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# STATE SEAL OF BILITERACY IMPLEMENTATION GUIDE

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California Department of Education (CDE)  
Multilingual Support Division (MSD)



August 2022

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## 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 [CDE SSB web page](#) under the “Overview” tab.

### Contact Information

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



## The Basics

### 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, and
  - c. Teachers (especially world language and English language development [ELD] teachers).
2. **Identify:** Identify graduating seniors who meet the SSB requirements established in California *Education Code (EC)* Section 51461.
3. **Order:** Order SSB insignias using the online Insignia Request Form available on the [CDE SSB web page](#).
  - 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 and indicate which students earned the SSB when exiting students in CALPADS.

**Repeat these steps annually** to continue to participate.

## Criteria

### Criteria Overview

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

The student must:

- 1) Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
- 2) Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade eleven, at or above the “standard met” achievement level.
- 3) Demonstrate proficiency in one or more languages, other than English, through one of the following methods:
  - A. Pass a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
  - B. Successfully complete a four-year high school course of study in a world language, 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.

- C. Pass a district test with a score of proficient or higher (if the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
  - D. Pass the SAT II world language examination with a score of 600 or higher.
- 4) In addition to the requirements mentioned above, if the primary language of a pupil is other than English, they shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California *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](#). 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?**

No. According to *EC* Section 51461(a)(2), a student must pass the CAASPP English language arts section at or above the "standard met" level to be awarded the SSB.

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

Yes. Per *EC* Section 51464(a)(3)(C)(ii), students who seek to qualify for the SSB in 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.

#### **Can students qualify for more than one Seal of Biliteracy or earn the SSB in more than one language?**

Yes. If an LEA has implemented a local Seal of Biliteracy program, students may qualify for both the local Seal of Biliteracy and the SSB.

Students may also earn more than one SSB if they fulfill the requirements for the SSB in more than one world language. The LEA must request the appropriate number of seals to account for any students who qualify in more than one world language.

**What courses constitute a four-year high school course of study in a world language? For example, does a student who tests into year three of Spanish (fulfilling the world language A–G requirement) with a 3.0, qualify for the SSB?**

In accordance with *EC* Section 51461(a)(3)(B), one way to show proficiency in a language other than English is, "successful completion of a four-year high school course of study in a world language. . ." 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 foreign language" consistent with *EC* Section 51461. The student would also be required to meet all other criteria.

## Ordering Insignias

### Ordering Process

*How do you order?*

To order insignias, submit the online Insignia Request Form available on the [CDE SSB web page](#) under the "Requirements and Forms" tab.

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.

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 will mail the requestor one seal per eligible student, to be affixed to the diploma or transcript, within two weeks of receipt of the LEA's SSB Insignia Request Form.

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](mailto: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:

- 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
- Number of students qualifying for more than one SSB (if applicable)
- Number of current or former English learners earning the SSB
- 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*

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

#### *Using the Resources to Raise Awareness*

Share information with **families** through:

- Back to school nights
  - Provide SSB Booklets or SSB Requirements Flyers (both available in English and Spanish) to families.
  - Select a slide or two from the SSB Informational PowerPoint Presentation (available in English and Spanish) to include in presentations.



- Open houses
  - Provide SSB Requirements Flyers (available in English and Spanish) or SSB Bookmarks 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, especially prior to CAASPP testing to ensure that all families are aware that opting out of the CAASPP will mean that students are no longer eligible for the SSB.
- 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 English and Spanish)
- 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 English and Spanish)
- 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 English Language Proficiency Assessments for California (ELPAC) is an SSB Requirement.
- English Language Arts (ELA) or home room classes
  - Have ELD teachers share about the SSB requirement to earn “standard met” or above on the CAASPP prior to CAASPP testing in grade 11 and ensure students understand that if they opt out they will no longer be eligible for the SSB.
- 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.
  - Encourage counselors to identify and encourage students who may be strong candidates for the SSB, including:
    - English learners
    - Newcomers

- Reclassified students
- Students who have a home language other than or in addition to English
- Assemblies
  - Select a slide or two from the SSB Informational PowerPoint Presentation (available in English and Spanish) to include in presentations.
  - Share information about the SSB prior to CAASPP testing.

## Internal Processes

### *Identifying Students*

It is important to create a process to identify students who are eligible for the State Seal of Biliteracy. 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, 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 Requirements Checklist** available on the [CDE SSB web page](#) under the “Requirements and Forms” tab.
- **Letter Regarding SSB Data Collection on CALPADS** available on the [CDE SSB web page](#) under the “Requirements and Forms” 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
- SAT II (no longer offered, but named in the law)
- 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

If an LEA chooses to use one or more locally-approved assessments, the LEA does not need to submit them to the CDE for approval; local approval is sufficient. There is not a list of approved assessments other than those named in the law (AP, IB, and SAT II). However, many LEAs have approved assessments locally and are willing to share information about what assessments they approved and their approval process with other LEAs. Similarly, some districts and counties have created their own assessments in a variety of languages that meet the criteria in the law and may be willing to share these assessments with other LEAs. If an LEA is interested in information about what assessments other LEAs are using they may check the “Participating LEAs” 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). LEAs may also contact the local county office of education for more information or email the CDE MSD at [SEAL@cde.ca.gov](mailto:SEAL@cde.ca.gov).

### **Assessing World Language Proficiency Resources:**

- **List of Districts Awarding the SSB in Less Common Languages** (organized alphabetically by language and posted annually) available on the [CDE SSB web page](#) under the “Participating LEAs” tab.
- **List of Districts and Schools Participating** (organized by county and posted annually) available on the [CDE SSB web page](#) under the “Participating LEAs” 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 English learners and students with disabilities.

### **Are the requirements for the SSB different for students who have an Individualized Education Program (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 bilingualism 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 51464(a)(3)(C)(ii), students who seek to qualify for the SSB in 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, including what locally-approved assessments(s) are used with the CDE MSD at [SEAL@cde.ca.gov](mailto: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](#) under the "Participating LEAs" 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.

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](#) 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 State Seal of Biliteracy 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 State Seal of Biliteracy.

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 the [CDE Biliteracy Pathway Recognitions web page](#).

## 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 Implemented
Information about the SSB is shared regularly with students and families at school events such as back to school nights, open houses, assemblies, etc.			
Information about the SSB is included in the parent/family/student handbook;			



Action	Fully Implemented	Partially Implemented	Not Yet
posted on the school/district website; and shared with families via letters, emails, and/or social media.			
All world language, ELD, and newcomer teachers are fully aware of the SSB program and its requirements and share this information with students.			
Counselors are fully aware of the SSB program and its requirements and share this information with students.			
There is signage around campus (counselor offices, world language and ELD classrooms, bulletin boards, etc.) about the SSB and its requirements.			
Information about the SSB is shared regularly with the ELAC, DELAC, and PTA.			
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 testing annually.			
Special education teachers and Individualized Education Program (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.			
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).			

**Raising Awareness Next Steps:**

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

## 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.			
There are systems in place to ensure that all students have access to the SSB, including students with disabilities, English learners, foster youth, and students experiencing homelessness.			
There is a clear system in place for ordering SSB insignias each year.			
SSB recipients are indicated when exiting students from CALPADS each year.			
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.			
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 to apply.			
Locally-approved assessments are available for languages in which no AP exam exists and in which the school does not offer courses.			

### Processes Next Steps:

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

## 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.			
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.			
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.			

### Creating Paths to Biliteracy Next Steps:

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



## Resources

- The [CDE SSB web page](#) includes an overview of the program, resources, participating LEAs, requirements, the online Insignia Request Form, and more.
- The [CDE Biliteracy Pathway Recognitions web page](#) includes an overview of the program, resources, participating LEAs, requirements, the online participation form, and more.
- The [CDE Multilingual Education web page](#) includes information on the benefits of multilingualism, types of multilingual programs, the Parent's Toolkit to Multilingual Education, and other information and resources.
- The [Global California 2030 Report](#) (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) Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
- 2) Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade eleven, at or above the “standard met” achievement level.
- 3) Demonstrate proficiency in one or more languages, other than English, through one of the following methods:
  - A. Pass a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
  - B. Successfully complete a four-year high school course of study in a world language, 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.

- C. Pass a district test with a score of proficient or higher (if the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
  - D. Pass the SAT II world language examination with a score of 600 or higher.
- 4) In addition to the requirements mentioned above, if the primary language of a pupil is other than English, they shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (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](#).

### **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](mailto: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. Include any local resources here as well].