

Honoring our Past, Embracing Our Future: 50 Years of Bilingual Advocacy & Excellence

CABE 2025 Seal of Excellence School Award Criteria and Rubric

The following resources were utilized and/or adapted in the creation of the Seal of Excellence School Award criteria and rubric:

- CABE Vision and Mission Statement- https://www.gocabe.org/about-cabe/
- The California English Learner Roadmap: <u>https://www.cde.ca.gov/sp/ml/roadmap.asp</u>
- The California ELA/ELD Framework: <u>https://www.cde.ca.gov/ci/rl/cf/</u>
- The Guiding Principles for Dual Language Education, 3rd Edition: <u>https://www.cal.org/publications/guiding-principles-3/</u>

Section 1				
Qualitative Evidence				
Criteria	Beginning= 1	Progressing= 2	Proficient= 3	Exemplary= 4
A. The school's biliteracy	The school may affirm	The school has some	The school is bilingual/	The languages and cultures that
program is aligned to the	language and cultural	programs and aspects	multilingual focused and	bilingual/multilingual/English
vision and mission of the	diversity as a general	of culturally/	dedicated to a culturally	learner students bring to their
California Association for	concept, for example,	linguistically responsive	responsive pedagogy and	education are assets for their
Bilingual Education:	in its vision and mission	instruction in place.	climate for all students.	own learning and are important
Biliteracy, Multicultural	statements.	Bilingual/multilingual	School has bilingual/	contributions to learning
Competency, and Educational		programs are available	multilingual programs,	communities. These assets are
Equity for All. Schools		for some students.	materials, and celebrations.	valued and built upon in
implement priorities,			School engages students in	culturally responsive curriculum
initiatives, and services			many opportunities to build	and instruction and in programs
designed to increase the			proficiency in multiple	that support the development of
community's capacity to			languages.	proficiency in multiple languages
create caring and highly				in all classrooms.
effective learning				
environments that promote				

	biliteracy/multiliteracy and support English learners and all diverse populations to graduate college, career, and globally prepared to live their lives to the fullest. Bilingual/multilingual/ multicultural appreciation is strongly apparent at the school site and in individual classrooms.				
	Rationale for Inclusion -				
	Alignment to CABE's Vision				
	and Mission Statement				
В.	The program is aligned to the	There is beginning	There is progressing	There is proficient evidence	There is exemplary evidence the
	California English Learner	evidence of working	evidence of	of implementing the four EL	school adheres to the elements
	Roadmap.	towards or	implementing two of	Roadmap Principle and	of each of the English Learner
		implementing at least	the EL Roadmap	strengthening	Roadmap Principles and utilizes
		one EL Roadmap	Principles and	comprehensive educational	the reflection tools and action
	Rationale for Inclusion -	Principle and	strengthening	policies, programs, and	plans provided <i>to</i> engage in
	EL Roadmap Principles 1-4	strengthening	comprehensive	practices for English	dialogue, to assess current status
		comprehensive	educational policies,	learners.	in enacting the English Learner
		educational policies,	programs, and		Roadmap Principles, and to
		programs, and	practices for English		identify areas needing
		practices for English	learners.		improvement.
-		learners.			
C.	The program strives to achieve the	There is beginning	There is progressing	There is proficient evidence	There is exemplary evidence and
	core goals of dual language	evidence that the	evidence that the	that the program strives to	practice that the program strives
	education—grade-level academic	program strives to	program strives to	achieve the core goals of	to achieve the core goals of dual
	achievement, bilingualism/	achieve the core goals	achieve the core goals	dual language education	language education through
	biliteracy and sociocultural	of dual language	of dual language	(e.g., through length of	exemplary practice (e.g.,
	competence—which are all part of	education (e.g.,	education (e.g., through length of	program, language	through length of program, language allocation, language of
	the program design.	through length of program, language	program,	allocation, language of initial literacy instruction,	initial literacy instruction, and
	Rationale for Inclusion -	allocation, language of	language allocation,	and recruitment of	recruitment of students) and will
	GPDLE Strand 1, Principle 1,	initial literacy	language of initial	students) and will enable	enable students to attain all
	Key Points A, B, C	instruction, and/or	literacy instruction,	students to attain all	program goals. The program is
	,		and/or recruitment of	program goals.	supported by district
				program gouisi	supported by district

