

### LCAP Acronyms

ACRONYM	STANDS FOR	WEB ADDRESS
ACT	American College Testing	<a href="http://www.actstudent.org">http://www.actstudent.org</a>
ADA	Average Daily Attendance	<a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a>
ADA	Americans with Disabilities Act	<a href="http://www.usdoj.gov/crt/ada/adahom1.htm">http://www.usdoj.gov/crt/ada/adahom1.htm</a>
A-G	A-G Requirements	<a href="http://www.ucop.edu/agguide/">http://www.ucop.edu/agguide/</a>
AP	Advanced Placement	<a href="http://apstudent.collegeboard.org">http://apstudent.collegeboard.org</a>
API	Academic Performance Index	<a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a>
APS	Academic Program Survey	<a href="http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps">http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps</a>
BEST	Building Effective Schools Together	
BTSA	Beginning Teacher Support and Assessment	<a href="http://www.btsa.ca.gov">http://www.btsa.ca.gov</a>
BTTP	Bilingual Teacher Training Program	<a href="http://www.cde.ca.gov/sp/el/bt">http://www.cde.ca.gov/sp/el/bt</a>
CAASPP	California Assessment of Student Performance and Progress	<a href="http://www.cde.ca.gov/ta/tg/ca/">http://www.cde.ca.gov/ta/tg/ca/</a>
CAC	Community Advisory Committee	
CAHSEE	California High School Exit Examination	<a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a>
CBEDS	California Basic Educational Data System	<a href="http://www.cde.ca.gov/ds/ss/cb">http://www.cde.ca.gov/ds/ss/cb</a>
CBEST	California Basic Educational Skills Test	<a href="http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST">http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST</a>
CCSS	Common Core State Standards	<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>
CDE	California Department of Education	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
CELDT	California English Language Development Test	<a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a>
COE	County Office of Education	<a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a>
COP	Committee of Practitioners (Title I)	<a href="http://www.cde.ca.gov/sp/sw/t1/practitioners.asp">http://www.cde.ca.gov/sp/sw/t1/practitioners.asp</a>
CPM	Categorical Program Monitoring	<a href="http://www.cde.ca.gov/ta/cr/cc">http://www.cde.ca.gov/ta/cr/cc</a>
CSAM	California School Accounting Manual	<a href="http://www.cde.ca.gov/fg/ac/sa">http://www.cde.ca.gov/fg/ac/sa</a>
CSIS	California School Information Services	<a href="http://www.cde.ca.gov/ds/sd/cs">http://www.cde.ca.gov/ds/sd/cs</a>
CSO	Campus Safety Officer	
CSR	Comprehensive School Reform	<a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a>
CSU	California State University	<a href="http://www.calstate.edu/">http://www.calstate.edu/</a>
CTC	Commission on Teacher Credentialing	<a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a>

