Attachment B

Instructional Quality Commission

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Page 1 of 19

# Chapter 8: Teaching the Connections Standards

## Chapter Overview

### Chapter Objectives

By the end of this chapter, readers should be able to:

* Describe ways to integrate content and culture in the world languages classroom
* Help students make connections between the ways they and others view topics of interest to multilingual communities
* Relate the Connections Standards to the **Four Domains of Global Competence**
* Cite content areas that connect to the study of World Languages and the development of global citizenship, and describe options for maximizing those connections through collaboration across disciplines.
* Identify strategies to engage students in age- and range-appropriate, standards-driven instruction across the curriculum, drawing on standards, frameworks, and authentic materials from multiple subject areas

### Chapter Content

In this chapter, readers will learn about:

* Building, reinforcing, and expanding students’ knowledge of academic content to develop critical thinking and problem-solving skills in the target language
* Using authentic materials to provide students access to information and perspectives available only through the target language and its cultures
* Techniques and strategies to employ when teaching the Connections Standards
* Supporting literacy development in World Languages

## Introduction

This chapter provides guidance for stakeholders interested in world languages education and the implementation of California’s *World Languages Standards* (*WL Standards*) for Connections. The *English Language Arts/English Language Development Framework* took an important step forward when it explicitly cited literacy development as the shared responsibility of all educators. Similarly, this framework proposes that building, reinforcing, and expanding content knowledge and diverse perspectives become an interdisciplinary endeavor.

The Connections Standards outline outcomes across the ranges of proficiency. These outcomes are designed so that language learners develop and extend both their content knowledge and their identification of diverse perspectives within the target culture. To increase their understanding of these diverse perspectives, students need multiple opportunities to apply critical thinking and problem-solving skills in the world languages classroom. These opportunities help students to connect the language, culture, and content they are learning to the language, culture(s), and content they already know. The challenge, and the opportunity, for world languages teachers is to guide students to examine their content knowledge through the rich variety of perspectives found around the world.

The *WL Standards* encourage teachers to guide learners in articulating emotional responses and personal reflections through target languageactivities. By providing direction, teachers can support students in developing teamwork, leadership, flexibility, adaptability, diligence, and other skills that will serve them well in academic and work settings. The ultimate results of world languages education—growth of skills, knowledge, wisdom, empathy, and integrity—constitute clear and compelling reasons to study a second (or third) language, preparing students to be life-long learners as well. The Connections Standards support the work that schools and teachers do to ensure that all students increase academic and cognitive skills, gain content knowledge, and develop their potential and character.

This framework highlights the commitment of the state of California to serving and developing the whole child in each and every learner. The goal is for all students to be healthy, safe, engaged, challenged, and supported for the development of the whole person (CDE, 2019). For further information on this topic, please examine the documents created by the California Department of Education and the Orange County Office of Education:

Social and Emotional Learning web page (<https://www.cde.ca.gov/eo/in/socialemotionallearning.asp>)

California One System Serving the Whole Child <https://www.cde.ca.gov/eo/in/onesystem.asp>

Orange County Department of Education  
<https://ocde.us/MTSS/Pages/CA-MTSS.aspx>

Educators and other stakeholders will find specific suggestions in this framework for instructional strategies that develop learners’ ability to make connections to other disciplines and to the unique perspectives represented within the target culture.

### Making Connections to Academic Content

At all grade levels and entry points, world languages teachers employ a language other than English to deliver **content** (such as science, geography, history, mathematics, economics, art, and literature). The target language is therefore a content area in itself as well as the vehicle for accessing and developing age-appropriate, relevant content knowledge in other academic areas. In addition, uniquely among academic subjects, world languages help learners navigate both content and culture.

### Making Cultural Connections through Exploration of Authentic Materials

Within every range and phase of linguistic proficiency, language students also explore culturally-appropriate perspectives to interpret the cultures they study, an important component of global competence development. Closer examination of concepts we may think of as universal in any discipline demonstrates that both the concepts and their application can vary with culture. In psychology, for example, what may initially appear to be a universal concept, such as family, can manifest in different ways across and among cultures.