		recruitment of students).	students) and will enable students to attain some but not all		leadership and community members.
	The program has a process for	Thoro is beginning	goals of the program.	There is proficient evidence	There is exemplary evidence and
D.	The program has a process for developing and revising a high- quality curriculum—including social emotional development and substantial enrichment experiences—that is standards- based and promotes attainment of the three goals of dual language education. Rationale for Inclusion - GPDLE Strand 2, Principle 1, Key Point A / Principle 2, Key Point B	There is beginning evidence of a plan for standards-based curriculum development and implementation. There is no scope and sequence for literacy and language development for either of the program languages.	There is progressing evidence of a plan for standards-based curriculum development, but it is implemented sporadically. There is a scope and sequence for literacy and language development for one language but not the other (or it is not differentiated for each language).	There is proficient evidence of a plan for standards- based curriculum development that was developed with community input and is followed in all classrooms. There is a scope and sequence for literacy and language development in each language as appropriate for the program model; it Is differentiated for a variety of bilingual/ multilingual/English learner student profiles and for students identified as gifted or eligible for special education services, with high expectations for all students. Areas of cross- linguistic commonalities and differences for language and literacy expectations are noted and used to inform instruction.	There is exemplary evidence and practice of a plan for standards- based curriculum development that was developed with community input and is followed in all classrooms. There is a scope and sequence for literacy and language development in each language that is appropriate for the program model; it is differentiated for a variety of bilingual/ multilingual/ English learner student profiles and for students identified as gifted or eligible for special education services, with high expectations for all students. Areas of cross-linguistic commonalities and differences for language and literacy expectations are noted and used to inform instruction. At both the school and district level, the scope and sequence for language and literacy development in both languages is regularly reviewed and improved as needed.
E.	Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language development (ELD) and designated ELD.	There is beginning evidence of a comprehensive and enriched instructional program for multilingual/English learner students. Connections between	There is progressing evidence that a comprehensive and enriched instructional program for multilingual/English learner students exists, but it lacks coherence	There is proficient evidence that a comprehensive and enriched instructional program for multilingual/ English learner students exists and provides coherent services for all students across all grade	There is exemplary evidence and practice through a comprehensive and enriched instructional program for multilingual/English learner students and it demonstrates exceptional coherence, providing outstanding support for all

Rationale for Inclusion - CA ELA/ELD Framework pages 891–892); EL Roadmap Principle 2, Element A	language development and content are emerging. Designated ELD is not fully implemented and may not be responsive to the linguistic demands of the content.	and comprehensive strategies for supporting students. Language development occurs inconsistently in and through content and is inconsistently integrated across the curriculum. Designated ELD is inconsistently connected to content.	levels. Language development occurs in and through content. Designated ELD is responsive to the linguistic demands of the content.	students across grade levels. Language development occurs consistently in and through the full content and is integrated across the full curriculum—in addition to strong content-based designated ELD.
 F. The program provides high- quality professional learning opportunities that are tailored to the needs of dual language educators and support staff. Rationale for Inclusion - GPDLE Strand 5, Principle 2, Key Point A 	There is beginning evidence of a plan for professional learning, though professional activities are misaligned with the program goals.	There is progressing evidence that a professional learning plan is in place, but the activities are not specific to dual language education, nor do they include all program staff.	There is proficient evidence that a well-implemented professional learning plan is in place, and it considers the varying needs of different staff members. The plan is specific to dual language and is not optional or an add-on, but is seamlessly incorporated into the general professional learning plan. The plan considers student needs as indicated by outcome data and targets the specific requirements of teaching in a dual language environment.	There is exemplary evidence and practice that a comprehensive professional learning plan is in place and considers short-term and long-term program goals. There is sufficient infrastructure so that professional learning that is program-specific is not optional or an add-on. The plan reflects issues of importance to the staff, school, and district; considers student needs as indicated by outcome data; and targets the specific teaching requirements. The plan is reviewed and updated regularly.
G. The program uses effective instructional methods that are derived from research-based principles of dual language education and ensures fidelity to the program model.	There is beginning evidence of the implementation of research-based instructional methods. A few teachers align instruction with the program model. Each program language is used to provide	There is progressing evidence that the use of research-based instructional methods is implemented, but they are not consistently effective. Many teachers align instruction with the	There is proficient evidence that the program utilizes several research-based instructional methods that are effective in supporting student learning. All teachers are held accountable by the program to align instruction with the	There is exemplary evidence and practice that the program consistently applies a wide range of highly effective, research- based instructional methods to support students' diverse needs and enhance learning outcomes. All teachers are held accountable by the program to align instruction with the program

