

CALIFORNIA GLOBAL 2030 Y EL MAPA DE LA POLÍTICA EDUCATIVA DE LOS ESTUDIANTES APRENDICES DE INGLÉS EN CALIFORNIA

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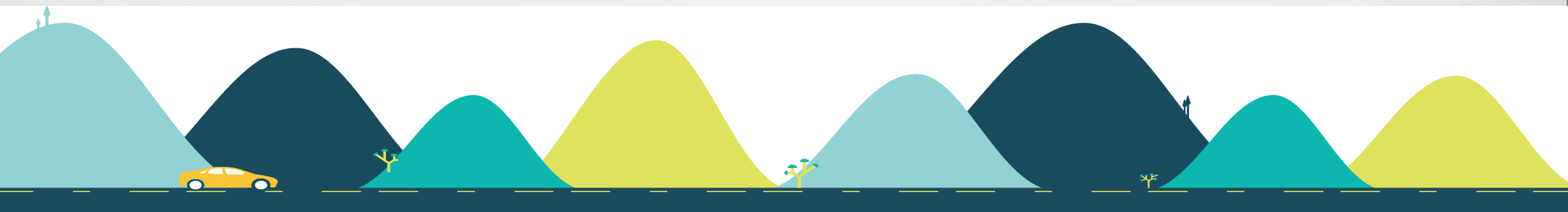
TEMAS DE HOY

- **IMPORTANCIA DE SER BILINGÜE**
- **EL MAPA DE LA POLÍTICA EDUCATIVA DE LOS ESTUDIANTES APRENDICES DE INGLÉS (CALIFORNIA ENGLISH LEARNER ROADMAP)**
- **CALIFORNIA GLOBAL 2030**

LAS VENTAJAS DE SER BILINGÜE

- ❖ Tiene un efecto positivo en el crecimiento intelectual y enriquece y mejora el desarrollo mental de un niño
- ❖ Deja al estudiante con más flexibilidad en el pensamiento, mayor sensibilidad al lenguaje y un mejor oído para escuchar
- ❖ Mejora la comprensión del niño de su lengua materna
- ❖ Le da al niño la capacidad de comunicarse con personas que de otro modo no tendrían la oportunidad de conocer
- ❖ Abre la puerta a otras culturas y ayuda al niño a entender y apreciar a personas de otros países
- ❖ Le da al estudiante una buena base para los requisitos del idioma para la Universidad

“ CALIFORNIA ENGLISH LEARNER ROADMAP ”



ÉL MAPA DE LA POLÍTICA EDUCATIVA PARA LOS ALUMNOS APRENDICES DE INGLÉS

PERSPECTIVA HISTORICA

**Lau vs Nichols
1974**

**Era de inglés-sólo la investigación, la política y rendición de cuentas
1990's**

Se adoptan los nuevos Estándares de Desarrollo del Idioma Inglés (ELD). Se establece el Sello de Biliteracidad de California.

**Castañeda vs Pickard
1981**

**1976
Ley Bilingüe-Bicultural de California**

**1998
Proposición 227**

**2001
Que Ningún Niño se quede Atrás**

**Panel Nacional de Alfabetización sobre el Lenguaje Minoritario de Niños y Jóvenes
2006**

**2010
Estándares Estatales Comunes de California CCSS**

**2014
Se adopta el Marco de Artes del Lenguaje Inglés de CA / ELD**

2012

**Ley de Todos los Estudiantes Triunfan
2015**

**Se aprueba la Política de EL Roadmap de California
2017**

**2016
Iniciativa de educación de CA de una economía Global (Pasa proposición 58)**

Era de la construcción de programas, prácticas y enfoques

¿POR QUÉ UN MAPA DE LA POLÍTICA EDUCATIVA PARA LOS APRENDICES DE INGLÉS?

- MÁS DE 1.3 MILLONES DE APRENDICES DE INGLÉS EN LAS ESCUELAS DE CALIFORNIA
- 60% DE LOS ESTUDIANTES DEL "0-5" SON APRENDICES DE DOS IDIOMAS
- SISTEMA DE APOYO
- AYUDA A LAS ESCUELAS A ALCANZAR LOS ESTÁNDARES FEDERALES Y ESTATALES
- AYUDA A EQUIPAR A LOS ESTUDIANTES CON HABILIDADES DEL SIGLO 21
- ENFOQUE ORIENTADO A LAS NECESIDADES DE LOS ESTUDIANTES APRENDICES DE INGLÉS

PROPÓSITO

- Deseo de una visión con más aspiraciones e inspiraciones
- Tiene la necesidad de “mover la aguja” en los programas y los servicios para los estudiantes aprendices de inglés
- Define la necesidad de un documento guía que lleve a otros documentos que den instrucción, den recursos legales y caminos alineados al LCAP



¿Qué es lo que hace el CA El Roadmap?



DIRECCIÓN

- Provee una póliza que reafirma la necesidad del estado de nueva dirección
- Provee recursos que apoyan los principios y los elementos



IGUALDAD

- Provee un sistema de ideas comunes
- Provee experiencias actuales de las Agencias Locales de Educación (LEAS)



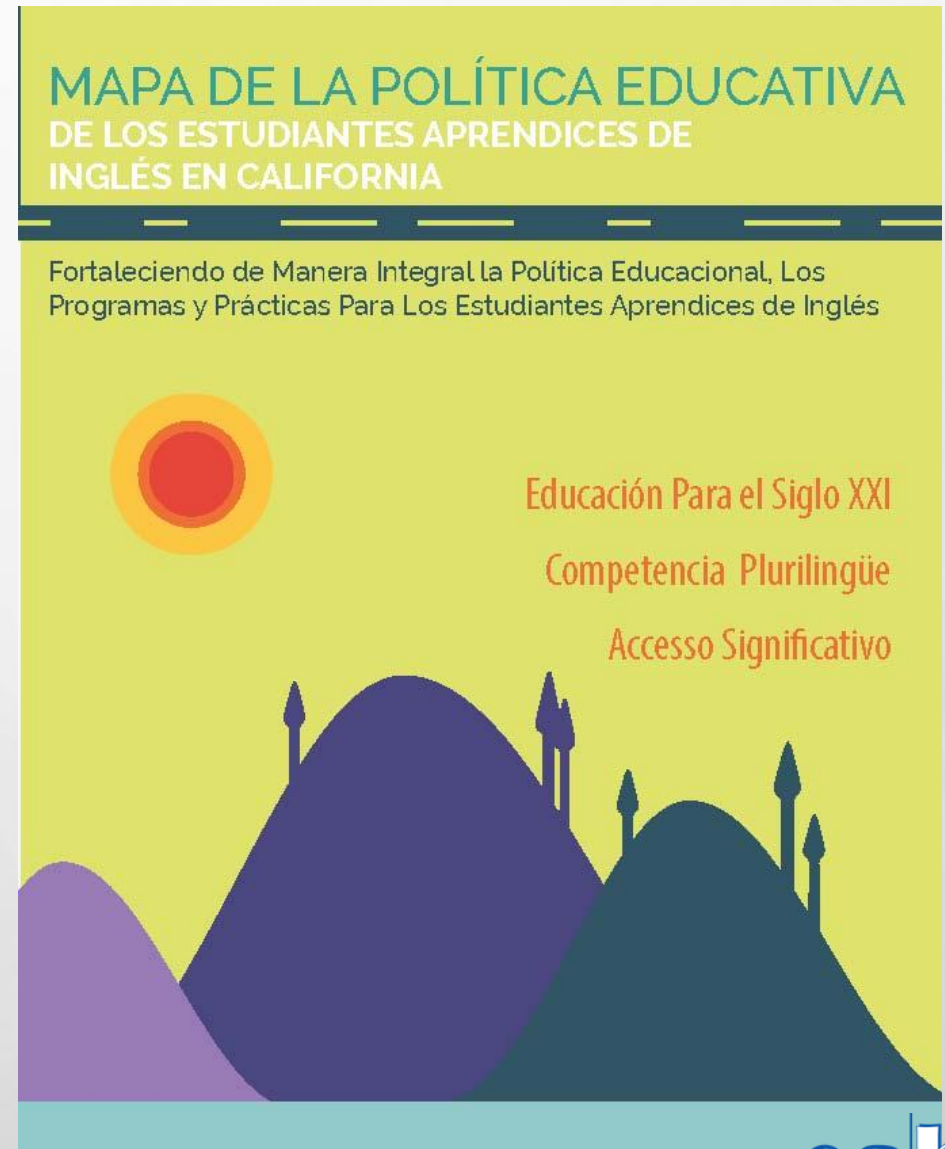
LO QUE NO HACE:

- Define un solo camino para todos los LEAS o para los ELs
(programa, practica o póliza)

ÉL MAPA DE LA POLÍTICA EDUCATIVA PARA LOS ALUMNOS APRENDICES DE INGLÉS (EL ROADMAP)

LA VISIÓN PARA EL ÉXITO DE LOS APRENDICES DE INGLÉS

Los estudiantes del inglés acceden total y significativamente a una educación del siglo XXI desde la primera infancia hasta el décimo segundo grado, que les permite alcanzar altos niveles de dominio del inglés, dominio de los estándares de su grado y oportunidades para desarrollar capacidad en múltiples idiomas.



MAPA DE LA POLÍTICA EDUCATIVA DE LOS ESTUDIANTES APRENDICES DE INGLÉS EN CALIFORNIA

Fortaleciendo de Manera Integral la Política Educacional, Los
Programas y Prácticas Para Los Estudiantes Aprendices de Inglés



Educación Para el Siglo XXI

Competencia Plurilingüe

Acceso Significativo



ÉL MAPA DE LA POLÍTICA EDUCATIVA PARA LOS ALUMNOS APRENDICES DE INGLÉS (EL ROADMAP)

LA MISIÓN DE CALIFORNIA

- Las escuelas de california afirman, dan la bienvenida y responden a una amplia gama de fortalezas, necesidades e identidades de los EL.
- Las escuelas de california preparan a los graduados con las habilidades y competencias lingüísticas, académicas y sociales que requieren para la universidad, la carrera profesional y la participación cívica en un entorno global, diverso y multilingüe, asegurando así un futuro próspero para california.

LOS 4 PRINCIPIOS INTERRELACIONADOS

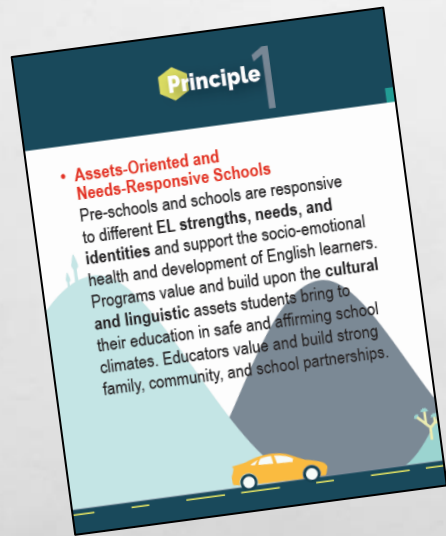
- **Principio 1:** Escuelas que reconocen el capital lingüístico y cultural y que responde a las necesidades de los estudiantes.
- **Principio 2:** Acceso significativo a una educación con calidad.
- **Principio 3:** Condiciones del sistema para apoyar la efectividad.
- **Principio 4:** Alineación y articulación dentro y a través de los sistemas.

EXPLORANDO EL ROADMAP

1. CON TU EQUIPO LEAN EL PRINCIPIO QUE LES TOCÓ.
2. DISCUTAN SOBRE SUS BENEFICIOS O COMPLICACIONES.

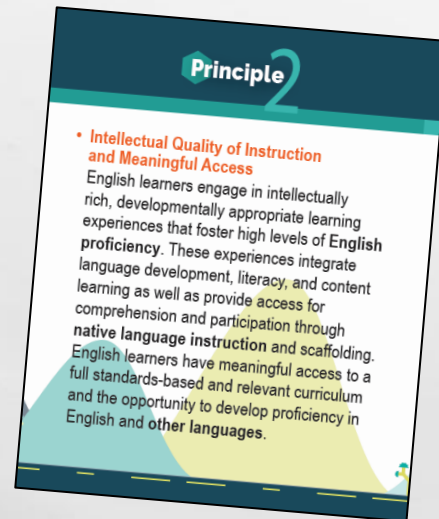
Principle 1

- **Assets-Oriented and Needs-Responsive Schools**
Pre-schools and schools are responsive to different 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.