The Connections Standards contribute to developing students’ global competence by allowing them to access and evaluate both content and perspectives from the target culture. Through interaction with target culture products, practices, and perspectives, cultural awareness and proficiency become integral elements of language learning. Interaction with authentic materials engages students in the Four Domains of ***Global Competence***: investigating the world, recognizing diverse perspectives, communicating ideas, and taking action—all in the target language. See Chapter 2: Access and Equity for California’s World Languages Students and Chapter 4: Overview of the World Languages Standards for an in-depth discussion of global competence.

The use of authentic materials, created by bearers of the target cultures for speakers of the target language, provides a means for integrating proficiency development in the three areas of the *WL Standards*: learning the target language (Communication), understanding and functioning in the target culture (Cultures), and integrating the content of other disciplines (Connections). At all ranges of proficiency (Novice, Intermediate, Advanced), learners benefit from sources of academically sound, age- and range-appropriate, and culturally authentic content. Authentic materials can provide students the opportunity to develop deeper insight into the perspectives of the target culture. For example, as learners of Italian read and discuss an article from an Italian travel magazine, they acquire the vocabulary and structures of the language in context through exploring the information and perspectives relevant to a variety of content areas, such as geography, history, art, health, and culinary arts.

**Emphasis Quote**

At all ranges of proficiency (Novice, Intermediate, Advanced), learners benefit from sources of academically sound, age- and range-appropriate, and culturally authentic content. Authentic materials can provide students the opportunity to develop deeper insight into the perspectives of the target culture.

### Integrating Language, Content, and Culture

The *WL Standards* underscore using the target language to acquire subject-specific content knowledge as well as identifying and reflecting on perspectives of the target cultures.

As evident in the “Then and Now” statement excerpted from the *WL Standards* in Figure 8.1, the *WL* Standards emphasize employing the target language to teach academic content.

### Figure 8.1: Then and Now – Target Language and Academic Content

| **Then** | **Now** |
| --- | --- |
| **Teaching only the language** | **Use of language as the vehicle to teach academic content**   * Students further their knowledge of content through target-language sources. * Students learn target-culture perspectives on content. * Students develop information, media, technology, and emotional literacies. |

*Source:*Expanded by Zaslow (2011) using the 21st Century Skills Map for World Languages.

With the focus on students’ communication in the target language and in real-world situations, language structure is modeled and practiced in context, supporting effective communication and developing proficiency in the Interpretive, Interpersonal, and Presentational modes of the Communication Standards.

For example, in an Intermediate Portuguese class the teacher may model the use of the subjunctive to express possibility and probability to prepare students for an upcoming discussion about an environmental crisis, proposed solutions, and possible or probable outcomes.

Employing **backward planning**, world languages teachers can begin formulating units and activities by establishing specific learning objectives in alignment with the WL Standards for Communication, Cultures, and Connections.

## The California World Languages Connections Standards

World languages teachers and their students are in a unique position to connect to many different content areas and learn about differing perspectives. As a result of their ability to use the target language and navigate target cultures, learners are able to access information and ideas that are specific to the target culture and may only be available to students through their understanding of the target language. Figure 8.3 lists the two Connections Standards, each of which is discussed in detail in this chapter.

### Figure 8.3: The California World Languages Connections Standards

Connections Standard 1: Connections to Other Disciplines

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

## Connections Standard 1: Connections to Other Disciplines

In this section, readers will explore the relationship between language and content in the world languages classroom. Teachers will build capacity to develop students’ use of the target language to access information and gain knowledge across disciplines. They will identify strategies to both support cross-disciplinary study and develop students’ global competence.

Teachers with the opportunity and support to forge collaborative relationships with colleagues across content areas make meaningful connections among academic disciplines that can extend far beyond introducing content related vocabulary and fundamental concepts. In addition to the greater breadth of material, cross-disciplinary integration can create an environment that encourages deeper learning, and motivates students to draw on their skills and knowledge in multiple areas of the curriculum to engage fully in developing ever greater communicative and cultural proficiency in the target language. At the same time, their opportunities to employ 21st Century Skills such as critical thinking and creativity are enhanced through cross-disciplinary activities and projects.

