



**Orange Unified School District
Glossary of Important Terms 2015-2016**

Term	Acronym	Definition
Academic Language Development		An explicit and purposeful design and execution of content and communication objectives that students are expected to achieve
Academic Performance Index	API	The cornerstone of California's Public Schools Accountability Act of 1999. A school's score is an indicator of the school's performance. Scores range from 200-1,000. School scores are based on CST and CAHSEE student performance.
Adequate Yearly Progress	AYP	Federal Title I accountability requirements of the No Child Left Behind (NCLB) Act of 2001. AYP measures the yearly progress of different sub-groups of students at the school and District against yearly targets in reading and mathematics. Target goals are set for attendance and graduation rates as well. If a school or District misses one target, it does not make AYP.
Aeries.Net		This student management system is used for taking attendance, tracking and submitting grades, accessing student information and directly integrates with other platforms used by OUSD.
Alternative Community and Correctional Services Schools	ACCESS	The ACCESS schools are run by the Orange County Department of Education and provide education for students who have not been successful in the comprehensive K-12 system as well as students who are located within the county court system. The Orange Unified School District Community Day School, provides services for these same students as they transition back into the comprehensive K-12 system.
Balanced Instructional Design	BID	A Balanced Instructional Design leverages the best known evidence of effective teaching and learning, valuing both teacher-directed and learner-directed practices.
Beginning Teacher Support and Assessment	BTSA	This program provides a Clear Credential for Preliminary Credential holders in the following areas: General Education Multiple and Single Subjects, Education Specialists. Level 1 Mild Moderate and Moderate Severe and Career Technical Education teachers
Blackboard		Blackboard is a learning management system available for teachers to use as a virtual classroom and workflow management system. It has the availability for teachers to create and maintain an online course as support for their classes.
California Alternate Performance Assessment	CAPA	This is the modified state assessment for those students requiring additional supports beyond those available in the SBAC Accommodations and Designated Supports. To receive the CAPA test, students must have this test identified in their IEP.
California Assessment of Student Performance and Progress	CAASPP	CAASPP is the umbrella term for assessment delivered at the state and federal level. CAASPP includes SBAC, NCLB Science, CAHSEE and CAPA tests for the 2014-2015 school year.
California English Language Development Test	CELD	A statewide test measuring a student's proficiency in the English language (speaking, listening, reading and writing).
California Standards for the Teaching Profession	CSTP	Standard that provide teachers with guidance on "how" they should teach. These standards serve as our District's Teacher Evaluation criteria. There are 6 CSTP standards that are grounded in the areas of; Engagement, Management, Curriculum, Planning, Assessment and Professionalism
Career Technical Education	CTE	These classes (which were formerly referred to as ROP) now address 16 subject areas that are referred to as "Industry Sectors" CTE teachers provide students 6-12th grade with instruction that builds from one course to the next in creating a pathway for these students to enter college or career after graduation
Collaborative Academic Support Team	CAST	CAST Teams are an opportunity for our general educators and special educators to collaborate and problems solve on students issues that can encompass areas such as academic, behavioral and social emotional. CAST may be delivered differently at school site although the concept is to meet and develop viable action plans for students. This process is part of the RTI2 (Response to Instruction and Intervention) Process
Common Core State Standards	CCSS	In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in career and college. The CCSS exist for English-language arts and mathematics, kindergarten through grade twelve. They are founded upon the best state standards; the experiences of teachers, content experts, and leading thinkers; and feedback from the general public. In addition, the standards are internationally benchmarked to the top performing nations to ensure that our students are globally competitive.
Communication Objectives		Specifies how students will communicate their understanding of the content of a lesson. This includes a communication task and the grammar/usage and/or academic vocabulary appropriate to fulfilling the language task.
Community Day School	CDS	This school provides alternative education alternatives for students who are transitioning back into the comprehensive K-12 school system in the District. To meet students needs the CDS program has added flexibility for students, a smaller campus with reduced class size.

Cummulative Records File	CUM file	Every student within the District has a CUM file that is maintained at the student's school of attendance. This file contains information specific to the student in the following areas: Grades, parent contact information, student health information, schools of attendance, attendance information, behavioral records, Special Education paperwork, and paperwork specific to English Learners. Upon graduation this comprehensive document is placed on microfisch and housed in the School and Community Services Office.
