

2019-2020

Title I Study Group Glossary

Additional Targeted Support and Intervention - ATSI	In January 2019, the state identified schools for Additional Targeted Support and Intervention (ATSI) status.
African-American Parent Study Group	Along with Title I Parent Study Groups and the District Title I Focus Group, parents of African-American students will have the opportunity to participate in such study group. The group will convene to learn more about the achievement of African-American students and how to support closing the achievement gap for them in the district.
Barriers	A circumstance or obstacle that keeps people or things apart or prevents communication or progress.
Building Capacity	A widely used phrase, used to describe any effort being made to improve the abilities, skills, and expertise of educators and families.
California Assessment of Student Performance and Progress— CAASPP	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 http://www.cde.ca.gov/nr/re/ht/caaspp.asp
California School Dashboard	<p>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.</p> <p>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.</p> <p>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.</p> <p>https://www.caschooldashboard.org/</p>
Community Advisory Committee - CAC	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) and advocates for effective Special Education programs and services.

Comprehensive Support and Improvement - CSI	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 Accountability Plan cycle. (MEM-062702.0)
Data	Facts and statistics collected together for reference or analysis
District English Learner Advisory Committee - DELAC	The District English Learner Advisory Committee (DELAC) provides an authentic parent voice through engaging in review and generating advice and comment on matters pertinent to English Learner programs to the LAUSD Board of Education and Superintendent, to ensure that the District's Local Control and Accountability Plan ("LAUSD LCAP") reflects the input of District EL parents, a key stakeholder group.
District Title I Focus Group	The District Title I Focus Group meets at the LAUSD headquarters to review and make recommendations regarding Title I services and programs.
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.
Effective Strategies	A plan to accomplish a purpose, to obtain a specific goal or expected result.
Elementary and Secondary Education Act— ESEA	<p>The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." ESEA offered new grants to districts serving low-income students, federal grants for text and library books, it created special education centers, and created scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.</p> <p>In 2015 the ESEA was reauthorized, giving it a new name: Every Student Succeeds Act (ESSA). Further information about the impact of the reauthorization is forthcoming and full implementation began in the 2017-2018 school year. http://www.ed.gov/esea</p>
English Learner - EL	A student who is not yet proficient in reading, writing and speaking in English. The EL student typically requires specialized or modified instruction in both the English language and in their academic courses.
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid. (Evidence based strategies, actions or services)
Grounding Activity	A short, 5-15 minute, activity that engages participants in thinking about a topic related to the meeting. The Grounding Activity creates an environment of togetherness and provides an opportunity for participants to interact with one another.
Federal Categorical Funding	Financial Support from federal government that allows resources to be allocated to supplement the core instructional program (i.e. must supplement and not supplant). Allocated based on student characteristics such as low income and English language learners.

