

Dixon High School
Frequently Asked Questions

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How were your son's or daughter's grades on their recent progress report? Need help?

Have your son or daughter take advantage of our Learning Center and receive FREE Tutoring in all subjects. Tutors from UC Davis and UC Berkeley are here to help. Our Learning center is located next to the Counseling Center. It is open every Monday through Thursday from 1 to 4 pm.

Also students who attend will earn one elective credit for every 15 hours of tutoring they receive!

Check to see if your student is keeping a monthly calendar of homework and class assignments. The class assignment sheet should be in your student's 3 ring binder.

Make sure your student's backpack is organized. There should be pen/pencil(s), an eraser, binder paper, homework assignments and class work neatly placed in their backpack, along with their school books.

Lack of attendance and work not completed are the usual reasons for poor grades. In high school, extra credit is usually **not** an option to make up for assignments not completed or not turned in on time.

Make sure your student is reading at least 30 minutes on a daily basis at home.

Personally contact teacher(s) directly. Please be sure to give your name, your phone number(s), times you are available, what your student's name is, and your concerns. Ask specific information on how to proceed or get other questions answered.

HELPFUL HINT: Your voice mail message should be specific and detailed. Tell the teacher that you wish to know what your student's attitude and behavior are; is class work and homework being turned in, what is the quality of the work, and what accounts for the current grade? By leaving your concerns on voice mail, the teacher is able to respond to specific questions even when he/she can only reach your answering machine or voice mail.

Once there has been teacher contact, if you are unhappy with the result please request a Parent/Teacher Conference by contacting your student's counselor. If you are not satisfied with the results within a few weeks, then please contact your student's counselor for a Student Study Team meeting. Conferences are scheduled after school, and every effort is made to have each teacher in attendance.

Email contact is strongly recommended. Go to <http://dhs.dixonusd.org/>, and then click on teachers for their email address. Please also carbon copy your student's counselor on the email so that the email can be "whitelisted."

What is Independent Study?

The Dixon High School independent study program is an alternative instructional structure for students. The program is supervised by teacher Joan Shepard on the DHS campus (room C308). Independent study may be offered on a full-time basis or on a part-time basis in conjunction with part-time classroom study. IS students are eligible to fulfill some DHS requirements through college courses. Students can actually substitute some DHS courses for college classes. In other words, students can *individualize* their schedule to include IS and college classes. The required ratio for part-time independent

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study is a minimum of four independent study courses to a maximum of two classroom study courses. DHS IS students have access to Dixon High resources and activities.

“The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.” Students who maintain regular attendance (fewer than eighteen periods of unexcused absence) and a GPA of 2.0 or higher are eligible to apply for independent study.

“When any participating student fails to complete three consecutive independent study assignments in a period of 15 school days, or misses two appointments with his/her supervising teacher without valid reasons, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study.” (BP 6158 Instruction; Independent Study)

What is Home or Hospital Instruction?

Students who are incapacitated by illness can receive Home/Hospital instruction up to five hours per week by a credentialed teacher. This service is provided upon verification from a pupil's physician. Home or hospital instruction shall be provided only when a student is expected to be out of school for two weeks or longer. Please contact your student's counselor or assistant principal for more information.

What is MPHS?

Maine Prairie High School is the district's continuation high school. Serving students ages 16 and older. MPHS offers a full range of high school courses required for graduation. Students can graduate from Maine Prairie or transition back to DHS upon reaching timely graduation status. A flexible schedule and opportunity for accelerated learning support students who seek an alternative for a variety of reasons. If you believe you qualify please contact your counselor.

What is SARB?

SARB stands for School Attendance Review Board; it was established by the California Legislature in 1975 for the purpose of:

1. Making a better effort to meet the needs of students with attendance or behavior problems in school.
2. Promoting the use of alternatives to the juvenile court system.

“Students who are habitual truants, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor” (Education Code 48263, 48264.5).

Do I need to pass the CAHSEE (California High School Exit Exam) in order to graduate?

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In the state of California, high school students must pass the CAHSEE in order to receive a diploma.

- There are 2 parts to the CAHSEE (Mathematics and English Language Arts); once 1 section has been passed, students do not have to repeat passing that particular section.
- Students are first tested in their sophomore year; testing is offered in junior and senior years, as needed.
- Students who do not pass must take a CAHSEE prep class.

