Standing Together for Unity, Multiliteracy, and Equity

VIRTUAL ANNUAL CONFERENCE
MARCH 23-27, 2021

FOR MORE INFORMATION, VISIT CABE2021.ORG
REMEMBER TO STAY CONNECTED WITH CABE!
Pre-order now available

The much-awaited follow-up book from Latin Grammy winners 123 Andrés, illustrated by Sara Palacios

123 Andrés presenta su más reciente libro, basado en una de sus canciones más populares. Diez pajaritos con personalidades divertidas se van… y luego, ¿regresarán?

Join 123 Andrés during CABE 2021!

Music in the classroom: Canciones, cuentos y comunidad
Sat, Mar 27. 9 - 9:40 am

Invite 123 Andrés to your school for a virtual concert!
Planea un concierto virtual con Christina y Andrés

As seen on

LA Times
The New York Times
CNN
Univision
NPR
Standing Together for Unity, Multiliteracy, and Equity
IN MEMORIAM

CABE Remembers

This past year has been very challenging as sadness has filled our lives with the passing of many family, friends, and colleagues due to the pandemic and other causes.

In their honor, CABE dedicates the CABE 2021 conference to the memory of those we have lost.

We remember their lives, their contributions, and the love they shared.

Rest in power. Rest in peace.
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Welcome to CABE 2021 Virtual Conference! We are so glad you are here! The Planning Committee, Board of Directors, Staff, and Conference Sponsors have made every effort to make your attendance pleasurable and rewarding—from the comfort of your computer and device monitors! To ensure that the conference runs smoothly, please observe the following guidelines:

- All pre-registered attendees will receive their individual access link to the CABE 2021 webpage portal the week prior to the conference.
- The CABE 2021 conference schedule, resources, and Zoom links for all speaker and workshop sessions will be available on the CABE 2021 portal.
- Please plan on attending the virtual Zoom meeting rooms on time as a courtesy to presenters and audiences. We encourage you to review the list of workshops prior to their scheduled time to give yourself time to transition to your next virtual meeting presentation.
- We do not anticipate any workshops reaching the maximum capacity. However, if you encounter a full Zoom room, we suggest you choose another workshop presentation.
- If you need assistance or have questions, please contact our registration team at 626-814-4111 x205, email at CABE2021.org, or visit the Attendee Support area on the CABE 2021 webpage portal.

Attendee Registration
All attendees must be pre-registered. Online registration closes on March 14, 2021. Registrations will not be accepted during the conference, March 23-27, 2021.

CABE 2021 Conference Registration Information
The access link will be sent to all pre-registered attendees via the email address indicated in their registration. During the week of March 15th, instructions will be emailed regarding how to access the CABE 2021 webpage portal, where tutorials and assistance will be available.

CABE Membership
Join the CABE Familia! Through your membership and involvement, you have the opportunity to make integral contributions towards positive educational change for English Learners and biliteracy programs. Benefits include chapter involvement, special member-only events, the CABE Corner monthly newsletter, the Multilingual Educator magazine, member discounts, scholarship opportunities, free teaching resources, and much more! Visit the Membership link on the CABE 2021 webpage portal. All active CABE Members have received a special invitation to two exclusive networking events at CABE 2021. For more information, please contact Evelyn Briseño at evelyn@gocabe.org.

University Credit through Loyola Marymount University
You can earn university credit from Loyola Marymount University while participating in CABE 2021. For university credit requirements and information regarding registration and payment of fees, please go to the University Credit Virtual Booth located on the CABE 2021 webpage portal. Note: Participants must register for university credit prior to attending any sessions that will be used to earn university credit.

Parent Orientation
All parents attending CABE 2021 are invited to visit The Virtual Parent Resource Center, located on the CABE 2021 webpage portal. CABE bilingual staff and conference volunteers will be available to assist parents in using the program and making choices that best meet their needs. See the CABE 2021 webpage portal and the CABE 2021 program for specific times of orientations and other activities.

