*California Department of Education, December 2018*

# Three-Way Crosswalk

## Aligning the Local Control Accountability Plan State Priorities, the Special Education APR Measures, and the English Learner Roadmap

The Three-Way Crosswalk is resource which aligns the Local Control Accountability Plan (LCAP) State Priorities with the California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (EL Roadmap) Principles and the Special Education Annual Performance Report (APR) Measures. The LCAP is a three-year plan that describes the goals, actions, services, and expenditures which support positive student outcomes that address state and local priorities. The LCAP is an opportunity for local educational agencies to describe how, what, and why programs and services are selected to meet their local needs. The EL Roadmaparticulates a common vision and mission for welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The Special Education APR Measures are a series of reports by the California Department of Education, Special Education Division, which disseminate educational data to improve the quality of education for all students, particularly for students with disabilities. The Three-Way Crosswalk is a resource that can be utilized to assist with program coordination across the EL Roadmap, the Special Education APR Measures, and the LCAP State Priorities.

This document contains the Three-Way Crosswalk and a detailed Definition of Terms section, in which additional information about the LCAP State Priorities, the EL Roadmap Principles, and the Special Education APR Measures is provided.

### On the Three-Way Crosswalk:

* Boxes marked with numbers and letters (for example, **2A,** **4B**) indicate alignment of the LCAP State Priorities with the EL Roadmap Principles
* Boxes marked with an “**X**” indicate alignment of the LCAP State Priorities with the Special Education APR Measures
* Boxes marked with both numbers and letters (for example, **2A,** **4B**) and an “**X**” indicate alignment of the LCAP State Priorities with both the EL Roadmap Principles and the Special Education APR Measures
* Boxes marked “*N/A*” indicate no alignment

The following Special Education APR Measures are not included on this crosswalk because they do not align with the LCAP State Priorities I–X:Measure 12: Early Childhood Transition, Measure 13: Early Childhood Transition, Measure 14: Post-School Outcomes, Measure 15: Resolution Sessions\*\*, Measure 16: Mediation\*\*, and Measure 17: State Systemic Improvement Plan\*\*.

