AWARDS
CABE Courageous Leadership Award

Dolores Huerta
Dolores Huerta Foundation

A tireless advocate for the civil rights of workers, immigrants, women and consumers, Dolores Huerta is a role model to the Latino community, activists, labor leaders, lobbyists and organizers everywhere. Dolores was born in New Mexico, but grew up in Stockton, California, where she graduated from college with a provisional teaching credential. Her fight against economic and social injustice began after she saw many of her students coming to school barefoot and hungry. Thus began a journey that would continue throughout her lifetime and that, at the age of 88, continues even today.

Dolores Huerta served as a leader of the Stockton Community Service Organization (CSO) and later established the Agricultural Workers Association, where she set up voter registration drives and fought for social improvements. She met César E. Chávez in 1955 and they soon discovered that they shared a common vision of organizing farmworkers. After leaving the CSO in 1962, Huerta and Chávez formed the National Farmworkers Association, which later became the United Farm Workers. Dolores Huerta was the director of the National Boycott of California Table Grapes. This historic event culminated in a collective bargaining agreement United Farm Workers that she negotiated. After meeting feminist activist Gloria Steinem during this time period, she started to challenge gender discrimination, including within the farmworkers movement itself.

Dolores Huerta is the recipient of numerous awards for her community service and civil rights activism. These include the California Hall of Fame, the National Women’s Hall of Fame, Eugene V. Debs Foundation’s Outstanding American Award, the US Presidential Eleanor Roosevelt Human Rights Award from President Clinton, the Ohtli award from the Mexican government, and the Presidential Medal of Freedom from President Obama, the highest civilian honor in the United States. In responding to this award, Dolores said, “The great social justice changes in our country have happened when people came together, organized, and took direct action. It is this right that sustains and nurtures our democracy today.”

CABE is proud to present Dolores Huerta the CABE 2018 Courageous Leadership Award!
Assemblymember Eloise Gómez Reyes launched her political career in 2013 and represents Assembly District 47, encompassing the county of San Bernardino and the cities of Bloomington, Colton, Fontana, Grand Terrace, Muscoy, Rialto and San Bernardino.

Born and raised in the city of Colton, Assemblymember Gómez Reyes has spent her life advocating for families in the Inland Empire. She attended Colton High School, San Bernardino Valley College, and eventually transferred to USC. She received her law degree from Loyola Law School, and soon after, became the first Latina to open her own law office in the Inland Empire.

Growing up in a working-class family, she saw her parents struggle to make ends meet. Her father worked his way up from the coal mines in his native New Mexico to eventually becoming an owner/developer in Colton. At age 12, she worked summers in the agricultural fields as an onion topper alongside her mother, brothers and sisters in order to earn money to buy school clothes.

Assemblymember Gómez Reyes has spent her life bringing people together to strengthen the Inland Empire— as an attorney, a public policy advocate, and an active volunteer with the Inland Empire non-profit community. She helped found the Inland Empire Community Health Center in Bloomington and is on the Executive Board for the Children’s Spine Foundation. She also has served as a volunteer for Legal Aid for more than 25 years, as well as President of the Inland Empire Latino Lawyers Association.

On January 3, 2018, Assemblymember Eloise Gómez Reyes was appointed by Assembly Speaker Rendon as Assistant Majority Whip. This Democratic leadership team will help lead the Assembly as members continue tackling sexual harassment, leading on climate change and clean energy, and advocating for workers’ rights. She is also a member of the Appropriations, Judiciary, Human Services, Privacy and Consumer Protection and Utilities and Energy Committees and co-chairs the Legislative Ethics Committee.

As a member of all these legislative committees, she still has time to focus on educational issues. Governor Brown signed into law her bill, AB 667, on October 4, 2017. AB 667 ensures that a student and their parent/guardian are notified of prior action that was taken before suspending the student from school. This bill aims to provide the student and their parent/guardian with a transparent accounting of proceedings in order to help curb the school attendance crisis that is ongoing around the state. As a member of Assembly Speaker Rendon’s Blue Ribbon on Early Childhood Education, she will be exploring and identifying ways to create a more sustainable early learning system to meet the demand for child care access in California.

Just recently, Assemblymember Gómez Reyes greatly assisted in addressing the current bilingual teacher shortage in California by introducing AB 952, the Bilingual Teacher Professional Development Grant Program. Her authorship of the bill, the strong advocacy on the bill among her colleagues, and her collaboration with Assemblymember Kevin McCarty led to the inclusion of five million dollars in the 2016-17 State Budget for the establishment of six bilingual teacher professional development programs across the state.

CABE is honored to present Assemblymember Eloise Gómez Reyes the CABE 2018 Advocacy Award!
Kevin McCarty was born and raised in the Sacramento area. He graduated with a degree in political science from CSU, Long Beach and a Master’s Degree in Public Policy and Administration from CSU, Sacramento. He was elected to the California State Assembly in 2014 to represent the 7th Assembly District, which includes Sacramento, West Sacramento and parts of unincorporated Sacramento County.

Assemblymember McCarty serves as the Chair of the Assembly Budget Subcommittee on Education Finance, which oversees the largest component of California’s multi-billion-dollar budget. As Chair, he has made historic investments in public education, early childhood education, career technical education and has increased the number of students enrolled in California’s Community College, CSU and UC systems.

Other legislative priorities for Assemblymember McCarty include: expanding health care access, fighting climate change, championing criminal justice reform, curbing gun violence, tackling poverty and advocating for the middle class.

Before his service as an elected official, Assemblymember McCarty served as the policy director to former California Lieutenant Governor Cruz Bustamante, and as an Assembly Budget Committee consultant to former Assemblymember Denise Moreno Ducheny. He previously served on the Sacramento City Council from 2004 to 2014.

As a Councilmember, he created innovative youth programs and wrote common-sense gun laws, tackled sub-standard rental housing, and crafted clean air policies. He created the Sacramento Little Saigon district and helped establish the City Whistleblower Hotline program and the Independent Auditor department. While on the City Council, Assemblymember McCarty worked as a legislative advocate for Preschool California.

In his role as Chair of the Assembly Budget Subcommittee on Education Finance, Assemblymember McCarty was key in identifying and securing funding for AB 952 (Reyes), the Bilingual Teacher Professional Development Program. With his and Assemblymember Reyes commitment in addressing the bilingual teacher shortage, we can be assured that the establishment of new or expansion of dual language immersion/bilingual programs will come to fruition.

**CABE is proud to present Assemblymember Kevin McCarty the CABE 2018 Advocacy Award!**
Jorge Argueta is a Salvadoran award-winning poet and author of many highly acclaimed bilingual children's books and short stories, covering themes related to Latino culture and traditions, nature, and the immigrant experience. He immigrated to the United States in the 1980s during the Salvadoran civil war and is presently living in San Francisco, California.

Jorge left El Salvador in 1980 due to the political situation in the country and the gross abuse of human rights by the Salvadoran military against educators, religious workers, and the common worker—even his own teacher, Mr. García, was killed. The military government was terrorizing and killing workers, teachers, peasants and students—anybody who opposed them and spoke out against their regime was in danger. In his neighborhood many of his close friends were killed. Afraid for his life, he left and took on the courageous and challenging task of rebuilding his life in San Francisco.

For over fifteen years, Jorge has written children's books and loves doing presentations where he can talk to children about his experiences as a writer. He has presented heartwarming workshops, visits, and presentations in which he uses fun and engaging exercises to awaken in a child the poetry that already nests in their heart. Jorge is experienced and loves working with special populations of kids in juvenile hall, homeless shelters, children's hospitals, and art environments.

Jorge is the author of several children's books that have made their way into classrooms that tell the story and struggles of Salvadorans who were forced to flee their country due to the violence and remake their lives in a new country. Una película en mi almohada / A Movie in My Pillow; Los arboles están colgando el cielo / Trees are Hanging from the Sky; El Zipitio / Zipitio; Xochitl la nina de las Flores / Xochitl and the Flowers; Hablando con Madre Tierra / Talking with Mother Earth; Alfredito, Luna, lunita lunera / Moony Luna; and, Alfredito regresa volando a su casa/ Alfredito Flies Home. His writing speaks to the courage and creativity of those who immigrate to the US and restart their lives and build a foundation for their children and for their futures. Jorge's literacy works bring a sense of hope and celebration even through the challenges and changes that come when one immigrates to a new country.

CABE is proud to present Jorge Argueta the CABE 2018 Courage to Act Award!
CABE Courage to Act Award
Madera Unified School District

CABE bestows this special award to Madera Unified School District for their Dual Language Immersion Program at Madison Elementary School, in recognition of the first Dual Language Immersion program in Madera County. This action by the Madera USD school board is particularly significant as it has taken a bold step to offer bilingual programs in an area of the state where very few have been implemented. Madera Unified is leading the way and opening the door, as an example for other rural and valley school districts.

