CABE 2017: Connecting Communities through Our Languages, Cultures, and Stories
CABE 2017 Leadership Award
California Mini-Corps

The California Mini-Corps (CMC) shares CABE’s vision of “biliteracy, educational equity, and 21st century success for all.” From its inception in 1967, the California Mini-Corps Program (CMC) has positively impacted the educational lives of thousands of migrant children and has contributed to California’s bilingual teacher workforce. The CMC was established in 1967 and modeled after the Peace Corps through an innovative partnership among the California Department of Education, Chico State University and the Butte County Office of Education. The program originally started as a summer school program where college students with a farm worker background were recruited to work as teacher assistants in migrant-student impacted summer schools. In 1974, the CMC expanded to the regular school year. In 1976, the State Board of Education adopted the California Master Plan for Migrant Education and in it, institutionalized the CMC. Many CABE members have benefited personally from the CMC.

Over the past 50 years, the program has expanded to 24 programs on 22 community college and university campuses across the state. The CMC encompasses two major goals:

1. To provide direct instructional services to increase migrant student academic achievement through a cadre of trained college tutors.
2. To develop a cadre of future credentialed bilingual educators that will be better equipped to work with migrant students.

Apart from the 24 college campus project sites, the program houses a central administration office in Sacramento. Collaboration with the 20 Migrant Education regional offices and the Institutions of Higher Education are essential to the program’s success. Each IHE provides in-kind services that include office and classroom space, assistance with tutor recruitment and collaboration on professional development activities. The Migrant Education regional offices assist with tutor placements and collaborate on professional development activities.

Currently, the program provides tutorial support to migrant students, K-12, during the regular school year and summer school. To be eligible to work as a CMC tutor, applicants must be full-time undergraduate college students, bilingual, with experiential knowledge of the migrant lifestyle, and be seeking a career in education.

The CMC is celebrating its 50th anniversary and has endured and grown stronger through an established network of formal partnerships that include Migrant Education regional offices, 24 community and state colleges and hundreds of school districts throughout the state. CABE is proud to recognize the California Mini Corps with the CABE 2017 Leadership Award.
CABE Board Visionary Leadership Award

Libia Gil

Libia Gil, appointed by President Obama, served as Assistant Deputy Secretary and Director of the Office of English Language Acquisition (OELA) at the US Department of Education (USDOE) from September 2013-January 2017. She was the principal adviser to the Secretary of Education on all matters related to the education of English Learners (ELs) and served as a key advocate and liaison for the needs of English Learner and biliteracy programs throughout the nation.

As head of OELA, Gil administered programs under Title III of the Elementary and Secondary Education Act, which support high-quality instruction for linguistically and culturally diverse students. The office also supported professional development programs for teachers of English learners. In her role, Gil led a team that was committed to ensuring improvement in English language education through the Department’s educational initiatives, among them Race to the Top, Investing in Innovation and the Teacher Quality Partnership.

Prior to joining the USDOE, Gil served as Vice-President for Practice at the Collaborative for Academic, Social and Emotional Learning in Chicago. She was also a senior fellow and managing director at the American Institutes for Research (AIR), where she developed and co-led the AIR Center for English Learners.

Gil began her career as a teacher in the Los Angeles Unified School District, and later was a bilingual resource specialist in the ABC Unified School District in California. In that same district, she served as a bilingual-ESL coordinator, as a desegregation officer designing bilingual (Spanish, Korean and Chinese) magnet programs for voluntary desegregation efforts and finally as an elementary school principal implementing a Portuguese bilingual maintenance program. She earned her Doctor of Philosophy degree in curriculum and instruction, with an emphasis in bilingual education, from the University of Washington. She served as an assistant superintendent for curriculum and instruction in the Seattle Public Schools, where she was responsible for bilingual education services and programs in addition to a multitude of other programs and services. Later she became superintendent of the Chula Vista Elementary School District in California and institutionalized dual language programs in Spanish.

Libia Gil has played an impactful role in supporting English Learner and biliteracy programs in California and has been a key partner and friend of CABE. The CABE Board of Directors is honored to offer Libia Gil the CABE Visionary Leadership Award.
CABE Board Courage to Act Award

Méndez (et al.) v Westminster

Plaintiff Families: Estrada, Guzmán, Palomino, and Ramírez

In the mid-1940s, Gonzalo and Felicitas Méndez moved to Westminster to lease a farm from the Munemitsu family who were forced into a Japanese internment camp during World War II. The Méndez children needed to enroll in a new school. Their daughter, Presidential Medal of Freedom recipient Sylvia Méndez, was not allowed to attend the school in her attendance area. She was told that she had to attend one of the Westminster School District’s “Mexican Schools.” This type of segregation was the practice throughout California. But Sylvia’s family was not like the families of hundreds of others who had previously been turned away at the schoolhouse door. The Méndez family and a handful of other brave families in neighboring districts, (Estrada, Guzmán, Palomino, and Ramírez) all represented at CABE 2017, had the courage to band together to fight the unjust system and lay the legal foundation for the desegregation of public schools in the United States – BEFORE Brown v Board of Education.

When the families won their federal case at the trial court level, the school district appealed the case to the Ninth Circuit. It was a groundbreaking case and it came to the attention of advocates throughout the country. Thurgood Marshall, who had been looking and strategizing with the NAACP to find the right case to challenge school desegregation came out to California and sought permission to file an amicus brief in the case, as did representatives from the American Jewish Congress, American Civil Liberties Union, National Lawyers Guild, and the Japanese-American Citizens League. While on its face this was a case about segregation based on national origin (regarding children of Mexican and Latin descent), everyone knew that it was a case that could impact children of all backgrounds. Earl Warren, who would later become the Chief Justice on the U.S. Supreme Court, was the Governor of California at the time.

When the Ninth Circuit ruled in the families’ favor, schools throughout the entire Western Region had to integrate. Governor Earl Warren embraced the decision and implemented it in California. The families quietly went home and, having accomplished their goal, went about their business educating their children and providing for their families. One of the reasons many of us feel such a strong connection to these families is that we know what is like to stand on the shoulders of our parents and grandparents: quiet heroes who worked hard give their children opportunities they didn't have. These families had not been seeking fame or fortune out of this case, they simply wanted their children to get a good education, and the case was barely even talked about for decades.