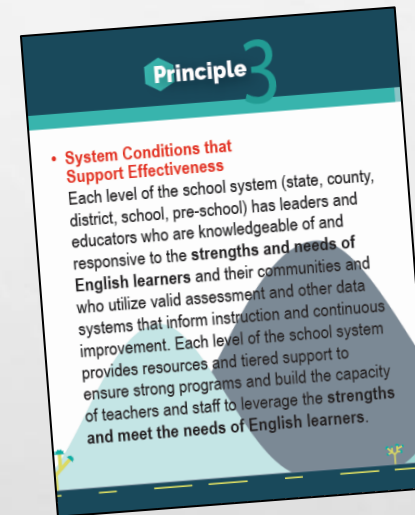
Principle 2

- **Intellectual Quality of Instruction and Meaningful Access**
English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.



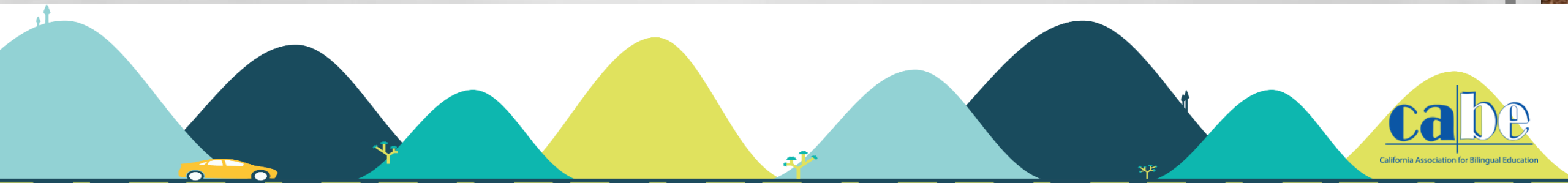
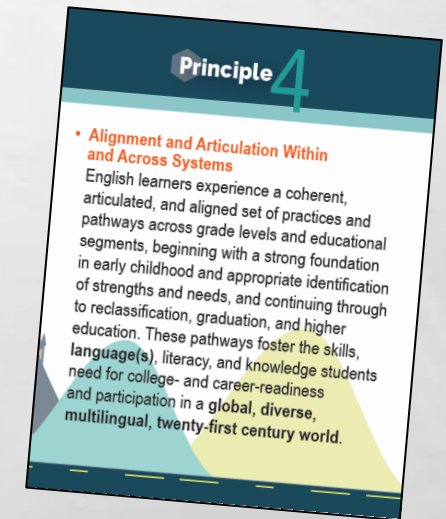
Principle 3

- **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.



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, and continuing through to reclassification, graduation, and higher education. 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.



Mapa de la Política Educativa de los Estudiantes Aprendices de Inglés en California

El desarrollo de las capacidades lingüísticas y académicas de los estudiantes que aprenden inglés (EL) es una responsabilidad compartida de todos los educadores en todo el sistema



Principio 1

Escuelas que reconocen el capital lingüístico y cultural y que responde a las necesidades de los estudiantes

Principio 2

Acceso significativo a una educación con calidad intelectual

Principio 3

Condiciones del sistema para apoyar la efectividad

Principio 4

Alineación y articulación dentro y a través de los sistemas

¿Cómo se conecta el roadmap con el LCAP?

Ayuda a los LEAs (Agencias Locales de Educación) a actualizar su LCAP y a el plan del Título III para asegurar que las metas sean alineadas con la prácticas de evidencia para educar a los aprendices de inglés

Asiste a los LEAs a promover la construcción de capacidad local y el mejoramiento continuo de cada uno de los principios

Diseñado hacia las 8 prioridades del estado integradas dentro del LCFF y LCAP



LCAP

- Los LEAs deben de hacer su LCAP alineados con los 4 elementos y las 8 prioridades
- Esta gráfica ayuda a saber de donde pueden sacar los fondos para cubrir cada necesidad.

