State Seal of Biliteracy Implementation Guide

California Department of Education

Multilingual Support Division



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Contents

Introduction 3
Contact Information 3
The Basics 4
Why Start an SSB Program? 4
Starting an SSB Program 5
Criteria 6
Criteria Overview 6
Highlighted Frequently Asked Questions (FAQs) 8
Ordering Insignias 9
Ordering Process 9
Insignia Request Form 10
Building an SSB Program 12
Best Practices 12
Raising Awareness 12
Internal Processes 15
Sharing Best Practices 18
Creating Paths to Biliteracy 18
Biliteracy Pathway Recognitions 20
Self-Assessment Tool 21
Raising Awareness Self-Assessment 21
Processes Self-Assessment 23
Creating Paths to Biliteracy Self-Assessment 24
Resources 25
Appendices 26
Appendix 1: Sample Handbook Language 26
Appendix 2: Sample Website Language 27

Introduction

The purpose of this guide is to provide all of the information and resources needed to start a State Seal of Biliteracy (SSB) program. This guide contains links to all of the relevant web pages and resources as well as step-by-step guidance for establishing a program at a local educational agency (LEA) or strengthening a program if one is already in place.

Anyone interested in starting a program or assisting a school or district to start a program may use this guide as a starting point. This guide may also be used to plan next steps in developing an established SSB program and to increase the number of students who earn the SSB in the LEA. The intended audience includes administrators, counselors, teachers, parent leaders, and school community members.

For a general overview of the SSB program, please see the SSB webinar posted on the California Department of Education (CDE) SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp under the “Overview” tab.

Contact Information

If you have additional questions about the SSB, please contact the CDE Multilingual Support Division (MSD) by email at SEAL@cde.ca.gov or by phone at 916-319-0265.





The Basics

Why Start an SSB Program?

The SSB was established in California in 2012 to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. In California, many students bring the asset of a home language other than or in addition to English to their school communities. The SSB is one way to recognize the linguistic diversity in California and to encourage students who speak another language at home to continue to build literacy in the home language. This aligns with the California English Learner Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools by recognizing and celebrating the value of the home language and linguistic diversity. The SSB is also an opportunity to encourage monolingual English speakers to learn a world language. Being biliterate or multiliterate has cognitive, educational, sociocultural, and economic benefits for students. However, the SSB not only benefits the students who earn it, but also the school and the community.

The SSB can benefit the school through accountability and can be used to demonstrate a commitment to multiliteracy. Starting in 2018, the SSB was incorporated as one of the options an LEA may select for the College/Career Indicator for high schools. Students who earn the SSB will be reflected in the California School Dashboard. Schools that offer the SSB can demonstrate their commitment to multiliteracy through growth in the number of students who earn the SSB annually. SSB data can also be a valuable tool for continuous improvement. Schools and districts may also reflect on their SSB data to identify opportunities to ensure that current and former English learners, students with disabilities, and other underserved populations have equitable access to the SSB.

California is committed to increasing multiliteracy as this skill is vital for cross-cultural understanding and for building a twenty-first century economy. The Global California 2030 Initiative sets goals to vastly expand the teaching and learning of world languages. This initiative calls for 150,000 students to earn the SSB annually by 2030 and for three out of four graduating seniors to earn the SSB by 2040. Schools and districts can help California reach these goals by establishing or expanding SSB programs and creating a culture of multilingualism that culminates in students earning the SSB when they graduate.

The SSB is a way to celebrate multiliteracy, recognize the asset of the home language, and measure growth in achieving California's goal of a multiliterate future.

Resources to Support the "Why":

- For more information on the benefits of multilingualism, see the CDE Multilingual Education web page at https://www.cde.ca.gov/sp/el/er/multilingualedu.asp.
- For more information about California Longitudinal Pupil Achievement Data System (CALPADS), including how to report SSB data, please contact the CALPADS Operations Office by phone at 916-324-6738 or by email at calpads@cde.ca.gov.
- For more information on the Global California 2030 Initiative, see the Global California 2030 Report at https://www.cde.ca.gov/sp/el/er/documents/globalca2030.pdf (PDF).