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CTE	Career Technical Education	
DAS	District Assistance Survey	<a href="http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc">http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc</a>
DSLTL	District/School Liaison Team	
EAP	Early Assessment Program	<a href="http://www.calstate.edu/eap/">http://www.calstate.edu/eap/</a>
EC	Education Code	<a href="http://www.leginfo.ca.gov/calaw.html">http://www.leginfo.ca.gov/calaw.html</a>
EDGAR	U. S. Department of Education General Administrative Regulations	<a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>
EL	English Learner	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ELA	English Language Acquisition	<a href="http://www.cde.ca.gov/sp/el/ii">http://www.cde.ca.gov/sp/el/ii</a>
ELAP	English Language Acquisition Program	<a href="http://www.cde.ca.gov/fg/aa/ca/englishlang.asp">http://www.cde.ca.gov/fg/aa/ca/englishlang.asp</a>
ELD	English Language Development	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ELPAC	English Language Proficiency Assessment for California	<a href="http://www.elpac.org/">http://www.elpac.org/</a>
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	<a href="http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp">http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp</a>
ESEA	Elementary and Secondary Education Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
ESL	English as a Second Language	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ESLRs	Expected Schoolwide Learning Results	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FEP	Fluent-English-Proficient	<a href="http://www.cde.ca.gov/demographics">http://www.cde.ca.gov/demographics</a>
FOL	Focus on Learning	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FTE	Full-Time-Equivalent	<a href="http://data1.cde.ca.gov/dataquest/gls_fte.htm">http://data1.cde.ca.gov/dataquest/gls_fte.htm</a>
GATE	Gifted and Talented Education	<a href="http://www.cde.ca.gov/sp/g/">http://www.cde.ca.gov/sp/g/</a>
GED	General Educational Development	<a href="http://www.cde.ca.gov/ta/tg/gd">http://www.cde.ca.gov/ta/tg/gd</a>
HPSGP	High Priority Schools Grant Program	<a href="http://www.cde.ca.gov/ta/lp/hp/">http://www.cde.ca.gov/ta/lp/hp/</a>
HQT	Highly Qualified Teacher	
IEP	Immigrant Education Program (NCLB, Title III)	<a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a>
IEP	Individualized Education Program	<a href="http://www.calstat.org/iep/">http://www.calstat.org/iep/</a>
II/USP	Immediate Intervention/Underperforming Schools Program	<a href="http://www.cde.ca.gov/ta/lp/ii">http://www.cde.ca.gov/ta/lp/ii</a>
K	Kindergarten	
LC	Language Census	<a href="http://www.cde.ca.gov/ds/ss/lc">http://www.cde.ca.gov/ds/ss/lc</a>
LCAP	Local Control Accountability Plan	<a href="http://www.cde.ca.gov/fg/aa/lc/lcfoverview.asp">http://www.cde.ca.gov/fg/aa/lc/lcfoverview.asp</a>

<b>ACRONYM</b>	<b>STANDS FOR</b>	<b>WEB ADDRESS</b>
LCFF	Local Control Funding Formula	<a href="http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp">http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp</a>
LD	Learning Disabled	
LEA	Local Educational Agency	<a href="http://www.cde.ca.gov/re/sd">http://www.cde.ca.gov/re/sd</a>
LEP	Limited English Proficient	
LI	Low Income	
NAEP	National Assessment of Educational Progress	<a href="http://www.nagb.org">http://www.nagb.org</a>
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	<a href="http://www.cde.ca.gov/pr/nclb">http://www.cde.ca.gov/pr/nclb</a>
NGSS	Next Generation Science Standards	<a href="http://www.nextgenscience.org">http://www.nextgenscience.org</a>
NRT	Norm-referenced Test	
PD	Professional Development	
PFT	Physical Fitness Test	<a href="http://www.cde.ca.gov/ta/tg/pf/">http://www.cde.ca.gov/ta/tg/pf/</a>
PI	Program Improvement	<a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a>
PSAA	Public Schools Accountability Act	<a href="http://www.cde.ca.gov/psaa">http://www.cde.ca.gov/psaa</a>
PSAT	Preliminary Scholastic Assessment Test	<a href="http://www.collegeboard.com">http://www.collegeboard.com</a>
PTA	Parent Teacher Association	<a href="http://www.pta.org">http://www.pta.org</a>
R-FEP	Re-designated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	<a href="http://www.cde.ca.gov/rocp/dsp/coord.html">http://www.cde.ca.gov/rocp/dsp/coord.html</a>
RSDSS	Regional System for District and School Support	<a href="http://www.cde.ca.gov/sp/sw/ss/s4directory.asp">http://www.cde.ca.gov/sp/sw/ss/s4directory.asp</a>
SABE/2	Spanish Assessment of Basic Education	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
SARC	School Accountability Report Card	<a href="http://www.cde.ca.gov/ta/ac/sa">http://www.cde.ca.gov/ta/ac/sa</a>
SAT	Scholastic Assessment Test	<a href="http://www.collegeboard.com">http://www.collegeboard.com</a>
SBAC	Smarter Balanced Assessment Consortium	<a href="http://www.smarterbalanced.org/">http://www.smarterbalanced.org/</a>
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
SRO	School Resource Officer	
SST	Student Study Team	
STAR	Standardized Testing and Reporting	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>