Special Networking Events
While we can’t be together in person this year, we invite you to take advantage of joining a Networking Event to connect and get to know other conference attendees! Some events are open to all attendees, and some are sponsored by a specific group with invitation-only access. Check the CABE 2021 portal for daily Networking Events. Join the fun and select the events you may want to attend!

Interpretation
Interpretation in Spanish and other languages requested during registration is provided at all General Sessions and selected featured speaker sessions as listed in the program. Interpretation access via the Zoom program will be available at each session. Workshops presented in languages other than English throughout the program are noted in the workshop descriptions.
Standing Together for Unity, Multiliteracy, and Equity
TUESDAY SCHEDULE
March 23, 2021

2:00PM - 7:00PM
VEMP Viewing (Exhibitor Hall)

3:00PM - 3:45PM
Opening General Session/Keynote Speaker—Dr. Jim Cummins

3:45PM - 4:00PM
Break

4:00PM – 6:30PM
Parent Resource Room Open

4:00PM - 4:40PM
Session I - Workshops & Featured Speakers

4:50PM - 5:30PM
Session II - Workshops & Featured Speakers

5:40PM - 6:20PM
Session III - Workshops & Featured Speakers
CABE Award Spotlight: Legacy Board Award
Dr. Jim Cummins and Dr. Steve Krashen

6:30PM - 7:00PM
Tuesday Closing Session/Special Speaker—
State Superintendent of Public Instruction, Tony Thurmond

Tuesday workshop details on next pages.
### TUESDAY SESSIONS, MARCH 23, 2021

3:45 – 4:00 pm  Break
4:00 – 4:40 pm  Session I - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session I Titles</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying a Can Do Lens to Multilingual Development</td>
<td>Yvonne Williams, Wilma Valero, Samuel Aguirre</td>
</tr>
<tr>
<td>Asset-Based Professional Learning in Dual Language Education</td>
<td>Annette Daoud, Ana Hernández, Lorena Guerrero-Lopez</td>
</tr>
<tr>
<td>Caring for Ourselves and Our Students in Difficult Times</td>
<td>Elizabeth Howard, Shera Simpson</td>
</tr>
<tr>
<td>Continuous Improvement for English Learners: Establishing Systems of Support</td>
<td>Graciela García-Torres, Antonio Mora, Jonathan Isler, Justin Lane</td>
</tr>
<tr>
<td>Continuous Improvement for EL Typologies, EL Roadmap, and Data Systems</td>
<td></td>
</tr>
<tr>
<td>Desarrollando la lengua materna y fomentando las identidades positivas en casa</td>
<td>Patricia Pate, Marisol Sánchez</td>
</tr>
<tr>
<td>Dyslexia and ELs: Early Identification and Intervention Are Key</td>
<td>Karina Quezada</td>
</tr>
<tr>
<td>Equitable Access: Leadership, Language, and Power</td>
<td>María Campanario</td>
</tr>
<tr>
<td>Equitable Science: Supporting Critically Conscious Dual Language Science</td>
<td>Melissa Navarro Martell, Cynthia Martínez</td>
</tr>
<tr>
<td>Science Teachers</td>
<td></td>
</tr>
<tr>
<td>Familias con fuerte sentido de colaboración en un mundo distanciado socialmente</td>
<td>Malu Pulido</td>
</tr>
<tr>
<td>Música y movimiento: ¡Repítelo y varíalo!</td>
<td>Guadalupe Tausch</td>
</tr>
<tr>
<td>The Politics of Reopening of Schools</td>
<td>Martha Zaragoza-Díaz</td>
</tr>
<tr>
<td>Writer's Workshop in the Digital Era: A Paperless Environment</td>
<td>Gilbert Navarro</td>
</tr>
</tbody>
</table>