	Principle One Assets-Oriented and Needs-Responsive Schools	Principle Two Intellectual Quality of Instruction and Meaningful Access	Principle Three System Conditions that Support Effectiveness	Principle Four Alignment And Articulation Within and Across Systems
LCAP One Basic (Conditions of Learning) Teachers, Materials, Facilities	Elements A, C & E	Elements A, B, & D	Elements B & D	Elements A, B, & C
LCAP Two State Standards (Conditions of Learning)	Elements A, B & E	Elements A, B, F, & G	Elements B & D	Elements B & C
LCAP Three Parental Involvement (Engagement)	Elements B, D & E	Element D	Element D	Element C
LCAP Four Pupil Achievement (Pupil Outcomes)	Element C	Elements A, B, & C	Elements A & B	Elements B & C
LCAP Five Pupil Engagement (Engagement)	Elements B, C, & D	Elements E & F	Element D	Element C
LCAP Six School Climate (Engagement)	Elements A & D	Elements A & D	Element D	Element C
LCAP Seven Course Access (Conditions of Learning)	Elements B & D	Elements D, E, & G	Element C & D	Elements B & C
LCAP Eight Other Pupil Outcomes (Pupil Outcomes)			Elements A, C, & D	Elements A & C

English learners. Programs value and build strong family, community, and school partnerships.

Element	1 Minimal or not at all	2 Somewhat Responsive	3 Responsive	4 Very Responsive
A. The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our 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.	Little to no mention or visibility of language diversity or cultural diversity. No programs or instructional support for developing bilingualism.	Some affirmation of language and cultural diversity as a general concept (e.g., mission statements); some teachers may include culturally responsive approaches in teaching.	School has some programs and aspects of culturally/linguistically responsive instruction in place. Multilingual programs are available for some students only.	School is multi-lingual focused, and dedicated to culturally responsive pedagogy and climate for all students. School has programs, materials, celebrations engaging students in many opportunities to build proficiency in multiple languages.
B. Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum and instruction are responsive to different EL student characteristics and experiences.	Programs, curriculum, and instruction are the same for all students.	Programs, curriculum, and instruction are somewhat adaptive to suit the students.	Programs, curriculum, and instruction are fairly adaptive to the individual student.	Programs, curriculum, and instruction are tailored toward each individual student in order to promote the greatest amount of learning for each individual.
C. School climates and campuses are affirming, inclusive and safe	School climate is questionable, and/or unwelcoming towards certain minorities.	School climate feels fairly safe, and fairly affirming towards most students and their families.	School climate feels safe, and affirming towards most students and their families.	School climate feels safe and affirming. Policies support inclusivity. Students and their families are treated fairly.
D. Schools value and build strong family and school partnerships	Parents are rarely included or rarely present in school activities.	Parents are somewhat involved and engaged in their children's learning experience.	Parents are fairly involved and engaged in their children's learning experience.	Parents are very involved and engaged in their children's learning experience. School has proactive supports for two-way engagement with families.

August 1, 2017

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation
A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).	Language development does not occur in and through content. Designated ELD is weak in implementation, and is not responsive to linguistic demands of content.	Provides standards-based, rigorous, and somewhat intellectually rich curriculum with unplanned instructional scaffolding for comprehension, participation, and mastery.	Provides standards-based, rigorous, and intellectually rich curriculum with instructional scaffolding for comprehension, participation, and mastery.	Language development occurs consistently in and through all content and integrated across the curriculum – in addition to strong content-based Designated ELD.
B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.	Provides non standards-based, non-rigorous or non-intellectually rich curriculum with no instructional scaffolding for comprehension, participation, and mastery.	Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with low expectations for ELs as for all.	Teaching and learning emphasize engagement, interaction, discourse, inquiry and critical thinking with high expectations for EL students.	Provides standards-based, rigorous, and intellectually rich curriculum with strategic instructional scaffolding for comprehension, participation, and mastery.
C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.	Teaching and learning emphasize, disengagement, teacher-centered, non-inquiry, and passive thinking with low expectations for EL students.	EL students are provided access to the full curriculum along with the provision of EL supports and services.	EL students are provided access to core curriculum along with provision of EL supports and services.	Teaching and learning emphasize engagement, interaction, discourse, inquiry and critical thinking with the same high expectations for EL students as for all.
D. ELs are provided access to the full curriculum along with the provision of EL supports and services.	EL students are provided access to the partial curriculum with no provision of EL supports and services.	Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for	Students' home language is understood as a means to access	EL students are provided access to the full curriculum across content areas along with provision of EL supports and services.
E. Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for	Students' home language is viewed as irrelevant to or a	Students' home language is understood as a means to access	Students' home language is understood as a means to access	Students' home language is understood as a means to access