Cross-disciplinary connections are best served when teachers working in partnership increase their awareness of the content standards and curriculum frameworks supporting student achievement in the content areas they work to integrate.

### Goal

* Students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems in order to function in real-world situations, academic and career-related settings.

When language teachers use authentic materials that are linguistically and culturally rich, they are able to engage students in learning content while using the target language to introduce the vocabulary, concepts, appropriate language structures, and cultural products, practices and perspectives in context. Culturally authentic materials allow students of all grade levels to acquire content knowledge, exchange ideas, and present information that develops both their linguistic and cultural proficiency.

In content-focused world languages pathways such as elementary and secondary dual language immersion (DLI) programs, teachers use the target language to build, reinforce, and expand academic knowledge across the multiple subjects taught at each grade level. The goal is for students to develop linguistic and cultural proficiency in English and in the target language by means of employing the language(s) to acquire content knowledge across academic disciplines.

To address all outcomes of the *WL Standards*, educators teaching in DLI pathways integrate culture throughout instruction, primarily using authentic materials. Addressing cultural as well as linguistic competence is a theme that continues throughout this chapter of the framework, particularly in the section addressing Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints.

In language-focused world languages pathways, such as FLES, FLEX, and traditional secondary world languages classrooms, teachers also use content from all subject areas to develop target language proficiency. For example, just as native speaking students in China use Mandarin to communicate as they learn literature, history, mathematics, science, or landscaping, among other content, California students of Mandarin language and culture can also connect to content knowledge in Mandarin. Teachers utilize the **text types** (words and phrases for Novice; sentences and strings of sentences for Intermediate; paragraphs and strings of paragraphs for Advanced) and **settings** (common daily, familiar, informal, formal, and unfamiliar) appropriate to their students’ range and phase of language proficiency. Prioritizing content and the employment of authentic materials for the acquisition of the target language and culture have been refocusing the instruction of world languages in secondary grades. Previously, there might have been more of a grammar-driven sequencing common in former approaches. The shift the *WL Standards* call for has a content-based focus, with structure introduced in service to communication. For more information on content- and language-focused approaches, as well as discussion of the various types of world languages programs, see Chapter 3: Pathways to Multiliteracy.

Figure 8.4 demonstrates how world languages teachers can design activities for their students that address both target language skills and content knowledge from connected disciplines. Some teachers may already have personal expertise and/or interest in other content areas. Yet all language teachers are encouraged to seek out connections to additional, perhaps less familiar content areas through collaboration with colleagues.

### Figure 8.4: Sample Activities Connecting to Other Disciplines

#### Suggestions for Making Connections to Other Disciplines

In the course of a unit focused on the target culture, students may acquire, exchange, and present knowledge from one or more of the following disciplines:

* Human and physical geography
  + identify/discuss the origins of names of cities and other settlements
  + identify/hypothesize about climate of specific latitude, longitude, altitude, depth
  + define/infer implications on the economy related to land formations and bodies of water
  + map the target language as spoken around the world and discuss its distribution
  + map distribution of wealth within the regions where the target language is spoken
* Astronomy, climate and weather
  + identify/explain the scientific reasons for the seasons in the regions where the target language is spoken (when they occur and the severity of weather patterns)
  + identify/explain the scientific reasons for specific weather occurrences and patterns in the regions where the target language is spoken
  + identify/explain the scientific reasons for/discuss the social justice issues related to specific natural disasters in the regions where the target language is spoken
* CTE-Hospitality industry
  + select a place to visit where the target language is spoken and make hotel and restaurant reservations
  + identify personal preferences/discuss health and social mores in relation to leisure activities in the regions where the target language is spoken
* Arts and music
  + identify/describe musical instruments and musical genres/styles unique to the target culture
  + research/discuss major artistic movements and styles from the target culture
  + research and plan a vacation to a city where the target language is spoken and select museums to visit or explore other ways to enjoy the arts
* Anatomy, health, and medicine
  + identify/describe body parts, potential injuries, and medical treatment
  + identify/discuss expectations in relation to a visit to the hospital in a place where the target language is spoken
  + identify/compare/discuss access to health care in the regions where the target language is spoken
  + identify/compare/discuss social emotional health
* Social studies
  + research/discuss colonization and issues of language in countries where the target language is spoken
  + research/reflect on modern issues of post-colonialism in the regions where the target language is spoken
  + research/describe/discuss work conditions and issues of un- or under-employment in the regions where the target language is spoken