In the years that followed, however, Thurgood Marshall continued the search that led him to Brown v Board of Education. Using the Méndez case as a springboard, he filed the Brown case and by the time it was appealed to the U.S. Supreme Court, now Chief Justice Earl Warren was ready for it. About 7 years after the Méndez v Westminster decision resulted in school desegregation in the Western U.S., the Brown v Board of Education decision accomplished school desegregation nationally.

All of the families who had the courage to act in the Méndez v Westminster litigation are proof that one brave act to correct an injustice in our local community can cause a ripple effect beyond anything you might have imagined.
María S. Quezada, recipient of the 2017 CABE Social Justice/Community Award, has a BA and MA from LaVerne University and PhD from the University of Southern California. Throughout her career as a teacher, administrator, university professor, past President of CABE, and Chief Executive Officer (CEO) of CABE, she has advocated for bilingual education, biliteracy, quality parent engagement, bilingual teacher and administrator preparation, and for equity and social justice in the public education of all students. Her leadership is noteworthy. In the face of adversity, she stood up for children’s and families’ rights; in the face of resistance, she did not run, but provided courage through her actions; in the face of dealing with budget shortages, she led with dignity and a steady vision; and in the face of resistance, she never gave up and found ways to work with critics.

As CABE President (1997-1999) and CABE CEO (2000-2013), she led with integrity, courage, and tenacity. Under her tenure, when Proposition 187 and Proposition 227 raised their ugly heads, she did not retreat. Her leadership did not go unnoticed, as she continued in her pursuit of the CABE vision of biliteracy for all. In November 2016, Dr. Quezada celebrated with colleagues the passage of Proposition 58, which rescinded many of the negative aspects of Proposition 227. Finally her vision was realized – all students and families in California now have the choice of participating in multilingual programs.

Her dedication, commitment, and life’s work are a testimony to her perseverance, tenacity, and heartfelt commitment to providing an equitable alternative for bilingual populations in the state of California and the nation. Her research and programmatic knowledge spearheaded CABE Project 2Inspire, a nationally acclaimed parent engagement program. It is Dr. Quezada’s unwavering belief that student success is the outcome of having knowledgeable parents as partners in education. Dr. Quezada is to be commended for her leadership in developing and promoting this successful program.

Her love for people, her championing of those with less, and her leadership are to be recognized and saluted with gratitude for her lifelong service. CABE is proud to present the Social Justice/Community Award to María S. Quezada.
Enid Lee

Renowned teacher educator, researcher, writer, consultant, facilitator and speaker on anti-racist, inclusive and equitable education, Enid Lee began her career as a classroom teacher 35 years ago. She has taught in the Caribbean, Canada and the USA and has been involved in the professional development of teachers for two decades. Enid has pioneered the equity-centered initiative, Putting Race on the Table, which is designed to help teachers and administrators develop the skills, knowledge and will to create and maintain equity-centered classrooms. She assists urban schools districts and individual schools to continuously restructure themselves for equitable outcomes for all students. Enid facilitates an international network of schools enabling educators to share strategies for addressing questions of language, race, culture and class in education and for ensuring that teaching and learning are characterized by academic rigor and readiness for social justice action.

Enid Lee has authored over 30 publications. They include Letters to Marcia: A teacher’s guide to Anti-racist education, the docudramas, “Quick to Judge” and “Food for Thought” from the television series, Many Voices, and Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development. Her current area of research is professional development and anti-racist school leadership. She has served on numerous boards and commissions concerned with education, immigration and employment, and has been an advisor to leaders in education, social services and cultural and arts organizations on equity issues. She is currently a Visiting Scholar with Teaching for Change in Washington, D.C. and formerly held the same position at the New Teacher Center, University of California at Santa Cruz.

Enid Lee has been the recipient of several awards for her ground-breaking work in anti-racist education and community-building among Black communities and immigrant parents. She recently received an Honorary Doctor of Laws from one of Canada’s oldest universities for her contribution to the development of anti-racist education in that country.

CABE is proud to present the Legacy Award to Enid Lee.
Ricardo Lara was born on November 5, 1974, in Commerce California, the son of a working class immigrant family. As a young student, Senator Lara attended Los Angeles Unified School District schools. He later graduated from San Diego State University, where he earned a BA majoring in Journalism and Spanish with a minor in Chicano Studies, becoming the first person in his family to graduate from college. In addition, he acquired a Master’s Degree in Leadership from the University of Southern California.

A long-time Assembly staffer, Senator Lara worked as Chief of Staff to Assembly Majority Leader Marco Antonio Firebaugh. Senator Lara later served as the district director for Speaker of the Assembly Fabian Nuñez. He then served as communications director for Assemblyman Kevin de Leon and currently serving as Speaker Pro Tempore of the California State Senate. Senator Lara is a member of the California Legislative Latino Caucus, and served as Chair from 2013 to 2014. He is also a member of the California Legislative LGBT Caucus and currently serves as Chairperson of the powerful Senate Appropriations Committee. Upon winning his election in 2012, he made history by becoming the first openly gay person of color elected to the California Senate.

A champion for educational equity, civil rights and immigrant rights, Senator Lara champions legislation that improves the quality of life for vulnerable communities. Among his many bills that have improved the lives of immigrants, he authored several first-in-the nation laws that recognize and invest in immigrant communities including the California DREAM Loan Program, which assists undocumented students in acquiring loans to complete their higher education goals. Supporting California’s entrepreneurial spirit, Senator Lara’s bill to update and expand access to professional licensing rules, regardless of immigration status, will stimulate local economies and create jobs. Under his leadership as Chair of the Latino Caucus, the legislature passed AB60 to allow undocumented Californians to obtain driver’s licenses. In the summer of 2014, he organized a fact-finding delegation to visit the Central American unaccompanied minors being held in Ventura County and was instrumental in securing $3 million to be directed toward non-profit organizations providing legal representation to these children.

Senator Lara strongly believes that multilingual education is important in giving California students a competitive economic and educational edge. For that reason, he authored SB 1174 (2014) the California Education for a Global Economy Initiative, which asked voters to revisit the state’s English-only instruction mandate in California’s public schools on the November 2016 ballot (Proposition 58). Voters approved Proposition 58 by 73.52%, more votes than of any of the other initiatives on the ballot! The English-only presumption was removed and the most onerous provisions of Proposition 227 were eliminated. All parents can now request the development of bilingual/multicultural programs in schools for their children.