The School Board, under the leadership of President Al Galvez, took the lead by studying and planning for two years so that they could launch a successful model. Superintendent Todd Lyle, central administrators, site administrators, teachers and parents, as well as community members are committed to providing a learning environment where all students will become biliterate (think, communicate, read and write) in Spanish and English and demonstrate high levels of academic achievement in both languages, as well as attain the California Seal of Biliteracy.

In addition to fostering high academic achievement and bilingualism/biliteracy, the Dual Language Immersion Program will strengthen brain development and problem-solving skills, foster cross-cultural relationships, build leadership and confidence, and develop strong school and family partnerships.

*CA**BE is proud to present Madera Unified School District the Courage to Act Award!*
Tom Torlakson was re-elected to a second four-year term as California’s 27th State Superintendent of Public Instruction on November 4, 2014. As chief of California’s public school system and leader of the California Department of Education, Superintendent Torlakson applies his experience as a science teacher, high school coach, and state policymaker to fight for our students and improve our state’s public education system.

Born in San Francisco, State Superintendent Torlakson served as a fireman in the United States Merchant Marine, earning the Vietnam Service Medal. He earned a Bachelor of Arts in History, a Life Secondary Teaching Credential, and a Master of Arts in Education from the University of California, Berkeley. His journey has led him from the classrooms of Contra Costa County’s Mount Diablo Unified School District (where he remains a teacher-on-leave), to the Antioch City Council, Contra Costa County Board of Supervisors, and the California State Senate and State Assembly.

During his tenure in the California State Legislature, State Superintendent Torlakson acted to protect education funding, improve student nutrition and physical education, and ensure school safety. He also championed legislation to increase funding for textbooks, computers, and other instructional materials, and promoted efforts to close the digital divide, eliminate the achievement gap, and reduce the dropout rate.

He is a great supporter of biliteracy and multilingualism and is committed to providing a quality education to our students who are English Learners. The importance of giving our students the tools to become competitive in a global economy, including providing biliteracy and multilingual opportunities, is expressed in the Superintendent’s A Blueprint for Great Schools and A Blueprint for Great Schools, version 2. The Department’s support on legislation affecting English Learners, such as the State Seal of Biliteracy and the defining of who is a Long-Term English Learner, are examples of his commitment to improving the quality of education for our English learners.

Lastly, he contributed to and supported the English Learner Road Map that was approved by the State Board of Education on July 12, 2017. This document assists the Department in providing guidance to local educational agencies in welcoming, understanding and educating the diverse population of English learner students attending our California public schools, and will have a positive impact for years to come.

CABE is proud to present State Superintendent of Public Instruction, Tom Torlakson, the CABE 2018 Leadership and Legacy Award!
Presently serving as the 39th Governor of California, Democrat Jerry Brown was first elected as Governor in January 1975 when he succeeded Ronald Reagan to become the 34th Governor of California. At that time, at age 36, he became the youngest Governor of California in 111 years.

Governor Brown made his debut in politics in the late 1960s, as a Board of Trustees member of the Los Angeles Community College. Thereafter, he held several significant positions serving as Secretary of State of California from January 1971 to 1975; Chairman of the California Democratic Party from 1989 to 1991; Mayor of Oakland from January 1999 to January 2007; and Attorney General of California from January 2007 to January 2011.

He also remained a Democratic Party nominated candidate for the Presidential elections held in 1976, 1980 and 1992. He took a political sabbatical of six years in the 1980s, during which he traveled to Japan and Mexico, and worked with Mother Teresa in Kolkata, India.

Under his leadership, California has led the way on climate change, passing new appliance standards and incentives for fuel-efficient vehicles, and the country’s only functioning cap-and-trade market.

Under his leadership, California’s fiscal position has improved dramatically since 2011, when the state suffered a $27 billion budget gap. In contrast, during his final budget address in January 2018, he proposed to add more than $5 billion to the state’s rainy-day fund to better prepare for a future economic downturn.

Governor Jerry Brown has been a leader on many issues affecting our English Learner students and their families. On the issue of immigration, Brown defied the White House, again, on October 2017 by signing into law “sanctuary state” legislation, placing limitations on state and local law enforcement’s ability to help federal officials enforce immigration violations. He fortified the state budget with millions more in spending to help mount a range of immigration-related legal challenges, including cases over the ending of the Deferred Action for Childhood Arrivals (DACA) program.

Under his leadership, California was the first state to establish a State Seal of Biliteracy in 2011, a recognition given to graduating high school seniors who are proficient in another language, in addition to English. This action reinforces the fact that biliteracy/bilingualism is valued in our public schools and is necessary for our students to be competitive in this global economy. There are now 31 states, plus Washington D.C., that have officially adopted a State Seal of Biliteracy.

Under his leadership, California was the first state to begin identifying “Long-Term English Learners”, those English Learners enrolled in U.S. schools for six years or more, who are stalled in progressing towards English proficiency, without having yet reached a threshold of adequate English skills, and who are struggling academically. On September 21, 2012 he signed AB2193, statutorily defining who is a “Long-Term English Learner” and “at-risk of becoming Long-Term English Learner,” and requiring the California Department of Education to annually ascertain and provide to school districts and schools the number of these pupils in each school district and school. Finally, the educational needs of these students can now be addressed.

Lastly, Governor Brown signed SB 1174 on September 28, 2014, which put into place on the State Election Ballot November 2016, Proposition 58. The proposition deletes the prohibition of bilingual education and empowers parents “to choose a language acquisition program that best suits their child” including bilingual or multilingual instructional programs. Proposition 58 was approved by 73% of the voters and approved in every county in California. Without this bill becoming law, Proposition 58 would not have happened!

CABE is proud to present Governor Jerry Brown the CABE 2018 Courageous Leadership Award in Absentia!
Alma Flor Ada Teachership Award
Luciana González
Region 3

As a young student, Luciana González was privileged to participate in a dual language immersion program from Kindergarten through 8th grade. She is a product of the Long Beach Unified School District’s Two-Way Bilingual Immersion programs at Patrick Henry Elementary School and DeMille Middle School. Her Kindergarten teacher remembers that, “As a five-year old, pequeña Luciana struck me as a respectful, responsible and determined child beyond her years.” Luciana says that being exposed to her first language at a young age while in school, not only helped her learn and acquire English as a second language, it also helped her develop a deeper love for her family roots. She wants to become a bilingual teacher to provide students with the same positive and inclusive schooling experience that she had during her primary and secondary school years. Her goal as a future teacher is to establish a learning community that empowers and supports students, while fostering critical thinking and individuality. More than this, however, she says, “My goal is to create a community of love, acceptance, and respect.”

Luciana was the first of her family to attend college, graduating from California State University, Long Beach with a major in psychology and a minor in child development, while working in the University’s Isabel Patterson Child Development Center. There she developed positive and respectful discipline techniques and a deep love for children. It was this experience that cemented her desire to become a teacher and to teach with her heart. Currently, Luciana is completing her Multiple Subjects Credential with an emphasis in Spanish Language and Biliteracy. Luciana’s mentor teacher says that Luciana spent ten hours in her classroom observing lessons and asking questions about methodology and bilingual content standards. During that time, Luciana not only observed, but also engaged with students who needed a hand. “Her calm and firm demeanor is a natural skill that students appreciate.”

This school year, Luciana became a regular substitute teacher at her former elementary school, Patrick Henry, where she has developed a positive relationship with teachers, cooperating creatively and fulfilling her responsibilities admirably. Here, she is experiencing teaching in both languages and the fact that competent bilingual substitute teachers are hard to come by, assures that Luciana, with her advanced Spanish skills, will have a job teaching in two languages. Next year she is expected to return to Patrick Henry to fulfill her student teaching requirement to earn her teaching credential.

Luciana’s Kindergarten teacher, twenty plus years later, asserts that Ms. González, the future teacher, continues to impress her. “Her determination, hard work and perseverance have turned her into an extraordinary woman ready to teach with corazón and love of language and culture.” This teacher has kept in contact with Luciana and her family through the years and states that as a bilingual teacher, she is inspired to know that CABE’s vision and mission of multilingualism for all students will continue because of future teachers like Luciana González.

Luciana explains that bilingual education goes beyond the academic skills, as students are given the opportunity to retain their native language, develop a deeper love and appreciation for who they are, and they learn about other cultures. With the bilingual education comes compassion and the desire to help others. “These programs, therefore, prepare students to become future leaders and caring citizens who will not only help, but also stand for and with those in need, such as minorities and our immigrant brothers and sisters.” Luciana concludes, “With bilingual education we can create a better country.”