Destiny Online Library Catalog		Our searchable online library catalog of print materials organized be school site.
Discovery Education		Discovery Education provides online streaming digital content to teachers for classroom use. Digital content includes streaming video, primary source materials, lesson plans, student assessment resources and ebooks.
District Advisory Council	DAC	The District Advisory Committee is comprised of District Administrators, Site Administrators, teachers and parents to provide advisement to the District and linkages with the needs of our community
District English Learners Advisory Committee	DELAC	The DELAC is mirrors the DAC and provides an opportunity for the parents of English Learners to provide input to the District.
District Site Leadership Team Walk Throughs	DSLTL	At regular intervals during the school year District Administrators in collaboration with Site Administrators conducts school site visitations to assess the implementation of each school's Theory of Action and District Initiatives to promote student achievement.
Dynamic Indicators of Basic Early Literacy Skills	DIBELS & DAZE	Assessments utilized at the Primary Elementary School Grades to determine students acquisition of Foundational Literacy Standards and skills necessary for fluency in reading. DAZE provides Upper Elementary School Grades with the companion Reading Comprehension assessment for students in grades 3-6.
eBadge		This OUSD-created program provides teachers the opportunity to get a chromebook for their classroom use, simply by registering for the program and then completing badge requirements. This program is run with monthly cohorts and is a great opportunity for teachers to get an extra device for classroom and student use.
EBSCO	EBSCO	EBSCO is a database service where we subscribe to online journals, ebooks, and primary source items for teacher and student research. This data base has a primary search feature as well as Advanced Placement resources for research. User name to access the database is: orange and the passwrod is: orange .
eClassroom		This is an OUSD website dedicated to providing electronic resources for the teachers within OUSD. This site contains information about technology intiatives in the district and provides information about online testing within the district.
Edmodo		Edmodo is an online learning management system, in our district domain, that allows teachers to easily communicate with students and parents and enhances classroom collaboration through online class discussions and many other features.
Educator's Assessment Data Management System	EADMS	EADMS is an assessment platform available to OUSD employees for creating CCSS assessments or modifying the benchmark assessments available through EADMS from the Measured Progress Database.
ELD/ELA Framework		This document provides guidance to all California teachers on the implementation English Language Arts and English Language Development State Standards within a 21st century environment to ensure that our students are college and career ready. This document applies to teachers in every content area as it addressed the issues of literature and informational reading, writing, listen, speaking, language for English Langauge Arts and the collaborative, interpretive and productive modes of communication for English Learners.
Elementary Intervention Teachers	EIT	Teachers hired at the elementary level to provide RTI2 (Response to Intervention) support for teachers and students to ensure the delivery of student needs based instruction
Emergency Operations Center	EOC	As part of Disaster Preparedness, the District maintains a command center for emergency situations. This Center is located at the District Office in Building I and is connected with other first responder organizations such as the police and fire departments.
Engagement Strategies		Range of evidence-based strategies that raise cognitive and academic engagement. These strategies include effective questioning techniques and effective methods to check for understanding and provide feedback
English Learner	EL	Students who speak a language other than English at home, and score less than fluent on the CELDT (also known as Limited English Proficient or LEP students).
Friendly Center		The Friendly Center has provided free support services for families and student in the city of Orange for many years. Some of these services include, food, clothes, tutoring, and crisis intervention.
Gang Reduction and Intervention Program	GRIP	This program is implemented on specific school sites in collaboration with the Police Department to work with students and families to reduce involvement and gangs. A community outreach and mentoring component are included within the program.
Gifted and Talented Education Advanced Placement International Baccalaureate	GATE AP IB	Annually at the elementary level students are assessed to determine placement in the GATE program. Students who qualify at the elementary level are placed in classes that provide added depth and complexity into daily instruction. These classes are located a magnet sites throughout the District. At the secondary level GATE student matriculate into honors, AP (Advanced Placement) and IB (International Baccalaureate) classes.