4:40 - 4:50 pm  Break
4:50 - 5:30 pm  Session II - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session II Titles</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic Family Engagement: Two-Generation Approach and Parent Ambassadors,</td>
<td>Sabrina Aranda, Christy Gerren, Norma Dib, Carol Rivera</td>
</tr>
<tr>
<td>How to Adapt family engagement programs during distance learning.</td>
<td></td>
</tr>
<tr>
<td>Best Practices for Dual Language and English Learners PreK-3rd Grade During</td>
<td>Carolyne Crolotte</td>
</tr>
<tr>
<td>COVID-19 and Beyond</td>
<td></td>
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<tr>
<td>California’s State Seal of Civic Engagement: Recognizing the Civic Engagement</td>
<td>Erika St. Andre, Sarah Smith</td>
</tr>
<tr>
<td>of Our Students</td>
<td></td>
</tr>
<tr>
<td>Content Counts! Distance Learning, Integrated ELD at the Secondary Level</td>
<td>Olivia Santillán, Laura Guajardo</td>
</tr>
<tr>
<td>Developing Culturally Translational Parent Programming</td>
<td>Mario Galicia</td>
</tr>
<tr>
<td>FREE Insanely Great Curriculum Resources to Excite and Engage Students</td>
<td>Barbara Nemko, Hall Davidson</td>
</tr>
</tbody>
</table>

Click on “SCHEDULE AND PROGRAM” on the CABE 2021 Portal for Details and Links
### TUESDAY SESSIONS, MARCH 23, 2021

<table>
<thead>
<tr>
<th>Session II Titles (continued)</th>
<th>Presenters</th>
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</thead>
<tbody>
<tr>
<td>K-2 Guided Reading in Spanish: The Essentials</td>
<td>Katia Zamorana, Verónica Rodríguez</td>
</tr>
<tr>
<td>Las estrategias de GLAD en el mundo real de inmersión</td>
<td>Martha Zalik, Jessica García</td>
</tr>
<tr>
<td>Multilingual Learners with Special Educational Needs: Optimizing Instruction and Intervention</td>
<td>Cristina Sánchez-López, Theresa Young</td>
</tr>
<tr>
<td>Strengthening Dual Language Programs by Empowering and Engaging Parents</td>
<td>Nancy Hong, Sherry Kully, Elizabeth Vitanza</td>
</tr>
<tr>
<td>Super Hero Partners</td>
<td>Marcela Andres</td>
</tr>
<tr>
<td>What to Do When a Discriminatory Incident Occurs</td>
<td>Lee Mun Wah</td>
</tr>
<tr>
<td>Youth Mariachi: What Are the Benefits?</td>
<td>Lucia Vazquez</td>
</tr>
</tbody>
</table>

**5:30 - 5:40 pm**  | **Break**  
**5:40 - 6:20 pm**  | **Session III - Workshops & Featured Speakers**  
**CABE Award Spotlight: Legacy Board**  
**Dr. Jim Cummins and Dr. Steve Krashen**  

<table>
<thead>
<tr>
<th>Session III Titles</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>¡Be GLAD en español!! Estrategias para estimular el lenguaje oral</td>
<td>Christine D’Aquanni, Luis Pelayo</td>
</tr>
<tr>
<td>5 Evidence-Based Literacy Strategies for Emerging Bilinguals</td>
<td>Maya Goodall</td>
</tr>
<tr>
<td>Advocating for Equity: Opportunities to Influence the New California Math Framework</td>
<td>Rachel Ruffalo, Martha Burns</td>
</tr>
<tr>
<td>CABE AWARD SPOTLIGHT: Legacy Board Award Session--Dr. Jim Cummins and Dr. Steve Krashen</td>
<td>Olivia Yahya, Elodia Ortega-Lampkin</td>
</tr>
<tr>
<td>Counting Collections and Choral Counting: A Window Into Student Thinking</td>
<td>Karen Recinos</td>
</tr>
<tr>
<td>Cross-Linguistic Transfer: The Spanish-English Connection</td>
<td>Silvia Dorta-Duque de Reyes</td>
</tr>
<tr>
<td>Empowering Students: Building Capacity for Flexible Thinking</td>
<td>Kimiya Maghzi, Marni Fisher</td>
</tr>
<tr>
<td>Global Education for Every Classroom</td>
<td>Jamie Lee, Nicole Chávez</td>
</tr>
<tr>
<td>Inteligencia emocional en tiempos de pandemia</td>
<td>Gricelda Pérez, Silvia Quezada</td>
</tr>
<tr>
<td>Los estudiantes que compartimos en la región calibaja</td>
<td>Yara Amparo López López, Esther Cota Jasso</td>
</tr>
<tr>
<td>Supporting Migrant Education Tutors Aspiring to Be Bilingual/Dual Language Teachers</td>
<td>Margarita Jiménez-Silva, Nadeen Ruiz, Juana Zamora, Yvette Medina</td>
</tr>
<tr>
<td>Using CGI Story Problems to Enhance Teaching and Learning in a DL Classroom</td>
<td>Rocio Chávez, Vanessa Guadron</td>
</tr>
<tr>
<td>Using Curriculum-Based Rubrics to Monitor English Language Development</td>
<td>Alta Joy Broughton, Lyn Scott, Zaida McCall-Pérez</td>
</tr>
</tbody>
</table>