CABE congratulates Luciana González on her accomplishments and on receiving the Alma Flor Ada Teachership Award!
Karina M. Calderón is a native speaker of Spanish and when she was a child, being bilingual meant interpreting for her mother. As a teenager, it meant being proficient in another language, and as a college applicant, it meant standing out above the crowd. She says that in college, being bilingual was an asset, but not a part of her identity, and that this all changed when she first stepped into a bilingual classroom two years ago. She explains, “My first experience in a bilingual classroom left me in awe…I was seeing non-native Spanish-speaking six-year-olds speaking the language perfectly!” At that time, she also realized the importance of bilingual education that, in addition to teaching a new language and providing formal instruction in a home language, it also teaches culturally relevant content. She began to understand how bilingual education empowers students of all backgrounds to overcome challenges, become adaptable, and explore a language and culture. One of her college professors predicts, “She will be a bilingual teacher who strongly promotes social justice and celebrates cultural and linguistic diversity in her future classroom.”

Currently, Karina is pursuing her Master of Arts in Teaching in Elementary School Education with a bilingual focus at UC Irvine. This past fall, she completed her fieldwork hours in a first-grade classroom at a two-way Spanish immersion school. Her master teacher and previous CABE awardee, Megan Gibbs, says, “Miss Calderon has exhibited creative ways to teach students lessons in math, Spanish language arts and science. Many of the lessons I have observed involved teaching students with manipulatives for math, hands-on activities and language scaffolds such as sentence frames, to develop their understanding of content and language development in both Spanish and English.” Karina enjoyed the elementary school setting and built a strong rapport with the students and teacher, who was very impressed with her diligence, caring ways and language skills in Spanish.

Karina is extremely committed to working with students with great needs and always handles situations with patience and understanding. She consistently demonstrates professionalism and kindness and it is obvious to anyone who meets her, that her interest lies in helping others. She interacts well with peers, faculty and other teachers at her fieldwork school site. Her professors note that Karina’s experience as a child of immigrant parents has heightened her desire to offer the dual immersion experience to other children from non-English speaking household. Her supervisor describes her as an outstanding student that shows great promise in teaching, saying, “She is a strong bilingual teacher candidate and will undoubtedly become a leader in the field of bilingual education.”

As a soon-to-be bilingual teacher, Karina herself affirms, “I hope to provide learning opportunities that are diverse and collaborative, ultimately creating a community of learners in my classroom. My greatest goals are to provide an equal opportunity for learning and growth as I embark on a learning progression with my students, connected through our shared experiences and growth in learning a new language.”

CABE congratulates Karina M. Calderón on her accomplishments and on receiving the Bilingual Teachership Award!
Jennifer M. Chávez-Lanza believes that bilingualism is an asset that values cultural diversity. For that reason, she majored in both Spanish and Mathematics at California Lutheran University and is now pursuing a Master of Arts in Teaching in Elementary School Education with a bilingual focus at UC Irvine. She also believes that it is important to have bilingual education programs because we all come from different cultures and backgrounds that make us all unique. Karina understands that, because students’ backgrounds play a major role in their educational journeys, “it is crucial to empower them and embrace who they are and where they come from.”

As a first-generation Latina student in her family, Jennifer knows what it takes to persevere and excel in her studies and in life. She brings unending passion and dedication to her work and serves as a role model for all her students. Her professors and supervising teachers agree that her resilience, willingness to help others, firm grasp of social justice issues and astute academic skills will make her a very strong bilingual teacher.

Currently Jennifer ranks among the top 5% in her program. It is evident that she is an outstanding bilingual teacher candidate and one that shows great promise as a future bilingual teacher leader in a dual immersion setting. Her reading methods teacher shares that her scores on her case study assignment consistently earned her advanced marks. Her strong analytical skills provided detailed information about her fourth-grade student’s bilingual skills and needs in reading. Her teacher adds, “She researched her strategies well and directly linked them to her students’ assessment findings. The report was very well written and exhibited successful application of effective strategies discussed in class and in the readings.”

This level of excellence extends into her student teaching as well. Jennifer’s master teacher commented that Jennifer is one of the strongest student teachers she has had in her classroom, and that she goes beyond what is called for and excels in teaching. She adds that Jennifer has tremendous initiative and desire to continue to learn the challenging curriculum of a dual immersion classroom. Her communication skills are very effective and are evident in the way she interacts with students, parents and other staff. “Ms. Chavez was always professional in the way she expressed herself with students and their families. Her enthusiasm for teaching led to students responding very positively to her.”

In the classroom, she always goes the extra mile to carry out her responsibilities as a student teacher. One of her best attributes is that she was always motivated to do her best. Jennifer always walked around to supervise and help struggling students. “She was a great asset to my classroom as she would help to assess students’ progress. She was always dependable as her responsibilities grew, such as taking on math lessons, small reading groups, as well as co-teaching science lessons.”

When Jennifer was hired as an assistant teacher, the classroom teacher immediately noted that she had the ability to connect with students in a way that empowered them, encouraged them to take risks, and let them know that she cared for them. “She is active and resourceful, taking the initiative to research ideas on her own time whenever a lesson or activity is needed,” her supervisor shares. “Her genuine enthusiasm, which the children always respond to, is one of her greatest assets.”

As a bilingual educator, Jennifer says she wants her students to learn from each other, respect one another’s differences, and utilize their different experiences to enhance their education. “When we tap into a student’s background and connect it to what they will learn, great learning happens. It is a powerful tool that will help students take hold of their own learning experience and allow them to feel part of the community.”

CABE congratulates Jennifer M. Chávez-Lanza on her accomplishments and on receiving the F. Isabel Campoy Teachership Award!
“I nervously followed the children in front of me and walked into a magical room where the walls were filled with color. Tubs were loaded with toys and bookshelves were overwhelmed with books. “Good morning,” the teacher greeted all the students with a warm smile. As she continued to speak, I stared at her attentively, and kept wondering what she was saying. When she was taking attendance, I could not answer a simple question, “What is your name?” A classmate said, “Cómo te llamas?” I felt humiliated and dumb for not knowing English. It was my first day of Kindergarten, my first schooling experience, and I could not communicate with my teacher. Suddenly, the nice things around the classroom did not matter to me.” And thus began the education of the young Yesenia M. Nava.

Experiences like this, says Yesenia, along with many other positive and negative experiences in her life, especially in education, that have helped her become a committed bilingual educator. Her goals are to help students appreciate their native language and embrace different cultures. She wants students to not only become bilingual, but bicultural as well when learning a second language. She believes that bilingual programs, particularly dual language programs, are vitally important because students are our future. As she knows from personal experience, programs like these make students feel respected and valued. Students can develop cross-cultural relationships that include differences in language, race, ethnicity and socioeconomic background, making our world more accepting of differences.

After participating in the Mini Corp as a tutor for six years at various elementary schools, Yesenia finished her Bachelor of Arts degree and then taught at a K-8 dual language school as a Kindergarten push-in teacher. Currently, she is a full-time credentialed student enrolled at CSU Channel Islands and is pursuing her Multiple Subjects credential with the Bilingual Authorization. One of her professors remarks, “I have been thoroughly impressed by the perseverance she has demonstrated as she pursues her goal of becoming a bilingual teacher. Throughout the years, Yesenia has maintained a positive attitude and a fierce determination to accomplish her goal of becoming a teacher.”

Now serving her student teaching assignment in a 3rd grade bilingual classroom, it is noted by her principal that Yesenia is a responsible and competent professional, who has a caring interest for all her students. The principal appreciates that she is organized and efficient, always well-planned and prepared, and shows a thorough understanding of all aspects of teaching. Yesenia makes every minute count during her day. When she isn’t providing instruction based on students’ needs, she works with students who need help, monitors student progress by meeting with students one to one, and takes the initiative to complete pending teacher tasks. “Yesenia is able to envision new teaching approaches, while creating and designing lessons that are engaging to students. She guides her instruction based on students’ needs and takes the time to research effective strategies that benefit her students.”

In addition to displaying maturity, understanding and concern toward her students, she connects well with students as a teacher, and also takes the time to listen to students and help them solve problems. “The children respond positively to her because they know she truly cares about them.” Yesenia has demonstrated that she is a deeply committed individual, who enjoys working with students who are language learners. As a teacher and the mother of a first-grade student enrolled in a dual language program, Yesenia understands the importance of building, first and foremost, relationships with students before expecting to help them to learn. Yesenia’s calm demeanor enables her to reach and teach students from various backgrounds and ethnicities. Her principal sums it up, “Yesenia Nava demonstrates the qualities of a teacher I would like for my staff.”