Mathematics portion includes:

- Probability and Statistics
- Number Sense
- Algebra and Functions
- Measurement and Geometry

English Language Arts portion includes:

1. Reading Comprehension
2. Word Analysis
3. Literary Response and Analysis
4. Writing Applications-Essay

Why should I take the PSAT?

The PSAT is a practice SAT that gives students personalized feedback on academic skills to aid in preparing for college. Eleventh grade students have the opportunity to enter competitions for *National Merit Scholarship* and other recognition programs just by taking the exam. The PSAT also gives the students an opportunity to participate in *Student Search Service*, a secure, monitored service that connects students to colleges, universities and scholarship programs. The PSAT is administered only 1 time per year—generally in October. For more information,

<http://www.collegeboard.com/student/testing/psat/about.html>.

If I want to attend a four- year college what classes do I need to take?

Go to <http://dhs.dixonusd.org/>, and then check out our new course catalog under the college entrance requirements and UC/CSU approval list for more information.

What are the testing requirements to apply to CSU or UC schools?

Other Admission Requirements	California State University	University of California
SAT Reasoning Test <i>or</i> ACT Assessment	Yes	Yes (ACT Assessment plus Writing or SAT Reasoning)

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SAT Subject Tests	No	Two tests in two different subject areas chosen from the following: history, literature, mathematics (Level 2 only), science, or language other than English.
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Should I take the ACT or the SAT?

If your strengths are in Math, English and Writing, then you may score better in the SAT Reasoning Test. Or if you are more 'rounded' and also good in reading and science, then you may score better on the ACT plus writing.

The ACT measures: (www.actstudent.org)

- English
- Mathematics (through Algebra II/Trig)
- Reading
- Science
- Writing (optional)- required for UC's

The SAT measures: (www.collegeboard.com)

- Critical reading, including sentence completion and passage-based questions.
- Math (through Algebra II, but not Trig)
- Writing, including multiple choice questions and a written essay.

The ACT and the SAT test your knowledge of the fundamentals of a high school education. The two tests are guided by different philosophies, and the two exams have different formats and test different subject matter. These differences are significant enough that you might feel much more comfortable taking one test rather than the other.

Where do I order my cap and gown?

During the school year announcements are made when Herff Jones is on campus. However you can still order your cap, gown and announcements by contacting info@gradservice.com or <http://www.gradservice.com/>.

What's work experience/ROP?

Work Experience, also known as ROP Diversified Occupations, is a course where students receive high school elective credit for experience gained through employment outside of school. Students secure their own jobs, however assistance and networking occurs in the classroom if they change or lose their job during the semester. They attend a weekly class and complete weekly written assignments pertaining to the world or work. The students learn valuable life and business skills required to be successful in any industry or career choice they make. Additional ROP (Regional Occupational Program) courses offered at Dixon High:

- ❖ Wildlife Art and Taxidermy
- ❖ Agricultural Practices

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- ❖ Agricultural Mechanics
- ❖ Multimedia Art 1 & 2
- ❖ Entrepreneurship/Virtual Enterprise

How important are grades when applying for college?

- Remember freshman grades will be on your transcript and will be calculated as a part of your cumulative (overall) high school GPA. Cumulative GPAs are routinely used for scholarship program qualifications and other honors and awards.
- D grades in any college prep classes, including the freshman year, are regarded as “subject deficiencies” for college admissions.
- College prep GPAs are calculated using ONLY college prep classes (marked as “p” on the high school transcript); most colleges use sophomore and junior college prep classes as the basis for college admissions
- The strength of the senior year is also a factor in most college admissions.
- CSU requires a minimum GPA of 2.0
- Most CSU campuses require higher GPAs due to increased enrollment OR choice of study.
- Establish an account at <http://www.californiacolleges.edu/> and <http://www.csumentor.edu/>.
- UC requires a minimum GPA of 3.0; competitive admission: generally, GPA of 3.6 and higher.
- Check UC website for admissions policies for each university: http://www.universityofcalifornia.edu/admissions/general_info/uc_reviews/freshman_app.html

*For private or out of state colleges please refer to each college’s website GPA requirements.

Should I contact my future college or university?

If you are interested in a college, check out their website for important information, such as Open House. It is highly recommended for students, instead of parents/guardians, to contact their future college or university with any questions. Private and very selective colleges/universities might use the contacts made by a student to determine an applicant’s true interest in the college as opposed to a “stealth candidate” who merely applies using the Common Application process.