Federal and State Education Programs Branch- FSEP	For LAUSD, the Federal and State Education Programs (FSEP) Branch, in partnership with two Title I Coordinators assigned to each Local District, provides technical support on: <ul style="list-style-type: none"> ○ Title I, Part A, Fiscal and Program Requirements ○ Federal Program Monitoring (FPM) ○ School Plan for Student Achievement (SPSA) ○ Schoolwide Programs (SWP) ○ Title I Equitable Participation in Private Schools
Homeless Education Program	The program was designed to provide assistance to homeless students and families in compliance with the McKinney Vento Homeless Assistance Act, an integral part of No Child Left Behind. Program personnel work in collaboration with school personnel and community service agencies in an effort to maximize access to various educational, social and enrichment programs which promote academic success and student achievement.
Homeless Student	A homeless student is defined as an individual who lacks a fixed, regular, and adequate nighttime residence. The LAUSD uses the Student Residency Questionnaire (SRQ) to identify eligible homeless students and provide support services. The SRQ establishes the parent/student's rights under the federal McKinney-Vento Homeless Assistance Act. Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC. Sec. 11301 et seq.) (BUL-6718.0)
Individualized Education Program - IEP	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.
Local Control and Accountability Plan Federal Addendum- LCAP Federal Addendum	The LCAP Federal Addendum provides LEA's with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.
Local Education Agency – LEA	As defined in ESEA, the Local Education Agency is a public board of education or other public authority legally constituted within a state that serves or administers services to public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.
Local School Leadership Council - LSLC	The Local School Leadership Council (LSLC) is the school's governance body that is responsible for the management of the school activities schedule, equipment needs and guidelines, copiers, textbooks, and discipline issues. The council comprises the principal, teacher representatives, a classified staff representative, and parent representatives.
Measurable Outcomes	Specific, measurable information collected to track accomplishment of the project's outcomes. (Goals set to improve pupil outcomes, based on needs assessment)
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.
Multilingual and Multicultural Division- MMED	Multilingual and Multicultural Education Division’s (MMED) focus is the implementation of the 2018 Master Plan for English Learners and Standard English Learners with fidelity at all schools so that student achievement is realized. MMED is comprised of the following offices: 1) Dual Language / Bilingual Programs Office 2) English Learner Programs / Compliance 3) English Learner Instruction Secondary and Elementary 4) World Languages and Cultures
Online District Portal	For LAUSD, known as the Principal’s Portal, has been developed to access a variety of District systems to certify required activities and complete mandated reports. The Principal’s Portal can be accessed at https://principalportal.lausd.net (MEMO- 5943.0)
Parent and Community Leadership Committees	A number of committees made up of parent and community leaders that will receive extensive training and multiple opportunities to provide input on a variety of District initiatives so that they can provide meaningful consultation on the quality and content of family engagement supports in the District. Examples include Parent Advisory Committee, The District English Learner Advisory Committee and the Community Advisory Committee.
Parent and Family Engagement Policy – PFEP	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 Advisory Committee - PAC	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 (LAUSD LCAP) reflects the input of District parents, a key stakeholder group.
Parent and Family Center Staff	The Parent Center Staff are LAUSD employees who are usually members of the community and who are responsible for operating the Parent Center at a school site. They aim to boost parent and family engagement by providing educational opportunities, as well as recruiting parent and community volunteers. They also serve as an adviser/consultant to the school administrator on matters regarding parental involvement and the community.
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, track reclassification progress of English learners, update emergency telephone numbers, special education support; apply for ESY, view active IEP and services delivery and view standardized test results....and much more.
Resources	Provide (organization) with materials, money, staff, and other assets necessary for effective operation.

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— “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.
School Site Council - SSC	The decision-making body at a school site composed of the principal, teachers, school staff, parents/legal guardians, and possibly community. Middle Schools and High Schools include students. The SSC has two primary functions: Developing, revising and adopting the School Plan for Student Achievement (SPSA) Ensuring that a school meets all federal parental involvement mandates.
School Plan for Student Achievement – SPSA	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.
Schoology	Schoology is a learning management system with a gradebook supported by LAUSD.
Smarter Balanced Assessments - SBA	Smarter Balanced Assessments in English Language Arts and Mathematics are formative (end-of-year) student assessment for students in grades 3-8 and 11.
Social-Emotional Learning - SEL	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.
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 councilors, and state representatives.
STEM	Science, Technology, Engineering and Math : is a term used to group together these academic disciplines
STEAM	Science, Technology, Engineering, Arts and Math : is a term used to group together these academic disciplines
Student with Special Needs	A student who requires additional or specialized services or accommodations in order to learn and participate in school.
Study Group	A gathering of people for the purpose of learning and talking about a particular topic.
Targeted Support and Improvement - TSI	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 I	One program under the Elementary and Secondary Education Act; the goal of Title I is to provide extra instructional services and activities which support students identified as failing, or most at risk of failing, the state's challenging performance standards in mathematics, reading, and writing. http://www2.ed.gov/programs/titleiparta/index.html

Title I Annual Meeting	Title I schools invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved.
Title I Parent Study Group	Title I parents meet six times a year at the Local District Level to learn, evaluate and provide feedback regarding Title I programs, District's Title I Parent and Family Engagement Policy and LCAP Federal Addendum.
Translations Unit	The Translations Unit offers both simultaneous and consecutive interpreting services. It is extremely important to plan and submit meeting request(s) through the website with as much advance notice as possible. The Translations Unit provides services to meet the needs of parents in various languages to acquire necessary information, knowledge, and skills to support their children's education at home and at school.
Underrepresented and underserved	Underrepresented refers to racial and ethnic populations that are disproportionately represented in higher education. Underserved means a population of individuals, including urban minorities, who have historically been outside the purview of arts and humanities programs due to factors such as a high incidence of income below the poverty line or to geographic isolation.
Working Agreements	A set of behaviors that the group mutually agrees to in order to work well together.

Notes:
