



## CABE 2024 Seal of Excellence School Award Guidelines

The California Association for Bilingual Education invites you to shine on the grand stage of distinction as we open the doors to nominations for the prestigious CABE 2024 Seal of Excellence School Award! Since its inception in 1996, this award has stood as a beacon of honor, celebrating extraordinary biliteracy programs across the state.

We applaud schools that have carved pathways of success for their multilingual and English learner students. To receive the CABE 2024 Seal of Excellence School Award, your school must embrace excellence by fulfilling criteria that illuminate your exceptional achievements. Public and private schools in the state of California are eligible to apply. (Please note that schools that received the Seal of Excellence School Award within the last four years are not eligible.)

1. Application submission deadline is Friday, October 6, 2023, 11:59 pm PST.
2. The Seal of Excellence Committee will screen and assess the nomination applications, and will then schedule a visit to the schools that have been selected to move forward for a second round of scoring. The committee will contact these school(s) to schedule visitations in October 2023.
3. The principal(s) of the CABE 2024 Seal of Excellence Award schools will be notified in the month of November 2023. CABE website posting/social media and press releases announcing awardee(s) will follow notification.
4. Recognitions and awards are presented to the Seal of Excellence school(s) at the CABE 2024 Seal of Excellence Banquet on Friday, February 23, 2024. (Two complimentary registrations, a one night's lodging, and two banquet dinner tickets are included. Additional banquet tickets will be available for purchase).
5. A schoolwide celebration of the Seal of Excellence School Award with the presentation of the Seal of Excellence banner will take place at a school assembly in March/April 2024. The school(s) will be contacted to schedule the date and time.

### Seal of Excellence School Award Criteria

Upon receipt of a complete, exemplary program narrative to include description of the evidence from the focus areas and practices listed below, each school submission will be assessed through the lens of the principles and elements found in the Guiding Principles for Dual Language Education, 3rd edition, the California English Learner Roadmap, and current research and findings in the field of dual language education. Additional supporting documents may be included in the application. Be sure to summarize the school's strengths and accomplishments, focusing on what makes the school exemplary for multilingual and English learner students.

- The school's biliteracy program is aligned to the vision and mission of the California Association for Bilingual Education. Multilingual/multicultural appreciation is strongly apparent at the school site and in individual classrooms.
- The program is aligned to the California English Learner Roadmap.
- 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.
- 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.
  - The program is assets-oriented and needs-responsive. It recognizes that there is no single multilingual/English learner student profile.
  - Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language development (ELD) and designated ELD.
  - The program provides high-quality professional learning opportunities that are tailored to the needs of dual language educators and support staff.
  - The program uses effective instructional methods that are derived from research-based principles of dual language education and ensures fidelity to the program model.
  - 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.
  - 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.
  - Program data are used to analyze, plan, and change structures and systems that support linguistic and racial inequities and learning outcomes. Ability grouping is limited and used strategically to avoid tracking.
  - The school utilizes the California School Dashboard and other systems of support to analyze and respond to trends in targeted areas, such as staffing, community engagement, staff development, student assignment, course enrollment, and discipline, as well as college and career planning and enrollment.
  - Quantitative data\* to include in the program narrative, but not limited to:
    - » 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
    - » 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 data\* for middle and high schools
    - » Trends demonstrating growth for multilingual and English learner students who are enrolled in and are passing A-G classes
    - » 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
    - » Trends demonstrating growth for multilingual and English learner students who are meeting graduation criteria
    - » Data demonstrating increased acceptance and enrollment to college/universities

*\*Data to include trend and disaggregated data as appropriate. Data collected prior to the COVID-19 epidemic may be submitted in addition to*

*most recent findings.*

## Online Submission Requirements

- A. Completed Nomination Application
- B. CAFE Seal of Excellence Nominee School Program Narrative and optional supporting documents (Word format, double-spaced, 1" margins, 12-point font, 15 pages maximum)
- C. Video and Photos (Videos/photos may be highlighted at the CAFE 2024 Seal of Excellence Award banquet)
  - Include a link to an online video (3 minutes max) that provides an overview of your program and highlights its exemplary practices
  - Upload 5 high resolution photos with descriptions that exemplify your program