What is a common application?

When using a common application please inform your counselor. Be tech savvy and use the electronic version instead of the paper version.

<https://www.commonapp.org/CommonApp/default.aspx>

I plan to play sports in college; what do I need to do?

There are 2 different athletic governing bodies, NCAA and NAIA. Check with your college to see which body governs their athletic program.

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In order to play Division 1 or 2 Collegiate Athletics, you must be cleared through the NCAA Clearinghouse. This includes 16 required core courses, GPA minimum and SAT or ACT score minimums.

www.ncaaclearinghouse.org

www.ncaa.org

The NAIA requires a student to graduate in the top half of their class, has a minimum GPA and SAT/ACT score requirement.

www.naia.org

How do I apply for financial aid?

- Fill out the FASFA (Free Application for Federal Student Aid) on-line at www.fafsa.ed.gov

[DO NOT go to fafsa.com—they will charge you to complete the application.]

Cal Grants:

Be sure to submit your Social Security Number to the DHS Registrar, Maria Torres. The Counseling office will electronically submit your Cal Grant GPA by SSN to the California Student Aid Commission. There is NO NEED for you to fill out a paper GPA Verification form. A Cal Grant GPA is based on sophomore and junior college prep courses. It is an “unweighted” GPA. Deadline is **March 2nd**.] For more information, visit www.csac.ca.gov

Scholarships:

Set up accounts at www.FastWeb.com and www.CollegeBoard.com for access to scholarship search engines

Check the Counseling links on the DHS Website: <http://dhs.dixonusd.org>

- Apply for outside funding or scholarships.
- Visit the DHS Counseling Office and search the scholarships in the “scholarship box.” Make sure you apply for as many as possible, especially local scholarships.
- Always check out the scholarship and financial aid information online at the college or university you are interested in.
- Dixon high school graduates who attend UC Davis are eligible for the *R.E. and Hilda M. Sparling Scholarship*. The scholarship was established by the bequest of the estate of Hilda M. Sparling, a lifetime Dixon resident. She never had the opportunity to attend college and wanted to give Dixon students and others the chance to enhance their education. It is restricted to financially needy residents and graduates of Solano County high schools, with a preference for graduates of Dixon High School. A FASFA must be filed to determine financial aid eligibility, <http://financialaid.ucdavis.edu/scholarships/ucdfunds.html#School>.

Why do 11th grade students participate in the EAP?

The Early Assessment Program (EAP) is an academic preparation program that aligns the CSU placement standards with the K-12 standards in English language arts and math. In eleventh grade, students take this assessment during the STAR test. Through this assessment students can:

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- Earn exemptions from CSU-required English and math placement tests.
- Identify the need for additional preparation for college-level courses.
- Adjust senior year coursework to prepare for college-level courses.
- Avoid investing time and money in college remediation courses that do not count toward a degree.

Why should I take the ASVAB?

The ASVAB (Armed Services Vocational Aptitude Battery) is a Career Exploration Program that is **FREE** for 11th and 12th grade students. This program provides students with career exploration along with aptitude skill scores. Every student who takes the ASVAB receives a copy of ASVAB Career Exploration Guide that will aid discovering careers that are a match for you. Just because you to take the assessment does not mean you have to go into the military.

How do I request a transcript?

Go to the Counseling office and fill out a Transcript Request Form. If you are requesting that DHS mail the transcript to a recipient, you must have the correct mailing address written on the request. 3 days notice is required; transcripts are generated on Wednesdays and Fridays. Parents/guardians, please have your student take care of requesting his or her transcripts so that “double requesting” doesn’t occur.

Official transcript:

Official transcripts are those typically requested by 4-year colleges, community colleges, scholarship organizations, NCAA, and possibly other institutions. An official transcript will be signed by our registrar, and properly sealed. Late May is the best time to request a final official copy of your transcript. Please allow three weeks for delivery.

Unofficial transcript:

Unofficial transcripts can be printed for students and/or parents for personal use and remain unsigned. Please be prepared with your student identification to pick up your unofficial transcript one to two weeks after your request.

Fees:

There is a \$2 fee for an official and “no charge” for unofficial for all past students. Current students attending DHS will not be charged a fee.

For transcript requests questions please call the Counseling Department at (707) 693-6331.

