Explanation of Acronyms in Local Control Accountability Plan (LCAP)

1. **What is LCAP?**
   The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage students, parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals, measurable outcomes, and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district budget and multiyear budget projections.

2. **What is Local Control Funding Formula (LCFF)?**
   The Local Control Funding Formula (LCFF) is the largest change to California's school finance model in almost 40 years with a planned eight-year transition period, beginning in 2013-14. The 2013-14 budget package replaced the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For schools districts, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs.

3. **What are Common Core State Standards (CCSS)?**
   Educational standards describe what students should know and be able to do in each subject and each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards. Since 2010, a number of states across the nation have adopted the same standards for English and Math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace. In Lammersville Unified School District (LUSD), CCSS are implemented are using Rigorous Curriculum Design (RCD) to create Units of Study.

4. **What is Rigorous Curriculum Design (RCD)?**
   Rigorous Curriculum Design (RCD) is a model for designing or redesigning curriculum so that it truly represents a rigorous 21st-century set of comprehensive units of study aligned with existing state and the new Common Core State Standards.

5. **What are Professional Learning Communities (PLCs)?**
   A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within the schools and across the school district. Lammersville Unified School District's PLC consists of teachers, site and district administrations. PLC team reviews projects and initiatives related to student achievement, district culture and leadership, 21st Century Learning and provide recommendations to the superintendent.

6. What is the definition of English Language Learners (ELL)?
English language learners (ELLs) are individuals who are learning English, usually students who are acquiring it as a second language. A significant number of students in the US are learning English as a second language.

7. What is California English Language Development Test (CELDT)?
The test is administered to any student from grades K-12 who have a home language other than English. The CELDT was developed with three principles in mind: identify students who are English learners, determine their level of English proficiency, and assess their progress toward acquiring English proficiency.

8. What is AMAO 1 and AMAO 2?
AMAO 1– Progress- Students making annual progress in learning English. The required percentage of English Learners (ELs) making annual progress in learning English is 54.6 percent.

AMAO 2–Proficiency- Students attaining English proficient level on the California English Language Development Test (CELDT). The required percentage of ELs who have been in language instruction educational programs for less than five years attaining English proficient level is 18.7 percent. The required percentage of ELs who have been in language instruction educational programs five years or more attaining English proficient level is 43.2 percent.

9. What is Measures of Academic Progress (MAP)?
MAP assessments are computer adaptive achievement tests in Mathematics and Reading. It creates a personalized assessment experience by adapting to each student's learning level. Teachers can get assessment data and essential information about what each student knows and is ready to learn within 24 hours. MAP is a norm-referenced measure of student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on his or her unique learning path.

10. What does mean by Measures of Academic Progress (MAP), a norm-referenced test?
Norm-referenced tests compare an individual child's performance to that of his or her classmates or some other, larger group. Such a test will tell you how your child compares to similar children on a given set of skills and knowledge, but it does not provide information about what the child does and does not know. Scores on norm-referenced tests indicate the student's ranking relative to that group. MAP assessments are nationally normed and educators can compare class or grade-level performance to students from a wide variety of schools across the country. MAP study provides growth and status norms for all five Rasch Unit (RIT) scales; Reading, Language Usage, Mathematics, General Sciences, and Science Concepts and Processes. The study's results are based on grade level (K-11) samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. (Reference- NWEA- 2011 Normative Data)

11. What are computer adaptive tests?

The computer adjusts the difficulty of the questions so that each student takes a unique test. The difficulty of each question is based on how well the student has answered previous questions.

12. Who are the customers or users of MAP?

MAP tests are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on students' strengths and needs.

13. What is the testing window for MAP?

In order to track growth during the school year, students in grades K through 8 are assessed three times: in the beginning (Fall), middle (school-based decision, Winter), and at the end of the school year (Spring). Although the tests are not timed, the typical length of time for the MAP test (Grades 2-8) is 1 hour per content area. MAP for Primary Grades (MPG) K-2 tests take from 15 to 30 minutes to complete. The length of the test varies because of the adaptive nature of the test.

