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AESA	Association of Educational Services Agencies – National association for county offices of education aka educational service agencies
AMAO	Title III of the ESEA sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet. The first AMAO (AMAO 1) relates to making annual progress on the CELDT, the second (AMAO 2) relates to attaining English proficiency on the CELDT, and the third AMAO (AMAO 3) relates to meeting AYP by the English Learner student group at the LEA level. AMAOs 1 and 2 are based on CELDT results. AMAO 3 is based on data from the CST, CMA, CAPA, and/or the CAHSEE.
AMARD	The Analysis, Measurement, and Accountability Reporting Division (AMARD) of the CDE calculates and reports the API, AYP, PI, and Title III Accountability programs.
AMOs	Schools, LEAs, the state, and numerically significant student groups must meet percent proficient targets (or Annual Measurable Objectives [AMOs]) in ELA and mathematics on the assessments used in AYP calculations.
AP	Accounts Payable
APA	Alternative Placement Academy
APE	Adapted Physical Education
API	The Academic Performance Index (API) is the school accountability measurement under California's PSAA of 1999.
APR	The Academic Progress Reporting (APR) system provides an integrated approach to reporting results for state and federal accountability requirements and includes API, AYP, PI, and Title III reports.
ARAC	Administrator Regional Advisory Council
ARC	Adolescent Residential Center
ASAM	Alternative Schools Accountability Model
ASL	American Sign Language
AU	Administrative Unit
AVID	Advancement via Individual Determination
AWOL	Away without leave (Absent without leave)

Adequate Yearly Progress (AYP) is the federal accountability measure with a

AYP

CALPADS	California Longitudinal Pupil Achievement Data System (CALPADS) is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.
CalPERS	California Public Employees' Retirement System
CALSTRS	California State Teachers' Retirement System
CAMP	College Assistance Migrant Program
CAP	California Assessment Program
CAPA	The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications.
CASAS	Comprehensive Adult Student Assessment System
CASBO	California Association of School Business Officials – Organization of chief business/financial officers from the districts and county offices.
CBEDS	California Basic Education Data System
C-BEST	California Basic Education Skills Test
CBL	Character-Based Literature
CBO	Chief Business Officer
CCBE	California County Boards of Education - an organization made up of the 58 county boards of education.
CCOC	Central County Occupational Center
CCR	Coordinated Compliance Review
CCSESA	California County Superintendents Educational Services Association – statewide association the 58 county superintendents in California.
CDD	Child Development Division
CDE	The California Department of Education (CDE) is the state education agency for California.

CDS	Community Day School
CDS Code	County/District or School Code
CEC	Council for Exceptional Children

CELDT

The California English Language Development Test (CELDT) is the state test of English language proficiency that LEAs in California are required to administer to newly enrolled students whose primary home language is not English and to any student who is an EL as an AA (Section 313 and Title 5, Section 11510). CELDT results are included in



CTE Plan	California Career Technical Education State Plan
CTEL or C-TEL	California Teacher of English Learners
CYO	California Youth Outreach
D & A	Drug & Alcohol
D/HOH	Deaf/Hard of Hearing
DAC	District Advisory Committee
DBAS	District Business Advisory Services
DD	Developmental Disabilities
DELAC	District English Learner Advisory Committee

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ECE	Early Childhood Education
ED	Emotional Disturbance
ED	The United States Department of Education
EDC	Educational Development Center
EDGAR	Education Department General Administrative Regulations
EdTech	Educational Technology

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English Proficient Level	The criterion for English language proficiency is an overall score of Early Advanced or higher and a score of Intermediate or higher for each domain (listening, speaking, reading, and writing). For Kindergarten and grade one, the criterion for English language proficiency is an overall score of Early Advanced or higher and a score of Intermediate or higher for the domains of listening and speaking.
EO	English Only
EOE	End of Eligibility
EPGY	Education Program for Gifted Youth

EPS                      Emergency Protective Services





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ITP

Individualized Transition Plan

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LRE

Least Restrictive Environment

MSIN	Migrant Student Information Network (WestEd Website)
MSIS	Migrant Student Information System (California)
MSIX	Migrant Student Records Exchange Initiative (Federal Website)
MSPA	Migrant and Seasonal Agricultural Workers Protection Act
NA (N/A)	Not Applicable / Not Available
NAME	National Association of Migrant Education
NASDME	National Association of State Directors of Migrant Education
NCES	National Center for Education Statistics
NCLB	No Child Left Behind (2001)
NEP	National Equity Program
NEP	Non-English Proficiency
NISE	NISE Reporter – Salary & Benefit Management
NLCI	Non Licensed Care Institution
NPS	Non-Public School
NSBA	National School Boards Association
O/M	Orientation / Mobility
O/T	Operations / Technology / Occupation Therapy
OBEMLA	Office of Bilingual Education and Minority Languages Affairs
OCR	Office of Civil Rights

OMB	Office of Management and Budget
OME	Office of Migrant Education (Federal)
OPSC	Office of Public School Construction (State Office)
OSS	Operations Support Services
OST	Office Support Team
OSY	Out of School Youth
OT	Occupational Therapy, Out Temporarily
OTBS	Office, Technical and Business Services
PAC	Parent Advisory Council
PAR	Peer Assistance & Review Program
PARS	Parent Authorization and Recruiters Statement
PASS	Portable Assisted Study Sequence
PBIS	Positive Behavior Interventions and Support
PD	Professional Development
PD	Program Development
PDS	Professional Development Services
PERS	Public Employees Retirement System
PFS	Priority for Service
PH	Physically Handicapped
PHN	Public Health Nurse
PI	LEAs and consortia that have failed to meet Title III Annual Measurable Achievement Objectives (AMAOs) for two consecutive years are in program improvement (PI) status and are required to develop an Improvement Plan that will ensure the LEA or consortia will meet AMAOs in the future.

PIC	Private Industry Council
PIC	Parent Involvement Committee
PLC	Professional Learning Community
PO	Probation Officer / Purchase Order
PPS	Pupil Personnel Services
PR	Public Relations / Purchase Request or Requisition
PSAA	The Public Schools Accountability Act (PSAA) of 1999 established the API, the state accountability requirements for California.
PSQR	Program Standard Quality Review
PSWA	Psychologist and Social Workers Association
PT	Physical Therapy / Part Time
PTA	Parent Teacher Association
PY	Program Year
QAD	Qualifying Arrival Date
QC	Quality Control
QCC	SCCOE Software for Business, H.R. & Payroll
QI	Quality Improvement
QIT	Quality Improvement Training
QSS	Older version of QCC
RAC	Regional Parent Advisory Council
RFEP	Reclassified Fluent English Proficient (RFEP) students are students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria for English language proficiency are determined to be fluent English Proficient. RFEP students are not included in AMAO calculations.



RFP

SDC	Special Day Class
SDE	State Department of Education
SE	Student's Edition of a Book
SEA	State Education Agency

SEEDS