(Scanned form)

Why is DHS requesting my student’s Social Security Number?

During the senior year many students apply for the Cal Grant. In order to complete the electronic GPA verification for Cal Grant information we must submit the student’s Social Security Number.

What is our school/CEEB code?

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Our school code is **050755**.

Helpful Websites

	Phone	Website
Solano Community College	(707) 864-7000	http://www.solano.edu/
California Community Colleges		www.cccco.edu
CSU mentor		www.csumentor.edu
University of California		www.ucop.edu/pathways
SAT		www.collegeboard.com
ACT		www.actstudent.org
Scholarships		www.fastweb.com , www.schoolsoup.com , www.latinocollegedollars.org/
Financial Aid		www.fafsa.edu.gov
Career Exploration		www.educationplanner.com
Alateen (AA)		http://www.ncwsa.org/d6-10/
Dixon Family Services	(707) 678-0442	http://www.dixonfamilyservices.org/
Nueva Vida	(707) 693-1190	http://www.crestwoodbehavioralhealth.com/dixon.html
Solano County Alcohol & Drug Abuse Services	(707) 784-2220	http://www.co.solano.ca.us/depts/hss/substance_abuse_services/
Suicide Prevention	1-800-273-TALK (8255)	http://www.suicidepreventionlifeline.org/
Dixon Police Department	(707) 678-7070	http://www.ci.dixon.ca.us/

How do the PE courses work for graduation purposes?

20 credits (2 years) of PE are required for graduation. All 9th grade students are enrolled in PE 9. Students must complete an additional 10 credits by one of the following methods:

1. Enroll in PE 10-12 or weightlifting.
2. Participate in 3 years of marching band (through junior year).
3. Successfully complete 2 seasons in sophomore or junior year. DHS Athletics only, no "club" sports. 10 credits maximum allowed for 2 different sports or 2

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seasons of the same sport. 9th grade sports are never counted. 12th grades sports are not allowed to count for credit.

How do I begin to plan for my high school courses?
(Scan form)

What do I do if there is an issue with a teacher or staff member?

In order to better serve you and your student we ask that you follow procedure in order to address your concern and receive the best results:

1. Contact the teacher/counselor regarding the specific concern
2. If you are not satisfied with the results of step 1, then contact the vice principal/administration
3. If you are not satisfied with the results of step 2, then contact the principal
4. Lastly, if you are not satisfied with the results contact Uniform Complaint information (http://www.dixonusd.org/projects/27/ucp_pamphlet_legal_dixon-revised_10-30-08.pdf) our district office

As a parent/guardian how can I get involved?

Program	Contact information	Website
School Site Council (SSC)	Principal, Ivan Chaidez	http://dhs.dixonusd.org/
DHS Parent Association (DHSPA)	Norma Holtmeyer	http://dhs.dixonusd.org/
English Language Advisory Committee (ELAC)	EL Coordinator, Virginia Lantry vlantry@dixonusd.org	http://dhs.dixonusd.org/
Dixon Sober Graduation Night	Norma Holtmeyer	http://dhsgradnight.com/
Quarter Back Club	President, Matt Kett	http://www.dixonrams.com/QB_Club.htm
DHS Football Moms on Mission (MOMs)	Jill Hendrix	http://dixonrams.com/moms.htm
DHS Band Boosters	Facebook	
Dixon Basketball Association (DBA)	Steve Cauchi	http://dixonrams.com/basketball.htm
Dixon Schools Athletic Boosters (DSAB)	President, Guy Garcia	http://www.dixonboosterclub.org/

Got a job, need a work permit?

Work permits for students who are ages 14-17 (minor) shall be limited to part-time employment as defined by law and district administrative regulations. The district recognizes that part-time jobs can provide students with income, work experience, and

enhanced self-esteem. In accordance with law, students must obtain work permits from school authorities before accepting employment. Prior to granting the student a work permit, the district will consider whether the employment opportunity will significantly interfere with the student's schoolwork or jeopardize his/her health.

To make the determination, the student's records for grades and attendance may be inspected. Students granted work permits must demonstrate and maintain satisfactory grades (GPA 2.0), good attendance and maintain a minimum progress toward meeting the high school graduation requirements prescribed by the district board of trustees. The student's work permit may be revoked if it is determined that the condition of employment is interfering or impairing the student's health or education, or if the student is performing work in violation of law. Please stop by the Attendance Office to pick up a work permit application. DHS administrators will issue permits for those who qualify. Deadline for summer work permits is June 1st. Work permits can be acquired at the District Office during the summer months.