Senator Lara’s record in public service has been recognized at the local, state and national levels. Among those recognitions is the “Champion of Change” award bestowed at the White House by President Barack Obama. The Los Angeles Times named Senator Lara the “Point man in the push for immigrant rights” in California. CABE is honored to recognize Senator Ricardo Lara with the CABE 2017 Legislative Leadership Board Award.
Ruth M. Torres is currently a mother, instructor, wife and student. She wears many hats and fulfills all those roles gracefully. She is pursuing a bilingual teaching credential at San Jose State University. Ruth comes from a poor family of 13 children. She came to California from México as a teenager where she encountered a difficult challenge of having to learn a new language. Despite many obstacles, she has not only mastered the English language, but now teaches it.

Escuela Popular is a unique community-based charter school that serves primarily immigrant families. Ruth attended Escuela Popular as a student and now works as one of their ELD instructors. She is a risk taker who looks for opportunities that allow her to master her desire to be an effective teacher. Her presence and energy at the school have been of great benefit to her students and colleagues. Ruth has a wonderful rapport with staff and students. She works independently with a positive attitude and is always enthusiastic about new initiatives. She has worked diligently and passionately to obtain her current level of education and is excited about earning her teaching credential with a focus on bilingual education.

Ruth believes that being bilingual gives students a stronger and louder voice in their public and private lives. As a bilingual teacher, one of her goals is to create and support a community of people who are able to explore, take risks, and speak up for themselves. She believes that bilingualism is a special gift that allows anyone to become a more valuable and empowered member of society. Ruth also believes that bilingual education is important, in order for students to gain a better sense of themselves and communities they live in, as well as develop the ability to appreciate diversity.

CABE congratulates Ruth M. Torres on her accomplishments and on receiving the F. Isabel Campoy Teachership Award!
Maribel Pérez is pursuing a single subject (secondary) bilingual teaching credential at CSU San Marcos. Maribel was born in Querétaro, México and came to the USA at the age of 17. Although she had been admitted to a university in México, she was forced to repeat high school in the USA where she worked hard in school as an English learner, but was also determined to maintain her academic Spanish skills, even though her native language was not recognized as an asset in her American school. This fact was made explicit when her high school counselor told her, “You cannot go to college because you do not speak English.” Maribel wants to become a bilingual teacher in order to change the negative perception of bilingual students. She wants bilingual students to feel valued and to be able to demonstrate to others that they are intelligent and bring a wealth of assets to the classroom including: cultural richness; respect for others; perseverance; strength and determination. She wants her students to be recognized and highly valued in school rather than being disregarded or ignored.

As a teacher candidate in the Bilingual Authorization Program at CSU San Marcos, Maribel has taken the lead in working collaboratively with teacher candidates from the Universidad Autónoma de Tijuana, Baja CA, México. Part of her responsibilities in the program is to participate in a Global Learning Networks Project, Knowing Our Students, Knowing Ourselves (KOSKO) through the Orillas-iEARN Organization. In this project, Maribel communicates with future teachers from México on transnational issues pertaining to immigrant students/children.

Maribel shares, “Bilingual students have rich backgrounds and bring valuable funds of knowledge. This is the population I want to work with as a bilingual teacher!”

CABE congratulates Maribel Pérez on her accomplishments and on receiving the Alma Flor Ada Teachership Award!
Joanna G. Baires Amaya is a candidate for a Multiple Subjects Bilingual Teaching Credential at UC Irvine. Joanna comes from a very large family. She was born in El Salvador and came to the United States at ten years of age. Her strong determination to excel in school and her passion to teach in a dual immersion setting make her a wonderful choice for the CABE Teachership Award. Her strong bilingual skills and keen awareness of how students learn a second language will be an asset when teaching students in a dual immersion classroom.

Joanna’s commitment in becoming a bilingual teacher comes from her own undergraduate educational experiences. Her passion for becoming a bilingual teacher was reinforced in undergrad research by administrating protocols in English and Spanish to participating students at Head Start programs in Orange County. As a bilingual teacher, her primary goal is to provide her students with a holistic and universal learning experience in her classroom. It is her goal to create opportunities that offer rich quality academic levels of academic Spanish that will enable her students to effectively communicate in today’s global world.

Joanna believes that bilingual education is essential to prepare our students for today’s life style and job market. A bilingual education program creates cultural awareness among students. Professional employment opportunities look for multifaceted individuals who are well versed in more than one language. Joanna’s goal is to ensure that her students are prepared to meet these criteria.

CABE congratulates Joanna G. Baires Amaya on her accomplishments and on receiving the Charles “Chuck” Acosta Teachership Award!
CARLOS PINICHET AWARD
Afonso J. Mendoza
Region 5

Alfonso J. Mendoza is pursuing a multiple subject bilingual teaching credential at CSU Channel Islands. Alfonso, son of Mexican immigrants, is a highly proficient bilingual, bicultural individual. He embodies a solid cultural foundation for understanding Latino students’ cultural and family influences. He has tremendous compassion and high academic expectations for students and is an excellent role model for immigrant students.

Alfonso holds a MA degree in Spanish Literature and a BA degree in Spanish and Liberal Arts. He is strongly committed to bilingual education and hopes to complete his credential by June 2018. Soon after completing his undergraduate degree, Alfonso volunteered as a high school teacher in an all-boys high school located in the lower east side of New York City. This work, however challenging, solidified an interest and devotion to the teaching profession. Many of his students came from Puerto Rican and Dominican immigrant communities. With little teaching experience, he connected and established rapport with them because he spoke Spanish. From this experience, he developed a passion for teaching.

Alfonso is bilingual and bicultural. Spanish was his first language. His parents immigrated from México in the late 1960’s. Knowing two languages enabled him to help family members and friends navigate through governmental agency bureaucracies. He has worked as a translator and interpreter for various research studies including longitudinal studies of Alzheimer’s in elderly Latino populations.

Alfonso states that in today’s ever-increasing diverse classrooms, it is becoming more pressing to have bilingual educators who will work closely with all emergent language learners. His goal is to provide a safe, dynamic and inclusive environment for all his students, especially his English learners. With the recent passage of Proposition 58 making it possible for many school districts across the state to develop and provide bilingual education programs, his hope is that dual immersion programs will be developed, providing students a safe environment where their language and cultural diversity will be welcomed and celebrated.