GPDLE Strand 3, Principle 1, Key Points A and Cinstruction for at least one content area (math, science, or social studies), but that instruction is not coordinated across program languages through strategies such as thematic instruction, cross-disciplinary learning, hared curriculum, or project- based learning.program language is used to program model, and is coordinated across or social studies) in a way that is consistent with the program model, and is coordinated across program model, and is coordinated across program languages strome grade leveis through at restratejies (e.g., thematic instruction, cross-disciplinary learning) to support language and concept development in both languages. Ner the two program languages. Over the course of the program, cademic instruction is balanced between the two program staff erages in outreach oportunities within and beyond the district to learn from and summative assessments used are summative assessments used are summative assessments used are summative assessments in both rogram languages.There is partial reliable student shared table across program instruction, ross- disciplinary learning, bared curriculum, project-based learning) based learning)There is partial reliable student shared the support ther dual language.There is exemplary evidence and program staff erages in outreach that the majority	Rationale for Inclusion -	standards-based	program model. Each	program model. Each	model. Each program language is
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multilingual and English learner students that are aligned with program goals and with the California Content Standards.formative and summativeformative and/or summativesummative assessments in both program languages. The majority of the assessments are are culturally andRationale for Inclusion -formative and summativereliable for bilingual learners (e.g., limit the bilingual learners (e.g., limit thesummative assessments in summativesummative assessments in both program languages. The majority of the assessments are culturally and inguistically valid and reliable for bilingualculturally and linguistically valid and reliable for bilingual learners (e.g., limit the bilingual learners (e.g., limit the language proficiency on content				•	
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Rationale for Inclusion -be conducted in response to state orreliable for bilingual learners (e.g., limit the bilingual learners (e.g., limit bilingual learners (e.g., limitvalid and reliable for bilingual learners (e.g., limit language proficiency on content			-		
Rationale for Inclusion -response to state orlearners (e.g., limit thebilingual learners (e.g., limitlanguage proficiency on content					-
	Rationale for Inclusion -		-		
GPDLE Strand 4, Principle 2, district requirements, influence influence of language assessments, or incorporating	GPDLE Strand 4, Principle 2,	district requirements,	influence	the influence of language	assessments, or incorporating
Key Points A and C; EL Roadmap and there is no clear of language proficiency proficiency on content culturally relevant examples).	-				
Principle 3, Element C relationship to program on content assessments, or District-level personnel stay					
goals, instructional assessments, or incorporating culturally informed about new		goals, instructional	assessments, or	incorporating culturally	
objectives, and/or incorporating relevant examples). In developments in the assessment		-			developments in the assessment

	language and literacy standards for both	culturally relevant examples). This	addition to complying with state and/or district	of bilingual learners and ensure that they are used as
	languages of	may be limited to one	requirements, assessments	appropriately and usefully as
	instruction.	program language	are fully aligned with	possible. In addition to
		and/or to certain grade	program goals, instructional	complying with state and/or
		levels. In addition to	objectives, and language	district requirements,
		complying with state	and literacy standards for	assessments are fully aligned
		and/or district	both languages of	with program goals, instructional
		requirements,	instruction.	objectives, and language and
		assessments are		literacy standards for both
		partially aligned with		languages of instruction. There is
		program goals,		a systematic process in place for
		instructional objectives,		ongoing review and as needed.
		and language and		_
		literacy standards for		
		both languages of		
		instruction.		
I. The program promotes	There is beginning	There is progressing	There is proficient evidence	There is exemplary evidence and
student, family, and	evidence of learning	evidence of learning	that the program regularly	practice that the program
community engagement and	activities related to the	activities related to the	facilitates meaningful	regularly facilitates meaningful
advocacy through ongoing	goals of the program.	goals of the program,	student and family learning	student and family learning
learning activities that are		but some goals are	activities that systematically	activities that systematically
aligned with the three core		more likely to be	develop understanding	develop understanding of and
goals of dual language		highlighted than others	of and support for all of	support for all of the program's
education. Community		(e.g., many activities	the program's goals. The	goals. The learning activities
engagement and partnerships		related to academic	learning activities address	address dual language research
are an active representation of		performance but few	dual language research and	and best practices as well as
equity concerns and the		related to biliteracy	best practices as well as	specific program features, such
valuing of diversity in the		development or	specific program features,	as the language allocation plan,
community.		sociocultural	such as the language	so that families are informed and
		competence). Or	allocation plan, so that	can better advocate for
Rationale for Inclusion -		activities may not	families are informed and	themselves and the program.
GPDLE Strand 6, Principle 2,		support equitable	can better advocate for	Activities are designed to
Key Point A		participation by all	themselves and the	support equitable participation
		students and families	program. Activities are	by all students and families. The
		(e.g., only student	designed to support	activities are reviewed and
		leadership groups are	equitable participation by all	updated annually to ensure that
		included, or activities	students and families (e.g.,	they stay current with best
		are always held during	many activities related to	practices and address needs as