August 1, 2017

RUBRICS : UNO PARA CADA PRINCIPIO

PRINCIPAL SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Each 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 utilize valid assessment and other data systems that inform instruction and continuous improvement. Resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Element	1 Minimal Conditions	2 Fair Conditions	3 Good Conditions	4 Excellent Conditions
A. The school system has clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.	Leadership establishes unclear goals and commitments to English Learners access, growth toward English proficiency, academic achievement	Leadership establishes goals and commitments to English Learners access, growth toward English proficiency, academic achievement	Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement	Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement
B. The school system invests adequate resources to support the conditions required to address EL needs.	The school system invests no resources to support the conditions required to address EL needs.	The school system invests few resources to support the conditions required to address EL needs.	The school system invests adequate resources to support the conditions required to address EL needs.	The school system invests extra resources to support the conditions required to address EL needs.
C. A system of culturally and linguistically valid and reliable assessment support instruction, continuous	A system of valid and reliable assessment in English support	A system of culturally and linguistically valid and reliable	A system of culturally and linguistically valid and reliable	A system of culturally and linguistically valid and reliable

AND ACROSS SYSTEMS

Each 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 utilize valid assessment and other data systems that inform instruction and continuous improvement. Resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

¿SABES QUÉ SON Y CÓMO USARLOS?

Element	1 Minimal to No Implementation	2 Fairly Alignment and Articulation	3 Good Alignment and Articulation	4 Excellent Alignment and Articulation
A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.	No EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a foundation in early childhood and continuing through to reclassification, graduation and higher education.	Few EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a foundation in early childhood and continuing through to reclassification, graduation and higher education.	Many EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a solid foundation in early childhood and continuing through to reclassification, graduation and higher education.	Many EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education.
B. Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELLs of learning	Schools do not plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for ELLs, to	Schools somewhat plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for	Schools plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide	Schools implement schedules and resources to provide extra time in school and build continuous partnerships with afterschool and other entities to provide additional



California Association for Bilingual Education

RÚBRICAS GUÍA DE EVALUACIÓN

- **PRINCIPIO 1: ESCUELAS QUE RECONOCEN EL CAPITAL LINGÜÍSTICO Y CULTURAL Y QUE RESPONDE A LAS NECESIDADES DE LOS ESTUDIANTES.**
- **PRINCIPIO 2: ACCESO SIGNIFICATIVO A UNA EDUCACIÓN CON CALIDAD.**
- **PRINCIPIO 3: CONDICIONES DEL SISTEMA PARA APOYAR LA EFECTIVIDAD.**
- **PRINCIPIO 4: ALINEACIÓN Y ARTICULACIÓN DENTRO Y A TRAVÉS DE LOS SISTEMAS.**

English Learner Readmap Rubric
School and district teams can use this self-reflection rubric to engage in dialogue, to assess current status in meeting the Readmap Principles and identify areas needing improvement.

Principle #1: ASSETS-ORIENTED AND NEED-RESPONSIVE SCHOOLS
This rubric and related responses to different EL groups, needs, and identities, are meant to support the socio-emotional health and development of English learners. Programs also acknowledge the cultural, linguistic, and assets brought to their schools by their students and staff and affirm their value. Educators view and build through equity, culturally, and linguistically.

Element	1 (Historical or at all)	2 (Emerging)	3 (Response)	4 (Very Responsive)
A. The language and culture of ELs are valued and are seen to be their own learning and are respected contributions to the learning community. There are no deficit or deficit gaps in cultural responses, curriculum, instruction, or assessment. The development of students' identities is supported.	English language learners are not seen as contributing to the learning community or as having unique experiences or perspectives.	English language learners are seen as contributing to the learning community and as having unique experiences or perspectives.	English language learners are seen as contributing to the learning community and as having unique experiences or perspectives.	English language learners are seen as contributing to the learning community and as having unique experiences or perspectives.
B. Schools are oriented to students' individuality (i.e., students' cultural context) and are providing for comprehension, participation and mastery.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
C. Schools are providing and/or integrating alternative, rigorous, and challenging work for the language learners to do as well as their peers.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
D. Schools are providing and/or integrating alternative, rigorous, and challenging work for the language learners to do as well as their peers.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.