CABE congratulates Yesenia M. Nava on her accomplishments and on receiving the Chuck and Estella Acosta Teachership Award!
Margarita A. Rodríguez asserts that she gets her strong belief in education from her immigrant parents, who as pre-service teachers were unable to pursue their chosen career in their new country due to the inability to complete their degrees in the United States. She says, “They quickly learned that education was the only way to reach the ‘American Dream’ that they came to this country for, and so they made every sacrifice imaginable to make sure that I am able to reach this dream.”

Her parents’ support during her undergraduate education allowed her to pursue a passion for research in language acquisition that led to a passion for bilingual education. She knew that it was no secret that bilingualism has immeasurable benefits, and she was left with the question of how to support children in acquiring a second language in ways that tap into these numerous benefits. The answer came through bilingual education. Margarita notes that we live in a world that is getting smaller and more connected each day and she thoroughly believes that a bilingual education is essential for preparing students for the future. “I also believe that bilingual education programs are an incredible step forward in providing an equitable education that empowers students through their cultural capital. I hope to use bilingual education as a tool to empower my students and prepare them for tomorrow.”

Margarita completed her B.A. with a double major in cognitive psychology and education. As an undergraduate, she was actively involved in the Jumpstart field study program, which is dedicated to enriching educational opportunities for disadvantaged preschoolers. Working with four Spanish-English heritage bilingual children, she investigated the acquisition of a particular Spanish verb form among children that is vulnerable in adult heritage bilinguals. From the inception of the idea, Margarita worked diligently on reading the pertinent literature, designing the study and piloting the experimental tasks. She also received an Undergraduate Research Opportunities Program (UROP) summer fellowship research grant to fund her project.

In the Jumpstart program, Margarita was able to help take these children from being shy, withdrawn observers to being active learners who love reading books and finding out facts about the world around them. She saw the educational gap between the ‘haves’ and the ‘have nots’ of Orange County, and observed how this could be reduced through very early language intervention. She also witnessed first-hand how language development proceeds from L1 to L2 and its interesting two-way relation to cognitive development.

This research, together with her Jumpstart experience and practice as a peer academic counselor propelled Margarita to seek a credential with specialization in English-Spanish bilingualism. Her professors describe her as an excellent, theoretically sophisticated, hardworking and engaging student. They recognize her as an outstanding bilingual teacher candidate in their Master of Arts in Teaching (MAT) program and agree that she is a budding linguist and cognitive scientist who shows great promise in the field of bilingual education as an educator and action researcher. They identify her undergraduate senior research project and her current pursuit of a graduate degree to teach in dual language schools as a compelling testament of her commitment to work with bilingual children.

Overall, those who know her recognize her strong work ethic, openness to learning, and warm personality as great attributes for a future teacher.

CABE congratulates Margarita A. Rodríguez on her accomplishments and on receiving the Carlos Penichet Teachership Award!
Ramona Isela Rodríguez is the daughter of Mexican immigrants who sacrificed and worked hard to provide her and her siblings the opportunities they never had as children. Their gift to them was the ability to speak, read, and write in Spanish. Her parents both emphasized education as being the key to success as first generation Chicanos here in the United States. She carried her parents’ high academic expectations with her throughout her life and career and now passes them on to her students and to her own children. “When I first became a bilingual teacher, my father told me that he found it amazing that I was a teacher because he, himself, had only made it to the third grade and my mother to the fifth grade in Mexico.”

She began her career in 1995 as a bilingual kindergarten teacher and clearly remembers the seven students who did not speak English. On her first day, one of them exclaimed, “Maestra, la puedo entender!” This was a pivotal point in her career because that day her life and the lives of those students changed. “At that moment I felt a sense of responsibility for my students, and I began to see myself as an advocate and proponent for English Learners; I understand the challenges that ELs face when supports are not in place.

Throughout her 23-year career, she has always focused on programs for ELs and diverse student populations. She has pursued her goal to provide teachers high quality instruction and services for ELs in many different ways: teaching ELs from kindergarten all the way to adults; working as an adjunct instructor and faculty advisor in a university teacher education program; working as a Teacher on Special Assignment with instructional aides, preparing them to become fully certified bilingual teachers; serving on the district’s Seal of Biliteracy committee; managing CELDT administration; and developing and coordinating community-based programs where parents learn English and are taught strategies to help their children at home.

Currently she is the proud principal of Dr. Ernest García Elementary School in Rialto USD, and while it has taken her years to get to this place in her career, she explains, “I don’t see my previous roles as stepping stones, but as experiences and opportunities that have helped me to learn and grow and impact the education of students in many different positive ways.” She lists leading one of the first dual language immersion schools in the district as one of the highlights of her career and takes great pride in knowing García students will be able to speak English and Spanish proficiently while meeting the challenges of cross-cultural integration in a global society.

Working with the parents has been a consistent priority for Ramona and her school has the highest number of parent volunteers in the district, as well as an extremely active ELAC and PTA. She is currently a part of a cohort of principals who are implementing a family leadership program. “It has been a life changing experience for our parents, and for us as site leaders, to show our vulnerability and for them to hear that we too have similar experiences.” Because valuing her diverse student population is something Ramona strongly believes in, she implements a ballet folklórico program with the help of an amazing parent volunteer. She finds great joy in seeing her students, including her two sons, learn about dances from Mexico, their history and how to perform them.

Ramona is proud to be a long-time member of CABE, as well as a conference presenter and officer of her local CABE Chapter where members raise scholarship money for graduating seniors. She is working with other colleagues to begin a new CABE Chapter in Rialto USD. She sees CABE leadership as “one way to give back and help open doors to others as they were once opened for my parents and myself.”

CABE is proud to award Ramona Isela Rodríguez the CABE 2018 Administrator of the Year!
Mirna Panus comes from a family of teachers: her mother, aunt, sister, oldest daughter and three cousins— all of them teachers! At the age of 18, she started teaching first through sixth grade on the Panama–Costa Rican border. She reminisces, “Nearly the entire student body was considered ‘extremely poor’. There wasn’t even chalk to write on the blackboards. The school had an outhouse for a restroom…and we had to raise funds to help the school become a better place.”

After completing a degree in engineering at the University of Panama, Mirna worked as a surveyor before returning to the university to become an English teacher. While teaching Spanish to adult military members and their dependents at the U.S. military installation near Panama City, she met her husband, who was taking one of her classes while he was in the Air Force. One month before the US invasion of Panama in December 1989, her family moved to a new culture, language, and educational system in the state of Illinois.

Since then, she has taught in three states, each time starting over to earn teaching certification and advance her degree. In Arizona, she was awarded a scholarship for students who had been teachers in their own countries, but needed to get their degrees in the US. Eventually she found herself in Bakersfield where she earned an MA in Educational Administration from California State University. Her first teaching assignment was with English Learners from different countries—Guatemala, China, Jordan, Mexico, El Salvador—who were facing the same obstacles that she had. When she learned about the Dual Immersion School in Palmdale, she persisted in pursuing a job there “until they had to hire me.” Soon she was working with 7th and 8th graders teaching Spanish at Los Amigos Dual Immersion School. As it was the first year the school had offered those grades, she remembers, “We had to make up our own curriculum and teaching materials. I realized how much my teaching experience in Spanish and knowledge of the language would help to keep our Hispanic culture alive.” The following year she transferred to kindergarten, where she found her passion, and later became a founding teacher of Dos Caminos Dual Immersion School.

Mirna’s teaching philosophy is that all children have the right to learn in a nurturing and safe environment and believes that two languages or more make a more rounded person, especially in today’s global market. Children can learn through individual experiences, actively exploring, solving problems, and interacting with others. In addition to implementing a child-centered curriculum that emphasizes problem solving and projects related to the child’s interest, she uses techniques, such as songs, realia, and gestures, to ensure student understanding. Her students have the opportunity to work together and help each other to accomplish assignments, because, Mirna explains, “if they can explain a concept to another student, they own the concept.”

In addition to teaching, Mirna volunteers for various school events, such as the Lego Club, Student Study Team, Biliteracy Award mentoring, parenting classes, home school teaching for hospitalized students, and Harvest of the Month, a district grant to deliver fresh produce for students to learn about healthy eating. She also represents the teachers in the Palmdale Elementary Teacher Association, and was part of the teacher panel when Dos Caminos School was awarded the Seal of Excellence.

Mirna believes that teaching is one of the most important and honorable professions there is because a teacher often influences the course of a student’s life. It reminds her of the saying, “To the world you may be just one person, but to one person you may be the world.” Mirna asserts, “Our nation’s future depends upon the quality of education teachers provide.”
Marie Margarete Rivas, the daughter of immigrants, traces her life path back to the influence of her teachers, the first of whom were her family and community. From her musician father, she learned that every job must be done with dignity and respect. Her mother always encouraged her to get an education, "so that I could have choices and open doors, instead of having to climb through windows."