Figure 8.5 suggests additional examples of ways to develop students’ content knowledge through the vehicle of the target language. This list is simply a starting point suggesting a few possible connections with other disciplines. Teachers are encouraged to reach out to colleagues and engage in developing connections to other content areas.

### Figure 8.5: Examples of Connections to Other Disciplines

* Students explore, recognize, and list their findings about the least expensive water- and winter-sport resorts in a country; compare the information gathered and design a vacation plan for a family of four on a given budget. (Geography; CTE – Hospitality)
* Students investigate, identify, and record findings about weather patterns in two countries. In a series of discussions, they compare the patterns and discuss what may have caused similarities and differences. Finally, they discuss impact weather has on people’s lives. (Geography; Economics; Science; Environmental Principles and Concepts)
* Students research what indigenous peoples inhabit different areas of a country and map their ethnicity, language(s) and culture(s). In small groups, they share and examine data and create a brief video to explain the socio-economic state of these populations. (History-Social Science; Anthropology)

As teachers design activities appropriate for their students’ age and proficiency range, student tasks will vary by text type and settings. To gain guidance on age-appropriate content, secondary world languages teachers are encouraged to consult the content standards and frameworks of other disciplines to discover what their students are learning in their other classes. In this way, world languages teachers can lay the foundation for effective collaboration across disciplines and supporting their colleagues by introducing targeted standards-aligned content from other academic areas.

## Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

In this section, readers examine the ways that cultural perspectives and viewpoints are uniquely accessible to students through the ability to understand and communicate in the target language. Teachers explore strategies to develop student capacity in employing the target language to access information and gain diverse perspectives.

### Goal

* Students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures in order to function in real-world situations and academic and career-related settings.

Language learners use the target language to identify diverse perspectives within the target culture. As students develop their linguistic, cultural, and global competence, they build capacity to suspend assumptions, consider multiple perspectives and opinions, and empathize with others.

**Emphasis Quote**

As students develop their linguistic, cultural, and global competence, they build capacity to suspend assumptions, consider multiple perspectives and opinions, and empathize with others.

When language learners experience diverse perspectives through their interaction with authentic materials, they are able to consider the distinctive viewpoints of the people who produced the video, audio, or print texts. As was mentioned in the discussion of Connections Standard 1, by learning to communicate in the target language, students gain access to content that might not otherwise be available to them. The ability to read, listen to, and view authentic materials from the target culture makes it possible for students to enter a different community than their own and begin to view the world from the perspective of people within the target culture.

**Emphasis Quote**

“Subject content is the integrative component that melds language learning with the immediate, relevant world of the learner. Culture is the distinctive contribution to the general education of the learner” (Curtain and Dahlberg, 2016, p. 46).

To achieve the communicative outcomes of the *WL Standards*, teachers address the Cultures and Connections Standards through the use of authentic materials in their instruction. As Helena I. Curtain and Carol Ann A. Dahlberg have asserted in their examination of learning and language, “Subject content is the integrative component that melds language learning with the immediate, relevant world of the learner. Culture is the distinctive contribution to the general education of the learner” (Curtain and Dahlberg, 2016, p. 46).Since subject area and cultural content provide the impetus for communicative intent, world languages teachers plan thematic, standards-based units that infuse culture and language across all subjects taught at their schools. For example, elementary school DLI teachers may complete a subject-area planning web or similar tool to guide their integration of culture and language into a given thematic unit. DLI teachers can supplement and enhance content area curriculum with relevant authentic resources related to the content. Figure 8.6 provides a general example of a completed planning web within an elementary DLI pathway.

