

Seal of Biliteracy



What is the Seal of Biliteracy?

The Seal of Biliteracy is an award given by North Monterey County Unified School District. California Assembly Bill 815 established the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in speaking, listening, reading, and writing in one or more languages in addition to English.

Goals

By awarding the Seal of Biliteracy to graduating seniors who meet the requirements, North Monterey County Unified School District seeks to:

- 01 Encourage students to develop and maintain biliteracy and multilingual skills;
- 02 Prepare students with 21st Century Skills, including global awareness and multicultural literacy;
- 03 Promote the development of language and affirm the value of diversity, and honor multiple cultures and languages in the community;
- 04 Provide employers with a method of identifying people with language and biliteracy skills.

See the Seal of Biliteracy Brochure for more information

English Language / ELPAC Performance Descriptors

Language Performance levels are aligned to the California English Language Development (ELD) Standards. They form the pathway to the English Language Arts Grade-Level Content Standards. In addition, each performance level builds on the preceding level. Below is an explanation of what students are able to do at each of the performance levels:

Level 1- English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Level 2- English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs, but often are not able to use English to learn and communicate on topics and content areas. They require moderate to light linguistic support to engage in familiar social and academic contexts; they require substantial to moderate support to communicate on less familiar tasks and topics.

Level 3- English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.

Level 4- English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.



Parent Brochure

Instructional Programs for Multilingual Learners

North Monterey Unified School District



Program Goals

The District's goal is for students to have access to a variety of language pathways where they can attain:

- ✓ **Bilingualism and Biliteracy**
- ✓ **Grade-level academic achievement**
- ✓ **Sociocultural Competence**

Structured English Immersion (SEI) Program

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and access to grade-level academic subject matter content with Integrated ELD. Secondary ELs have access to general education courses while developing language skills in an English course specially designed for their proficiency level.

Biliteracy Pathway Program

The goal of this program is to attain the Seal of Biliteracy upon graduation from high school. This language acquisition program for language learners provides instruction to pupils utilizing English and Spanish for literacy and academic instruction, enabling students to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade at the elementary level.

Biliteracy Pathway Program Application Process

This application does not replace the district's school registration process. Parents can contact their school of residence with any questions or to access the program application.

- 01 Attendance at a Biliteracy Pathway Program information meeting**
- 02 Complete NMCUSD Biliteracy Pathway Program Application Form**
- 03 Fill out NMCUSD Online Registration**
- 04 Bring the student to their language testing appointment**

All Master Plan instructional programs are designed to ensure that ELs acquire full English proficiency and meet grade-level content standards as rapidly as possible. All English learners are expected to make progress in acquiring English and are given full access to the grade-level curriculum. Students who do not make adequate progress are provided with opportunities to receive intervention services.

English Learner Requirements

When the Home Language Survey (HLS) identifies a potential English learner, the school informs the parents of the Master Plan, instructional program options, placement, and their right to request an alternative program.

Evaluations

Initial ELPAC

The Initial English Language Proficiency Assessment for California (ELPAC) is administered within 30 calendar days of enrollment to determine English proficiency and English learner (EL) classification.

Parent Notification

The school notifies parents of the initial ELPAC results and confirms program placement. At this time, parents are allowed to request a change of program placement.

Summative ELPAC

Subsequently, MLs are annually assessed (February–May window) with the Summative ELPAC to measure ELD progress. This assessment is administered via a computer. Parents are annually notified of their child's test results and program placement. They may request a conference with school personnel to discuss test results, program placement, or other program options, and resources available to support students with the ELPAC until reclassification occurs.