DISTRICT ENGLISH LEARNER
ADVISORY COMMITTEE

GLOSSARY OF TERMS

	2018 Master Plan for English Learners and Standard English Learners	The **2018 Master Plan for English Learners and Standard English Learners** will guide L.A. Unified leaders, teachers, staff, and community partners to provide the most effective programs, services, practices, and policies so that all **English Learners** and **Standard English Learners** succeed and thrive.
	Academic Language	Academic language involves "the knowledge and development of a repertoire of language forms and functions that co-occur with school learning tasks across disciplines". It includes, in addition to "academic vocabulary, the constellation of skills that comprise academic language proficiency."
AEMP	**Academic English Mastery Program**	Academic English Mastery Program (AEMP) "is a comprehensive, research-based program designed to address the language and literacy needs of African-American, Mexican-American, Hawaiian-American, and American Indian students for whom standard English is not native. The program incorporates into the curriculum instructional strategies that facilitate the acquisition of standard and academic English in classroom environments that validate, value, and build upon the language and culture of the students".
ATSI	**Additional Targeted Support Intervention**	Schools are eligible for additional targeted support improvement (ATSI) if they are among schools eligible for targeted support and improvement (TSI) and if any subgroup at the school, on its own, meets the criteria for the lowest performing 5% of Title I schools for comprehensive support and improvement (CSI).
	Bilingualism	Fluency in or use of two or more languages
	Biliteracy	Fluency in or use of two or more languages for both oracy and literacy
	Building Capacity	A widely used phrase, used to describe any effort being made to improve the abilities, skills, and expertise of educators and families
CAASPP	**California Assessment of Student Performance and Progress**	The CAASPP are a series of assessments given in the state of California that include the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics; California Alternative Assessments (CAA) in English Language Arts, Mathematics and Science; California Science Test (CAST); and the California Spanish Assessment (CSA). Assessment results are published and made available to families in the CAASPP Student Score Report (SSR),

		http://www.cde.ca.gov/nr/re/ht/caaspp.asp
CA ELD Standards	**California English Language Development**	The ELD standards guide teachers in supporting English Learners in the acquisition of English needed for success in content areas. The ELD standards amplify areas of English language development that research has shown are crucial for academic learning.
	California School Dashboard	The **California School Dashboard** provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The Dashboard is a key part of major shifts in California K-12 schools that have raised the bar for student learning, transformed testing and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve. The state measures include chronic absenteeism, graduation rate, suspension rate, and academic performance (which includes performance in English language arts/literacy and mathematics). Future state measures will include performance on the California Science Test. Local measures are reported by school districts, county offices of education, and charter schools based on data available only at the local level. These measures include clean and safe buildings, school climate, parent engagement, and access to a broad course of study. https://www.caschooldashboard.org/
SSB	**California State Seal of Biliteracy**	The California State Seal of Biliteracy (SSB) is a symbol of recognition by the State Superintendent of Public Instruction for graduating high school students who have attended a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.
	California State Standards	The California State Standards are a set of core understandings, which students must to have in order to be prepared for college and their careers ahead.
	College and Career Readiness	The key knowledge, skills, and abilities for achieving entry and persistence in postsecondary education, and/or postsecondary success in the workforce.
CAC	**Community Advisory Committee**	The Community Advisory Committee (CAC) for Special Education advises the Board of Education, SELPA Director and the Superintendent's Cabinet on the annual priorities addressed in the Special Education Local Plan Area (SELPA) Local Plan and advocates for effective Special Education programs and services.
CoS	**Community of Schools**	The Community of Schools model is a configuration of elementary, middle schools, and high schools in a Local District area (neighborhood hub) headed by an administrator