Starting an SSB Program

Starting an SSB program involves the following steps:

1. **Communicate:** Let the school community know that the LEA offers the SSB. This includes informing:
    a. Students,
    b. Families,
    c. Teachers (especially world language and English language development [ELD] teachers), and
    d. Guidance counselors and/or college and career advisors.
2. **Identify:** Identify graduating seniors who meet the SSB requirements established in California *Education Code* (*EC*) Section 51461. Also identify students in grades 10 and 11 who are on track to meet the SSB requirements as part of early recruitment efforts to ensure these students have all of the information they need to meet the SSB requirements in grade 12.
    a. **Students from Multilingual Programs:** Also identify students who are entering high school from an elementary or middle school that offers a multilingual program. Help these students identify a path to the SSB that builds on their work in the multilingual program, including higher level world language courses, content courses in the world language, and/or dual enrollment at a community college.
3. **Order:** Order SSB insignias using the online Insignia Request Form available on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

a. LEAs submit this form annually to indicate to the CDE that they participate in the program. LEAs do not need to let the CDE know that they plan to participate prior to submitting this form.

4. **Award:** Place an insignia on the diploma or transcript of each graduating senior who has met the SSB requirements.
5. **Report:** Indicate which students earned the SSB when exiting students in the CALPADS.

Repeat these steps annually to continue to participate.

Criteria

Criteria Overview

The SSB criteria are established in law (*EC* Section 51461). The CDE does not have the authority to supersede the statutory requirements or approve exceptions based on individual student circumstances.

A student who graduates from high school must have achieved a high level of proficiency in one or more language(s) in addition to English.

The student must:

1. **Demonstrate English proficiency through <u>one</u> of the following methods:**
    a. **Coursework:**
        i. Complete all <u>English language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 3.0</u> in those classes.

OR

    b. **Assessment (choose one):**
        i. <u>Option 1: State Assessment:</u> Pass the California Assessment of Student Performance and Progress (CAASPP) for ELA administered in grade 11, at or above the “standard met” achievement level.
        ii. <u>Option 2: Advanced Placement (AP) Assessment:</u> Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).

iii. Option 3: International Baccalaureate (IB) Assessment: Pass an English IB examination with a score of 4 or higher.

iv. Option 4: SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

Additional English Proficiency Requirement for English Learners Only:

In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

AND

2. **Demonstrate proficiency in one or more languages, other than English, through one of the following methods:**

    a. **Coursework:**

        i. Successfully complete a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.

OR

    b. **Assessment (choose one):**

        i. Option 1: AP: Pass a world language AP examination with a score of 3 or higher;

        ii. Option 2: IB: Pass an IB examination with a score of 4 or higher;

        iii. Option 3: ACTFL: Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher; or

        iv. Option 4: District-Approved Assessment: Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

From *EC* Section 51461.

Highlighted Frequently Asked Questions (FAQs)

The FAQs below are a selection of the most used FAQs from the CDE SSB FAQ web page at https://www.cde.ca.gov/sp/el/er/ssbfaq.asp. Additional FAQs are available on this web page.

If a student opts out of the grade eleven CAASPP, can that student still qualify for the SSB?

Yes. There are multiple options for demonstrating English proficiency. The grade 11 CAASPP is one of those options, but students may also demonstrate proficiency in English for the SSB through coursework or an AP, IB, or SAT exam. Please see *EC* Section 51461 or the "Criteria Overview" section above for the full requirements.

Can students qualify for the SSB in more than one language?

Yes. Students may earn more than one SSB provided they fulfill the SSB requirements in each additional world language. The LEA may request the appropriate number of seals to account for any students who qualify in more than one world language. The requirements for earning the SSB can be found in *EC* Section 51461, and information can also be found on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

If a student tests into a higher level world language course and completes through year four of that language with a 3.0 GPA, would that student qualify for the SSB even if the student did not complete levels 1, 2, 3, and 4 in high school?

Per *EC* Section 51461(a)(2)(B), one way to show proficiency in a language other than English is "successful completion of a four-year course of study of content in a world language at a high school or higher level attaining an overall grade point average of 3.0 or above in that course of study, and oral proficiency in that language" comparable to that required to pass a an AP, IB, or ACTFL assessment, as discussed in (a)(2)(A). LEAs define the structure, organization, and successful completion of a four-year high school course of study in a world language. The LEA may establish comparable rigor scenarios for the "four-year high school course of study in a world language" consistent with *EC* Section 51461, including for students who place into higher level language courses. For example, if a student tests out of the first year of a four-year high school course of study or takes the first year of a four-year high school course of study while still in grade 8, but completes the rest of the four-year course, such student could qualify for the SSB provided they also satisfied the other criteria.