**6:20 - 6:30 pm**  | **Break**  
**6:30 - 7:00 pm**  | **Tuesday Closing Session & Special Speaker**  
**State Superintendent of Public Instruction Tony Thurmond**  

Click on **“SCHEDULE AND PROGRAM”** on the CABE 2021 Portal for Details and Links
Standing Together for Unity, Multiliteracy, and Equity
WEDNESDAY SCHEDULE
March 24, 2021

2:00PM - 7:00PM
VEMP Viewing (Exhibitor Hall)

3:00PM - 3:45PM
Opening General Session/Keynote Speaker—Bao Phi

3:45PM - 4:00PM
Break

4:00PM – 6:30PM
Parent Resource Room Open

4:00PM - 4:40PM
Session I - Workshops & Featured Speakers

4:50PM - 5:30PM
Session II - Workshops & Featured Speakers

5:40PM - 6:20PM
Session III - Workshops & Featured Speakers
CABE Award Spotlight: Courage to Act Board Award
Cleveland School Remembers
Networking Events

6:30PM - 7:00PM
Wednesday Closing Session/Special Speaker—
Yuyi Morales, CABE 2021 Artist
Raffles

Please see Wednesday workshop details on next pages.
### Session I - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session I Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Multilingualism: Development and Implementation of Mandarin Programs in Schools</td>
<td>Weina Chen, Tania Maguiña, Ricardo Pajuelo</td>
</tr>
<tr>
<td>An Update on English Learners with Disabilities</td>
<td>Heather Calomese</td>
</tr>
<tr>
<td>Becoming Math-Lingual: Improving English Learners Mathematical Knowledge with Evidence-based Instructional Approaches and Strategies</td>
<td>Trini Lewis, Jennifer Núñez</td>
</tr>
<tr>
<td>Checking and Changing Our Systems and Ourselves for Racial Equity and Justice</td>
<td>Enid Lee</td>
</tr>
<tr>
<td>Dual Language Planning Guide: A Tool to Plan and Develop a New Dual Language Program (Institute 4:00 - 5:30 pm)</td>
<td>Nathalie Longree-Guevara</td>
</tr>
<tr>
<td>Equity Partnerships: Engaging Families, Schools and Communities—A Culturally Proficient Approach</td>
<td>Reyes Quezada, Angela Louque</td>
</tr>
<tr>
<td>From Oracy to Academic English; Love and Community through the Computer Screen (Institute 4:00 - 5:30 pm)</td>
<td>Charlene Fried, José Pérez</td>
</tr>
<tr>
<td>Practical Strategies for Supporting At-Promise Students During the Care-opening</td>
<td>Cassandra Villa</td>
</tr>
<tr>
<td>Recursos en español para fortalecer la enseñanza bilingüe</td>
<td>Luis Gutierrez, Antonio Meza Estrada, Rodolfo Lara Ponte, María del Carmen Barreneche Rodríguez</td>
</tr>
<tr>
<td>Reframing Parent and Family Education through Digital Literacy</td>
<td>Ana Hernández, Monica Nava, Alma Sánchez, Eliseo Higinio</td>
</tr>
<tr>
<td>SEL and ELs: Strategies that Ensure Academic Success for ALL</td>
<td>Hector Montenegro</td>
</tr>
<tr>
<td>Strategies for Promoting Independent Reading and Writing for ELs during the Pandemic</td>
<td>Fay Shin</td>
</tr>
<tr>
<td>Using an Equity Lens for K-12 Writing Instruction (Featured Speaker 4:00 - 5:30 pm)</td>
<td>Julie Goldman</td>
</tr>
</tbody>
</table>