14. How is progress measured with MAP?

MAP assessments are used to measure a student's growth in Mathematics and Reading. The Fall assessment gathers baseline. The Winter assessment measures progress. The Spring assessment measures the students' growth to that point. The scale used to measure a student's progress is called the RIT scale, short for Rasch Unit (Rasch unIT). Based upon the reading RIT score, students see a variety of texts during the assessment, which range in complexity. If students read and understand texts in these levels, a Lexile Range is calculated based upon their performance. Lexile is one of many ways to measure text complexity.

15. What is a Rasch Unit (RIT) Scale?

The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. The RIT scale is an equal-interval scale much like inches on a yardstick. It is used to chart a student's academic growth from year to year. The RIT is not a measure of mastery or a grade, rather it provides information about what a student is ready to learn. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

16. What is California Assessment of Student Performance and Progress (CAASPP)?

The CAASPP assessment system replaced the Standardized Testing and Reporting (STAR) Program. Signed into law on October 2, 2013, AB 484 established California's new student assessment system, now known as the California Assessment of Student Performance and Progress (CAASPP). The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approached and item types.

17. What are CAASPP or SBAC Interim Assessments?
The Interim Assessments are one of the three components of the Smarter Balanced Assessment System, which include the Summative Assessments, the Interim Assessments, and the Formative Assessment Processes (i.e., Digital Library). These components are available to all California classroom teachers to use to support teaching and learning throughout the school year. Interim Assessments are optional resources that provide teachers with actionable information about student progress, and are designed to be given at locally determined intervals. The Interim Assessments will help teachers, students, and parents gauge student progress toward college and career readiness, and identify strengths and areas of remediation on relation to the Common Core State Standards.
The Smarter Balanced Assessment System includes two types of interim assessments:
- Interim Comprehensive Assessments (ICAs)
- Interim Assessment Blocks (IABs)

18. What is Western Association of Schools and Colleges (WASC)?
The Western Association of Schools and Colleges (**WASC**) is one of six official academic bodies responsible for the accreditation of public and private universities, colleges, secondary and elementary schools in the United States and foreign institutions of American origin.

19. What is Career Technical Education (CTE)?
CTE is creating an educational environment that integrates core academics with real-world relevance. CTE involves a multiyear sequence of course that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Lammersville Unified School District uses Project Lead The Way (PLTW) progress to provide career pathway education to students in Engineering, Biomedical, and Computer Science.

20. What is Project Lead The Way (PLTW)?
Project Lead The Way (PLTW) prepares students to be the next generation of problem solvers, critical thinkers, and innovators for the global economy. Project Lead The Way provides a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gives students in kindergarten through high school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. PLTW curricular programs include PLTW Launch (K-5), PLTW Gateway (6-8 grades), PLTW Engineering, PLTW Biomedical Science, and PLTW Computer Science (high school).

21. What is Special Education (SPED)?
Special Education (SPED) programs are in place to serve individuals from infancy to age 21 who have a disability that might interfere with the educational process. Such disabilities include, but are not limited to autism, hearing and vision impairment, physical impairment, emotional disturbance and developmental delay. The focus of special program in Lammersville Unified School District is to facilitate access to an appropriate education, regardless of the disability, to help students achieve academic and life success.

22. What is Response to Intervention (RTI)?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

23. What are Standards and Measurable Objectives (SMOs)?

Teacher posts and communicates the Standard and Measurable Objective *(specific verb, noun and product)* based on CCSS to students at the beginning of the lesson, refers to the Standard and Measurable Objective throughout the lesson, and summarizes/restates what was learned at the end of the lesson. Standard and Measurable Objectives are communicated verbally and/or in written format, and they are in kid friendly/accessible language.   Instruction is aligned to the Standard and Measurable Objective. Students demonstrate understanding of the Standard and Measurable Objective by being able to articulate and answer the questions, "What are you learning today?" and "How will you show your teacher you have learned it?"