Google Apps for Education		Under the OUSD domain, Google Apps provides an opportunity for students and teachers to utilize cloud-based productivity apps, like Sheets (Excel), Document (Word), etc.. In addition, Google Apps for Education allows for easy collaboration and sharing of resources.

Guided Language Acquisition Design	GLAD	GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD is tied to the California standards; the model trains teachers to provide access to core curriculum using local district guidelines and curriculum.
Haiku		Haiku is a learning management system available for teachers to pilot throughout the 2014-2015 school year. This learning management system has the availability for teachers to create and maintain an online course as support for their classes.
iLearn		This OUSD-created program is an incentive program for trainings led by the OUSD Technology Department. Each attendee of a technology training will receive a ticket and be in for a monthly iPad drawing. In addition, under iLearn, the school with the highest professional development attendance overall, will receive a chromebook or iPad cart for their school to use.
Individual Education Plan	IEP	Students who qualify for special education services have an Individual Education Plan (IEP) that delineates the types of services, time allotments, accommodations and modifications appropriate to each students' identified needs. General Education Teachers are responsible for implementing appropriate modifications and accommodations within their classroom as identified in each student's IEP.
Individuals with Disabilities Education Act	IDEA	This legislation provides that all student who are eligible for special education must be provided with a free and appropriate public education (FAPE) in the least restrictive environment (LRE)
Information Technology	IT	This department provides the district with support for all phones, computer systems, hardware and software as well as Educational Technology resources
Instructional Leadership Teams	ILT	Administrators at every campus have selected a diverse group of staff members who represent the scope and sequence of instructional programs offered on the site. These site based leaders play a part in the dissemination of school/district wide initiatives, professional development and act as the visionaries for each campus in the development of policy and procedures that are linked to the instructional program.
iTeach		This OUSD-created program is available to teachers on an application basis each year. Once selected, teachers within iTeach will receive iPads for their class and be placed into a ten-week cohort to receive support and professional development to ensure success with iPad integration.
Local Control Funding Formula and Local Control Accountability Plan	LCFF & LCAP	During the 2013-14 school year, voters in the state of California voted in the first change in the funding formula for schools in over 40 years. This legislation shifted the funding from state control to local control by each individual school district. The plan for allocating funds within each district for individual schools and programs is dictated through the District's Local Control Accountability Plan which must be written annually with the input of community and district stakeholders.
Mathematical Practices		The Standards for Mathematical Practices are deeply embedded in the Mathematics State Standards. These practices provide teachers with guidances on HOW the standards in mathematics should be implemented at each grade level and within the specific math disciplines at the high school level. These eight mathematical practices include instructional guidances in the areas of; perseverance in solving problems, reason abstractly, construct arguments, modeling mathematics, strategic use of tools, attention to precision, utilizing structure and pattern, expression of repeated reasoning,
McKinney Vento		This program provides services to the homeless students in our district. The services provided by the program include; transportation, tutoring, and survival services such as food, medical, crisis intervention, etc.
National Center and State Collaborative	NCSC	NCSC is the creator of a new 21st-like CAPA test, administered online. For the 2014-2015 school year, this test will be in pilot season and thus will be administering the NCSC at a smaller scale than the CAPA test.
Next Generation Science Standards	NCSS	Next Generation Science Standards provide national guidances on the instruction of science. This document provides science teachers with the standards, assessments and instructional strategies that will support science teachers in the implementation instruction that will promote 21st century skills in daily instruction. This document includes strong connections to the English Language Arts, English Language Development and Mathematica State Standards in preparing all our student for college and career.
No Child Left Behind	NCLB	The reauthorization of the Federal Elementary and Secondary Education Act of 1965. NCLB's primary goal is for all public school children to be proficient or above in reading and mathematics by 2013-14.
Peer Assistance League	PAL	This program is specific to number of schools in the District. The PAL program pairs peer mentors with at risk students to provide support in all facets of school.
Positive Behavioral Intervention Supports	PBIS	This program is specific to a variety of school sites within the District and offers advanced training to staff in the development of a school-wide behavior system that is linked to RtI2. Schools implementing this program provide students and parents with a pro-active approach to behavior management.
Professional Learning Communities	PLC	Professional Learning Communities are groups of teachers at every school site that are organized by content/grade levels to collaboratively plan instruction, examine student work and identify assessment tools for mutual use.