Ordering Insignias

Ordering Process

How do you order?

To order insignias, submit the online Insignia Request Form available under the "Insignia Request Form" tab on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

The first page of this form includes instructions. Please read through the instructions and click "next" at the bottom of the page to begin the form.

Who submits?

Any LEA employee may be designated to submit an Insignia Request Form on behalf of the LEA. Please note, a public school, school district, county office of education, or direct-funded charter school may use this form. Parents, guardians, and students should contact the school or school district to verify eligibility and to find out if the school participates in the SSB program. If the student qualifies, the local educational agency will verify that the student has met the criteria and submit this form on behalf of the student.

Districts may choose to have one employee submit a form for all schools in the district or schools may submit forms individually.

The form requires authorization from the district superintendent, charter school administrator, or authorized designee. Therefore, the submitter must ensure that the district superintendent or charter school administrator is aware that this form is being submitted on their behalf.

When do you need to submit?

The CDE requests that the SSB Insignia Request Form be submitted to the CDE **at least four weeks in advance of the LEA's graduation date** in order to allow the CDE time to process requests and mail seals. The CDE makes every effort to mail the insignias within two weeks of receiving the online request. If LEAs do not receive seals within three weeks of submitting the form, please contact the CDE Multilingual Support Division (MSD) by phone at 916-319-0938 or by email at SEAL@cde.ca.gov.

When you submit the form, an automatically generated email confirmation will be sent to the email address included. If you do not receive an email confirmation, please contact the MSD by email at SEAL@cde.ca.gov to ensure that your request went through.

Insignia Request Form

LEAs may choose to gather the SSB Insignia Request Form information prior to submitting the form. The information requested is provided below for planning purposes.

Information requested:

- Role (within the school or district) of individual completing the form
- Contact information
- Form type: new, corrected, or additional
    - **New:** This form is for new requests. Seals will be mailed to the LEA.
    - **Corrected:** This form is for LEAs who previously submitted a request form and need to make a correction. If an LEA selects this form type, no additional seals will be mailed to the LEA.
    - **Additional:** This form is for LEAs who previously submitted a request form and need to order additional seals (more students were identified). Additional seals will be mailed to the LEA.
- County
- District
- CDS Code
- Mailing address
- Names of schools participating in the district
- Language(s) in which the seal is being awarded and the number of seals awarded per language
- Number of students qualifying for more than one SSB (if applicable)
- Number of current or former English learners (EL) students earning the SSB
- Number of students with an Individualized Education Program (IEP) earning the SSB
- Any assessments other than those named in *EC* Section 51461(a)(2)(A) that were used to assess proficiency in a world language other than English for the SSB (locally approved world language proficiency assessments)

    - Note: The submitter will be asked to certify that any locally approved assessments meet the requirements in *EC* Section 51451(a)(2)(C)(i). Any assessment used must meet the rigor of a four-year high school course of study in the world language and assess speaking, reading, and writing in the language at the proficient level or higher.

- Contact information and authorization from the district superintendent, charter school administrator, or authorized designee

If the submitter chooses to print the form prior to submission a new window will appear with the printable form. The submitter must return to the form and click “submit” for the form to be processed.



Building an SSB Program

Best Practices

Raising Awareness

It is important to raise awareness about the SSB early and often. **Share information with students and families starting in grade 9 or before** to ensure that students have time to prepare to meet the requirements.

Resources for Raising Awareness

The resources below are available on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

Resource	Intended Audience	Where to Find It
SSB Requirements Poster	Students and families	CDE SSB web page under the "Resources" tab
SSB Bookmark	Students and families	CDE SSB web page under the "Resources" tab
SSB Informational PowerPoint Presentation (available in English and Spanish)	Teachers, counselors, and families	CDE SSB web page under the "Resources" tab
SSB Requirements Flyer	Teachers, counselors, and families	CDE SSB web page under the "Requirements and Forms"
Sample Handbook Language	Families	Appendix 1: Sample Handbook Language
Sample Website Language	Families	Appendix 2: Sample Website Language
"Students and Families" tab on the SSB web page	Students and families	CDE SSB web page under the "Students and Families" tab

The resources above that are geared towards families will be translated into additional languages.