### Session II - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session II Title</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td>A Bright Star Inside Our Hearts</td>
<td>Yuyi Morales</td>
</tr>
<tr>
<td>Acomodando la clase de ciencia para aprender de casa</td>
<td>Gabriela Mendoza-Torres</td>
</tr>
<tr>
<td>Advocacy and Engagement: Make a Difference for English Learners</td>
<td>Martha Hernández, Martha Zaragoza-Díaz, Shelly Spiegel-Coleman</td>
</tr>
<tr>
<td>Bilingual Educators, Professional Learning, and Racial Justice</td>
<td>Rebecca Field</td>
</tr>
<tr>
<td>Engaging Families in Meaningful Ways to Support Preschool Dual Language Learners in Online Environments</td>
<td>Catalina Sánchez, Christie Baird</td>
</tr>
</tbody>
</table>

Click on **“SCHEDULE AND PROGRAM”** on the CABEL 2021 Portal for Details and Links
**WEDNESDAY SESSIONS, MARCH 24, 2021**

<table>
<thead>
<tr>
<th>Session II Titles (continued)</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping Students Reach Educational Outcomes in Two Languages</td>
<td>Doris Chavez-Linville, Carol Johnson</td>
</tr>
<tr>
<td>Inteligencia emocional en tiempo de crisis</td>
<td>Tania Maguña, Margarita Chulde</td>
</tr>
<tr>
<td>Reading Roads: Guiding Families on the Path to Literacy in the Early Years</td>
<td>Rachel González Martínez</td>
</tr>
<tr>
<td>Sense of Belonging: DLBE Student Voices</td>
<td>Ester de Jong</td>
</tr>
<tr>
<td>Supporting English Learners with the Tools for Teachers Website</td>
<td>Tammy Saldaña, Carla Nájera-Kunsemiller, Traci Albee</td>
</tr>
<tr>
<td>Tools and Practices for Supporting Content Area Biliteracy through Contrastive Analysis</td>
<td>Briana Ronan, Julee Bauer</td>
</tr>
</tbody>
</table>

5:30 - 5:40 pm  **Break**

5:40 - 6:20 pm  **Session III - Workshops & Featured Speakers**

- **CABE Award Spotlight: Courage to Act Board Award**
  Cleveland School Remembers

<table>
<thead>
<tr>
<th>Session III Titles</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridge Program: Building Educational Persistence in High School SIFE Newcomers</td>
<td>Samia Shoman, Nina Finci</td>
</tr>
<tr>
<td><strong>CABE AWARD SPOTLIGHT: Courage to Act Board Award</strong></td>
<td>Olivia Yahya, Annie Duong, Alesha Ramírez</td>
</tr>
<tr>
<td>CABE Member Exclusive – A Close Conversation with Dr. Jim Cummins</td>
<td>Joshua Jauregui</td>
</tr>
<tr>
<td>Competencias comunicativas: instrucción para el hablar y escribir en aulas de dual lenguaje/ Competencias comunicativas: Instruc- tional Strategies for Speaking and Writing in a Dual Language Classroom</td>
<td>Diane Sharken Taboada, Jill Kerper Mora</td>
</tr>
<tr>
<td>Enseñanza de ciencias y lenguaje a través del aprendizaje virtual</td>
<td>Claudio Vargas, Diana Velez</td>
</tr>
<tr>
<td>Learn to Walk in the Shoes of your Multilingual Learners</td>
<td>Ivannia Soto</td>
</tr>
<tr>
<td>Linguistic Geniuses: Teaching for Transfer in Elementary Classrooms</td>
<td>Heather Skibbins, Michelle Rosecrans</td>
</tr>
<tr>
<td>Network Event: MCAP Conversation with Dr. Kathy Escamilla (5:40 pm - 6:20 pm)</td>
<td>Alma Castro</td>
</tr>
<tr>
<td>Requisitos para transferirse del colegio comunitario a la universidad y vice-versa</td>
<td>Imelda Martin</td>
</tr>
<tr>
<td>Revitalizing the Legacy of Social Action</td>
<td>María Villa</td>
</tr>
<tr>
<td>Standing together and learning together.</td>
<td>Stephen Krashen</td>
</tr>
<tr>
<td>Vietnamese Education Network Meeting</td>
<td>Jan Gustafson-Correa</td>
</tr>
</tbody>
</table>