CABE congratulates Alfonso J. Mendoza on his accomplishments and on receiving the Carlos Pinichet Teachership Award!
Dos Caminos Dual Language School in the Palmdale School District opened six years ago in response to the success of its sister school, Los Amigos Dual Language School. There was an unprecedented desire from the community to offer more students the opportunity to achieve biliteracy. Dos Caminos is a K-5 elementary school serving about 700 students with a full 50:50 Spanish/English Dual Language Immersion (DI) program. The student population is comprised of approximately 75% qualifying for free/reduced lunches and 90% Hispanic/Latino ethnicity. Approximately 44% of the student population is English learners. The Dual Language Immersion program is the cornerstone of Dos Caminos. The 50:50 DI model offers all students the opportunity to receive instruction from two teachers, one in English and one in Spanish, who teach a rigorous standards based curriculum equally in both languages.

The Dos Caminos program is a testament to the dedication of the teachers who continually strive to give their best to all students. Teachers pride themselves on their commitment to developing positive relationships with students and continuing the process of becoming a Professional Learning Community, examining the big ideas of being collaborative, data driven educators who ensure a focus on high levels of learning for all students. Teachers use research based instructional strategies from the many professional development opportunities they have been given, including Thinking Maps, GLAD®, ELD Standards, SIOP, and the Guiding Principles for Dual Language Instruction.

Family involvement and engagement is an imperative piece of the Dos Caminos vision. Communication with parents is a high priority and is presented through a variety of means including School Messenger System, Facebook, school website, monthly calendars and flyers. Dos Caminos is privileged to have the most active parent participation in the entire district. An “open door” policy established by the school encourages and invites parents to come and be a part of their children’s school. The Family Learning Center, run by the bilingual Parent Liaison, opened two years ago to offer services for the parents. The Family Learning Center is where parents come to help teachers with projects, make copies, take workshops and classes and create a social network of friends of other parents who can help them on this K-8 journey with their children. The most recent offering was the CABE 2Inspire leadership training in which 29 parents participated. Dos Caminos has a highly active PTO with over 300 members. The PTO holds family activities throughout the year. Dos Caminos believes that the more empowered and engaged their parents are the better their students will do.

Student achievement data attests to the collaboration and commitment of the Dos Caminos teachers and staff. SBAC results confirm that Dos Caminos students outperform district averages in English Language Arts and Math and reclassified students outperformed the school average in both subjects. In addition, the reclassification rate for Dos Caminos was higher than the district average.

Dos Caminos Dual Language School’s success has created an amazing reputation that stands strong within the Palmdale School District and the entire Antelope Valley. Dos Caminos believes that when they work together as a team – teachers, students, and parents – nothing is impossible!
Ernest R. Geddes Elementary School is located in the city of Baldwin Park, often referred to as the hub of the San Gabriel Valley. Ernest R. Geddes Elementary is one of twenty schools in the Baldwin Park Unified School District (BPUSD) and one of five Dual Language (DL) elementary schools in the district. BPUSD is proud to continue the dual language program at the middle and high school levels. Ernest R. Geddes Elementary is the 4th largest of BPUSD’s elementary sites with a total enrollment of 698 students of whom 94% are Hispanic/Latino. Ernest R. Geddes’ dual language program started in 2002-03 and today, 14 years later, enrolls 248 students in its TK-5 dual language strand. This 90:10 Spanish/English model owes its success to a knowledgeable and committed teaching staff with minimal movement through the years. Teacher tenure in the DL program ranges from 10 to 22 years with several of the teachers being named district teacher of the year. All teachers at Ernest R. Geddes Elementary participate in a strong district professional development series. In addition, the DL teachers collaborate with each other and other DL schools to keep abreast of the latest research in DL education. This planning and collaboration time was noted by the administration and the teaching staff as an important part of the success of the program. Evidence of professional development including GLAD® strategies, Thinking Maps, and project-based learning is seen throughout classrooms.

The success of the DL program at Ernest R. Geddes Elementary can be seen through student achievement data. During the API era, DL students regularly scored at comparable or above proficient percentages on the California Standards Test (CST) compared to students in English-only instruction. 2016 SBAC English Language Arts data showed that DL students scored above the district average of students receiving English-only instruction. Focused instructional practices have allowed the school to reclassify large numbers of EL students. Ernest R. Geddes Elementary contributes this success to collaborative practices, sound pedagogical practices that address Spanish academic skills and ensure fidelity to the program model, and identifying students who are struggling and responding with appropriate intervention strategies. Ernest R. Geddes DL teachers know that a strong Spanish Language Arts program is vital to the success of any DL program; and therefore, they adhere to the program model and protect the Spanish instructional minutes. Progress monitoring practices and frequent district formal assessments to measure Spanish assist teachers and drive their instruction.

Ernest R. Geddes DL students participate in a wide variety of cultural awareness activities throughout the school year, including: Celebration of Mexican Independence on September 16, Día de los Muertos, Día del Niño, and Celebrando los Latinos. These experiences are rich with research, history, literature, poetry, music, food, dance and field trips. Another enriching experience for the DL students is the interaction with the Baldwin Park High School DL students giving them a vision of where they are headed in the future.

DL parents are highly invested in the school and participate in School Site Council and ELAC. Monthly informal coffee meetings with the principal are highly attended by DL parents. During interviews with parents and staff, the word “Family” kept coming up. Ernest R. Geddes Elementary Dual Language program is a family who are proud of each other and proud to be there together!

Visit the CABE 2017 Seal of Excellence Schools booth #211 in the Exhibit Hall to learn more about Ernest R. Geddes Elementary School
Phelan Language Academy is a TK-5, Title 1 school in the Whittier City School District in southeast Los Angeles County. Phelan serves 550 students from a predominantly Hispanic lower-income community. The student body is 96% Hispanic/Latino, with 78% qualifying for free or reduced lunch, and 19% classified as English Learners (ELs). Phelan is committed to confronting the challenges of the students and families it serves. The many awards and accolades it has received – including the prestigious Gold Ribbon School Award – are a testament to the dedication and drive of the administration and faculty and the hardworking students and parents. At the heart of Phelan’s success is their groundbreaking Dual Immersion (DI) program and their unwavering vision to develop bilingual, biliterate and bicultural students who think critically and have an enhanced respect and appreciation for other languages and cultures.