Marie remembers watching her middle brother do his English homework. "He taught me about nouns being people, places, things, and ideas. This was just the beginning of my love of linguistics!" Her youngest brother would say, "Go look it up!" whenever she asked him how to spell a word. "I had no choice but to find the word in the dictionary on my own and before long, I was my classroom's Spelling Bee candidate." Her sister left her a book about Doctor Doolittle, written in both French and English. She was intrigued by "the words with the funny marks on them," and started noticing patterns in the two languages. "No doubt that was my inspiration to study French and Linguistics." Her oldest brother was diagnosed with dyslexia while in prison, which compelled her to volunteer to teach literacy classes for incarcerated youth, most of whom were Spanish-speaking immigrants.

Marie's life was also impacted by her teachers in school. One taught her that a teacher is family by buying winter jackets for her siblings. Another showed her that it was okay to be different, breaking gender stereotypes while teaching them to go for their dreams. One teacher even took her students to serve meals at community functions to teach them the importance of serving others and proper etiquette because she wanted them "to be fit to sit among presidents and royalty." Her choir director taught her the importance of taking care of others when he explained the importance of helping a pregnant classmate, even planning a baby shower for her. Marie attributes another high school teacher with saving her life because, when her teen years were tumultuous and filled with angst, he got her the help she needed. "Today, I am able to use those life experiences to reach out to my own students to help them cope with life's issues.

For 27 years, Marie has served her EL community as a bilingual para-educator and feels it is an honor to be among students who come from such culturally rich backgrounds. She serves as a liaison between her students and the outside world, connecting them to community resources, teaching parent education classes and tutoring immigrants and first-generation Americans.

Marie believes that paying back and paying forward go hand-in-hand. She became a proud member of CABE because it does an immense amount of good in communities by educating people, rallying them politically, providing scholarships, being the voice for those hidden in the shadows, and to find power in unity. For her, CABE is like a candle whose light does not diminish when lighting another candle, the room becoming brighter and warmer when each new candle is lit. "Although I am just one, I know that I can provide a bit of light to help guide others, too, especially when I unite with CABE."

As a future bilingual teacher, she plans to play a role in shaping the lives of her students, teaching them as her teachers taught her, emphasizing that education includes service to others. "Without service, what is the point of being educated? By service, I not only mean doing kind deeds, but also serving people's hearts through gentle words. It is my hope that I can someday live up to the legacy left to me by my own teachers and CABE."

CABE is proud to award Marie Margarete Rivas the CABE 2018 Para-Educator of the Year!
CABE 2018 PARENT OF THE YEAR

Martha Magallanes

Los Amigos Dual Immersion School
Palmdale School District

Martha Magallanes is a dedicated and hardworking parent volunteer for the Head Start Program at Los Amigos Dual Immersion School in the Palmdale School District. Her school and district are pleased to honor and celebrate the countless hours of work she has contributed to the school community since 2011.

At the site level, she has volunteered in the Main Office and in classrooms assisting teachers and students. As a member of the PTA, Martha has worked hard to increase parent involvement and help organize school activities. When she was elected Vice President of the Parent-Teacher Association, she worked diligently with members, guiding them towards their goals. She also works directly with other school groups, such as the Chess Club and the Ballet Folklórico dance group.

The school holds a Multicultural Celebration at the end of every year and Martha’s help, assisting teachers and students organize the event, and bringing traditional treats from countries that the students celebrate, is invaluable. Her goal is to enrich students’ knowledge and experience of the country that students studied during the school year. Martha has recently taken on another task and volunteered to be one of the school’s Parent Ambassadors. In this position she will represent the Los Amigos Dual Immersion School at the district level. The principal and staff are confident that, in this new role, she will do great things for the school’s students, parents, and staff.

At the community level, Martha also volunteers her time to work closely with many organizations. One of these organizations is “Federación Zacatecano”, where she serves as an advocate for migrants from Mexico. She assists the organization with projects to ensure the health and well-being of Mexican migrant workers.

Since she started volunteering as Los Amigos, Martha Magallanes has established positive relationships with all stakeholders and is on a first name basis with staff members and parents alike. She is a kind, generous and respectful human being, as well as an upstanding citizen. It is for these reasons and many more that her school confidently nominates Martha Magallanes for this award.

*CABE is proud to award Martha Magallanes the CABE 2018 Parent of the Year!*
Juan Lagunas Soria School serves over 1000 K-8 students in the Oxnard School District, with 33% English Learners, 60% Reclassified Fluent English Proficient, 64% Socioeconomically Disadvantaged students and approximately 7% Students with Disabilities.

Soria’s 80:20 Spanish Dual Language Immersion program has an overall focus on Technology, Language, and the Arts and seeks to create bilingual, biliterate and multicultural students who will become confident leaders in a global society. Its DLI plan supports the goals of dual language education: grade level academic achievement, additive bilingualism and biliteracy, and sociocultural competence. For ELs specifically, the program allows students to heighten and maintain their native tongue and culture, while forging a continuous connection with their families.

Soria’s DLI scope and sequence ensures that students have sufficient skills in Spanish to obtain Advanced Placement credit by the end of eighth grade and the Seal of Biliteracy upon graduating. The California Department of Education recognized Soria as a 2016 Gold Ribbon School, as well as a Title I Academic Achievement School.

Teachers frequently collaborate and articulate the program goals across and within grade levels, to develop targeted units of instruction, and to identify, highlight, and bridge metalinguistic aspects of both languages. Furthermore, the Oxnard School District’s Dual Language Network fosters the exchange of best pedagogical practices and methods to improve instruction.

Teachers use diagnostic, formative, and summative assessments to guide instruction and to assure they are meeting students’ academic and linguistic needs. At the end of the 2016-2017 school year, STAR 360 data showed substantial growth in both Spanish and English literacy skills in all grade levels. As measured by the Smarter-Balanced ELA assessments, the overall percent of students who met or exceeded ELA standards increased 18 points in a two-year span, and last year, the percentage of reclassified students was 16 points higher than that of the overall district.

The school’s Multi-Tiered System of Support is designed to provide early identification and interventions for students in social, emotional and academic areas of need. An English Language Review Team assures they meet the needs of all ELs based on various data points. In Tier I and Tier II interventions for ELs, teachers have the support of para-educators, educational support providers, and an academic coach. With the incorporation of Positive Behavioral Interventions and Supports, Soria has dramatically increased attendance and reduced the amount of suspensions and referrals. Due to the accurate identification of gifted students, in 2016-2017, 33% of students identified as GATE had a primary language other than English.

Soria promotes sociocultural competence through cultural activities, such as the Multicultural Club, Folklórico Group, and Aztec and Multicultural Festivals. By incorporating authentic Spanish literature, such as the works of Isabel Allende, teachers have strengthened the multicultural and sociocultural competence of students. Additionally, teachers have an array of authentic Spanish classroom libraries.

Soria integrates music, art, dance and technology into lessons providing enrichment opportunities for all students, while maintaining a focus on language. Students have access to assigned iPads, as well as interactive whiteboards, Apple TVs, and desktop computers. The art program consists of curriculum-integrated activities, as well as after school art and music.

All parent groups are welcomed and encouraged to be involved at Soria. The Ventura County Office of Education awarded Soria the recognition of a “Family Friendly School”. The district is supportive in developing parent leadership groups through CABE’s Project 2Inspire, and ELAC parents have attended CABE conferences for the past four years.

Soria has experienced positive results in academics, school safety, school climate, and student attendance. Its multifaceted approach ensures the access to curriculum, specialized services, interventions, sports and enrichment activities for all students. At the core of Soria’s success is a climate of respect and collaboration among students, parents, teachers, staff, and administrators. Juan Lagunas Soria School has adopted a philosophy of addressing the overall needs of students and proudly embraces the idea of being “The School Where Everybody Cares.”

Visit the CABE 2018 Seal of Excellence Schools booth #104 in the Exhibit Hall to learn more about Juan Lagunas Soria School!
Adelaide Price Elementary School serves nearly 750 students in the Anaheim Elementary School District (AESD), with 50% classified as English Learners (ELs), 90% speaking Spanish as their primary language, and 50% enrolled in the Dual Language Immersion (DLI) Academy. The program’s goals are 1) to develop language proficiency for all students in both English and Spanish, ensuring academic excellence by increasing scholastic achievement in two languages, 2) to cultivate an understanding and appreciation of diverse cultures, and 3) to empower parents to become active participants in their children’s education.

The DLI program at Price follows a 90:10 model of instruction, which AESD offers at six elementary schools. Price serves as a model DLI school for the district and for schools across the nation. To foster equitable practices, the needs of each language group are addressed: primary language development, secondary language acquisition, development of academic vocabulary and literacy skills, and the development of a positive self-image and crosscultural understanding.

