

# CABE 2025 Seal of Excellence School Award Application

The CABE 2025 Seal of Excellence School Award is CABE's most prestigious recognition bestowed upon schools. Since its inception in 1996, this award has stood as a beacon of honor, celebrating exemplary biliteracy programs across the state of California.

Please be sure to review the **CABE 2025 Seal of Excellence School Award Guidelines and the Seal of Excellence Criteria and Rubric** documents **prior** to filling out this application. **Take care to complete each applicable question including the Qualitative and Quantitative Evidence sections before submitting. Incomplete applications will not be considered.** You may leave and come back to this form at any time, and your responses will automatically save up to 30 days in your Google Account as long as you are working online and you save the URL. To find your draft application, reopen the form URL in the same Google Account that you used to create the draft of this application.

***Deadline to submit this completed application for consideration is Sunday, October 13, 2024, 11:59pm PST***

\* Indicates required question

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1. Email \*

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## **Section 1 - School Nominee Information**

2. What is the complete / official school name? \*

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3. Which partner language(s) does the school's biliteracy program offer? \*

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4. Has the nominee been previously recognized with the CABE Seal of Excellence School Award for the partner language(s) listed? (If yes, please do not proceed as the school is not eligible for the CABE 2025 Seal of Excellence School Award.) \*

*Mark only one oval.*

Yes

No

Unknown

5. In what CABE Region is the school located? \*

*Mark only one oval.*

Region 1

Region 2

Region 3

Region 4

Region 5

Not sure

6. What is the school's website? \*

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7. What is the school's street address? \*

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8. What is the school's city? \*

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9. What is the school's zip code? \*

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10. What is the school's telephone number? \*

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11. In what county is the school located? \*

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12. Who is the school's principal? \*

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13. What is the school's principal's email address? \*

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14. What is the school's principal's telephone number? \*

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15. If the nominee is a district-affiliated school, what is the name of the school district? (enter N/A if not applicable and proceed to Section 2) \*

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16. What is the district's street address?

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17. What is the district's city?

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18. What is the district's zip code?

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19. Who is the district's superintendent?

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20. What is the district superintendent's email address?

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## Section 2 - Qualitative Evidence

Please utilize the space provided below to provide a narrative response describing the evidence supporting each criterion (A through I). **Maximum 3,000 characters for each response (approximately 500 words)**

21. Please provide a brief description of the school community.

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22. A. The school's biliteracy program is aligned to the vision and mission of the California Association for Bilingual Education - *Biliteracy, Multicultural Competency, and Educational Equity for All*. Schools implement priorities, initiatives, and services designed to increase the community's capacity to create caring and highly 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 their fullest. Bilingual/multilingual/ multicultural appreciation is strongly apparent at the school site and in individual classrooms.

**Evidence for Criterion A**

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23. B. The program is aligned to the California English Learner Roadmap.

**Evidence for Criterion B**

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24. C. The program strives to achieve the core goals of dual language education- grade-level academic achievement, bilingualism/ biliteracy and sociocultural competence— which are all part of the program design.  
(GPDLE Strand 1, Principle 1, Key Points A, B, C)

**Evidence for Criterion C**

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25. 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. (GPDLE Strand 2, Principle 1, Key Point A / Principle 2, Key Point B)

**Evidence for Criterion D**

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26. 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.

(CA ELA/ELD Framework, pages 891–892; EL Roadmap Principle 2, Element A)

**Evidence for Criterion E**

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27. F. The program provides high-quality professional learning opportunities that are tailored to the needs of dual language educators and support staff.  
(GPDLE Strand 5, Principle 2, Key Point A)

**Evidence for Criterion F**

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28. 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.  
(GPDLE Strand 3, Principle 1, Key Points A and C)

**Evidence for Criterion G**

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29. H. The program conducts valid and reliable student assessments for multilingual and English learner students that are aligned with program goals and with the California Content Standards.

