. The U. S. Department of Education's website is http://www.ed.gov</p>
<p>UNIFORM COMPLAINT PROCEDURES (UCP)</p>	<p>A complaint is a written and signed statement alleging a violation of a federal or state law or regulation, which may include an allegation of unlawful discrimination. A complaint must be filed by way of the Uniform Complaint Procedures (UCP) as written in the California Code of Regulations, Title 5, Sections 4600-4671. Issues that may involve filing a complaint using the UCP are under various state and federal programs that use categorical funds such as Adult Education, Career Technical Education, Child Development, Consolidated Categorical Programs, Indian Education, Migrant Education, Nutrition Education, and Special Education. Not all complaints fall under the scope of the UCP. Many concerns are the responsibilities of the local agencies, including, hiring and evaluation of staff, classroom assignments, student advancement and retention, selection/provision of textbooks and materials, student discipline, provision of core curricula subjects, facilities, graduation requirements, homework policies and practices, use of general education funds and dress codes and school uniforms. http://www.cde.ca.gov/re/cp/uc/</p>
<p>VIOLENCE PREVENTION</p>	<p>Prevention programs that show strong, positive effects and prevention strategies that show promise for reducing alcohol/other drug use and violent behavior. See Safe and Drug Free Schools. http://www.cde.ca.gov/ls/ss/vp/</p>

WAIVERS	The purpose of a waiver is to provide flexibility to a school district or county office of education without undermining the basic intent of the law. The governing board of a school district or county office of education may request a waiver of parts of the California <i>Education Code</i> and regulations. The State Board of Education (SBE) may approve such waivers under the <u>general waiver authority, sections 33050-33053</u> . Specific waivers are granted under the authority given to the SBE in various specific <i>Education Code</i> sections and are generally more limited in scope. The specific authority most commonly used is <i>Education Code</i> Section 56101 for students with <u>disabilities</u> . In addition to school districts and county office governing boards, Special Education Local Plan Areas (SELPA's) may request this waiver for students with disabilities. http://www.cde.ca.gov/re/lr/wr/
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)	The Western Association of Schools and Colleges (WASC) is one of six regional associations that accredit public and private schools, colleges, and universities in the United States. The Western region covers institutions in California and Hawaii, the territories of Guam, American Samoa, Federated States of Micronesia, Republic of Palau, Commonwealth of the Northern Marianas Islands, the Pacific Basin, and East Asia, and areas of the Pacific and East Asia where American/International schools or colleges may apply to it for service. http://www.wascweb.org/
WILLIAMS CASE	Schools most affected by the Williams case are in deciles one, two, and three as determined by the 2003 <u>API Base</u> . Deciles are a state ranking of schools rated one through ten. http://www.cde.ca.gov/eo/ce/wc/wmsschools.asp
YEAR ROUND EDUCATION (YRE)	Year-round education is an alternative way in which to construct the school calendar. Both traditional and year-round school calendars have approximately 180 days of instruction, or the same number of instructional minutes, but year-round calendars spread instructional and vacation periods throughout the year. For example, the most typical instructional/vacation year-round pattern is called the "60/20 calendar," 60 days of instruction followed by 20 days of vacation, repeated three times during the school year. http://www.cde.ca.gov/re/pn/fb/yr04yearound.asp