Program Improvement	PI	A school or school District that receives federal Title I funds is subject to identification for PI if it does not make AYP for two years in a row.

Purposeful Grouping		Structured learning opportunities based on intentional partnering or grouping of students. Elements include multiple opportunities for peer-to-peer interaction as students learn content and develop their use of academic language in speaking/listening, reading and writing and clarified expectations, outcomes, and procedures. Benefits include allowing for primary language interactions to clarify concepts and supporting language interactions with review/preview of communication purpose and structure
Scholastic Reading Inventory	SRI	Computer based reading assessment that provides data on student reading levels and growth
School and Community Services Office	SCS	This office which is housed at the District Office in Building J provides services to all District Schools including; disaster preparedness services, behavior intervention, suspension and expulsion services, customer support services, and transcripts and official records for graduates of the District.
School Attendance Review Board	SARB	The Student and Community Services Department of the Orange Unified School District administers the SARB process for students who have attendance and truancy issues. Teachers who have concerns should work closely with their school site attendance clerks and administrators to provide interventions prior to referring a student to the SARB process.
Section - 504	504	The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. 504 Students may or may not be enrolled in special education classes. It is the responsibility of all teachers to implement accommodations and modifications delineated within the 504 plan in daily instruction.
Shifts in ELA		The Shifts in ELA represent the major changes that teachers need to make in their instructional practices to be responsive to 21st century teaching and learning. These shifts are grounded in increasing rigor of instruction in the following areas; non-fiction texts, content area literacy, text complexity, text based questions, writing arguments and academic vocabulary
Similar Schools Rank		Required by the Public Schools Accountability Act of 1999, the Similar Schools Rank compares a school to 100 similar schools. Rank 1 means the school performed below at least 90 of its 100 similar schools. Rank 10 means the school performed above at least 90 of its similar schools.
Smarter Balanced Assessment Consortium	SBAC	The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-15 school year.
State Teachers Retirement System	STRS	The State of California provides a retirement system for teachers. Funds from each paycheck are allocated for the STRS system. These funds are matched by District and State Contributions. At the age of 55 teachers should make an appointment to begin the pre-retirement planning process with a STRS counselor. The District Human Resources Department can provide referral information for teachers to the local STRS system counselors.
Student Led Conferences		A number of schools in the District have selected one trimester during the year to offer student led conferences as a means to communicate student progress to parents. Students prepare samples of their work from all classes that highlight their progress over time and present them to school staff and parents.
Student Response Frames		Assist students in practicing and mastering the communication objective. This requires students to perform a communication task; supports students in using academic vocabulary when speaking or writing; supports students in using correct grammar/usage when speaking or writing; and, provides a structure for academic discourse
Student Study Team	SST	SST Teams are an opportunity for general educators and special educators to collaborate and consider alternative resources and/or service options as appropriate to the student's needs.
Student/Parent Portal		The portal provides online access to the student gradebook and student information for the parents and students through our Aeries Platform.
Teacher Innovator Program	TIP	This group of teachers works collaboratively in grade/subject cohorts to examine their current practice, implement 21st century teaching strategies, create lesson plans and units of study that are designed to implement these strategies and utilize student work to reflect on the impact of these strategies on student success.
Theory of Action	TOA	Administrators and teachers at individual school sites collaboration to create a Theory of Action that delineates goals for teachers and student achievement that are based on the unique needs of each school site. Each TOA addresses one of the five District initiatives (often referred to as Pillars). These initiatives include; Collaborative Inquiry, Culture of Inquiry, Shifts in Learning (4 C's), Student Reflection and Performance Tasks.
Thinking Maps	TM	Eight visual maps that are based on fundamental thought processes that allow students to make visual representations of their thinking throughout all content areas.
Transition Teams		During the 2014-15 school year Administrators at every campus have selected staff members who are willing to facilitate each school's transition to 21st century teaching and learning. These teams of teachers will engage in collaborative learning walks where they will teach and observe within grade/subject alike collegial groupings. Lessons learned from these experiences will be shared with staff members in PLCs and other professional development opportunities at each school site.