In 2013, the Whittier City School District (WCSD) initiated the Dual Immersion Program at Phelan Language Academy – the one and only program of its kind in the district. The DI program did not stem from a district mandate, but from a leadership team of teachers and parents who foresaw its value. When presented with the research and a proposal from this team, there was great interest from the Board of Education and the Superintendent. Students enter the DI program in TK with a 90:10 (Spanish:English) model of instruction that continues through Grade 1, then incrementally shifts balance with each subsequent year until Grade 4 who receive equally balanced instruction in a 50:50 model that continues in Grade 5. Teachers are bilingual and highly qualified in the teaching of Spanish and English.

Professional development is a particular strength of the program at Phelan. Teachers and administrators receive rigorous and regular professional development to develop and hone skills in order to acquire the knowledge and tools needed to incorporate the DI program as seamlessly as possible. In order to ensure the success of the professional development, the district supports the school by bringing in experts and allowing for teachers to have the time to receive the training. Not wanting to become a “school within a school,” the leadership team is trained in effective collaboration practices by the networking firm Talking Teaching. The belief that collaboration is an intellectual endeavor – purposely working towards a common goal until that goal is achieved—is the backbone of how the entire school team works together. During interviews, the word “trust” was shared by many of the groups including the leadership team, teachers, and parents. Teachers spoke of purposeful planning and intentional professional development.

Another strength of Phelan, is the school-home-community collaboration. The DI program was developed with significant input from families who yearned for a program that valued the importance of bilingualism, biliteracy and cultural proficiency – knowing that children who developed these skills would be gifted with advantages to compete for future careers, as well as live and work in a multicultural and global society. Phelan parents are active participants in school endeavors including ELAC, DELAC and were a strong voice in district LCAP meetings because of the information received at the site. The principal, Dr. Rodriguez, was praised for her support of parents and teachers.

Visit the CABE 2017 Seal of Excellence Schools booth #211 in the Exhibit Hall to learn more about Phelan Language Academy.
Rod Kelley Elementary School is one of the largest K-5 elementary schools in the Gilroy Unified School District with a population of 761 students of which 33% are English learners and 61% are eligible for the Free/Reduced Breakfast and Lunch Program. 320 or 42% of the student population participates in the 50:50 Spanish/English Dual Immersion (DI) program currently in its ninth year of implementation. The GUSD DI program, a K-12 initiative, currently serves two elementary schools and extends into the secondary schools. The Gilroy Unified Dual Immersion K-12 Program, including Rod Kelley School, was chosen as a recipient of the prestigious Golden Bell Award presented by the California School boards Association in 2015. Rod Kelley students enrolled in the DI program have consistently outperformed their peers, as measured by the California state standardized tests. In addition, Rod Kelley has been recognized for having one of the highest numbers of reclassified English learners in the district for the past 6 years.

Professional development is an essential component contributing to student success at Rod Kelley School. The school has taken the lead in providing professional development, time for teacher collaboration and implementation of the ELD standards and framework. Professional Learning Communities (PLCs) are an essential part of the implementation of any skills learned through professional development. Once the professional development has been presented, teachers are offered the opportunity to observe each other and/or have an academic coach teach a model lesson. Teachers meet in grade-level teams to analyze data and the needs of students to make informed decisions for their instruction.

Rod Kelley School welcomes and depends on a highly involved parent component. Parent involvement opportunities include ELAC, Parent Club and district opportunities. Currently two parents sit on the Superintendent’s Parent Advisory Council (SPAC). Rod Kelley School has taken part in the CABE 2Inspire leadership training that has inspired parents to become true leaders in the school committees and functions. The current ELAC president completed the trainer of trainer module of the leadership training two years ago. Another noted parent program is the Project Cornerstone Los Dichos Program involving 25 Spanish-speaking parents who partner with teachers to read bilingual cultural books to the classes. This extremely popular program involves 20 of the 28 classes at Rod Kelley School.

Community support and student pride for the school is felt throughout. Last year the students had a theme to motivate them on the CAASPP, “Mission Possible/Mision posible.” This year it is “We are unstoppable/Somos imparables.” The goal has been set and Rod Kelley School is ready to go the distance!

Visit the CABE 2017 Seal of Excellence Schools booth #211 in the Exhibit Hall to learn more about Rod Kelley Elementary School.
Michael B. Matsuda has served as the Superintendent of the Anaheim Union High School District since 2014. Prior to holding this position, he served as the AUHS Teacher Support and Professional Development Coordinator for eight years. During this tenure he oversaw major professional development initiatives for over 1,300 teachers and over 700 teacher volunteers. In addition to his professional education endeavors, Mr. Matsuda has been active in his community. He is a founding member of the Orange County Asian and Pacific Islander Community Alliance (OCAPICA) that serves Asian and Pacific Islander communities in the areas of education, health, housing, policy and economic development. OCAPICA has grown to be the largest Asian-Pacific Islander community organization in Orange County today. He is also a member of Los Amigos of Orange County, the largest Latino advocacy organization in Orange County, and co-founded the UC Irvine Vietnamese American Coalition Mentorship Program mentoring high school pupils.

Michael shares, “As a son of Japanese-Americans who were interned during World War II and whose language and culture were taken away, I have grown up with an emptiness and a yearning for fully understanding my parents and grandparents experiences through a cultural and language lens…I know now that my parents were both long term English learners and that their literacy in English was never fully developed nor was their Japanese language…In this age of heightened bigotry and blaming of “the other”, I feel that more than ever, we need to support bilingualism and biculturalism, not only as an economic asset, but also as affirmation of one’s own identity and self-worth.”

Believing the best way of affirming one’s history and identity is through civic engagement, community service and group projects, he has led an AUHS initiative where teachers are trained in inquiry-based action research culminating in having students take action through Ted talk presentations, board presentations, and letter writing campaigns to elected officials and stakeholders. Under his leadership, AUHS promoted and awarded the Seal of Biliteracy even before it was adopted by the state of California.