 Section 2 Quantitative Evidence* Evidence from state (e.g., CAASPP, etc.) and local formative and summative assessments that multilingual and English learner students in the regular education and biliteracy programs are making progress academically to close existing opportunity gaps ELPAC scores for all English learners at the school and how these scores are used to inform subsequent student placement in instructional programs and reclassification EVIDENCE of dual language growth and proficiency (in English and target language) for all students (English learners, multilingual learners) in the biliteracy program Number of students recognized with the Seal of Biliteracy Award/Pathway to Biliteracy Awards (indicate number recognized and total program enrollment The percentages of multilingual and English learner students in biliteracy programs who are identified as gifted and talented, students with disabilities, an students with other special needs Additional Evidence for Schools Serving Grades 9-12 only * Trends demonstrating growth and inclusion of multilingual and English learner students who are enrolled in and are passing A-G classes Trends demonstrating growth for multilingual and English learner students who are entrolled in and are passing A-G classes Trends demonstrating growth for multilingual and English learner students who are entrolled in and are passing A-G classes Trends demonstrating growth for multilingual and English learner students who are entrolled in and are passing A-G classes Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria Data demonstrating increased acceptance and enrollment to college/universities 				school hours when some family members cannot attend).	academic performance but few related to biliteracy development or sociocultural competence). Students and families are empowered to work with staff to support the goals of the program and to become agents of change and champions of equity and social justice for themselves, their families, and communities.	they emerge. Students and families are empowered to work with staff to support the goals of the program and to become agents of change and champions of equity and social justice for themselves, their families, and communities.
 Evidence from state (e.g., CAASPP, etc.) and local formative and summative assessments that multilingual and English learner students in the regular education and biliteracy programs are making progress academically to close existing opportunity gaps ELPAC scores for all English learners at the school and how these scores are used to inform subsequent student placement in instructional programs and reclassification Evidence of dual language growth and proficiency (in English and target language) for all students (English learners, multilingual learners) in the biliteracy program Number of students recognized with the Seal of Biliteracy Award/Pathway to Biliteracy Awards (indicate number recognized and total program enrollment The percentages of multilingual and English learner students in biliteracy programs who are identified as gifted and talented, students with disabilities, an students with other special needs Additional Evidence for Schools Serving Grades 9-12 only * Trends demonstrating growth for multilingual and English learner students who are enrolled in and are passing A-G classes Trends demonstrating growth for multilingual and English learner students who are enrolled in advanced and rigorous courses with substantial support, including enrollment in and passing of Advanced Placement courses and exams and alignment with career pathways Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria 	Section 2					
 education and biliteracy programs are making progress academically to close existing opportunity gaps ELPAC scores for all English learners at the school and how these scores are used to inform subsequent student placement in instructional programs and reclassification Evidence of dual language growth and proficiency (in English and target language) for all students (English learners, multilingual learners) in the biliteracy program Number of students recognized with the Seal of Biliteracy Award/Pathway to Biliteracy Awards (indicate number recognized and total program enrollment) The percentages of multilingual and English learner students in biliteracy programs who are identified as gifted and talented, students with disabilities, an students with other special needs Additional Evidence for Schools Serving Grades 9-12 only * Trends demonstrating growth and inclusion of multilingual and English learner students who are enrolled in and are passing A-G classes Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria 	Quantitative Evi	dence*				
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students with other special needs Additional Evidence for Schools Serving Grades 9-12 only * f. Trends demonstrating growth for multilingual and English learner students who are enrolled in and are passing A-G classes g. Trends demonstrating growth and inclusion of multilingual and English learner students in advanced and rigorous courses with substantial support, including enrollment in and passing of Advanced Placement courses and exams and alignment with career pathways h. Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria	d. Number of stud	ents recognized with	the Seal of Biliteracy Awa	rd/Pathway to Biliteracy A	wards (indicate number recogni	zed and total program enrollment)
 f. Trends demonstrating growth for multilingual and English learner students who are enrolled in and are passing A-G classes g. Trends demonstrating growth and inclusion of multilingual and English learner students in advanced and rigorous courses with substantial support, including enrollment in and passing of Advanced Placement courses and exams and alignment with career pathways h. Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria 		-	English learner students in	biliteracy programs who	are identified as gifted and talen	ted, students with disabilities, and
 g. Trends demonstrating growth and inclusion of multilingual and English learner students in advanced and rigorous courses with substantial support, including enrollment in and passing of Advanced Placement courses and exams and alignment with career pathways h. Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria 	Additional Evide	nce for Schools Se	erving Grades 9-12 on	lly *		
including enrollment in and passing of Advanced Placement courses and exams and alignment with career pathways h. Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria	f. Trends demonst	trating growth for mu	Itilingual and English learr	ner students who are enro	lled in and are passing A-G class	es
	-		-	-	-	s with substantial support,
i. Data demonstrating increased acceptance and enrollment to college/universities	h. Trends demonst	trating growth for mu	Itilingual and English learr	ner students who are mee	ting graduation criteria	
	i. Data demonstra	ating increased accept	tance and enrollment to co	ollege/universities		

*Include trend and disaggregated data, as appropriate. Data collected prior to the COVID-19 epidemic may be referenced in addition to most recent findings.