Using the Resources to Raise Awareness

Share information with **families** through:

- Back to school nights

    - Provide SSB Requirements Flyers (available in multiple languages soon) to families.
    - Select a slide or two from the SSB Informational PowerPoint Presentation (available in multiple languages soon) to include in presentations.
- Open houses
    - Provide SSB Requirements Flyers or SSB Bookmarks (both available in multiple languages soon) to parents and students.
    - Post SSB Posters in world language and ELD classrooms.
    - World language and ELD teachers can share information about the SSB in presentations to or conversations with families.
- Handbook
    - Include information about the SSB in the parent/family/student handbook, including a link to the CDE SSB web page.
        - Sample handbook language
- Letters and emails
    - Mail and/or email information about the SSB to families early, starting in middle school and continuing each year in high school, to ensure that students and families are aware of the requirements and have time to prepare prior to grade 12.
- School/district website
    - Include a page with information about the SSB on the school/district website including the school/district contact and a link to the CDE SSB web page.
        - Sample website language
- Social media
    - Post about the SSB on social media including celebrating the number of students earning the SSB in the school/district
- English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)

    - Share information about the SSB with the ELAC and DELAC using the SSB Informational PowerPoint Presentation (available in multiple languages soon)

- Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA)
    - Share information about the SSB with the PTA/PTSA using the SSB Informational PowerPoint Presentation (available in multiple languages soon)
- Parent liaison
    - Enlist parent liaisons (if available) to help share information with families

Share information with **students** through:

- World language classes
    - Encourage world language teachers to put up the SSB Requirements Poster in their classrooms and/or hand out the SSB Bookmarks starting in grade 9.
    - Encourage world language teachers to remind students about the SSB annually.
- ELD and newcomer classes
    - Encourage ELD and newcomer teachers to put up the SSB Requirements Poster in their classrooms and/or hand out the SSB Bookmarks starting in grade 9.
    - Encourage ELD and newcomer teachers to remind students about the SSB annually and to explain how passing the ELPAC is an SSB Requirement.
- ELA or home room classes
    - Have ELA teachers share about the SSB requirements (including the English proficiency options) starting in middle school and continuing each year in high school, to ensure that students are aware of the requirements and have time to prepare prior to grade 12.
- Counseling appointments

    - Encourage counselors to put up the SSB Requirements Poster in their offices and/or hand out the SSB Bookmarks starting in grade 9 (or in grade 8 as students prepare for high school course enrollment).
    - Encourage counselors to identify and encourage students who may be strong candidates for the SSB, including:
        - EL students
        - Newcomers
        - Reclassified students
        - Students who have a home language other than or in addition to English
        - Students who participated in dual language or other multilingual programs in kindergarten through grade 8
- Assemblies
    - Select a slide or two from the SSB Informational PowerPoint Presentation to include in presentations.
    - Share information about the SSB prior to CAASPP, AP, IB, SAT, or other local testing.

Internal Processes

Identifying Students

It is important to create a process to identify students who are eligible for the SSB. This could involve using the learning management system to **pull a report of students who meet specific requirements** or establishing an **application process** for students to apply.

If the school or district elects to use an application process, students should be made aware of the process repeatedly and in multiple ways. World language and ELD teachers can share this information with students and may even make time for students to complete the application during class. If there is a deadline to apply, students who miss the deadline should have the opportunity to be awarded the SSB after graduation. LEAs may order insignias for additional students after graduation as there is no deadline for ordering insignias.

Whatever the process is, it should be **consistently communicated and equitable** to ensure that all students have access to the SSB, including students with disabilities, English learners, migratory students, foster youth, and students experiencing homelessness. Students who have home language proficiency or complete coursework outside of the school (for example, through dual enrollment) should also have the opportunity to earn the SSB. Therefore**, information about the program should be shared widely and not just through world language classes.**

Resources for Identifying Students:

- **SSB Eligibility Tracker for Schools and Districts** available on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp under the "Requirements" tab.
- **Letter Regarding SSB Data Collection on CALPADS** available on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp under the "Requirements" tab.