6:20 - 6:30 pm  **Break**

6:30 - 7:00 pm  **Wednesday Closing Session & Special Speaker**

- **Yuyi Morales, CABE 2021 Artist**

Click on "**SCHEDULE AND PROGRAM**" on the CABE 2021 Portal for Details and Links
Standing Together for Unity, Multiliteracy, and Equity
THURSDAY SCHEDULE
March 25, 2021

2:00PM - 7:00PM
VEMP Viewing (Exhibitor Hall)

3:00PM - 3:45PM
Opening General Session/Keynote Speaker—Dr. Patricia Gándara

3:45PM - 4:00PM
Break

4:00PM – 6:30PM
Parent Resource Room Open

4:00PM - 4:40PM
Session I - Workshops & Featured Speakers

4:50PM - 5:30PM
Session II - Workshops & Featured Speakers

5:40PM - 6:20PM
Session III - Workshops & Featured Speakers
CABE Award Spotlight: Annual Educator and Parent Awards
Poetry Open Mic
Networking Events

6:30PM - 7:00PM
Thursday Closing Session/Special Speaker—
Tony Plana, Actor, Director, Diversity, Arts, and Education Advocate
Raffles

Please see Thursday workshop details on next pages.
THURSDAY SESSIONS, MARCH 25, 2021

3:45 – 4:00 pm  Break
4:00 – 4:40 pm  Session I - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session I Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspiring Leaders: Ready to Be an Exemplary Administrator for Students</td>
<td>Ivan Chaidez, Juan Santos, Jacqueline Pérez, Daisy Morales</td>
</tr>
<tr>
<td>Bilingual Teacher Professional Development Program (BTPDP): Our Journey and Outcomes</td>
<td>Angelica Hurtado, Lilia Villa, Marina Madrid, Elaine Giron</td>
</tr>
<tr>
<td>Building English Language Competence and Confidence for Academic Success</td>
<td>Martha Burns</td>
</tr>
<tr>
<td>Developing Metalinguistic Awareness with Emergent Bilingual Students</td>
<td>Igone Arteagoitia</td>
</tr>
<tr>
<td>El arte que inspira el lenguaje y informa el desarrollo infantil</td>
<td>Melissa Graney, Eda Cano</td>
</tr>
<tr>
<td>Engaging Multilingual Learners with Music &amp; Interaction in the Classroom</td>
<td>GüeroLoco</td>
</tr>
<tr>
<td>Graduate Student Research Session: Advancing Knowledge Across Many Contexts (Workshop 4:00 - 5:30 pm)</td>
<td>Rhianna Henry Casesa</td>
</tr>
<tr>
<td>Helping Every Bilingual Student Achieve Success in Reading Comprehension, Vocabulary Acquisition, and Language Proficiency</td>
<td>Donna Knoell</td>
</tr>
<tr>
<td>How to Begin a Parent Book Club as Modeled by Chaffey’s Club de lectura</td>
<td>Alicia Morales, Patricia Luna</td>
</tr>
<tr>
<td>Our Voices Matter</td>
<td>Alma Flor Ada, F. Isabel Campoy</td>
</tr>
<tr>
<td>Planning for and Enacting Biliteracy across Dual Language Programs</td>
<td>Sharon Merritt, Charles Merritt</td>
</tr>
<tr>
<td>RULE of 3 RAP: Revolutionary Approach to Close the Achievement Gap</td>
<td>Linda Navarrette, Sonia Quinn, Ana Castillo, Teresa Hsu</td>
</tr>
<tr>
<td>The Art of Self-Care: Create Your Own Resiliency (Institute 4:00 - 5:30 am)</td>
<td>Michelle Holdt</td>
</tr>
</tbody>
</table>