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Principle #2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEASUREMENT
English learners require high-quality, intellectually rigorous learning experiences that foster high levels of English proficiency. These experiences include rigorous, challenging, and meaningful work that is differentiated to meet the needs of individual students and supports their growth in English language and content area knowledge.

Element	1 (Minimal)	2 (Emerging)	3 (Response)	4 (Very Responsive)
A. English language learners are provided with rigorous, challenging, and meaningful work that is differentiated to meet the needs of individual students and supports their growth in English language and content area knowledge.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
B. Schools are providing and/or integrating alternative, rigorous, and challenging work for the language learners to do as well as their peers.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
C. Schools are providing and/or integrating alternative, rigorous, and challenging work for the language learners to do as well as their peers.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
D. Schools are providing and/or integrating alternative, rigorous, and challenging work for the language learners to do as well as their peers.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.

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Principle #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS
Each level of the school system (state, county, district, school, program) has leaders and educators who are knowledgeable and responsive to the strengths and needs of English learners and their communities, and create and maintain and other state systems that address equity and educational achievement. Resources and staff are provided to ensure strong programs and the capacity of teachers and staff to best meet the needs of English learners.

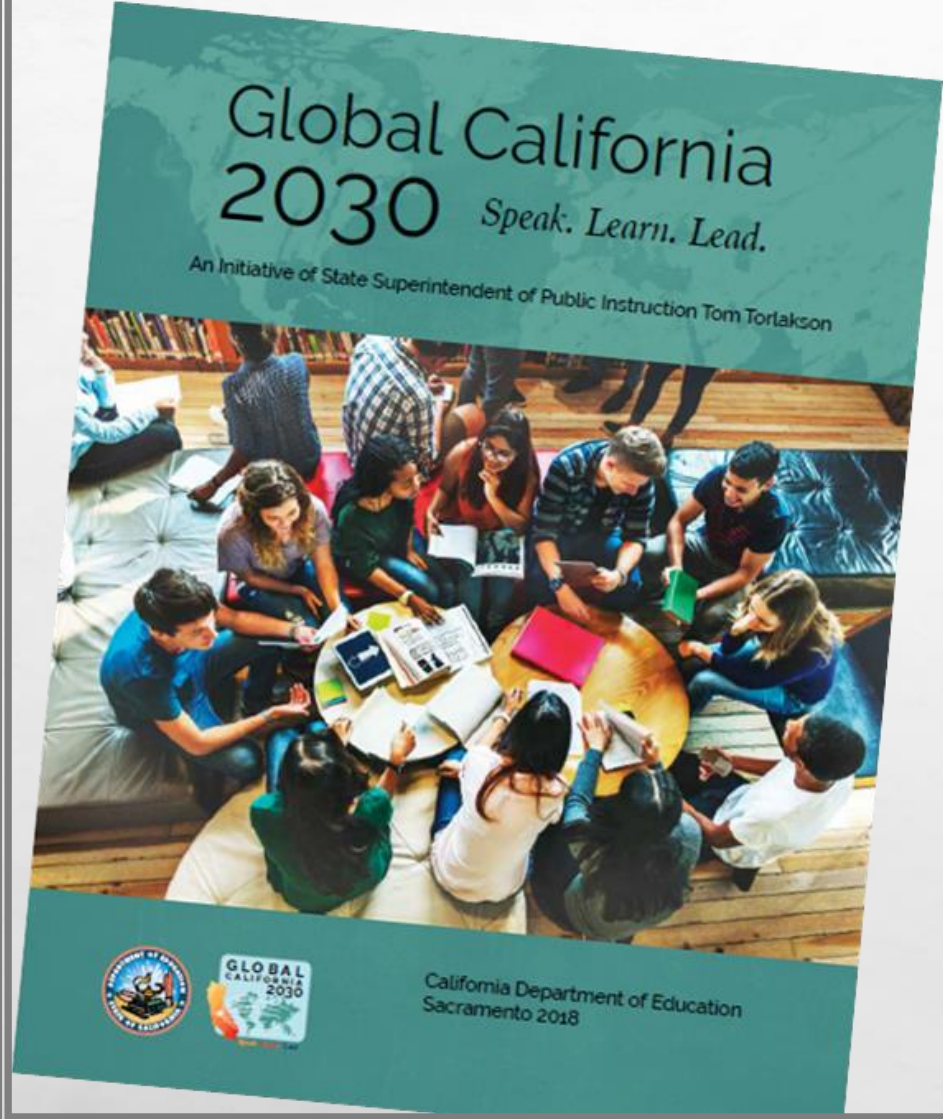
Element	1 (Minimal)	2 (Emerging)	3 (Response)	4 (Very Responsive)
A. Leaders understand the goals and contribute to English learners' success, growth, and achievement. Leaders are knowledgeable and responsive to the strengths and needs of English learners and their communities, and create and maintain and other state systems that address equity and educational achievement. Resources and staff are provided to ensure strong programs and the capacity of teachers and staff to best meet the needs of English learners.	Leaders do not understand the goals and contribute to English learners' success, growth, and achievement.	Leaders understand the goals and contribute to English learners' success, growth, and achievement.	Leaders understand the goals and contribute to English learners' success, growth, and achievement.	Leaders understand the goals and contribute to English learners' success, growth, and achievement.
B. The school system provides the conditions required to address ELs' needs.	Resources and staff are not provided to ensure strong programs and the capacity of teachers and staff to best meet the needs of English learners.	Resources and staff are provided to ensure strong programs and the capacity of teachers and staff to best meet the needs of English learners.	Resources and staff are provided to ensure strong programs and the capacity of teachers and staff to best meet the needs of English learners.	Resources and staff are provided to ensure strong programs and the capacity of teachers and staff to best meet the needs of English learners.
C. A system of quality and rigorous work is provided to English learners and their communities, and create and maintain and other state systems that address equity and educational achievement. Resources and staff are provided to ensure strong programs and the capacity of teachers and staff to best meet the needs of English learners.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
D. Leaders understand the goals and contribute to English learners' success, growth, and achievement. Leaders are knowledgeable and responsive to the strengths and needs of English learners and their communities, and create and maintain and other state systems that address equity and educational achievement. Resources and staff are provided to ensure strong programs and the capacity of teachers and staff to best meet the needs of English learners.	Leaders do not understand the goals and contribute to English learners' success, growth, and achievement.	Leaders understand the goals and contribute to English learners' success, growth, and achievement.	Leaders understand the goals and contribute to English learners' success, growth, and achievement.	Leaders understand the goals and contribute to English learners' success, growth, and achievement.