		and staff to provide more direct support to students and families.
ELD	**Comprehensive English Language Development**	A comprehensive ELD program includes both Designated ELD (dELD) and Integrated ELD (iELD) for English Learner (EL) students.
	Comprehensive Needs Assessment	The purpose of the comprehensive needs assessment is to provide an opportunity to review data about English learners or other stakeholder groups and make recommendations for increasing student success.
CSI	**Comprehensive Support and Improvement**	Beginning in January 2019, the state identified schools for Comprehensive Support and Improvement (CSI) status based on overall low performance. CSI schools will be identified in January 2019, January 2020 and every three years thereafter to align with federal requirements and the Local Control and Accountability Plan cycle. (MEM-062702.0)
CoSA	**Community of Schools Administrator**	The Administrator of Community of Schools (COS) serves as the instructional leader for a community of schools, supervises, and supports school principals in aligning students' needs with the resources to ensure that students are prepared for college, career, and life.
	Data	Facts and statistics collected for reference or analysis
dELD	**Designated English Language Development**	Designated English Language Development (dELD) is a protected time during the regular school day where ELs are actively engaged in collaborative discussions in which they build awareness of language and develop skills and abilities to use language. There is a strong emphasis on academic oral language development.
DELAC	**District English Learner Advisory Committee**	Each District with 51 or more ELs must establish a functioning District English Learner Advisory Committee (DELAC). The DELAC's mission is to provide an authentic parent voice through engaging in review, and generating recommendations, on matters pertinent to English Learner programs. Comments are provided to the L.A. Unified Board of Education and Superintendent to ensure that the District's Local Control and Accountability Plan reflects the input of District parents, a key stakeholder group.
	Division of Special Education	Provides information and resources to serve the unique needs of individuals with disabilities so that each person will meet or exceed high standards of achievement in academic and non-academic skills. https://achieve.lausd.net/sped
DLE	**Dual Language Education**	Dual language education (DLE) refers to programs that provide grade-level content and literacy instruction to all students through two languages, English and another target language.

DL	Dual Language One-way Immersion	The goals of the dual language (DL) one-way immersion program are acquisition of full language proficiency and academic achievement in two languages, English and the target language, as well as positive cross-cultural competencies for English learners and English-proficient students. In one-way dual language programs, all of the students in class share the same language background (for example, all native speakers of English, or all native speakers of Spanish).
DL	Dual Language (DL) Two-way Immersion	The goals of the dual language (DL) two-way immersion programs are acquisition of full language proficiency and academic achievement in two languages, English and target language, as well as positive cross-cultural competencies for English Learners and English-proficient students. In two-way programs, approximately half of students are native speakers of the target language and the other half are native speakers of English.
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	DIBELS is a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.
	Effective Strategies	A plan to accomplish a purpose, to obtain a specific goal or expected result.
ELPAC	English Language Proficiency Assessment for California	ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.
ELD	English Language Development	English Language Development (ELD) is instruction designed specifically for **English language** learners to **develop** their listening, speaking, reading, and writing skills in **English**.
EL	English Learner	An English learner is a K-12 student who, based on the results of the English Language Proficiency Assessments for California (ELPAC), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. *These students were previously referred to as limited English proficient (LEP).*
ELACs	English Learner Advisory Committee	Schools with 21 or more English learners are required to establish an English Learner Advisory Committee (ELAC). All parents with students attending the school with an ELAC are eligible and encouraged to participate in the ELAC.
EL SWD	English Learner Students with Disabilities	English learners with disabilities have the same access to the current English language development (ELD) instruction and infrastructure at school sites as their nondisabled peers.
ESSA	Every Student Succeeds Act	The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the 1965 Elementary and Secondary Act,

		which established the federal government's expanded role in conducting oversight of public education services in the U.S.
	Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid. (Evidence based strategies, actions or services)
	Federal Categorical Funding	Federal categorical funding is financial support from the federal government that allows resources to be allocated to supplement the core instructional program (i.e. must supplement and not supplant). It is allocated based on student characteristics such as low income and English language learners.
FPM	**Federal Program Monitoring**	A process that involves data and document review, stakeholder interviews, and classroom observations of categorical programs administered by the District. The process ensures that districts meet fiscal and program requirements of federal categorical programs and mandated areas of state responsibility.
	Federal and State Education Programs Branch	The Federal and State Education Programs (FSEP) Branch, in partnership with two Title I Coordinators assigned to each Local District, provides technical support on: • Title I, Part A, Fiscal and Program Requirements • Federal Program Monitoring (FPM) • School Plan for Student Achievement (SPSA) • School-wide Programs (SWP) • Title I Equitable Participation in Private Schools https://achieve.lausd.net/fsep/
HLS	**Home Language Survey**	The Home Language Survey (HLS) is a questionnaire used to determine the student's primary language and whether the student will be required to take an assessment for English language proficiency.
IEP	**Individualized Education Plan**	A written plan created for a student with learning disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities and outlines goals for the student to reach. The IEP should be reviewed at least once a year.
IFEP	**Initial Fluent English Proficient**	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills in English. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts. They may need light support to communicate on less familiar tasks and topics.
iELD	**Integrated English Language Development**	ELD taught throughout the day and across disciplines, Integrated ELD (iELD) is the pairing of language and content instruction that provides ELs with opportunities to engage in