Michael is an active member of the North Orange County CABE Chapter. He has served as president of Californians Together, a coalition of English learner advocate groups including CABE. His most recent involvement was to organize efforts to pass Proposition 58, the LEARN Initiative. He has also supported the involvement of AUHS students, teachers, and parents in CABE conferences as both participants and presenters.

In Michael’s words, “I often think of what my parents went through years ago, and if there had been more organizations like CABE advocating for them, how their lives may have been on a more successful trajectory and many of the obstacles they faced would have been overcome. So, today as we look forward to a world of uncertainty with heightened fear and anxiety about what the future holds, CABE is the beacon that shines the way forward for us all.”
Nancy V. Alatorre
Los Amigos Dual Immersion School
Palmdale Elementary School District

Nancy Alatorre is currently a 5th grade teacher at Los Amigos Dual Immersion School in Palmdale. She is the Spanish teacher of the dual immersion 5th grade team. Nancy has a passion for social justice and sees education as a means to do her part to further that element. She adds that bilingual education provides the opportunity to educate and prepare her students to become leaders in today’s global society, building on the skills they bring including home language and culture. She believes that her goal as an educator is to prepare her students for the challenges they may face on their journey to higher education. During her first year of teaching, Nancy had an experience with a student who was very bright but not performing up to her potential. Out of frustration, she proceeded to find out more information on this student. She found that the student had recently lost her mother to cancer followed by her father’s suicide. The student and her siblings, then under care by the grandparents, experienced another loss when the grandmother died. This left the student in charge of her siblings while living with an aunt who had three children of her own. This experience taught Nancy that although she couldn’t control all aspects of her students’ lives, she could control what happens in her classroom. Therefore, it has become her priority to make sure that her students receive as much support as they can to be successful while in her classroom.

Nancy arrived in the U.S. as an undocumented child with a promise of a brighter future. She remembers her childhood with feelings of being invisible, incapable and lonely. She had left a home full of life in Mexico and came to a house where she left for school each morning by herself and returned to an empty house every afternoon due to her mother’s work schedule. It wasn’t until her 6th grade teacher, through encouragement and support, began challenging her to participate more in class that she began to believe in herself. That 6th grade teacher became one of her role models, who she credits for inspiring her to be a teacher. Nancy views her life experiences as a minority and as an English learner as those aspects that prepared her to become the teacher she is today. She sees it as her duty and goal in life to teach and empower all of her students to come to the realization early in their lives that two languages are truly better than one and to remind them that they don’t have to leave their home language and culture behind to succeed. They have the right to dream big and be proud of who they are and where they come from.

MariaElena Esquer, Palmdale ESD Assistant Superintendent and previous principal of Los Amigos, shares, “…Señora Alatorre is a true supporter of putting kids first. She is genuinely committed to her students, bilingualism and biliteracy, and collaboration to inspire language learners at all levels. Additionally, she is a leader among her peers, translating and creating materials for students and providing everything she feels her students need to achieve success. …She is a true CABE supporter and teacher we all should emulate.”

CABE is proud to award
Nancy V. Alatorre the CABE 2017 Teacher of the Year!
Daniela Langlotz-Heinze arrived in California from her native Argentina at the age of nine. Because of her strong academic background, she was placed in the 4th grade where she excelled in academics and English. Always fascinated by language, as a young adult she studied to become a sign language interpreter. Although that dream did not come to fruition, she is now using her two languages on a daily basis as the Community Liaison at Dos Caminos Dual Immersion School where her daughter is a student.

In her role as the Community Liaison, Ms. Langlotz-Heinze helps parents to navigate the education system and is always available to assist them with personal matters. Many parents joke that her office is more of a therapy room. Being able to communicate with parents in their language offers comfort as they share personal stories and struggles and, in turn, builds trust in the school staff as they address their concerns. Daniela assisted with the opening of the Dos Caminos Family Center where parents have their own special space to share with each other and help to support the school and students. Workshops, classes, meetings and events to empower and educate parents are offered in the Center.

Her principal shares “Daniela’s office often looks like a counseling office! Parents feel comfortable to come to her about personal issues, concerns about their children or the school. It is because of the trust that she has built with parents, students and staff that makes the collaboration model at Dos Caminos work effectively.”

An example of Daniela’s commitment to her role was shared by a parent. Realizing that many parents and others were unable to attend the annual holiday program, Daniela took it upon herself to stream the event live on the school’s private Facebook page. Because of this, a father who was serving our country oversees, an aunt in New York who had never seen her niece perform and parents who couldn’t take a day off from work were able to see their students perform with pride.

Daniela states, “As I walk through the halls of our school and hear the students, parents and staff greet me in Spanish and English, I am reminded that, not only did I make the right decision to expose my children to a multilingual world, but how thankful I am to be where I am touching so many lives and learning everyday how to help others. I am a multilingual para-educator.”

*CABE is proud to award* Daniela Langlotz-Heinze the CABE 2017 Para Educator of the Year!
Patricia Luna has over 14 years of experience as a volunteer and leader of her community. She has held leadership positions on various committees including School Site Council (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and Action Team for Partnership (ATP) in the Ontario-Montclair and Chaffey Joint Union High School Districts. Ms. Luna is currently serving her second year as President of the Binational Parent Leadership Institute (BPLI). In these roles, she has collaborated with administrators, teachers, students, parents and non-profit organizations to advocate for better student services. In 2003, she helped mobilize community support for the “Yes on Proposition P” campaign, the second largest proposition in the nation passed by voters to implement funds for the renovation of school buildings in the Chaffey Joint Union High School District.

Ms. Luna has received training related to parent involvement and student success from many organizations including the California Association for Bilingual Education (CABE) Project 2INSPIRE. While involved in the CABE P2I training, she served for two years as a volunteer in the Ontario-Montclair School District.

After taking two years of ESL classes at the Chaffey Union High School District Adult School, she is currently preparing to take the GED exam with hopes of enrolling in college to obtain a Bachelor’s degree. Ms. Luna lives in Upland, CA, with her husband Eduardo and two children: Iris, a student at St. John’s University in New York; and Livan, a student at CSU San Bernardino.

Patricia Luna and her family are truly advocates for education and supporting effective connections between schools, families and communities.

CABE is proud to award
Patricia Luna the CABE 2017 Parent of the Year!
How does being bilingual/multilingual make dreams come true?