# Three-Way Crosswalk

## Aligning the LCAP State Priorities, the Special Education APR Measures, and the English Learner Roadmap

| LCAP STATE PRIORITIES | LCAP I  Basic Conditions of Learning | LCAP II  State Standards | LCAP III  Parental Involvement | LCAP IV  Pupil Achievement | LCAP V  Pupil Engagement | LCAP VI  School Climate | LCAP VII  Course Access | LCAP VIII  Pupil Outcomes | LCAP IX\*  Expelled Pupils | LCAP X\*\*  Foster Youth |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Graduation Four Year Rate | **2A, 2B, 2D,**  **3B, 3D** | **2A, 2B,**  **3B, 3D** | **2D, 3D** | **2A, 2B, 2C,**  **3A, 3B** | **X**  **4A–C, 1A–E** | **2A, 2D, 3D** | **2D, 3C, 3D** | **3C, 3D** | **4A–C** | **4A–C** |
| 2. Drop Out Four Year Rate | **1A, 1C, 3B, 3D,**  **4A–C** | **1A, 1B, 2F, 2G, 3B, 3D, 4B, 4C** | **1B, 1D, 2D,**  **3D, 4C** | **1C, 2C, 3B,**  **4B, 4C** | **X**  **4A–C, 1A–E** | **1A, 1D, 2D,**  **3D, 4C** | **1B, 1D, 2D, 2G, 3D, 4B, 4C** | **3D,**  **4A, 4C** | **X**  **4A–C** | **X**  **4A–C** |
| 3. Statewide Assessments  (A) Districts Meeting targets for Disability Subgroup | **1A, 1E** | **1A, 1B, 1E** | **1B, 1E** | **X** | **1B** | **1A** | **X**  **1A, 2D, 2F** | **X** | **4A–C** | **X**  **4A–C** |
| 1. Statewide Assessments   (B) Participation for Students with IEPs | **1E, 2D** | **1B, 1E, 2F** | **1B, 1E, 2D** | **X**  **1A, 1B, 2B, 2C, 3C,  4A–C** | **1B, 2E, 2F** | **2D** | **X**  **1B, 1E, 2B, 2E, 2F, 3B, 4A–C** | **X**  **1B, 2A–G,**  **4A–C** | **4A–C** | **X**  **4A–C** |
| 3. Statewide Assessments  (C) Proficiency for Students with IEPs | **1E, 2A, 2B, 2D, 4C** | **1E, 2A, 2B, 2F, 4C** | **1E, 2D, 4C** | **X**  **1A, 1B, 2B, 2C, 3C,  4A–C** | **2F, 4C** | **2A, 2D, 4C** | **X**  **1B, 1E, 2B, 2E, 2F, 3B, 4A–C** | **X**  **1B, 1E,**  **2A–G,**  **4A–C** | **4A–C** | **X**  **4A–C** |
| 4. (A) Suspension  (B) Expulsion | **1A, 1C, 4A, 4B, 4C, 3D** | **1A, 2F, 3D, 4B** | **1B, 1D, 3D** | **1C, 4B** | **1B, 1C, 1D, 2F, 3D** | **X**  **1C, 1E** | **1B, 1D, 3D, 4B** | **3D, 4A, 4C** | **X**  **4A–C** | **X**  **4A–C** |
| 5. Least Restrictive Environment (LRE), ages 6–21 (A), (B), (C) | **X** | **X** | **1B, 2D** | **1C, 3A, 4B** | **1C** | **2D** | **X**  **2D** | **3A** | **4A–C** | **X**  **4A–C** |
| 6. Preschool LRE, ages 3–5  (A), (B), (C) | **1A–E,  2A–G,**  **4A–C** | **1A–E, 2A–G,  4A–C** | **1A–E, 2A–G,  4A–C** | **1A–E, 2A–G,  4A–C** | **1A–E, 2A–G,  4A–C** | **1A–E, 2A–G,  4A–C** | **X**  **1A–E,**  **2A–G,**  **4A–C** | **1A–E, 2A–G,  4A–C** | **1A–E, 2A–G,**  **4A–C** | **1A–E, 2A–G, 4A–C** |
| 7. Preschool Assessments | **3C, 3D,  4A–C** | **3C, 3D,**  **4A–C** | **3C, 3D,**  **4A–C** | **3C, 3D,  4A–C** | **3C, 3D,  4A–C** | **3C, 3D, 4A–C** | **X**  **3C, 3D, 4A–C** | **3C, 3D,**  **4A–C** | **4A–C** | **4A–C** |
| 8. Parent Involvement | **1A, 1C** | **1A, 2G** | **X**  **1E** | **1C, 3A** | **1C, 2E** | **1A** | **2E, 2G** | **3A** | **4A–C** | **X**  **4A–C** |
| 9. Disproportionality Overall | **X**  **1A–1C,  4A–C** | **X**  **2B, 2D** | **1B, 1D, 1E, 3D** | **X**  **1C, 3A** | **1B, 1D, 3D** | **1A, 1D, 3D** | **X**  **2D** | **3D** | **4A–C** | **X**  **4A–C** |
| 10. Disproportionality by Disability | **X**  **3A, 4A–C** | **X**  **3A, 4A–C** | **1B, 1D, 1E, 3D** | **X**  **1C, 3A** | **1B, 1D, 3D** | **1A, 1D, 3D** | **X**  **2D** | **3D** | **4A–C** | **X**  **4A–C** |
| 11. Eligibility Evaluation  (Child Find) | **1A–E,  2A–G** | **1A–E,  2A–G** | **1A–E,  2A–G** | **1A–E,  2A–G** | **1A–E,  2A–G** | **1A–E,  2A–G** | **1A–E,  2A–G** | **1A–E,  2A–G** | **X**  **4A, 4B** | **4A, 4B** |
| 12. Early Childhood Transition | **4A, 4B** | **4A, 4B** | **4A, 4B** | **4A, 4B** | **4A, 4B** | **4A, 4B** | **4A, 4B** | **4A, 4B** | **4A, 4B** | **4A, 4B** |
| 13–17. *No correspondence* | *N/A* | *N/A* | *N/A* | *N/A* | *N/A* | *N/A* | *N/A* | *N/A* | *N/A* | *N/A* |

\* = This is a county office of education (COE) LCAP State Priority. The data for foster youth (FY) at the county level can be disaggregated by APR measures to account for how FY have fared per measure.