How do I make up credits?

Cyber High is offered through Dixon High School's Credit Recovery Program after school to help students makeup credit deficiencies. This program is after school in room L109. Credits are issued by Roosevelt High School/Fresno Unified School District and are noted on your student's transcript once the course is completed. Some courses meet UC/CSU "A-G" requirements. Remember there is limited space; priority is given to seniors. Currently, funding for the 2010-2011 school year is not secure.

How do I request a letter of recommendation?

Letters of recommendation are usually requested junior and senior year. DHS staff can be approached to write a letter for colleges, jobs or scholarships. Once the form is filled out, please ask the staff member for a letter, permitting 2-3 weeks for the letter of recommendation.

[\(Scan form\)](#)

Terminology/acronyms

Academic Performance Index (API) - A statewide ranking of schools based on student test scores from the CAT/6, CST, and high school exit exam; it ranges from 200 to 1000. Most schools have an API, a state ranking (by elementary, middle, or high school), a ranking in comparison to 100 similar schools, and growth targets for the following year.

accommodations- Changes in the way tests are designed or administered to respond to the special needs of students with disabilities and English learners (EL).

achievement test- A test to measure a student's knowledge and skills.

ACT- A set of college admissions tests. Most colleges now accept either the SAT or the ACT for admissions purposes.

API (Academic Performance Index) - Measures the performance and growth of schools and districts based on the test scores of students in grades 2 through 12. The

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California Department of Education (CDE) calculates the API and disseminates the results directly to schools and districts. They are also posted on the CDE website.

Adequate Yearly Progress (AYP) - An individual state's measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year, according to federal No Child Left Behind (NCLB) legislation. This progress is determined by a collection of performance measures that a state, its school districts, and subpopulations of students within its schools are supposed to meet if the state receives Title I federal funding. In California, the measures include (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English/language arts and math; (2) participation of a least 95 percent of students on those tests; (3) specified API scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate.

Advanced Placement (AP) - A series of voluntary exams based on college-level courses taken in high school. High school students who do well on one or more of these exams have the opportunity to earn credit, advanced placement, or both for college.

Advancement Via Individual Determination (AVID) - A four-year elective college preparatory class designed to motivate students to attend college.

Annual Measurable Objective (AMO) - The annual target for the percentage of students whose test scores must be proficient or above in English/language arts and mathematics. Meeting the AMO is the first step toward demonstrating adequate yearly progress under the federal law No Child Left Behind (NCLB).

average daily attendance (ADA) - The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every school day would equal one ADA. Generally, ADA is lower than enrollment due to such factors as transiency, dropouts, and illness. A school district's revenue limit income is based on its ADA.

Benchmarks- A detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade level.

California Achievement Test (CAT/6) - A standardized, nationally normed test of basic skills that replaced the SAT-9 in 2003 as a state-required test for grades two through 11. Results are used to compare the scores of individual students and schools with others in the area, across the state, and throughout the United States. The API is calculated using this exam instead of the SAT-9.

California Alternate Performance Assessment (CAPA) - This is an alternative assessment for children with disabilities who cannot take part in general statewide assessment programs; it is part of California's Standardized Testing and Reporting (STAR) Program.

California Basic Educational Data System (CBEDS) - Statistical information about

schools, teachers, and students that is collected from each public school in the fall.

California Development of Education (CDE) - A California agency that oversees public education. The Department oversees funding, testing, and holds local educational agencies accountable for student achievement. Its stated mission is to provide leadership, assistance, oversight, and resources [in form of teaching and teaching material] so that every Californian has access to a good education.

California Education Code (Ed Code) - A collection of all the laws directly related to California K-12 public schools. Ed Code sections are created or changed by the governor and legislature when they make laws.

California English Language Development Test (CELDT) - A test for students whose primary language is not English (as reported by their parents). The test is administered 30 days after initial enrollment and then annually until it is determined that the student has mastered English. At that point the student is classified as Fluent English Proficient (FEP).

California High School Exit Exam (CAHSEE) - A state exam that California public high school students, beginning with the class of 2006, must pass in order to graduate. Its purpose is to test whether students have mastered the academic skills necessary to succeed in the adult world. It is a pass-fail exam divided into two sections: English/language arts (reading and writing) and mathematics. Sophomores, juniors, and seniors can take the test. Once students pass a section of the test, they do not have to take that section again.