Assessing World Language Proficiency

There are multiple options for assessing proficiency in a world language in addition to English for the SSB. These include:

- AP
- IB
- ACTFL WPT and OPI
- Locally-approved assessment that assesses all modalities of communication that exist in the language (reading, writing, listening, and speaking) at a level equivalent to 3 or above on an AP exam

The assessments statutorily identified for demonstrating proficiency in a language other than English are the AP, IB, and ACTFL WPT and OPI [*EC* Section 51461(a)(2)(A)]. An LEA must certify that any world language proficiency assessment(s) it uses, other than those specified in *EC* Section 51461(a)(2)(A), meet the rigor of a four-year high school course of study and, at a minimum, assess speaking, reading, and writing in the language at the proficient level or higher (*EC* Section 51461[a][2][C]). LEAs may certify locally approved assessments when submitting the online Insignia Request Form annually.

If an LEA is interested in information about what assessments other LEAs are using they may check the "Assessments" tab on the SSB web page to find other participating

districts that have awarded the SSB in the language(s) they are hoping to assess (see resources below). The assessment list is provided as an optional resource to identify locally approved assessments where a LEA does not use one of the statutorily identified assessments (*EC* Section 51461[c]).

If you have questions about a locally approved assessment or an LEA's approval process, please contact that LEA directly. The list is compiled from self-reported data submitted by LEAs through the online Insignia Request Form.

LEAs may also contact the local county office of education for more information or email the CDE MSD at SEAL@cde.ca.gov. LEAs may also consider contacting their local consulate for information or resources regarding assessments for that country's language(s).

Assessing World Language Proficiency Resources:

- **Locally Approved Assessments for the State Seal of Biliteracy** (organized alphabetically by language and posted annually) available on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp under the "Assessments" tab.
- **List of Districts and Schools Participating** (organized by county and posted annually) available on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp under the "Participation Data" tab.

Equity and Access

The **SSB may be awarded in any language**, including indigenous languages, languages that do not have a written system, and American Sign Language. All students may also earn the SSB, including EL students and students with disabilities.

Are the requirements for the SSB different for students who have an IEP?

For a student with an IEP, LEAs should defer to what is in the student's IEP regarding testing. The decision to modify the SSB criteria would depend on the individual student and the decisions made by the student's IEP team. The IEP team should review the student's assessment plan and transition plan and determine what assessment(s) to use and what score on these assessments indicates proficiency in order to accurately measure the student's biliteracy in light of the student's IEP.

Can the SSB be awarded in a language that does not have a written system?

Yes. Per *EC* Section 51461(a)(2)(C)(ii), “a pupil who seeks to qualify for the SSB through a language that is not characterized by listening, speaking, or reading, or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.”

Sharing Best Practices

Sharing best practices between schools in a district and between districts in county will ensure that students, families, teachers, and administrators have the information and resources they need to build an effective SSB program.

If there is a school in the district not yet participating in the SSB program, consider reaching out to share information and resources. Similarly, if a district or school finds an effective system for identifying qualifying students, raising awareness, or increasing the number of students (especially underserved students) who earn the SSB, sharing that practice with other schools and districts benefits the community.

To find out which schools in a district or districts in a county participate in the SSB program, visit the SSB web page (see below). Please also consider sharing best practices with the CDE MSD at SEAL@cde.ca.gov. This information will be collected to share with other LEAs who are building their SSB programs.

Sharing Best Practices Resources:

- List of Districts and Schools Participating (organized by county and posted annually) available on the CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp under the “Participation Data” tab.

Creating Paths to Biliteracy

Creating paths to biliteracy requires collaborating with feeder schools to ensure that students experience an aligned and articulated pathway starting in early childhood that results in earning the SSB upon high school graduation.

There are many **paths to biliteracy**. A few of the most common are:

- **Continuing to develop home language proficiency**:
    - Students who have a home language other than or in addition to English bring the asset of some level of home language proficiency with them to school. Depending on their level of literacy, some students may be prepared to pass an AP exam (or equivalent) in the home language without additional coursework. However, most students can benefit from

continuing to develop the home language at school by completing coursework in that language either at the school or through dual enrollment at a community college while in high school. These students may benefit from heritage language, native speaker, or AP coursework in the home language.

- **Completing an elementary and/or middle school multilingual program:**
    - Students who graduate from a multilingual program in elementary or middle school may be prepared to pass an AP exam (or equivalent) without additional coursework. However, most students can benefit from continuing to develop the multilingual program target language in high school. These students often have high levels of literacy in both the target language and English and may be prepared for AP coursework or dual enrollment at a community college early in high school. These students may also benefit from academic courses offered in the target language, such as literature classes taught in the target language.
- **Completing a four-year high school course of study in a world language:**
    - Students who arrive in high school as monolingual English speakers may also develop biliteracy by completing a four-year high school course of study in a world language. Students who completed world language coursework in middle school may place into a higher language course and demonstrate their proficiency by completing through year four (or above) in the language.
- **Attending school abroad prior to coming to California:**
    - Students who arrive in the United States having completed school abroad in a language other than English may have very high levels of literacy in the language. These students may be able to pass an AP exam (or equivalent) in the language without additional coursework or may be prepared to take high level coursework in the language either at the school or through dual enrollment at a community college.
    - In accordance with *EC* Section 51461(a)(2)(B)(ii), “Successful completion of high school level courses completed in another country in a language other than English with the equivalent of an overall grade point average of 3.0 or above, as verified through a transcript” may satisfy one or more courses for the four-year course of study option for demonstrating

proficiency in a world language other than English provided the coursework is verified by the LEA.

There are many paths to developing biliteracy or multiliteracy. Students who are already proficient in English and another language may consider adding a third language while in high school. These students may qualify for more than one SSB.

Districts that have elementary and/or middle school multilingual programs can work with those programs to ensure that students graduating from them have access to high level coursework in the target language in high school. This could include AP or IB coursework, academic courses (such as literature, history, science, or math) taught in the target language, and/or dual enrollment in a community college.

Paths to Biliteracy Resources:

- Paths to Biliteracy Bookmark available on the CDE Biliteracy Pathway Recognitions web page at https://www.cde.ca.gov/sp/el/er/biltrcypathwy.asp under the “Resources” tab.

Biliteracy Pathway Recognitions

The Biliteracy Pathway Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, reading, and writing in one or more languages in addition to English. These recognitions may be awarded at key educational segments to encourage students to continue to develop proficiency in a world language in addition to English. These recognitions are also a way to raise awareness about the SSB with younger students who may be on track to earn the SSB by the end of high school.

The three Biliteracy Pathway Recognitions are:

1. ***The Biliteracy Program Participation Recognition***
   The Biliteracy Program Participation Recognition is available to students enrolled in programs leading to biliteracy in preschool, kindergarten, elementary, and middle school. As a participation recognition, this award is provided to all students enrolled in the program and is not based on the student’s proficiency. This recognition is an entry on the path to biliteracy or multiliteracy.

2. ***The Home Language Development Recognition***
   The Home Language Development Recognition is available to emergent bilingual students with a home language other than English in preschool, kindergarten, elementary, and middle school. This recognition is provided to students who

demonstrate that they are continuing to develop the home language by engaging in age-appropriate activities in the home language. This recognition is an entry on the path to biliteracy or multiliteracy.

3. The Biliteracy Attainment Recognition

The Biliteracy Attainment Recognition is available to students at the end of elementary school (the grade level depends on the program model, usually either grade five or six), and the end of middle school (the grade level depends on the program model, usually grade eight). This recognition is based on proficiency and is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the SSB requirements and is an indication that if a student continues on this path in high school they will be prepared to meet the requirements to earn the SSB.

LEAs may consider identifying schools that offer the pathway recognitions in the district and ensuring that students who earned these recognitions have access to coursework that will prepare them to earn the SSB in high school.

For more information on the Biliteracy Pathway Recognitions, visit CDE Biliteracy Pathway Recognitions web page at https://www.cde.ca.gov/sp/el/er/biltrcypathwy.asp.

Self-Assessment Tool

The Self-Assessment Tool below is organized by topic. This tool can be used to reflect on the current level of SSB program implementation in a school or district and plan next steps.

Raising Awareness Self-Assessment

Action	Fully Implemented	Partially Implemented	Not Yet
Information about the SSB is shared regularly with students and families at school events such as back to school nights, open houses, assemblies, academic counseling appointments, etc.	[Insert notes]	[Insert notes]	[Insert notes]
Information about the SSB is included in the parent/family/student handbook; posted on the school/district website; and shared with families via letters, emails, and/or social media.	[Insert notes]	[Insert notes]	[Insert notes]

Action	Fully Implemented	Partially Implemented	Not Yet
All world language, ELD, and newcomer teachers are fully aware of the SSB program and its requirements and share this information with students.	[Insert notes]	[Insert notes]	[Insert notes]
Counselors are fully aware of the SSB program and its requirements and share this information with students.	[Insert notes]	[Insert notes]	[Insert notes]
There is signage around campus (counselor offices, world language and ELD classrooms, bulletin boards, etc.) about the SSB and its requirements.	[Insert notes]	[Insert notes]	[Insert notes]
Information about the SSB is shared regularly with the ELAC, DELAC, and PTA.	[Insert notes]	[Insert notes]	[Insert notes]
Students are made aware of the SSB starting in grade 9 or earlier and receive information about the SSB and its requirements at least annually and prior to CAASPP, AP, IB, SAT, ACTFL, or local testing annually.	[Insert notes]	[Insert notes]	[Insert notes]
Special education teachers and IEP teams are aware of the SSB requirements and how to modify them as appropriate to ensure that students with disabilities have access to the SSB.	[Insert notes]	[Insert notes]	[Insert notes]
SSB recipients are recognized annually (For example, in a ceremony for families, in the printed graduation program, or provided a special recognition in the ceremony such as a stole or medal).	[Insert notes]	[Insert notes]	[Insert notes]
Report to local school board or community annually on the successes and number of graduating seniors awarded the SSB	[Insert notes]	[Insert notes]	[Insert notes]

Raising Awareness Next Steps:

Based on your self-assessment, what are your next steps to raising awareness?

[Insert notes]

Processes Self-Assessment

Action	Fully Implemented	Partially Implemented	Not Yet
There is a clearly defined system for identifying students who are eligible for the SSB prior to graduation.	[Insert notes]	[Insert notes]	[Insert notes]
There are systems in place to ensure that all students have access to the SSB, including students with disabilities, English learners, migratory students, foster youth, and students experiencing homelessness.	[Insert notes]	[Insert notes]	[Insert notes]
There is a clear system in place for ordering SSB insignias each year.	[Insert notes]	[Insert notes]	[Insert notes]
SSB recipients are indicated when exiting students from CALPADS each year.	[Insert notes]	[Insert notes]	[Insert notes]
Students who have proficiency in a world language in addition to English due to home language proficiency, language courses completed in middle school, or previous enrollment in a multilingual program have access to high level coursework such as AP courses, native speaker courses, or dual enrollment in community college courses.	[Insert notes]	[Insert notes]	[Insert notes]
If there is an application process for the SSB, students are made aware of the process repeatedly and in multiple ways. Students have multiple opportunities to apply and may be awarded the SSB after graduation if they miss the deadline.	[Insert notes]	[Insert notes]	[Insert notes]
Locally-approved assessments are available for languages in which no AP exam exists and in which the school does not offer courses.	[Insert notes]	[Insert notes]	[Insert notes]

Processes Next Steps:

Based on your self-assessment, what are your next steps for building processes?

[Insert notes]

Creating Paths to Biliteracy Self-Assessment

Action	Fully Implemented	Partially Implemented	Not Yet
Biliteracy Pathway Recognitions are offered at elementary and/or middle schools that feed into high schools offering the SSB.	[Insert notes]	[Insert notes]	[Insert notes]
There is a system for identifying students who earned Biliteracy Pathway Recognitions in elementary and/or middle school and students who were enrolled in multilingual programs in elementary and/or middle school. Counselors provide these students with information about coursework they can take to continue to develop biliteracy and earn the SSB.	[Insert notes]	[Insert notes]	[Insert notes]
Students who have the asset of a home language other than or in addition to English have opportunities to continue to develop the home language to high levels of proficiency along with English. Counselors provide these students with information about coursework they can take to continue to develop biliteracy and earn the SSB.	[Insert notes]	[Insert notes]	[Insert notes]

Creating Paths to Biliteracy Next Steps:

Based on your self-assessment, what are your next steps toward creating paths to biliteracy?

[Insert notes]



Resources

- The CDE SSB web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp includes an overview of the program, resources, participation data, requirements, the online Insignia Request Form, and more.
- The CDE Biliteracy Pathway Recognitions web page at https://www.cde.ca.gov/sp/el/er/biltrcypathwy.asp includes an overview of the program, resources, participation data, requirements, the online participation form, and more.
- The CDE Multilingual Education web page at https://www.cde.ca.gov/sp/el/er/multilingualedu.asp includes information on the benefits of multilingualism, types of multilingual programs, the Parent's Toolkit to Multilingual Education, and other information and resources.
- The CDE EL Roadmap web page at https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp includes information and resources regarding the EL Roadmap Policy and guidance document.
- The Global California 2030 Report (PDF) at https://www.cde.ca.gov/sp/el/er/documents/globalca2030.pdf provides information on the CDE Global California 2030 Initiative which has the mission to equip our students with the world language skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and throughout the world.

Appendices

Appendix 1: Sample Handbook Language

The [insert LEA name] offers the State Seal of Biliteracy to eligible graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

For more information about the [insert LEA name] State Seal of Biliteracy program, visit [Insert link to LEA State Seal of Biliteracy web page].

Appendix 2: Sample Website Language

The [Insert LEA name] offers the State Seal of Biliteracy.



What is the State Seal of Biliteracy?

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

What are the requirements for the State Seal of Biliteracy?

To earn the State Seal of Biliteracy, graduating high school seniors must demonstrate proficiency in English and one or more languages in addition to English.

Students must meet the following requirements in order to be awarded the State Seal of Biliteracy upon graduation. The student must:

1. **Demonstrate English proficiency through <u>one</u> of the following methods:**
    a. **Coursework:**
        i. Complete all <u>English language arts requirements for graduation with an overall grade point average (GPA) of 3.0</u> in those classes.

OR

    b. **Assessment (choose one):**
        i. <u>Option 1: State Assessment:</u> Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade 11, at or above the “standard met” achievement level.
        ii. <u>Option 2: Advanced Placement (AP) Assessment:</u> Pass an English AP examination with a score of 3 or higher (AP English Language

and Composition, AP English Literature or Composition, or AP Seminar).

iii. Option 3: International Baccalaureate (IB) Assessment: Pass an English IB examination with a score of 4 or higher.

iv. Option 4: SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

Additional English Proficiency Requirement for English Learners Only:

In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

AND

2. **Demonstrate proficiency in one or more languages, other than English, through one of the following methods:**

   a. **Coursework:**

      i. Successfully complete a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.

OR

   b. **Assessment (choose one):**

      i. Option 1: AP: Pass a world language AP examination with a score of 3 or higher;

      ii. Option 2: IB: Pass an IB examination with a score of 4 or higher;

      iii. Option 3: ACTFL: Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher; or

      iv. Option 4: District-Approved Assessment: Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

From California *Education Code* Section 51461.

[Insert local information about when the assessments above are offered and how students can sign up].

If a student has questions about their progress toward meeting the State Seal of Biliteracy requirements, they should reach out to their assigned counselor.

For more information on the requirements, visit the CDE State Seal of Biliteracy web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

How do I apply for the State Seal of Biliteracy?

[Insert local information about application process, if applicable. If no application process, state that the seal will automatically be awarded to qualifying students and when and how students will be notified that they are eligible].

Who should I contact if I have questions about the State Seal of Biliteracy?

Students may contact their assigned counselor for information about their progress toward meeting the State Seal of Biliteracy requirements.

For information about the [Insert LEA name] State Seal of Biliteracy program, please contact [Insert LEA contact information].

For general questions about the State Seal of Biliteracy, please contact the California Department of Education Multilingual Support Division by email at SEAL@cde.ca.gov or by phone at 916-319-0265.

Resources

[Insert key resources for students and parents such as the requirements flyer, bookmark, and poster available on the CDE State Seal of Biliteracy web page (consider resources from the “Students and Families” tab). Include any local resources here as well].