Prior to each school year, Price teachers meet to create a year-long plan of instruction to design the infusion of instructional strategies and practices that prepare them to teach in a high quality bilingual education program. The teachers receive extensive professional development and coaching cycles intentionally targeted to meet all EL needs in ELD and to meet all needs of English-only students in SLD. To further calibrate instruction and practices, teachers meet formally three times a year to collaborate and are given opportunities to work in biweekly grade level PLC teams to review data and align best practices.

Because the Price administration team understands they are the lead learners and curriculum experts, they attend various state conferences (including CABE and ATDLE) and district DLI collaboration meetings. The team also connects with CSU, Fullerton and local districts to align the DLI program to ensure students are prepared for the rigors of junior high, high school, and beyond.

Price Elementary students excelled on the 2016-17 ELA state assessment, with 41% in grades 4-6 meeting or exceeding the standard. Spanish proficiency is assessed with the LAS Links Español with over 70% of the students scoring proficient or above. The school also boasts some of the highest EL reclassification rates in the district and the state. Price also prides itself in identifying 41% of 3rd-6th graders as gifted and talented, and teachers seeking to teach grades 3-6 of the DLI program must possess, or be willing to obtain, GATE certification.

Price creates strong partnerships with parents who participate in a variety of workshops on how to support their children with homework, read to them, and develop their communication skills. Opportunities to connect, empower, and build community include the Parent Leadership Institute, monthly Family Fridays (where parents learn alongside their child in class) and the expectation that all DLI parents volunteer in the classrooms. Parents also participate in School Site Council and ELAC meetings, the principal’s monthly “Cafecito”, and Parent Learning Walks.

Price offers a menu of 21st century learning and enrichment opportunities for its students. Cultural experiences include instrumental music and dance programs, with a focus on mariachi and ballet folklórico. Students engage in opportunities to collaborate, create, critically think, and communicate in STEAM activities, such as Engineering is Elementary (EiE) and the Coding Club. Other experiences include the Recycling Club, the Award-winning PAL Program, and the Physical Fitness and Athletics Club.

Price DLI students meeting district criteria are recognized with the Pathways to Biliteracy Award to encourage them to continue on their path to biliteracy, culminating with the Seal of Biliteracy upon graduation from high school.

Adelaide Price Elementary School DLI Academy’s communication-based instruction, balanced literacy strategies, and interactive participation among students, staff, parents and the community develop students who are college and career ready and will become engaged and informed citizens of the 21st century global society.
CHAPTER OF THE YEAR AWARD

RIVERSIDE CHAPTER #6, REGION IV
President: Mary Helen Ybarra
Vice-President: Jesús Holguín
Treasurer: Brenda Romero
Secretary: Renae Bryant
Region IV Board Representative: Norma Sandoval

CABE is proud to announce that the 2018 CABE Chapter of the Year Award goes to Riverside Chapter #6, whose application excelled in every category of this award.

Chapter Structure  Riverside Chapter #6 holds approximately six membership meetings per academic year that typically include: student entertainment (mariachi, dancing, singing, etc.), a dinner/social fundraiser, raffles, and local and state reports from the Treasurer, President, District Host, and CABE Headquarters.

Membership Growth  Riverside Chapter #6 boasts a total of 180 members, with 25 or more members present at each meeting. In an effort to increase membership, each meeting is strategically held at a different district within the chapter. They endeavor to double their numbers each year and their membership growth reflects that.

Parent Engagement  The majority of Riverside Chapter #6 members are parents, who are actively involved in numerous ways: attendance at chapter meetings, service on the Chapter Board, and planning and attending the Annual BEST Awards. The chapter presents awards and scholarships to parents, their students and para-educators at the yearly BEST awards, encouraging them to follow their dreams. Riverside Chapter #6 also hosts the annual Riverside regional conference for parents and para-educators every year with the president and other members serving on the regional planning committee. The chapter is also proud to work with Project 2Inspire at the elementary, intermediate and high school levels.

Advocacy and Leadership  Riverside Chapter #6 actively engages in advocating for the rights of English Learners, their families, and educators by visiting and contacting their legislators. Three members are on the Board of Trustees at three different districts, and many members also serve on both DELAC and ELAC Boards. The chapter organizes new parents through each district’s Parent Resource Center(s) and ELACs.

Riverside Chapter #6 participates in CABE Headquarter advocacy campaigns by writing emails, advocating for initiatives like Prop 58, and calling and visiting policy makers in Sacramento and locally. The chapter’s current action plan includes goals such as, sending a chapter leader to CABE’s Joint Delegate Assembly, increasing membership by at least 50 people each year, discussing the possibility of changing the chapter name to be more inclusive of membership, planning and implementing BEST Awards while awarding at least $7,000 in scholarships, integrating student entertainment and EL/Biliteracy highlights into all meetings, continuing to support Project 2Inspire and the Riverside Regional Conference, continue EL and Biliteracy advocacy via follow up to requests from CABE and Californians Together, and attending local and state CABE Conferences while encouraging and supporting member attendance at these events.

Vision  The Riverside Chapter #6 promotes the CABE vision of Biliteracy, Educational Equity and 21st Century Success for All. All activities support this vision and the chapter invites and includes all parents, especially DELAC and ELAC parents to all chapter events. Members sit on biliteracy committees within school districts and engage with parents and educators who have the same vision.

CABE is proud to present Chapter #6 Riverside the 2018 Chapter of the Year Award!
How does being bilingual/multilingual make dreams come true?

To make my dreams come true, I need to be bilingual. I want to be a gymnast so that I can compete in Brazil like Laurie Hernández. This way I will be able to understand the judges since Portuguese is similar to Spanish. Also, if I am bilingual, I will be able to visit my family in El Salvador and will always be able to speak to my cousins Fatima and Paola in Spanish. I feel happy that I am able to speak English and Spanish!

¿Cómo ser bilingüe ó multilingüe hace tus sueños una realidad?

Para hacer mis sueños realidad, yo necesito ser bilingüe. Yo quiero ser gimnasta para competir en Brasil como Laurie Hernández. Así, podré entender a los jueces porque el portugués se parece al español. Tambien, si soy bilingue, podré visitar a mi familia en El Salvador y siempre podré hablar español con mis primas Fátima y Paola. ¡Me siento contenta de saber hablar inglés y español!
I'm Ava González. I'm in a Dual Immersion program and I am proud to be biliterate. My next goal is to be multilingual. That might be hard, but it could be a big help for what I want to be when I grow up. My goal is to be a pediatrician for babies that are born early.

My goal is to be a pediatrician for babies that are born early. My brother and I were both born about two months early, and we needed special care in the hospital until we were strong enough to go home with our parents. We had many great doctors that took care of us. Some of them are still our doctors today. I want to help other premature babies and their families who experience the same thing.

I went to West Whittier Elementary School for TK, but I was only there for one year. My parents were planning on me staying there for Kindergarten, but once they found out about the Dual Immersion program at Daniel Phelan Language Academy, they knew right away that they wanted me to be in that program. I was so nervous because I was used to learning in English, but my parents told me I was going to do just fine. They were right!

I think that being multilingual is important for many reasons. It can help me in my future career and will make it possible for me to earn more money. Knowing more than one language is helpful for many careers, such as doctor, teacher and psychologist. Just imagine being a multilingual teacher! You would be able to teach in other countries, such as China, Mexico, India or Russia, and provide English classes to others.

Or what about being a bilingual doctor or psychologist? You would be able to help so many more people that need your help. Being multilingual is also important for the business world, because most companies need people that can speak many languages, so that they can communicate with customers from other countries. Knowing more than one language can also make traveling around the world easier and less stressful. Imagine how much easier it would be to explore new countries and learn about their customs and history.

However, the most important reason for being bilingual, for me, is that I can communicate with my relatives that speak Spanish. Earlier in my life, when I was just beginning to learn Spanish, every Tuesday I went to my grandparents' house (my dad's parents) and every time when they would greet me, I would not understand them very well. I remember complaining to my dad, “Dad, I don't understand them!” and my dad would say, “That's the reason you are in the Dual Immersion class—to learn Spanish.”

As the months and years have gone by, I have learned so much! I can understand them perfectly now and I don't get frustrated when I speak with them. It was the same experience with my other grandma, my mom's mom. She took care of me when I was a baby and I knew a little Spanish because she spoke to me in Spanish. My grandpa, her husband, passed away, but I'm sure that it would be hard for me to talk with him, as well, and I know that he would have made sure I learned Spanish.

I think that communicating in a different language with your grandparents and other relatives is very important because you can practice the language and learn about the differences from back then to now. You can also teach each other different languages. For example, if your grandparents and other family members do not speak English, you can teach them. And if you do not know Spanish, they can teach you. The final reason why it is very important to communicate with your family in their language is because they can tell you old stories that can help with your reading skills.