California Standards Tests (CST) - Tests in English/language arts, mathematics, science, history/social science, and other topics comprising items that were developed specifically to assess students' performance on California's content standards. The CST is part of the STAR testing program. Students at different grade levels take different tests, depending on the courses they are taking.

California State University (CSU) system- A four-year state university system. California operates three separate public systems for postsecondary education: two-year community colleges, the four-year CSU system, and the more selective University of California (UC) system.

closed campus- The school has one point of entry and a sign-in procedure as safety measures. The school does not allow students to leave the campus for lunch or does not allow students to come and go without permission during the school day.

Community College (CC) - A two-year college, also referred to as a junior college. Anyone who is 18 years old or holds a high school diploma (or equivalent) is eligible to attend a community college. Students can transfer from community colleges to either the CSU or UC systems. High school students may request "Special Admissions" consideration to concurrently enroll in community college coursework for courses not offered at the high school. Remedial work is not allowed. See your counselor for further information.

County Office of Education (COE) - A county office provides effective leadership and services that support the community in its effort to provide equal access to the highest quality education and ensure a positive outcome for every county student.

curriculum- The courses of study offered by a school or district. California has developed a set of standards that are intended to guide curriculum and instruction. The final decisions about school curriculum are the responsibility of the local school board.

differentiated instruction- This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles. For example, different teaching methods for students with learning disabilities.

District English Language Advisory Committee (DELAC) - A group of elected parents whose children are English Learners. The purpose is to advise the district governing board on programs and services available for their students in order to achieve academic success. All interested parents, School Site Council, ELAC officers, community members, and school personnel are invited to attend DELAC meetings. They are held once a month. Formation: Each California public school district, grades kindergarten through 12, with 51 or more English learners must form a District-level English Advisory Committee Composition. Requirements: Parents or guardians of English learners not employed by the district must constitute a majority membership (51percent or more) of the committee.

Dixon Regional Educational Alliance Movement (DREAM) - A program to increase the number of students who are eligible and prepared for higher education and the workplace. Additionally, the partnership aims at introducing families and the community of Dixon to higher education opportunities. The partnership achieves its goals through a series of programs and activities, including intensive Summer Math Academies for high school students, through UC Davis' Academic Preparation Programs.

Early Academic Outreach Program (EAOP) - The program's goal of increased access for educationally disadvantaged students to the University of California is grounded in the philosophy that preparing for success in college is not simply one of many options for young people; it is their right. Therefore, EAOP takes seriously the task of ensuring that EAOP students acquire the skills and knowledge they will need to succeed at the University of California and at other institutions of higher education.

English Language Advisory Committee (ELAC) - Variations include "English Language Advisory Council," and "English Language Learner Advisory Committee/Council." The group consists of parents and school staff who work together to address the academic needs of students still learning English.

English Learner (EL) - A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help (formerly referred to as Limited English Proficient/LEP).

ELD (English Language Development) - A systematic instructional model designed to develop the English language proficiency of English learners (i.e., students who speak

English as a second language). ELD instruction emphasizes the development of all four language domains: reading, writing, listening, and speaking. Effective ELD programs include the following components: phonology, morphology, syntax, semantics, language functions, and pragmatics.

Fluent English Proficient (FEP) - A designation that means that a student is no longer considered as part of the school's English learner population. It refers to students who have learned English.

Formative assessment- Any form of assessment used by an educator to evaluate students' knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area.

Gifted and Talented Education (GATE)- A program that offers supplemental, differentiated, challenging curriculum and instruction for students identified as being intellectually gifted or talented.

Grade Point Average (GPA) - A grade point average is arrived at by taking your course grade and converting it to a grade point (see Grading Policy under Standard Practices and Policies for conversion scale). Each grade point is then multiplied by the course's weighting factor to give a total grade point for that course. The sum of your total grade points is then divided by the sum of the weighting factors to give your grade point average.

High Priority Schools Grant Program (HPSGP) - A program created to provide funds for schools in the lower half of the state rankings (Deciles 1-5) based on the API. It focuses on schools with APIs that fall in the bottom ten percent of all schools and replaces the II/USP. Schools volunteer to be in this program.

