CABE 2026 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: https://www.cde.ca.gov/sp/ml/roadmap.asp
- The California ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/
- The Guiding Principles for Dual Language Education, 3rd Edition: https://www.cal.org/publications/guiding-principles-3/

Section 1 **Qualitative Evidence**				
Criteria	**Beginning= 1**	**Progressing= 2**	**Proficient= 3**	**Exemplary= 4**
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 the fullest. Bilingual/multilingual/ multicultural appreciation is strongly apparent at the school site and in individual	The school may affirm language and cultural diversity as a general concept, for example, in its vision and mission statements.	The school has some programs and aspects of culturally/ linguistically responsive instruction in place. Bilingual/multilingual programs are available for some students.	The school is bilingual/ multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has bilingual/ multilingual programs, materials, and celebrations. School engages students in many opportunities to build proficiency in multiple languages.	The languages and cultures that bilingual/multilingual/English learner students bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support the development of proficiency in multiple languages in all classrooms.

classrooms. **Rationale for Inclusion - Alignment to CABE's Vision and Mission Statement**				
B. The program is aligned to the California English Learner Roadmap. **Rationale for Inclusion - EL Roadmap Principles 1-4**	There is beginning evidence of working towards or implementing at least one EL Roadmap Principle and strengthening comprehensive educational policies, programs, and practices for English learners.	There is progressing evidence of implementing two of the EL Roadmap Principles and strengthening comprehensive educational policies, programs, and practices for English learners.	There is proficient evidence of implementing the four EL Roadmap Principle and strengthening comprehensive educational policies, programs, and practices for English learners.	There is exemplary evidence the school adheres to the elements of each of the English Learner Roadmap Principles and utilizes the reflection tools and action plans provided *to* engage in dialogue, to assess current status in enacting the English Learner Roadmap Principles, and to identify areas needing improvement.
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. **Rationale for Inclusion - GPDLE Strand 1, Principle 1, Key Points A, B, C**	There is beginning evidence that the program strives to achieve the core goals of dual language education (e.g., through length of program, language allocation, language of initial literacy instruction, and/or recruitment of students).	There is progressing evidence that the program strives to achieve the core goals of dual language education (e.g., through length of program, language allocation, language of initial literacy instruction, and/or recruitment of students) and will enable students to attain some but not all goals of the program.	There is proficient evidence that the program strives to achieve the core goals of dual language education (e.g., through length of program, language allocation, language of initial literacy instruction, and recruitment of students) and will enable students to attain all program goals.	There is exemplary evidence and practice that the program strives to achieve the core goals of dual language education through exemplary practice (e.g., through length of program, language allocation, language of initial literacy instruction, and recruitment of students) and will enable students to attain all program goals. The program is supported by district leadership and community members.
D. The program has a process for developing and revising a high-quality curriculum—including social emotional development and substantial enrichment	There is beginning evidence of a plan for standards-based curriculum development	There is progressing evidence of a plan for standards-based curriculum development, but it is	There is proficient evidence of a plan for standards-based curriculum development that was developed with community	There is exemplary evidence and practice of a plan for standards-based curriculum development that was developed with community input and is followed

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**	and implementation. There is no scope and sequence for literacy and language development for either of the program languages.	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).	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.	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. **Rationale for Inclusion - CA ELA/ELD Framework pages 891–892); EL Roadmap Principle 2, Element A**	There is beginning evidence of a comprehensive and enriched instructional program for multilingual/English learner students. Connections between language development and content are emerging. Designated ELD is not fully implemented and may not be responsive to the linguistic demands of the content.	There is progressing evidence that a comprehensive and enriched instructional program for multilingual/English learner students exists, but it lacks coherence and comprehensive strategies for supporting students. Language development occurs inconsistently in and through content and is inconsistently integrated across the curriculum. Designated	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 levels. Language development occurs in and through content. Designated ELD is responsive to the linguistic demands of the content.	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 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.