### Figure 8.6: Sample Completed Dual Language Instruction Planning WebSample Completed Dual Language Instruction Planning Web. Link to long description below graphic.

[Text accessible version of Sample Completed Dual Language Instruction Planning Web](#text86" \o "Long description of Sample Completed Dual Language Instruction Planning Web)

*Source:* Languages and Learners Making the Match, World Language Instruction in K–8 Classrooms and Beyond. Curtain and Dahlberg (2016).

While not every element of the planning web in Figure 8.6 would be addressed within the thematic unit, this tool allows multiple subject world languages teachers to expand their thinking around the language, culture, and themes they address. They can then organize material into a variety of meaningful categories for subject-specific, target language instruction. Importantly, by integrating authentic materials, teachers also provide students with access to perspectives that may only be available through the target culture.

As emergent global citizens, students must develop their cultural awareness (of both their own and the target cultures) to identify and practice communicating with cultural appropriateness. Authentic materials provide students with a rich resource of target culture language and perspectives to explore and evaluate.

The *NCSSFL-ACTFL Intercultural Can-Do Statements* address global competence development and are grounded in a dual focus. The first is to investigate the target culture and one’s own culture. The second is to interact with members of the target culture in appropriate ways. When students not only develop the ability to decode the linguistic messages of the target language, but also increase their ability to identify and suspend their own assumptions and judgements as they examine the perspectives of others, they use their communicative competence in tandem with cultural competence—a skill as crucial to communicative success as linguistic proficiency.

The California Global Education Network (CGEN) Global Competence Indicators and Benchmarks were designed to provide teachers with clear, observable measures of students’ development of global competencies. The Benchmarks and Indicators are aligned with the Four Domains of Global Competence and can be used effectively in combination with the *WL Standards* when planning instruction, tasks, and formative assessment.

Strategies such as comparison and contrast build student capacity to identify differing cultural perspectives. As an example, teachers may ask students to read two articles (or listen to audio/video interviews) about an issue related to protecting the environment, one from the target culture and one from a U.S. media source. Students can use a graphic organizer to record information from each article, as well as their own comments, questions, and opinions. This prepares students to engage in small group discussion to identify the main ideas in the articles as well as the cultural perspectives reflected in each. Students may then go on to present their own perspective on the issue and subsequently conduct a debate or **Socratic Seminar**. For more information about how conducting a Socratic Seminar, please search the California Department of Education website at [www.cde.ca.gov](http://www.cde.ca.gov/) for recommended ways to conduct Socratic Seminars.

Across all ranges of communicative proficiency, students have the ability to acquire content knowledge, identify perspectives, and differentiate various viewpoints in the target language. Teachers can select authentic materials to engage students in developing content knowledge and cultural awareness simultaneously. Keeping in mind their students’ proficiency ranges and needs, teachers provide age- and range-appropriate tasks and activities that scaffold the use of an authentic text appropriately. This approach supports students’ understanding of the content and helps them to differentiate diverse perspectives.

To illustrate this point, a teacher of German may ask Novice students to view an infographic from a German magazine focused on the use of social media by different age groups. The students are asked to identify and record the most significant information displayed by the infographic. They can then discuss their findings and any questions they may have with a partner. Pairs might then collaborate to complete a Venn diagram of social media use by their age group in Germany and social media use by their own peer group in California.

Investigating the viewpoints of target cultures through the use of authentic materials also helps students clarify and articulate their own cultural perspective. The ability to recognize and consider multiple perspectives is key to the development of global competence. Figure 8.7 provides a few examples of ways that teachers can prepare students to encounter and grow their knowledge about differing viewpoints expressed in the target language and reflected in the target cultures.

### Figure 8.7: Sample Activities to Engage Students in Learning about Diverse Perspectives and Distinctive Viewpoints

**Arabic**

Example: As part of a unit focused on traditional Arabic games, Intermediate students of Arabic watch a video and collect information about two different games. In pairs, using the target language, students discuss the object of each game, how many people were playing, where the game was played, how to play the game, and what the rules were. Then, students read an article about games in different countries where Arabic is the dominant language, and are able to tell how, where, when, and by whom the games they read about are played. Students may go on to compare these traditional games with games they play with their friends and family. (Students answer questions orally and in writing to demonstrate comprehension of the text.)