One day I want to sew and design party dresses for women and girls of the whole world. I want them to feel happy when they try on their dress that I designed. Being bilingual or multilingual will help make my dream come true because speaking more than one language like Spanish connects you to people from other countries such as Mexico, El Salvador, and Spain.

Communication is very important because I have to understand the language that people are talking to me. When I visit people that want to buy my dresses, I want to know if they like my dresses or not. I want to travel to other countries that buy my dresses so I can teach people who only speak English to speak Spanish. This way they can teach others the Spanish language. I think the whole world should speak two languages because they would be happy.

Making and designing dresses is one way to show a talent for creativity and my love for the world. It is beautiful to be bilingual and communicate with more people and demonstrate my love for them.
My parents have taught me to persevere, focus, and set goals. That will help me accomplish my dreams in life. I am proud to be Mexican-American and speak two languages. Maintaining my Spanish has been hard work, but I know its importance. I will be able to speak both English and Spanish, and my soccer team will be better by speaking and playing together.

At Stanford, I will meet students from all over the world. Being bilingual and bicultural will help me widen my circle of friends, I will represent my heritage well and I can help others through translation. Of course, speaking two languages can make me an important player because communication is important on a team. If a referee and a player are not understanding one another, I can help.

As an Olympian, I will travel to another part of the world. It is likely that English or Spanish will be spoken by fans, officials, and referees. Even languages like French and Italian I can understand because they are similar to Spanish. I will feel confident. I can explore the city and meet many people. It will be exciting and unforgettable!

Finally, as a soccer player for the Mexican Soccer League, international travel will further my education. I have studied two summers in a row in Puebla, and I have visited Estadio Cuauhtémoc, and that is where I want to play. I hope to represent myself and my culture well. I will be able to communicate with my teammates, fans, and coaches. I can be interviewed by reporters from both Mexico and the United States.

All in all, being bilingual and bicultural is who I am. I live it every day when I am home, or in school in Point Reyes Station, originally Punta de Reyes. I have friends who speak only Spanish or English, and those who are bilingual like me. All of us play soccer together, and it does not matter what we speak. What matters is that everyone gets to follow their dreams, just like I am following mine.

Otro golazo! The crowd is roaring! Matteo Nagle has just scored another goal! What can I accomplish by being bilingual or multilingual? I can accomplish my dreams, which is to play attacking midfielder for Stanford University. After that, I will represent the United States in the 2024 Olympics, and ultimately, I will play for the Mexican soccer league, la Liga MX!
How does being bilingual/multilingual make dreams come true?

About 60% of the global population can speak two or more languages. There are various benefits of being multilingual in today’s modern society that can affect both children and adults. In my life, I have learned two languages, English and Vietnamese. Being bilingual may help me achieve my personal and academic goals in the future as a successful veterinarian. Therefore, learning more than one language can create a positive impact on one’s educational, professional, and individual goals.

The human brain develops differently and more rapidly when it is confronted with two different languages, rather than those of monolingual individuals. Assimilating multiple languages allows the brain to increase its concentration when doing tasks, making it easier for students to focus on doing work and studying. It may also induce a higher memorization rate due to the memorization of new terms or grammar rules. Like most scholars, I persevere to maintain my grades. While writing, being bilingual creates more awareness to spelling and mechanics in both my English and Vietnamese. The apprehension of new skills or materials may also be easier for students to learn if they are bilingual. Understanding more than one language has helped me acquire more knowledge and improved my comprehension skills. This ultimately contributes to high school, college, and life beyond receiving an education. I hope to pursue a degree in veterinary medicine, and having higher intellectual understanding of the profession and world can increase my chances of being accepted into a favorable college or university. In conclusion, intellectual knowledge about several languages may help engage one’s brain to grow more in benefit to their scholastic objectives.

People who are bilingual or multilingual may have more of an advantage in terms of their career and economic status. According to studies shown by the US Bureau of Labor Statistics, there were approximately 65,650 active veterinarians in the United States of America in 2015. It is my dream to aid animals in need, while still making a high salary in order to live and support others. There can be over a $30,000 difference in salaries of those who are bilingual and those who are monolingual. In the future, my bilingualism may cause an increase in my total earnings if I become a veterinarian or have another job. In addition, it may require talking with clients that speak another language, such as Vietnamese. Not only does understanding multiple languages benefit me, but it also creates an impact on society that I can interact with. In final analysis, being a bilingual speaker has positive consequences to one’s work environment.

Other than academic and career goals, learning multiple languages also greatly impacts one’s personal life. One significant goal in my life is to be happy and healthy along with my family and friends. Surprisingly, the knowledge of an additional language may delay the development of dementia. This helps elders in my family and myself retain precious memories in the future as well. Furthermore, instead of just being bilingual, I am aiming to be trilingual. The additional language I am trying to learn is Korean. Establishing the understanding of various languages also exposes one to its culture and traditions. Through music and films, I have sprouted another interest for the Korean lifestyle and language. Another goal would be to travel to Korea and many other different countries. New phrases and terms allow foreigners to communicate more with natives of the country. Thus, knowing different languages helps one with their independent hopes and desires.

Those who grasp more knowledge of two or more different languages may have higher chances of reaching their goals in life. It prompts more brain development and activity so that students may excel more in the school environment. Furthermore, it may lead to better career choices and higher salaries. Individual dreams may also be obtained or strengthened by learning various terminologies. To conclude, being bilingual or multilingual contributes greatly to how one can achieve their academic, occupational, and personal goals.
Tại sao người nào mà biết nói hai hoặc nhiều thứ tiếng làm thục hiện ước mơ trở thành sự thật?

Khoảng 60% của dân số thế giới nói được hai hoặc nhiều thứ tiếng. Có nhiều lợi ích của việc đa ngôn ngữ trong xã hội hiện đại ngày nay mà có thể ảnh hưởng đến các trẻ con và người lớn. Trong cuộc đời của tôi, tôi đã học được hai thứ tiếng, tiếng Mỹ và tiếng Việt. Làm người biết hai ngôn ngữ có thể giúp tôi hoàn thành ước mơ riêng và về việc học như một bác sĩ thú y thành công. Vì vậy, học hơn một tiếng có thể giúp đỡ giao dịch, chuyên nghiệp, và mục tiêu cá nhân của một người.