I am very thankful for being in the Dual Immersion program at Daniel Phelan Language Academy because all of the teachers are very helpful with my Spanish. They are also very good Spanish speakers and readers which make them good Spanish teachers, as well. Another reason that I am thankful to be bilingual is because it will help me when I get into high school. I already know Spanish, so I can go into a higher level Spanish class and focus on learning a new language. I would really want to speak Chinese because there is a need for it in many jobs. They really need someone who can speak Chinese, because a lot of immigrants come here to the United States.

Being multilingual has always been my dream. However, I know that not everyone values languages other than English. I know this because growing up, I’ve seen adults and children be mean and racist towards others for speaking different languages. I think it’s really sad that people can’t see that every language is beautiful and valuable. Other countries have far more multilingual citizens than the United States. I am sure that they are happier being able to communicate with people that might have different backgrounds than themselves. My hope is that I can be just as happy as those people from those countries.
“Vuelo a San Francisco a las 10:45 P.M.” Al mismo tiempo oigo “Vuelo a Nueva York a las 11:15 P.M.” pero en chino! Y pienso a mí misma, “Wow, ojalá que pudiera entender todos estos lenguajes interesantes.” Me llamo Ava González y estoy en un programa de doble inmersión y estoy orgullosa de ser biliátera. Mi próximo objetivo es ser multilingüe. Eso podría ser difícil, pero también podría ser una gran ayuda para lo que quiero ser cuando crezca. Mi objetivo es ser pediatra para bebés que nacen temprano. Mi hermano y yo nacimos dos meses antes de tiempo y necesitábamos cuidado especial en el hospital hasta que estábamos suficientemente fuertes para volver a casa con nuestros padres. Tuvimos muchos doctores buenos que se ocuparon de nosotros. Algunos de ellos siguen siendo nuestros doctores hoy. Quiero ayudar a otros bebés prematuros y sus familias que experimentan lo mismo.

Cuando estaba en el kínder de Transición, estaba en una clase de inglés. Iba a la escuela primaria West Whittier para TK, pero sólo estaba allí por un año. Mis padres estaban planeando que me quedara allí para kínder, pero una vez que se enteraron del programa de doble inmersión en la Academia de Lenguaje Daniel Phelan, mis padres sabían que querían que estuviera en ese programa. Yo estaba muy nerviosa porque estaba acostumbrada a aprender en inglés, pero mis padres me dijeron que iba a hacer muy bien. ¡Tenían razón!

Creo que ser multilingüe es importante por muchas razones. Me puede ayudar en mi carrera futura y me hará posible ganar más dinero. Conocer más de un idioma es útil para muchas carreras como doctor, maestro, y psicólogo. ¡Imagínate ser un maestro multilingüe! Tú serías capaz de enseñar en otros países como China, México, India o Rusia, y ofrecer clases de inglés a otros.

O que tal ser un doctor o psicólogo bilingüe? Tú serías capaz de ayudar a muchas mas personas que necesitan tu ayuda. Ser multilingüe también es importante para el mundo de los negocios, porque la mayoría de las empresas necesitan gente que pueda hablar muchos idiomas para que puedan comunicarse con los clientes de otros países. Conocer más de un idioma también puede hacer que viajar por todo el mundo sea más fácil y menos estresante. Imagínate cuanto más fácil sería explorar nuevos países y aprender sobre sus costumbres e historia.

Sin embargo, la razón mas importante para ser bilingüe, para mí, es que puedo comunicarme con mis parientes que hablan español. Más temprano en mi vida, cuando estaba empezando a aprender español, cada martes iba a la casa de mis abuelos (los padres de mi papá) y cada vez, cuando me saludaban, no los entendía muy bien. Recuerdo haberle quejado a mi papá, “¡Papá, no los entiendo!” y mi papá decía “Esa es la razón por la que estás en la clase de inmersión dual—para aprender español”. Al pasar los meses y años, yo he aprendido mucho! Puedo entenderlos perfectamente ahora y no me siento frustrada cuando hablo con ellos. Fue la misma experiencia con mi otra abuela, la mamá de mi mamá. Ella me cuidaba cuando yo era una bebé y yo sabía un poco de español porque ella me hablaba en español. Mi abuelo, su marido, falleció, pero estoy segura de que sería difícil para mi hablar con él también y él me obligaría aprender español.

Creo que la comunicación en un idioma diferente con tus abuelos y tus otros parientes es muy importante porque puedes practicar el idioma y aprender acerca de las diferencias de tiempos pasados a ahora. También te pueden enseñar diferentes idiomas. Por ejemplo, si tus abuelos y otros miembros de la familia no hablan inglés, tú puedes enseñarles y sí tú no sabes su idioma, como el español, ellos te pueden enseñar. La razón final por la cual es muy importante comunicarte con tu familia en su idioma, es porque ellos pueden contar historias viejas que pueden ayudar con tu lectura.

Estoy muy agradecida por estar en el programa de doble inmersión en la Academia de Lenguaje Daniel Phelan porque todos los maestros me ayudan con mi español. También hablan y leen el español muy bien y esto los hacen buenos maestros de español. Otra razón por la que estoy agradecida de ser bilingüe es porque me ayudará cuando llegue a la preparatoria. Ya sé español, así que puedo ir a clase de español de nivel más alto y enfocarme en aprender un nuevo idioma. Realmente quisiera hablar chino porque hay una necesidad para él en muchos trabajos. Se necesitan a alguien que pueda hablar chino porque muchos inmigrantes vienen aquí a los Estados Unidos.

Ser multilingüe siempre ha sido mi sueño. Sin embargo, sé que no todo el mundo valora otros idiomas aparte del inglés. Sé esto porque al crecer, he visto adultos y niños ser malos y racistas hacia otros por hablar otros idiomas. Creo que es muy triste que la gente no pueda ver que cada idioma es hermoso y valioso. Otros países tienen muchos más ciudadanos multilingües que los Estados Unidos. Estoy segura de que son más felices de poder comunicarse con personas que tal vez son diferentes a ellos mismos. Mi esperanza es de que yo pueda ser tan feliz como esas personas.
STUDENT WRITING AWARD

The Beauty of Language

Language is a beautiful thing. Language can unite people with different cultures, different lifestyles and simply, different lives. Language is important in anything you do, from a student communicating with a teacher, to a diplomat communicating with people from another country. Language also connects people through literature and music. Through books and songs people can dream and imagine freely.

My dream is to make the world a better place. I am a Korean-American born in Los Angeles. As long as I can remember, I spoke both English and Korean to my parents and relatives around me. My family lived in China for five years because of my dad’s work, and that is where I learned about the Chinese culture and learned to speak Chinese. Learning Chinese, at first, was very difficult. But after a year or two, as my Chinese began to improve, I became confident in learning other languages. One of my favorite places in the world is Paris, and I intend to learn to speak French someday. I hope to speak five or six different languages in the future.

Knowing how to speak multiple languages can help me communicate with more people around the world and help them. I think that making the world a better place doesn’t have to require doing something big. It can start from helping other people. I know that people might think, “How is helping other people making the world a better place?”

But I think that by helping other people, you are making the world a better place for them. If you read the book Pay It Forward by Catherine Ryan Hyde, you would see that helping one person can lead to helping so many other people in the world. Speaking multiple languages will allow you to communicate with more people and every time you learn a new language, the number of people you can communicate with will multiply. And if there are more people you can communicate with, there are more people you can help. If you know more languages, there will be no boundary to helping people in need.

Some people might think, “What is the use of learning languages when there is technology?” I think that learning different languages will still be important because, to a person, there are feelings in the words they say. And the way you say something might completely change the meaning of what you say. Also, when you learn a new language, you learn about other people’s culture. This lets you know the subtle difference that words can make. And you can also understand how and how not to say certain things. Although artificial intelligence will help a lot, I still believe that it is important to learn languages in order to communicate in a proper way.

When people communicate, there are certain gestures, words and manners in different places. In order to know that, you have to understand the language completely. Every place has a different system, whether you speak the same language or not. People have different standards of manners and people think differently. In order to understand people, you have to speak the language. In order for the world to process better, people have to learn more languages. Google Translate won’t work if you truly want to inspire someone; you have to speak from your heart.

Language can influence and inspire other people. Whether it is books, music, social media, or a political act, you can be an influential person. If I am able to speak many different languages and know how to speak those languages from my heart, I can influence and inspire millions of people around the world.