		ELD is inconsistently connected to content.		
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. **Rationale for Inclusion - GPDLE Strand 3, Principle 1, Key Points A and C**	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 standards-based instruction for at least one content area (math, science, or social studies), but that instruction is not coordinated across program languages through strategies such	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 program model. Each program language is used to provide standards-based instruction for at least one content area (math, science, or social studies) in a way that is consistent with the program model,	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 program model. Each program language is used to provide standards-based instruction for at least one content area (math, science, or social studies) in a way that is consistent with the program model, and is coordinated across program languages through a variety	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 model. Each program language is used to provide standards-based instruction for at least one content area (math, science, or social studies) in a way that is consistent with the program model, and is coordinated across program languages through a

	as thematic instruction, cross-disciplinary learning, shared curriculum, or project-based learning.	and is coordinated across program languages at some grade levels through a limited number of strategies (e.g., thematic instruction, cross-disciplinary learning, shared curriculum, project-based learning) to support language and concept development in both languages.	of strategies (e.g., thematic instruction, cross-disciplinary learning, shared curriculum, project-based learning) to support language and concept development in both languages. Over the course of the program, academic instruction is balanced between the two program languages.	variety of strategies (e.g., thematic instruction, cross-disciplinary learning, shared curriculum, project-based learning) to support language and concept development in both languages. Over the course of the program, academic instruction is balanced between the two program languages. Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs.
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. **Rationale for Inclusion - GPDLE Strand 4, Principle 2, Key Points A and C; EL Roadmap Principle 3, Element C**	There is beginning evidence that formative and summative assessments used are valid and/or reliable. Assessments may only be conducted in response to state or district requirements, and there is no clear relationship to program goals, instructional objectives, and/or language and literacy standards for both languages of instruction.	There is partial evidence that some formative and/or summative assessments used are are culturally and linguistically valid and reliable for bilingual learners (e.g., limit the influence of language proficiency on content assessments, or incorporating culturally relevant examples). This may be limited to one program language and/or to certain grade levels. In addition to complying with state and/or district requirements, assessments are	There is proficient evidence that the majority of formative and/or summative assessments used in both program languages are culturally and linguistically valid and reliable for bilingual learners (e.g., limit the influence of language proficiency on content assessments, or incorporating culturally relevant examples). In addition to complying with state and/or district requirements, assessments are fully aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.	There is exemplary evidence and practice of formative and/or summative assessments in both program languages. The majority of the assessments are culturally and linguistically valid and reliable for bilingual learners (e.g., limit the influence of language proficiency on content assessments, or incorporating culturally relevant examples). District-level personnel stay informed about new developments in the assessment of bilingual learners and ensure that they are used as appropriately and usefully as possible. In addition to complying with state and/or district requirements, assessments are fully aligned with program goals, instructional objectives, and language and literacy standards for both

		partially aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.		languages of instruction. There is a systematic process in place for ongoing review and as needed.
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. **Rationale for Inclusion - GPDLE Strand 6, Principle 2, Key Point A**	There is beginning evidence of learning activities related to the goals of the program.	There is progressing evidence of learning activities related to the goals of the program, but some goals are more likely to be highlighted than others (e.g., many activities related to academic performance but few related to biliteracy development or sociocultural competence). Or activities may not support equitable participation by all students and families (e.g., only student leadership groups are included, or activities are always held during school hours when some family members cannot attend).	There is proficient evidence that the program regularly facilitates meaningful student and family learning activities that systematically develop understanding of and support for all of the program's goals. The learning activities address dual language research and best practices as well as specific program features, such as the language allocation plan, so that families are informed and can better advocate for themselves and the program. Activities are designed to support equitable participation by all students and families (e.g., many activities related to 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	There is exemplary evidence and practice that the program regularly facilitates meaningful student and family learning activities that systematically develop understanding of and support for all of the program's goals. The learning activities address dual language research and best practices as well as specific program features, such as the language allocation plan, so that families are informed and can better advocate for themselves and the program. Activities are designed to support equitable participation by all students and families. The activities are reviewed and updated annually to ensure that they stay current with best practices and address needs as 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.

			social justice for themselves, their families, and communities.	

Section 2 **Quantitative Evidence***
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
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
c. Evidence of dual language growth and proficiency (in English and target language) for all students (English learners, multilingual learners) in the biliteracy program
d. Number of students recognized with the Seal of Biliteracy Award/Pathway to Biliteracy Awards (indicate number recognized and total program enrollment)
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
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
i. Data demonstrating increased acceptance and enrollment to college/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.