Independent Study (IS) - Specially designed instruction in courses taught through a variety of delivery methods that complement traditional high school curricula and provide an accredited diploma.

Individual 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.

intervention- The term refers to funds that schools get for students who are not learning at grade level. They can be used to fund before-school or after school programs or to pay for materials and instructors.

NCLB (No Child Left Behind)- Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified".

PSAT (Preliminary Standardized Achievement Test)- Also known as the National Merit Scholarship Qualifying Test (NMQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT. It also provides a chance to enter NMSC scholarship programs and gain access to college and career planning tools. It measures critical reading skills, math problem-solving skills and writing skills.

Parent Teacher Association (PTA) - A national organization of parents, teachers, and other interested persons that has chapters in schools. They rely entirely on voluntary participation and offer assistance to schools in many different areas.

pre-requisite course: A course that must be completed before a student is eligible to begin another course. Students are responsible for ensuring that they have completed any prerequisites required for all courses in which they are registered.

primary language- A student's first language or the language spoken at home.

Program Improvement (PI) - A multistep plan to improve the performance of students in schools that did not make adequate yearly progress under No Child Left Behind for two years in a row. Only schools that receive federal Title I funds may be entered in Program Improvement. The steps in PI can include a revised school plan, professional development, tutoring for some students, transfer to another school with free transportation, and, at the end of five years, significant restructuring.

SAT (Standardized Achievement Test)- Also known as the SAT Reasoning Test (formerly called Scholastic Aptitude Test), this test is widely used as a college entrance examination. Scores can be compared to state and national averages of seniors graduating from any public or private school.

SAT II- This was formerly known as the Achievement Tests and was renamed the SAT II: Subject Tests. They are administered by the College Board and widely used as a college entrance exam. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Student Attendance Review Board (SARB) - Information about school attendance review boards (SARBs) that are composed of school and community members who meet regularly to diagnose and resolve persistent student attendance or behavior problems.

School Accountability Report Card (SARC)- An annual disclosure report for parents and the public produced by a school that presents student achievement, test scores, teacher credentials, dropout rates, class sizes, resources, and more. The SARC is required by state and federal law.

State Board of Education (SBE) - The governing and policy-making body of the California Department of Education. The SBE sets K-12 education policy in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for grades K-8, adopts regulations to implement legislation, and has authority to grant waivers of the *Education Code*. The SBE has 11 members, appointed by the Governor.

School Improvement Program (SIP) - A state-funded program for elementary, intermediate, and secondary schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils.

School Site Council (SSC) - A group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds.

Spanish Assessment of Basic Education, Second Ed. (SABE/2)- A norm-referenced assessment required for all Spanish-speaking students in grades two through eleven who have been enrolled in California schools for less than one year. SABE/2 is part of the STAR program and the results are part of the school's API. It covers Spanish/language arts and mathematics.

Special Education (SPED) - Special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style.

standardized test- A test that is in the same format for all who take it. It often relies on multiple-choice questions and the testing conditions—including instructions, time limits, and scoring rubrics—are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students.

Standardized Testing and Reporting (STAR) Program- The three tests are required for grades 2 through 11.

- ❖ **California Standards Tests (CSTs)** based on California academic content standards in English/language arts and mathematics in all grades; science in grades five and nine through eleven; and history/social science in grades eight, ten, and eleven.
- ❖ The **CAT/6**, a standardized national test.
- ❖ **SABE/2**, a test for Spanish-speaking students who have been in a California school for a year or less.

Student Study/Success Team (SST) - A team of educators that comes together at the request of a classroom teacher, parent, or counselor to design in-class intervention techniques to meet the needs of a particular student.

Title 1- A federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests, including the children of migrant workers.

Transcript:

- ❖ **Official:** Transcripts of all academic history of a student are considered official when they bear the seal of the issuing institution and when they are sent directly from the issuing institution to the receiving institution.
- ❖ **Unofficial:** Transcripts of all academic history of a student are considered unofficial when issued directly to the student.

University of California, Davis (UCD) - A research university in Davis, California. One of the ten universities in the Regents of the University of California. There are multiple colleges and school within the university itself.

University of California Office of the President (UCOP) - The Office of the President is the systemwide headquarters of the University of California, managing its fiscal and business operations and supporting the academic and research missions across its campuses, labs and medical centers.

504 Plan- Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including secondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers.