

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 12, 2012

- ACTION
- CONSENT
- DISCUSSION
- INFORMATION

BOARD AGENDA NUMBER: 13.a.

BOARD AGENDA ITEM: Adopt the Seal of Biliteracy and Associated Selection Criteria for Graduating Seniors

DEPARTMENT: Curriculum and Instruction

CONTACT PERSON: Elizabeth Schuck, Ed. D., Mary Streshly, Allison Silvestri, Michele Aselstine

BACKGROUND INFORMATION:

The Seal of Biliteracy is an award given by a school, school district, or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy appears on the transcript or diploma of the graduating senior. The SEAL has been adopted and implemented in dozens of school districts; thousands of students have received the award. An increasing number of professional organizations and other entities have endorsed the SEAL.

A Seal of Biliteracy is a statement by the school system that mastery of two or more languages is important. It encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. A Seal of Biliteracy is granted to all students who meet the criteria for the award. For each level, criteria are set for students whose first language is English who are learning a second language and for English Learners who are developing academic proficiency in their home language while mastering English.

REPORT/PROPOSAL:

The San Mateo County Office of Education has recently established criteria for the high school “Seal of Biliteracy” and an associated Memorandum of Understanding and Responsibility Agreement between the county office and the participating LEA. Half Moon Bay High School would like the Governing Board to adopt the Bilingual Seal of Biliteracy. Upon approval, the Board will also be asked to approve a Memorandum of Understanding and Responsibility Agreement with the San Mateo County Office of Education.

FINANCIAL IMPACT:

There is no financial impact to the District. The San Mateo County Office of Education will purchase the seals and medallions for qualifying graduates.

RECOMMENDATION:

Adopt The Bilingual Seal of Literacy and associated selection criteria for our graduating seniors.

MEMORANDUM OF UNDERSTANDING AND RESPONSIBILITY AGREEMENT

Seal of Biliteracy and Pathway Awards

Between the San Mateo County Office of Education
and _____

This Memorandum of Understanding establishes agreements and responsibilities between San Mateo County Office of Education, hereinafter called "SMCOE" as the provider of the Seal of Biliteracy awards and _____, hereinafter called "**District**".

SMCOE Responsibilities

1. Hold quarterly networking meetings
2. Provide technical assistance to district lead in developing procedures to implement criteria for the awards and setting timelines
3. Support districts in determining eligibility of students when requested
4. Issue award certificates to eligible graduating seniors (or pathway awards to pre-k and elementary students)

District Responsibilities

1. Identify a lead as the contact for the Seal of Biliteracy Consortium who will
 - a. Share the award eligibility information with district administrators, principals, parents, and students
 - b. Identify students who may be eligible to receive the award (this may look different at different levels)
 - c. Mail letters to parents and students to invite them to apply for the award applications, and for essay writing or oral presentations
 - d. Schedule timeline for submission of award applications, review of award applications, and for essay writing or oral presentations
 - e. Send the names of eligible students to the Seal of Biliteracy contact at the San Mateo County Office of Education by _____
 - f. For eligible graduating seniors, districts will put a Seal on the diploma, make a special notation on the transcript and present a certificate from the San Mateo County Office of Education to the students

District Superintendent's Signature Date

County Superintendent's Signature Date

DRAFT Awards Continuum

Preschool "Pathway to Biliteracy Award"

"It is more a participation award than an attainment award."

Californians Together, The Seal of Biliteracy Program

- Preschoolers participate in meaningful oral language development experiences in the home language
- Preschoolers engage with books and print materials in the home language
- Preschoolers participate in opportunities for developing the ability to communicate in a second language
- Preschoolers experience enthusiastic support from school staff for their awareness of bilingualism
- Families are provided with resources to support their children in developing both their home language and a second language at home and at school
- Families are provided with training opportunities related to the importance of preserving the home language, the value of bilingualism, strategies for supporting a second language, and education program options in the K-12 system

Elementary School "Bilingual Service and Participation Award"

An award that encourages students along the path of bilingualism

To be awarded at the end of 5th grade

Criteria: - Attainment of adequate proficiency in English as measured by

- 4th grade ELA CST proficient or higher for English Only students **or**
- CELDT score which demonstrates appropriate progress is being made
- Documentation of bilingual service to the school or the community e.g., serving as a bilingual ambassador for visitors to the school, reading books to preschoolers, etc.
- Production of a family or cultural project that demonstrates the use of two languages e.g. family interviews

Elementary School "Biliteracy Attainment Award"

An award designed to celebrate attainment of age-appropriate biliteracy for student

To be awarded at the end of 5th grade

Criteria: Attainment of adequate proficiency in English as measured by

- 4th grade ELA CST proficient or higher for English Only students **or**
- CELDT score which demonstrates appropriate progress is being made
- Demonstration of proficiency in a language other than English as measured by an approved assessment
- Documentation of ten hours of bilingual service to the school or the community e.g. serving as a bilingual ambassador for visitors to the school,
- reading books to preschoolers etc. **and**
- An essay written and translated by the student on how becoming biliterate has enhanced his/her life and scored using the approved rubric.

Middle School "Pursuit of Bilingualism Award"

An award designed to celebrate engagement in the pursuit of language skills in two or more languages, to affirm positive attitudes towards multilingualism, and to validate use of multiple languages for all students To be awarded at the end of 8th grade

Criteria:

- Attainment of adequate proficiency in English as measured by
 - 7th grade ELA CST proficient or higher for English Only students or
 - CELDT score which demonstrates appropriate progress is being made

AND

- Participation in at least two years of a World Language class or a Native Speakers class with a grade of C/2 or higher

or

- A personal response essay about two cultural events written and translated by the student and scored using the approved rubric

AND

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- Documentation of bilingual service to the school or the community e.g., serving as a bilingual ambassador for visitors to the school, reading books to preschoolers, etc.

Middle School "Biliteracy Attainment Award"

An award designed to celebrate attainment of age-appropriate biliteracy
To be awarded at the end of 8th grade

Criteria:

- Attainment of adequate proficiency in English as measured by
 - 7th grade ELA CST proficient or higher for English only students or
 - CELDT score which demonstrates appropriate progress is being made
- Demonstration of proficiency in a language other than English as measured by
 - an approved assessment or
 - Average grades of B/3 or higher in World Language or Native Speakers course
- Production of a portfolio to include:
 - Documentation of twenty hours of bilingual service to the school or the community
 - An essay written and translated by the student on how becoming biliterate has enhanced his/her life scored using the approved rubric
 - A five minute oral or DVD presentation on a cultural topic that demonstrates the student's biliteracy, scored using the approved rubric

High School "Seal of Biliteracy"

English Component

- Proficient or Advanced score on ELA CST

OR

- Proficient on ELA CAHSEE

AND

- 2.0 Grade Point Average in all ELD and/or ELA courses toward graduation

World Language Component

- Score of 3 or higher on World Language AP Exam

OR

- Score of 4 or higher on IB Exam

OR

- Equivalent Government Test (score to be determined)

OR

- 4 years of the same language or equivalent with a 3.0 GPA last two semesters