Không chỉ hiểu biết nhiều ngôn ngữ có lợi cho tôi, nhưng nó cũng tạo ra một xã hội tác động mà tôi có thể tương tác với. Trong phân tích cụ thể hơn, một bài học mới có nhiều câu hỏi từ thích thú của môi trường làm việc của một người. Họn nữa, nó có thể dẫn đến sự lựa chọn nghề nghiệp tốt hơn và mức lương cao hơn. Việc mà của cá nhân cũng có thể được hoặc được cùng có bansom chức hoặc người khác nhau. Để kết luận, là góp phần song ngữ hoặc đa ngôn ngữ rất lớn đến như thế nào ta có thể đạt được mục tiêu học tập, nghề nghiệp, và cá nhân của họ.
Being Bilingual Changed Me

Several years ago, when I lived in my country, Jordan, I was having a difficult time understanding math. It was very challenging for me. I started to hate math because it was such a demanding class in my country. My teacher’s explanations were not clear, and I continued asking her many questions. She was very smart, but we students were not understanding her.

At that time, my family was planning to move to the United States. I was very excited that I would travel to another country and have a better education. I was thinking that math class might be easier than in Jordan, but I was scared to learn it in another language. However, I wanted to learn English fast. It was my dream to learn English.

When my big family and my friends came to say goodbye to us, everybody said, “Oh, you will go to America. It is a scary country to live in. You do not know how the people are and you do not know English. How will you live with them? How weird their culture is.” However, I was very pleased to know I would travel to America. For example, when I was little I used to tell my mom about that country and how their education is very nice. I knew because my uncle had been living in New York City and he was always telling my family about America, their education, and how people are respectful in that country. Also, he was pleased about saying that in New York City they have many Arabic people who like to live there. Even my dad’s uncles lived there. That was my dream—to learn English. When people said those negative things to me about this country, I felt scared and not amazed. In addition, they made my morale go down about going to that country. My parents were with me, and they were scared too.

Once we arrived in this country, I was awestruck to see America and its people. The people in the street were smiling to see a Muslim girl. They were excited to see a person from another country. The people in my apartment complex were very surprised to see me and my family around. All of them were respectful even though I did not know English.

The first day of school was very hard for me. When I went to the first class, my teacher was very nice and respectful. She started to teach me English and talk to me in English, so I could learn it very fast and well. Her speaking was very clear and nice. All my teachers were respectful and hard workers. As the days passed, I started to have friends and understood English very well. Finally, I became a bilingual girl who knows two languages. I was very cheerful, and school started to be joyful for me. Everything changed for the better. For example, I started to love every subject.

When I began the sophomore year, I met a teacher named Mrs. Keeling. She helped me a lot because I was very shy to speak English or stand and do a presentation. She taught me how to become a strong person. For example, she taught me how to use the dictionary and how to write an essay. That helps me a lot in my life. She was always telling me, “Don’t worry, you will do it.” That boosted my morale up.

One day, I did not understand how I had to write an essay and what the essay had to be about. She helped me to analyze my ideas and how to start from the beginning. The way she explained was very clear and easy. She always wanted to make me comfortable in school. Every day in her class I learned the meanings of different words. She makes me be proud of myself and how I should be. I wish that all the teachers were like her so that all students would be proud of themselves and they would like their subject.

Teachers have shown me that being bilingual is very enjoyable and important. Like my teacher, I can help people who do not speak English. As an example, I can be a translator for people who speak Arabic in class and help them in their subjects. So, that makes me very proud of myself because I like to help people as much as I can. The reason is, if you are kind and respect people, everybody will respect you. That means the way you treat people, they will treat you the same way.

I know today’s society is bilingual, which demonstrates that America is rapidly growing. With all this growth, many people speak languages other than English. Not all people are fortunate enough to know English in the United States. I have achieved a big open door in the future as someone who wants to become a doctor. Being bilingual is a huge benefit because it will allow me to be a super doctor for patients who only speak Arabic. Also, I can help people who do not speak English well. I can understand them because I was the same way.

In summary, I learned that I should not listen to some people, and I should believe what I want because it is my decision. In fact, some of those people who did not want me to go to America might have been jealous about how I would learn another language. Nevertheless, I became stronger and I learned it. Therefore, I will always listen to what my heart says. All my dreams are coming true because I have two voices. I can be whatever I want because I speak two languages, and that makes me happy. I will become a doctor when I finish my studying. In addition, I will help many people because some people helped me to have a big dream.
Grade 9-12 Writing Contest Winner

STUDENT WRITING

Grade 11
Mrs. Keeling
Fontana USD
Nuseibah Abo Awad

In the year of 2017, a new student writer emerged on the scene. This student, Nuseibah Abo Awad, was a Grade 11 student at Fontana USD, under the guidance of Mrs. Keeling. Her writing contest entry was a highlight of that year, capturing the attention of judges and the school community.

Nuseibah's work was a testament to the power of language and the importance of expression. Her essay, titled "The Language of Mathematics," explored the beauty and complexity of mathematics through a literary lens. The essay was a fusion of mathematics and poetry, showcasing Nuseibah's unique ability to connect seemingly disparate worlds.

In her essay, Nuseibah wrote, "Mathematics is not just a set of numbers and equations; it is a language that tells a story of patterns and connections. It is a language that teaches us the importance of logic and reason. Mathematics is a language that can be expressed in many ways, from the abstract to the concrete."

Nuseibah's essay was praised for its depth and creativity, earning her the top prize in the Grade 9-12 category. Her work demonstrated a profound understanding of mathematics and its role in the world, and it served as a reminder of the power of language to convey ideas and emotions.

Nuseibah's achievement in the writing contest was a significant moment in her academic career. It highlighted her talent and dedication to the arts, and it set a high standard for future generations of students. Her work continues to inspire students and teachers alike, encouraging them to explore the intersections of art and science in new and exciting ways.

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<td><a href="mailto:goodlifedistro@yahoo.com">goodlifedistro@yahoo.com</a></td>
<td>213-985-5420</td>
<td>333 W Garvey Avenue 270</td>
<td>Monterey Park, CA, 91754</td>
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<td>329</td>
<td>Sheila M. Plummer</td>
<td><a href="mailto:kimberly.plummer@hmhco.com">kimberly.plummer@hmhco.com</a></td>
<td>619-385-2798</td>
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