**Armenian**

Example: In an Advanced Low Armenian class for heritage speakers, the students examine authentic materials in Armenian, such as printed, audio, and video interviews of survivors of the Armenian Genocide of 1915. Students then explore how the experiences of Armenians in exile are depicted in Armenian art, music, and literature.

**American Sign Language**

Example: Intermediate Low ASL students view a panel of Deaf authors discussing the merits and characteristics of several works of Deaf literature. Students then view examples of the literature discussed in videotexts. Students analyze the use of space, eye gaze, and non-manual signals in addition to signs to determine their significance and purpose in visual literature and their reflection of Deaf culture.

**Chinese**

Example: In an Intermediate High Chinese classroom, students read authentic letters from people who participated in the crews that built the American railroad system in the 19th century. Through their reading of the authentic materials, students explore the Chinese immigrant experience against the backdrop of Manifest Destiny.

**French**

Example: As part of a unit focused on the essential question, “*Why do people migrate*?”, Intermediate students of French read passenger manifests and journals of early colonists in *Nouvelle France* (later the province of Quebec) and also in the Caribbean (Martinique and Guadeloupe), recording information about the characteristics of people who migrated to the colony. With classmates, they discuss the possible reasons for migration to each colony.

As demonstrated in the examples in Figure 8.7, teachers may use a variety of sources to identify authentic materials: websites, print and video media, literature, historical documents, art, and curricular resources from target language countries, among others. When they design activities to help students differentiate multiple perspectives, they may also incorporate practice with the 21st Century Skills that prepare them for college and career: critical thinking, problem-solving, media literacy, and collaboration.

## Conclusion

Instruction that addresses the Connections Standards necessarily incorporates the Communications and Cultures Standards. Each of the thirteen standards is an integral part of functioning in real-world settings in culturally appropriate ways. When the standards work in concert, students develop linguistic proficiency, cultural proficiency, and true global competence.

Students who acquire content knowledge and successfully communicate about their learning with others are more likely to become life-long learners as well as global citizens. Their knowledge and skills prepare them to succeed in the global economy of the 21st century.

When they develop proficiency in the target language, experience the target culture, and acquire subject-specific knowledge by connecting with target culture content, world languages students build the skill set to master the four domains of Global Competence. They are ready to **investigate the world, recognize perspectives, communicate ideas, and take action.** They learn to communicate their ideas build relationships and negotiate meaning with others in culturally appropriate ways. And they are poised to act in collaboration with others to effect positive change.

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## Text Accessible Descriptions of Graphics for Chapter 8

**Figure 8.6: Sample Completed Dual Langua****ge Instruction Planning Web**

This figure shows an array of seven categories, each one represented by a rectangle. These seven rectangles representing seven categories are connected by lines to a circle in the middle. Within the circle there is a guiding question that reads, “Where Do Animals Live?”

The first category is Physical Education. Two elements are connected to this category by lines: animal locomotion and charades/pantomime.

The second category is Art. Two elements are connected to this category by lines: identify and describe animals in cultural art works and make and describe animal masks.

The third category is Music. The two elements connected to this category are: sing animal songs and listen to animal-themed classical music.

The fourth category is Mathematics. The two elements connected to this category are: measure animals’ sizes in metric system and survey and graph favorite animals of class.

The fifth category is Social Studies. Four elements are connected to this category by lines: locate habitats on maps according to continent, countries, and landforms; identify animal symbols; identify importance of animal to the culture; and identify animals used as pets.

The sixth category is language Arts. Five elements are connected to this category by lines: read fiction and nonfiction animal stories; read and recite poems; write pattern poems; recite chants and rhymes; and recite animal sayings.

The seventh category is Science. Four elements are connected to this category by lines: classify animals according to type and various attributes, how animals move, animal habitats, and animal foods. [Return to graphic.](#fig86)

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