ACRONYM	STANDS FOR	WEB ADDRESS
STEM	Science, Technology, Engineering, and Mathematics	
SWD	Student(s) With Disability(ies)	
TK	Transitional Kindergarten	
UC	University of California	<a href="http://www.universityofcalifornia.edu/">http://www.universityofcalifornia.edu/</a>
UCP	Uniform Complaint Procedures	<a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a>
WASC	Western Association of Schools and Colleges	<a href="http://www.acswasc.org">http://www.acswasc.org</a>
WCCUSD	West Contra Costa Unified School District	<a href="http://www.wccusd.net">http://www.wccusd.net</a>

## LCAP Glossary

### **STATE PRIORITY: BASIC SERVICES**

Teacher Misassignments - The placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Student Access to Standards Aligned Instructional Materials - Every school is required to provide sufficient textbooks, or other instructional materials, for all students in core subject areas. These instructional materials must be aligned to the content standards. Core subject areas include English language arts (including English Language Development), mathematics, history/social science and science. Students enrolled in a foreign language or health course must also be provided sufficient instructional materials and adequate science laboratory equipment must be available for science courses in grades 9-12.

Facilities in Good Repair – ‘Facilities in Good Repair’ is a rating on the Williams’ report. The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction. The Williams’ case states that all students equal access to instructional materials, quality teachers, and safe schools. School districts must assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Williams Act - In 2000, several civil rights groups sued the state, arguing that California was denying thousands of students their fundamental right to an education by failing to provide them with the basic tools necessary for that education. Four years later, the suit was settled and new laws were established to ensure that: All students have textbooks and instructional materials; schools are clean, safe, and functional; and students have qualified teachers.

### **STATE PRIORITY: IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

California Standards (formerly Common Core State Standards) - In 2010, California’s Board of Education adopted the Common Core State Standards for K-12 schools, joining 44 other states and the District of Columbia. The CCSS are learning goals in math and language arts for every grade level. These standards are aimed at ensuring that every student graduates from high school prepared for college and careers. They are generally more rigorous than the former California Content Standards and require more critical thinking, writing and problem-solving.

## **STATE PRIORITY: COURSE ACCESS**

Course Access - Student enrollment in a broad course of study that includes, if applicable:

- Grades 1-6: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies as prescribed by governing board.
- Grades 7-12: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education, Automobile Driver Education, and other studies as prescribed by governing board.

## **STATE PRIORITY: STUDENT ACHIEVEMENT**

CAASPP - The California Assessment of Student Performance and Progress (CAASPP) System includes Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library. Summative Assessments are administered in grades three through eight and eleven for English language arts/literacy (ELA) and mathematics. CAASPP assessments include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English language arts/literacy (ELA) and mathematics tests. The paper-pencil assessments include the science assessments—the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science—and the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

PSAT - The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter scholarship programs and gain access to college and career planning tools.

UC/CSU Required Courses – The UC/CSU Required Courses or “A-G” Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.

Career & Technical Education (CTE) – CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

English Learners (ELs) or English Language Learners (ELLs) – English learners 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 oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), 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.

CELDT - The California English Language Development Test (CELDT) is the California state exam of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to monitor the progress of EI students identified previously. The CELDT test assesses Listening, Speaking, Reading and Writing skills using performance-based and multiple choice formats. Grade levels tested: K-12.

English Learner Reclassification – Once an English learner reaches full proficiency in English and attains grade- level academic performance he/she exits the English Learner Program successfully and is identified as a reclassified Fluent English Proficient (R-FEP) student. WCCUSD has developed student reclassification policy and procedures based on criteria set forth by California Department of Education guidelines.

Advanced Placement Exams - AP Exams are rigorous, multiple-component tests that are administered at high schools each May. Students can choose from 34 different exams in English, Math, Science, Social Studies, Foreign Language, and Fine Arts. AP Exam scores are reported on a 5-point scale as follows: 5 (Extremely Well Qualified), 4 (Well Qualified), 3 (Qualified), 2 (Possibly Qualified), and 1 (No Recommendation). Students scoring 3 or above is considered 'passing.' Grade levels tested: 9-12.