(GPDLE Strand 4, Principle 2, Key Points A and C; EL Roadmap Principle 3, Element C)

**Evidence for Criterion H**

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30. I. The program promotes student, family, and community engagement and advocacy through ongoing learning activities that are aligned with the three core goals of dual language education. Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community.  
(GPDLE Strand 6, Principle 2, Key Point A)

**Evidence for Criterion I**

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## **Section 3 - Quantitative Evidence**

Please utilize the space provided below to provide a narrative response describing the evidence supporting each criterion (a through e). **Maximum 3,000 characters for each response. Optionally, please provide in the description a link to any tables, graphs or charts that support the evidence. (Note: Describe/include trend and disaggregated data, as appropriate. Data collected prior to the COVID-19 epidemic may be referenced in addition to most recent findings.)**

31. a. 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

**Evidence for Criterion a**

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32. b. 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 for Criterion b**

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33. c. Evidence of dual language growth and proficiency (in English and target language) for all students (English learners, multilingual learners) in the biliteracy program

**Evidence for Criterion c**

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34. d. Number of students recognized with the Seal of Biliteracy Award/Pathway to Biliteracy Awards (indicate number recognized and total program enrollment)

**Evidence for Criterion d**

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35. e. The percentages of multilingual and English learner students in biliteracy programs who are identified as gifted and talented, students with disabilities, and students with other special needs

### **Evidence for Criterion e**

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### **Section 4 - Additional Evidence for Schools Serving Grades 9-12 only**

Please utilize the space provided below to provide a narrative response describing the evidence supporting each criterion (f through i). **Maximum 3,000 characters for each response. Optionally, please provide in the description a link to any tables, graphs or charts that support the evidence.**

36. f. Trends demonstrating growth for multilingual and English learner students who are enrolled in and are passing A-G classes

**Evidence for Criterion f**

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37. 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

**Evidence for Criterion g**

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38. h. Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria

**Evidence for Criterion h**

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39. i. Data demonstrating increased acceptance and enrollment to college/universities

**Evidence for Criterion i**

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**Section 5 - Additional School Information**

40. Our school staff includes bilingual personnel \*  
in the following positions:

*Check all that apply.*

|   | Yes                      | No                       | Not<br>Applicable        |
|---|--------------------------|--------------------------|--------------------------|
| <b>Bilingual<br/>Principal</b>                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Bilingual<br/>Vice /<br/>Assistant<br/>Principal</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Bilingual<br/>Instructional<br/>Assistants</b>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Bilingual<br/>Special<br/>Education<br/>Staff</b>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Bilingual<br/>Counselor</b>                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Bilingual  
Bilingual  
Nurse  
Nurse

Bilingual  
Bilingual  
Home /  
Home /  
School /  
School /  
Community  
Community  
/ Liaison  
/ Liaison

Bilingual  
Bilingual  
Front Office  
Front Office

Bilingual  
Bilingual  
Playground  
Playground  
Supervision  
Supervision  
Staff  
Staff

Bilingual  
Bilingual  
Custodial  
Custodial  
Staff  
Staff

41. What is the total number of teaching staff at the school? \*

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42. What is the number of teachers authorized to teach a biliteracy program? \*

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43. What is the number of bilingual instructional assistants at the school? \*

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44. The school partners with the following colleges, universities, and other post-secondary institutions:

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45. The school partners with the following community-based organizations:

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46. The school offers the following biliteracy recognitions to students:

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*Check all that apply.*

Check  
all that  
apply

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**Pathway to  
Biliteracy  
(TK-8)**

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**Seal of  
Biliteracy  
(High  
School)**

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**Other  
Recognition**

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## Section 6 - Photos and Videos

Please submit five high resolution photos in jpg, png, or tff formats and a link to a 2-minute video. See the Seal of Excellence School Award Guidelines for a brief description. **Maximum file size 10 MB. Please include the name of the school in the naming of the files.**

**Example: *ABC School Photo 1***

### 47. Upload Photos Here \*

Files submitted:

### 48. Link a 2-minute maximum video \* highlighting the school community, the school's program, the teachers, the students in the classroom, and any other features that make the program exemplary. Upload to YouTube, Vimeo, or other Cloud service and share link below.

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## Section 7 - Nominator's Information

49. Who is making the nomination on behalf of the school nominee? \*

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50. What is the nominator's role at the school or school district? \*

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51. What is the nominator's email address? \*

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52. What is the nominator's telephone number? \*

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53. Please note it is the responsibility of the nominator to share and review the information contained in the application with the appropriate administrators at the school and or district. \*

*Check all that apply.*

By checking this box, I attest that I have reviewed and shared the completed application with the appropriate administrators.

Thank you for completing the Seal of Excellence School Award application. We wish your nominee success. If you have any questions or need assistance, please contact Cynthia Vasquez Petitt via email at [cynthia@gocabe.org](mailto:cynthia@gocabe.org).

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