\*\* = State level special education calculations that are not applicable to the LEA LCAP dashboard or COE LCAP State Priorities.

### Definition of Terms

The following definitions provide detailed information about the LCAP State Priorities, the EL Roadmap Principles, and the Special Education APR Measures.

#### LCAP State Priorities

Priority I: Basic (Conditions of Learning):

Rate of teacher misassignment as relates to equity, professional learning, resource alignment, and teachers; student access to standards-aligned instructional materials as relates to curriculum, instruction, and resource alignment; facilities in good repair as relates to school culture and climate and resource alignment.

##### Priority II: State Standards

##### Implementation of academic content and performance standards adopted by the State Board of Education (SBE) for all pupils, including English learners as relates to assessment, curriculum, equity, instruction, and professional learning.

##### Priority III: Parental Involvement

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to culture and climate, equity, and family and community.

##### Priority IV: Pupil Achievement

Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a score of 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to assessment, curriculum, equity, and instruction.

##### Priority V: Pupil Engagement

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to culture and climate, equity, and family and community.

##### Priority VI: School Climate

Pupil suspension rates, pupil expulsion rates, and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as relates to culture and climate, equity, and family and community.

##### Priority VII: Course Access

Pupil enrollment in a broad course of study that includes all of the subject areas described in *Education Code* (*EC*)section 51210 and subdivisions (a) to (i), inclusive, of section 51220, as applicable, as relates to curriculum, equity, and professional learning.

##### Priority VIII: Other Pupil Outcomes

Pupil outcomes in the subject areas described in *EC* sections 51210 and subdivisions (a) to (i), inclusive, of *EC* section 51220, as applicable, as relates to curriculum, equity, and professional learning.

##### Priority IX: Expelled Pupils – COEs Only

Coordination of instruction of expelled pupils pursuant to *EC* section 48926 as relates to resource alignment.

##### Priority X: Foster Youth – COEs Only

Coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records as relates to resource alignment.

#### English Learner Roadmap Principles

##### Principle #1: Assets Oriented and Needs Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

**1A. Language and Culture as Assets:** The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

**1B. English Learner Profiles:** Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten versus in later grades. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

**1C. School Climate:** School climates and campuses are affirming, inclusive, and safe.

**1D. Family and School Partnerships:** Schools value and build strong family and school partnerships.

**1E. English Learners with Disabilities:** A collaborative framework is developed for identifying English learners with disabilities and use valid assessment practices. IEPs that support culturally and linguistically inclusive practices are developed. Training to teachers is provided. IEPs Academic goals address language development.

##### Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning that integrates language development, literacy, and content through native language instruction and scaffolding. Meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages is ensured.

**2A. Integrated and Designated English Language Development:** Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language development (ELD) and designated ELD.

**2B. Intellectually Rich, Standards-based Curriculum:** Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

**2C. High Expectations:** Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

**2D. Access to the Full Curriculum:** English learners are provided access to the full curriculum along with the provision of appropriate English learner supports and services.

**2E. Use of Students' Home Languages:** Students’ home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

**2F. Rigorous Instructional Material:** Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

**2G. Programmatic Choice:** English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

##### Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

**3A. Leadership:** Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals—over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.

**3B. Adequate Resources:** The school system invests adequate resources to support the conditions required to address EL needs.

**3C. Assessments:** A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

**3D. Capacity Building:** Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.

**Principle #4: Alignment and Articulation Within and Across Systems**

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college-and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

**4A. Alignment and Articulation:** EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation

**4B. Providing Extra Resources:** Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges English learners face in learning English and accessing/mastering all academic subject matter.