My dream is to travel around the world and help people in need. I may be able to teach English to a group of children in a country in South America; I may be able to treat sick kids in a country in Africa; or I may be able to help build schools in a country in Asia. I don’t know what I will become and what I will be able to do to help other people in the world. But one thing is for sure—I will speak several different languages and I will speak from my heart with people around the world.
语言之美

语言是一件美丽的事情。语言可以将不同文化、不同生活方式、不同生活的人们团结在一起。语言对于学生与老师沟通的任何事情都很重要，对于与来自另一个国家的人交流来说，语言也很重要。语言通过文学和音乐可以连接人们，通过书籍和歌曲，人们可以自由地做梦和想象。

我的梦想是让世界变得更美好。我是一个出生在洛杉矶的韩国人。只要我记得，我和我的父母都会说英文和韩文。我的家庭因为我父亲的工作而在中国生活了五年，这是我了解中国文化，学会说中文的地方。开始学中文非常困难。但是我的中文开始改善之后的一两年里，我对学习其他语言变得有信心。世界上我最喜欢的地方之一是巴黎，我打算有一天会学习法语。我希望将来能说五六种不同的语言。

知道如何说多种语言可以帮助我与世界更多的人沟通并帮助他们。如果你读过凯瑟琳·瑞恩·海德（Catherine Ryan Hyde）的《Pay it Forward》这本书，并将看到帮助一个人可以是在帮助世界上其他许多人。说多种语言可以让你和更多的人交流，你会学习一个又一个的语言，你知道更多的人，你就能够帮助他们。有些语言可能会很困难。有些语言可能很难学。有些语言可能需要时间。但是，学习新的语言，可以增进你对世界的理解，让你更了解别人。语言是通往他人世界的大门，是连接你我之间的桥梁。学习多种语言，让我能够更好地理解人们，更好地帮助他们，更好地为这个世界做贡献。
How Does Being Bilingual/Multilingual Make Dreams Come True?

September 27, 2015...the day my nightmares died, my dreams were born, and my hopes were restored. I began a search for opportunity in the land of “freedom.” My head was spinning and I kept crying because, besides leaving my mother, there were two questions I could not answer: The first one: Who am I? The second one: Why am I like this?

To my mother, I am a treasure. To my father, I am his pride. To my brother, I am a hero. To the Americans, I am a threat because I am hardworking and responsible. They think they run the risk of me taking away their jobs. To my people, I am a brave immigrant who crossed the border full of hope, but not ignorance. For myself, I am a dreamer. I am a bilingual person who will use all the tools that language provides to succeed in life. I am lucky to have a superpower because I can share my fears and joys, dreams and nightmares, and achievements and losses, through actions and sensations that allow me to speak two languages, the language of the mind and the language of the heart.

I do not seek to be bilingual to become wealthy, to acquire properties, or to create a hard and frivolous heart. I seek to be bilingual to rescue my people from their countries of death and insecurity, and gently guide them towards personal and political liberation.

Bilingual people know how to communicate. We know how to respect and honor the words and ideas of others. Even though we don’t speak the same language, we have common goals. We want to take our parents out of poverty and teach our children to win battles using the strength and power of words.

I remember two children, a girl and a boy, the boy without a tiny piece of positive vocabulary, and the girl with a thousand and one words of love. The two were arguing; they could not decide which were the best, demons or gods. The girl responded with an enriching argument. She said that gods are the best option, not because they do acts of kindness, but because, unlike demons, they can express themselves through words without having to humiliate or hurt others. Demons only focus on doing harm because they don’t know how to express their thoughts and ideas by using words. The boy responded with insults which deeply hurt the girl. She began to cry, and she left.

I want to emphasize the words my mother used to tell me when I was still living in Mexico, and we would walk together holding hands. She always told me that “she who gets angry loses.” This is when I realized that the girl who responded with an argument full of wisdom and cultural richness was the true champion of that battle, despite having cried and having retreated. Her knowledge and ideas will never disappear; instead, the child full of insults lost the battle because he will have to spend a lifetime without knowing how to express his thoughts, and he will only cause harm, not to the demons, not to the gods, not to the girl of the story, but to himself because he does not know how to say “I love you” through a hug. In that moment, I realized the importance of knowing a language and expressing it with maturity, respect, and with pride to be who you are, to be bilingual.

Two years have passed since the flowers in my room have withered. My friends have forgotten me, and I have not communicated with my parents because I cannot return to my homeland, the land of the hungry coyote, Nezahualcóyotl.

I have already answered the two questions: Who am I? I am an immigrant. I am a dreamer. I am bilingual. I work hard every day to show the world that by being humble, and by having perseverance, I can make a change in my community.

Why I am like this? Because life has seen something in me, something special that has allowed me to speak the language of wisdom and love in order to suffocate the fear that oppresses my community. I will be able to restore its life with harmony and peace. This is how being bilingual can make dreams come true.
¿Cómo ser bilingüe/multilingüe puede hacer mis sueños realidad?

27 de septiembre de 2015... el día en que mis pesadillas murieron, mis sueños nacieron, y mis esperanzas revivieron. Pues, emprendí una busqueda de oportunidad en la tierra de la “libertad.” Mi cabeza daba vueltas y no paraba de llorar, pues aparte de perder a mi madre, dos preguntas no podía contestar. La primera ¿quién soy? y la segunda ¿por qué lo soy?

Para mi madre, soy un tesoro. Para mi padre, soy un orgullo. Para mi hermano, soy un ejemplo. Para el americano soy una amenaza por el simple hecho de ser trabajadora y responsable porque corre el riesgo de que yo con su trabajo acabe. Para mi gente, soy una valiente inmigrante por cruzar el borde lleno de esperanza y no de ignorancia. Para mí, yo soy una soñadora.

Soy una persona bilingüe que usará las herramientas que el lenguaje le proporciona para salir adelante. Soy tan afortunada de tener un superpoder porque puedo transmitir mis temores y alegrías, sueños y pesadillas, logros y pérdidas, a través de acciones y sensaciones las cuales me permiten hablar dos lenguajes, el lenguaje de la mente y el lenguaje del corazón.

Yo no busco ser bilingüe para propiedades adquirir, dinero ganar y un corazón duro y frívolo crear. Yo busco ser bilingüe para a mi gente ayudar y de sus países de muerte e inseguridad poder rescatar.

Los bilingües sabemos comunicarnos, sabemos respetar y honrarnos las palabras e ideas del próximo. Aunque no todos hablemos el mismo idioma, tenemos objetivos en común; por ejemplo, sacar a nuestros padres de la pobreza y enseñarles a nuestros hijos a ganar una batalla usando la fuerza y fortaleza de las palabras.

Recuerdo a dos pequeños, una niña y un niño. El niño sin una gota de vocabulario y la niña con mil y un palabras de amor. Los dos estaban discutiendo. No podían decidir si los demonios o los dioses eran mejores. La niña respondió con un argumento enriquecedor. Ella dijo, “Los dioses son mejores, no por el hecho de que hagan actos de bondad, sino porque, a diferencia de los demonios, ellos se pueden expresar por medio de palabras sin tener que humillar o lastimar al prójimo.

En cambio, los demonios solo se enfocan en hacer daño, pues no saben expresar sus pensamientos e ideas utilizando las palabras. El niño respondió con insultos, los cuales lastimaron profundamente a la niña. La susodicha comenzó a llorar, y se retiró de ese lugar.

Quiero hacer énfasis a las palabras que mi madre me decía cuando aún podíamos caminar de la mano en mi país, “el que se enoja pierde.” Es ahí cuando me di cuenta que la niña, al responder con argumento lleno de sabiduría y riqueza cultural, fue la verdadera campeona de esa batalla, a pesar de haber llorado y de haberse retirado, porque su conocimiento e ideas jamás desaparecerían; en cambio, el niño, lleno de insultos, perdió la batalla. Pues, tendrá que pasar toda una vida sin saberse expresar y solo daño causará, no a los demonios, no a los dioses, no a la niña de la historia, sino que a sí mismo, porque no sabe decir un “te amo” a través de un abrazo. Es ahí cuando te das cuenta de la verdadera importancia de saber un lenguaje y de expresarlo con madurez, respeto y con orgullo de ser quien eres, de ser bilingüe.

Han pasado dos años que las flores que habían en mi cuarto se han marchitado, los amigos me han olvidado, y con mis padres ni me he comunicado debido a que no puedo regresar a mi tierra natal, la tierra del coyote hambriento “Nezahualcóyotl.”

A pesar de todo, ya respondí las dos preguntas. ¿Quién soy? Soy una inmigrante. Soy una soñadora y soy bilingüe. Trabajo duro día a día para demostrarle al mundo que, con humildad y perseverancia, puedes hacer un cambio en tu comunidad.

¿Por qué lo soy? Porque la vida ha visto algo en mí, algo especial, lo cual me ha permitido poder hablar el idioma de la sabiduría y del amor con el fin de poder asfixiar el miedo de mi comunidad y restaurar la harmonía y la paz.
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