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Principle #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS
English learners require a coherent, articulated and aligned set of practices and outcomes across levels and educational systems. This includes alignment and articulation within and across systems, and across levels and educational systems. This includes alignment and articulation within and across systems, and across levels and educational systems.

Element	1 (Minimal)	2 (Emerging)	3 (Response)	4 (Very Responsive)
A. English language learners are provided with rigorous, challenging, and meaningful work that is differentiated to meet the needs of individual students and supports their growth in English language and content area knowledge.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
B. Schools are providing and/or integrating alternative, rigorous, and challenging work for the language learners to do as well as their peers.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
C. Schools are providing and/or integrating alternative, rigorous, and challenging work for the language learners to do as well as their peers.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.
D. Schools are providing and/or integrating alternative, rigorous, and challenging work for the language learners to do as well as their peers.	Instruction is not differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.	Instruction is differentiated to meet the needs of individual students.

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CALIFORNIA GLOBAL 2030

- **NUEVA INICIATIVA BASADA EN LOS COMENTARIOS DE LOS VOTANTES DE CALIFORNIA SOBRE LA PROPOSICIÓN 58.**
- **DESCRIBE CLARAMENTE EL CAMINO PARA QUE EL ESTADO PREPARE A SUS GRADUADOS PARA UNA CALIFORNIA GLOBAL EN 2030 Y MÁS ALLÁ.**
- **PARA 2030, QUEREMOS QUE LA MITAD DE TODOS LOS ESTUDIANTES DE K-12 PARTICIPEN EN PROGRAMAS QUE CONDUCEN A LA COMPETENCIA EN DOS O MÁS IDIOMAS, YA SEA A TRAVÉS DE UNA CLASE, UN PROGRAMA O UNA EXPERIENCIA.**
- **PARA EL AÑO 2040, QUEREMOS QUE TRES DE CADA CUATRO ESTUDIANTES SEAN COMPETENTES EN DOS O MÁS IDIOMAS, OBTENIENDO UN SELLO ESTATAL DE BILATERALIDAD.**