Early Assessment Program (EAP) - The Early Assessment Program is a project of the California State University system designed to gauge college-readiness among high school students. In their junior year, high school students have the opportunity to take the Early Assessment Program tests in math and language arts. High scores allow students to skip CSU placement testing. English scores are based on the 15 EAP multiple-choice questions, selected questions from the grade 11 CST test, and the EAP Essay. Math scores are based on the 15 EAP multiple-choice questions, plus selected questions from the Algebra 2 or Summative High School Math CST. Grade level tested: 11.

#### **STATE PRIORITY: OTHER STUDENT OUTCOMES**

Physical Fitness Test - The Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM. The test has six fitness areas including: 1) Aerobic Capacity, 2) Abdominal Strength and Endurance, 3) Upper Body Strength and Endurance, 4) Body Composition, 5) Trunk Extensor Strength and Flexibility, and 6) Flexibility. The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. Grade levels tested: 5, 7, and 9.

#### **STATE PRIORITY: PARENT INVOLVEMENT**

Efforts to Seek Parent Input - Include families as participants in school and district decisions, governance, and advocacy through ongoing training and meetings that will develop the skills and knowledge parents need to engage with decision-making processes focused on understanding the educational system, tools and skills to organize their actions and planning when participating in district and school advisory and governance committees.

Promotion of Parent Participation – To ensure student success, parents and schools need to work together, to establish asset-based relationships between the home and school. This is critical. Some of our strategies to increase two-way communication to enhance relationships between the home and school include:

- Home Visits: Non-academic home visits designed to enhance the relationship between the teacher/s and family.
- Using technology tools such as smartphone capabilities (texting, e-mail, tablet and mobile friendly district websites) to keep parents informed of student progress, attendance and support ongoing classroom-home communication.
- Training teachers on how to establish asset-based partnerships with the families they serve.
- Developing welcoming school environments that communicate to all parents they are welcomed and recognized as an asset.
- Strengthening the ability of families to support learning at home by understanding how the educational system works, increase awareness of what the grade level expectations are, and what grade level student work should look-like.

Parent Advisory Committees – The following lists district parent committees:

- Multilingual District Advisory Committee: The MDAC is a district wide committee on English learner education, that advises the district's local governing board (e.g., in person, by letter/reports, or through an administrator) on programs and services for English learners.
- District Advisory Committee: DACs are required to certify that the LEA's Consolidated Application for specified categorical funds, including, but not limited to school-based coordinated categorical programs, compensatory education programs, and EIA programs, is developed with review and advice from the committee.
- School Site Councils: A committee made up of parents, classroom teachers, school staff, and the principal that develops, implements and monitors the Single Plan for Student Achievement (SPSA also known as School Plan).
- English Learner Advisory Councils: a committee made up of parents of English learners that advise the SSC on how to best support the needs of English learners.
- Community Advisory Committee for Special Education (CAC): A mandated committee whose purpose is to advise the district on the unique requirements of individuals with exceptional needs.
- Local Control Accountability Plan (LCAP) Parent Committee: Advises the Board on the LCAP.

## **STATE PRIORITY: STUDENT ENGAGEMENT**

Annual Student Attendance Rates – Total days attended / Total days of membership within student group categories using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Chronic Absenteeism – A chronically absent student is defined as one who misses 10% or more of the school year using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Middle School Dropout – A student who was enrolled in grades 7 or 8 at some time during the previous school year AND left school prior to completing the school year AND has not returned to school as of Information Day OR student who did not begin attending the next grade (7, 8) in the school to which they were assigned or in which they had pre-registered or were expected to attend by Information Day.



Adjusted Cohort Dropout Rate - This is the rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4<sup>th</sup> year. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the 4-year cohort that dropped out by the end of year 4 of the cohort.

Cohort Graduation Rate - The four-year graduation rate is calculated by dividing the number of students in the 4- year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

### **STATE PRIORITY: SCHOOL CLIMATE**

Suspensions and Expulsions – Suspension and expulsion data is obtained from CALPADS, which starting collecting discipline data in 2011-12. The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.

CHKS - The California Healthy Kids Survey (CHKS) is a comprehensive youth health risk and resilience data collection service sponsored by the California Department of Education (CDE). The California Healthy Kids Survey (CHKS) is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation. Grades levels surveyed: 5, 7, 9, 10, 11, and 12.