**4C. Coherency:** EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

#### Special Education Annual Performance Report Measures

##### Measure 1: Graduation Four Year Rate

Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

##### Measure 2: Dropout Four Year Rate

Percent of all students in grades nine and higher, and ungraded students 13 and over, who exit special education by dropping out of school.

##### Measure 3: Statewide Assessments

Academic achievement testing to meet the requirements of the California Assessment of Student Performance and Progress.

**3A:** Meeting targets for disability subgroup for English Language Arts (ELA) and Math

**3B:** Participation target for Students with Individual Education Plans (IEPs) for ELA and Math

**3C:** Proficiency targets for Students with IEPs for ELA and Math

##### Measure 4: Suspension and Expulsion

Percent of all students, ages 3–22, receiving special education services that are suspended or expelled for greater than ten days in the school year.

**4A:** Overall: percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year

**4B**: Percent of all students with disabilities in the LEA, by race or ethnicity, that was suspended or expelled for greater than ten days in a school year

##### Measure 5: Least Restrictive Environment

The average amount of time students, ages six through twenty-two, receive their special education or related services in settings apart from their non-disabled peers.

**5A:** Inside the regular class 80 percent or more of the day

**5B:** Inside regular class less than 40 percent of the day

**5C:** In separate schools, residential facilities, or homebound or hospital placements

##### Measure 6: Preschool Least Restrictive Environment

The percent of children, ages three through five, with Individualized Education Programs (IEPs), attending a:

**6A:** Regular early childhood program and receiving a majority of special education and related services in the regular program

**6B:** Separate special education class, separate school, or residential facility

##### Measure 7: Preschool Assessments

Percent of preschool children, ages three through five, with IEPs, who demonstrate improvement in the following areas:

**7A:** Positive social-emotional skills (including personal relationships)

**7B:** Acquisition and use of knowledge and skills (including early language/communication and early literacy)

**7C:** Use of appropriate behaviors to meet their needs

##### Measure 8: Parent Involvement

Percent of parents with a child receiving special education services who report that their schools facilitated parent involvement as a means of improving services and results for children with disabilities.

##### Measure 9: Disproportionality Overall

Percent of racial and ethnic disproportionality among students, ages 6–22, which may be due to policies, procedures, or practices

##### Measure 10: Disproportionality by Disability

Percent of racial and ethnic disproportionality by disability among students, ages 6–22, which may be due to policies, procedures, or practices

##### Measure 11: Eligibility Evaluation

Percent of children, ages 0–22, whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

##### Measure 12: Early Childhood Transition

Percent of children ages birth through two in each district receiving special education under the Individuals with Disabilities Education Act (IDEA) Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a Special Education Local Plan Area level calculation and is not applicable to LEAs. As such, it does not align to an LCAP State Priority.

##### Measure 13: Secondary Transition Goals and Services

Percent of youth, aged 16 and above, with an IEP, that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet postsecondary goals. Does not align to the LCAP State Priorities as the focus of this measure is postsecondary education goals.

##### Measure 14: Post School Outcomes

Percent of youth who had an IEP, are no longer in secondary school, and who have been:

**14A:** Enrolled in higher education

**14B:** Enrolled in higher education or competitively employed

**14C:** Enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Does not align to the LCAP State Priorities as the focus of this measure is postsecondary education goals.

##### Measure 16: Mediation:

Measures the percent of due process hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (20 U.S.C. 1416[a][3][B]).

This is a statewide measure and is not applicable to LEAs. As such, it does not align to LCAP State Priorities.

##### Measure 17: State Systemic Improvement Plan

Describes how the state identified and analyzed key data, including data from the State Performance Plans/APR Measures, section 618 of IDEA data collections, and other available data as applicable, to:

**17A:** Select the State-identified Measurable Result(s) for students with disabilities, and

**17B:** Identify root causes contributing to low performance.

This measure will be reported to the State Board of Education in March 2019 for approval and will be submitted to the U.S. Department of Education's Office of Special Education Programs in April 2019. This is a statewide measure and is not applicable to LEAs. As such, it does not align to an LCAP measure.