		collaborative academic conversations, comprehend texts, and effectively express themselves in speaking, writing, thereby resulting in a deeper understanding of the concepts, language and syntactical structures or the discipline.
LCP	**Learning Continuity Plan**	This plan replaces the requirement to complete a Local Control and Accountability Plan for the 2020-2021 school year and is intended to memorialize the planning process for the District's response to the COVID-19 pandemic. The plan describes stakeholder engagement, distance learning expectations, state and federal funding, learning loss mitigation strategies and plans for in-person instruction.
LCAP	**Local Control and Accountability Plan**	A plan that describes how the District intends to meet annual goals for all students, with specific activities to address state and local priorities.
	Local Control and Accountability Plan Federal Addendum – (LCAP Federal Addendum)	The LCAP Federal Addendum provides Local Educational Agencies with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.
LCFF	**Local Control Funding Formula**	LCFF provides base, supplemental, and concentration funds to districts and charter schools. LCFF creates funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes.
LTEL's	**Long-tern English Learners**	Long-term English learners (LTELs) are those English learner students who have completed six full years in U.S. schools (i.e., beginning their seventh year and beyond) without meeting criteria for reclassification.
	Mainstream English	Mainstream, or standard, English, can be defined as the language variety most often used in education, media, government, and business. Standard English is "the language that is used by teachers and students for the purpose of acquiring new knowledge and skills...imparting new information, describing ideas, and developing students' conceptual understanding."
MELD	**Mainstream English Language Development**	Mainstream English Language Development (MELD) is a responsive instructional intervention that develops listening, speaking, reading, and writing skills in mainstream and academic English.
	Measureable Outcomes	Specific, measurable information collected to track accomplishment of the project's outcomes. (Goals set to improve pupil outcomes, based on needs assessment)
MEP	**Migrant Education Program**	The Migrant Education Program (MEP) is a federally funded program, under the Every Student Succeed Act (ESSA), that offers supplemental services to migratory children ages 3 to 21. A child is considered a "migrant student" if the parent, guardian, or family member in the household is a migratory worker in the agricultural, dairy, lumber, packing, fishing, or

		livestock industries who has performed the work within the last 36 months and has traveled with that child.
MMED	**Multilingual and Multicultural Education Department**	Multilingual and Multicultural Education Department (MMED) serves over 200,000 students, each with individual needs and unique pathways to academic success. MMED ensures enriched language supports in every learning environment and supports the urgency to ensure a relevant and rigorous educational program that is accessible to all. Programs are tailored to meet the individual learning needs of our diverse English learners and all language learners on their pathway to bilingualism and biliteracy. MMED educational programs reflect updated • research • practice • monitoring • resources on instructional delivery models. Programs such as Dual Language Education and World Languages are open to all. https://achieve.lausd.net/mmed/
	Newcomer Student	Newcomer students are students who have arrived in the U.S. within the past two years, who exhibit a spectrum of instructional needs.
PAC	**Parent Advisory Committee**	The Parent Advisory Committee (PAC) provides an authentic parent voice through engaging in review and generating advice and comment to the LAUSD Board of Education and Superintendent, to ensure that the District's Local Control and Accountability Plan reflects the input of District parents, a key stakeholder group.
PFEP	**Parent and Family Engagement Policy**	District and school level documents that describe how district and school staff will partner with parents of children participating in Title I, Part A programs to increase student academic achievement. (ESSA, Section 1116)
	Parent Portal	A one-stop online system that connects parents and legal guardians to their child's information, such as attendance, progress towards graduation, grades and assignments. Parents can track the reclassification progress of English learners, update emergency telephone numbers, receive special education support, apply for Extended School Year services, view active IEP and services delivery and view standardized test results….and much more. https://parentportalapp.lausd.net/parentaccess
PTELs	**Potential Long-term English Learners**	English learner students with four to 5.9 year as an English learner in grades 3 to 12.

	Reclassification	Reclassification is the process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status.
RFEP	**Reclassified Fluent English Proficient Students**	English learners are reclassified to fluent English proficient based on multiple criteria that align with *California Education Code.* • Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development. • Teacher evaluation, including but not limited to, a review of the student's curriculum mastery. • Parent/guardian opinion and consultation. • Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.
	Required Parent Notifications	Schools provide a copy of the *Initial Notification of Enrollment in Instructional Programs for English Learners:* • with an explanation of available program options, along with details regarding the goals and key elements of each program • And reclassification criteria is also provided at this time
	Resources	Provide (organization) with materials, money, staff, and other assets necessary for effective operation.
SES	**School Experience Survey**	The **School Experience Survey** is an annual survey administered in the Fall to all LAUSD schools. Survey results provide schools with important feedback from teachers, staff, students and parents.
	School-Parent Compact	A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.
SPSA	**School Plan for Student Achievement**	The SPSA is a blueprint to improve the academic performance of all students to the level of the targeted performance goals of the Every Student Succeeds Act (ESSA) and the LAUSD District Scorecard.
SSC	**School Site Council**	The School Site Council (SSC) function is to ensure that all federal parental involvement mandates are met, specifically Title I Parent and Family Engagement Policy, School-Parent Compact, and parent engagement budget.
	Schoology	Schoology is a learning management system with a gradebook supported by LAUSD.
SEL	**Social and Emotional Learning**	Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for

		others, establish and maintain positive relationships, and make responsible decisions.
SBAC	**Smarter Balanced Assessment California**	SBAC is a set of computer based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Digital Library of formative assessment tools.
	Stakeholders	Refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city council members, and state representatives.
SEL	**Standard English Learner**	Standard English learners (SELs) are students who speak English, but whose home language is different from the school variety of English, which is called Mainstream English.
	Students with Exceptional Needs	A student who requires additional or specialized services or accommodations in order to learn and participate in school.
SENI	**Student Equity Needs Index**	"Student Equity Needs Index" (SENI) was developed to identify the neediest schools based on a variety of criteria.
SSPT	**Student Support and Progress Team**	The SSPT offers a systematic approach to close opportunity and achievement disparities among student subgroups by building on existing services that respond effectively to unique student needs using a whole child approach. The SSPT seeks to achieve the following goals: • Support students in acquiring linguistic, academic, behavioral, and social competencies • Assist schools in enhancing collaborative and supportive cultures for all stakeholders
TSP	**Targeted Student Population**	Those students considered to be Low Income, English Learner and Foster Youth under the definitions provided within the CA Education Code for the Local Control Funding Formula.
TSI	**Targeted Support and Improvement**	Beginning in January 2021 and annually, the State will identify schools for Targeted Support and Intervention (TSI) status. Schools are identified based on consistent or chronic low performance of subgroups.
	Title III	LAUSD receives federal Title III funds to provide supplemental direct services to ELs beyond the core program requirements.
UCP	**Uniform Complaint Procedures**	A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement alleging a violation of federal or state laws governing certain educational programs.

Appendix

School Directory	https://schooldirectory.lausd.net/schooldirectory/ Download a copy of the School Plan for Student Achievement (Title I funding) and Targeted Student Population Plan (LCFF and LCAP state funding).
2020-2021 Budget Development Resources Main Page	https://achieve.lausd.net/Page/16333 **School Site Budget Allocation Summaries After School Budget Development for 2020-21 school year.** • Local District Central Schools • Local District East Schools • Local District Northeast Schools • Local District Northwest Schools • Local District South Schools • Local District West Schools
School Fiscal Services Branch 2021-22 Budget Development Resources	https://achieve.lausd.net/Page/17405 **Allocation Summaries Before School Budget Development** o Local District Central Schools o Local District East Schools o Local District Northeast Schools o Local District Northwest Schools o Local District South Schools o Local District West Schools SENI Allocation Summary by Local District