4:40 - 4:50 pm  Break
4:50 - 5:30 pm  Session II - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session II Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Essential Knowledge for Teaching Standard English Learners (SELS): Assuring Equity and Access through Culturally &amp; Linguistically Responsive Education</td>
<td>Noma LeMoine</td>
</tr>
<tr>
<td>Changemaking, Language and English Learners: Integrating Lessons on Solving Real Community Problems During Normal and COVID Times</td>
<td>Viviana Alexandrowicz</td>
</tr>
<tr>
<td>Creating Biliteracy Learning Communities: A Framework for Dual Language Professional Learning</td>
<td>Rubi Flores, Anya Bobadilla</td>
</tr>
</tbody>
</table>

Click on “SCHEDULE AND PROGRAM” on the CABE 2021 Portal for Details and Links
### THURSDAY SESSIONS, MARCH 25, 2021

#### Session II Titles (Continued)

<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing (Bi)Literacy for Emerging Bilingual Learners: Research Based Approaches</td>
<td>Kathy Escamilla, Susan Hopewell, Jody Slavick</td>
</tr>
<tr>
<td>Intertwining the Multiple Intelligence, Growth Mindset and “Deschongate” Theories</td>
<td>Fernando Peña</td>
</tr>
<tr>
<td>&quot;Lenguaje del corazón: Lenguaje del hogar / Language of the Heart: Language of the Home&quot;</td>
<td>Corina Sapien, Ana Marisol Sánchez</td>
</tr>
<tr>
<td>Promoting Multilingualism via the Implementation of the EL Roadmap Policy</td>
<td>Alma Castro, Olympia Kyriakidis</td>
</tr>
<tr>
<td>SELPA Content Lead Grant: Improving Outcomes for Students with Disabilities Who Are English Language Learners</td>
<td>Deborah Montoya, Vanessa López, Lupita Olguín-Rubio</td>
</tr>
<tr>
<td>The Shoulders We Stand On: A History of Bilingual Education, New Mexico</td>
<td>Rebecca Blum Martínez</td>
</tr>
<tr>
<td>Tools and Techniques for Gamifying the Dual Language Classroom</td>
<td>Jon McFarland, Michelle Soto-Peña</td>
</tr>
<tr>
<td>Writing Children Books</td>
<td>René Colato Laínez, Amada Irma Pérez</td>
</tr>
<tr>
<td>Writing Resilience - How to Cultivate Resilience Writing in Your Life and Classroom</td>
<td>Tonya Ward Singer</td>
</tr>
</tbody>
</table>

#### 5:30 - 5:40 pm  Break

#### 5:40 - 6:20 pm  Session III - Workshops & Featured Speakers

**CABE Award Spotlight: Annual Parent and Educator**

<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>CABE AWARD SPOTLIGHT: Annual Educator of the Year Awards -- Administrator, Teacher, Para Educator and Parent</td>
<td>Olivia Yahya, Raul Maldonado, Carolina Serna, Rosa Armstrong</td>
</tr>
<tr>
<td>CABE Member Exclusive – A Close Conversation with Dr. Stephen Krashen</td>
<td>Joshua Jauregui</td>
</tr>
<tr>
<td>CABTE Membership Meeting</td>
<td>Ivannia Soto</td>
</tr>
<tr>
<td>CHINATOWN RISING Documentary Film Excerpts with Director Josh Chuck</td>
<td>Josh Chuck</td>
</tr>
<tr>
<td>Conversar para construir</td>
<td>Martin Bedolla</td>
</tr>
<tr>
<td>Developing Dual Language Immersion/Spanish Biliteracy Programs Using the Social Justice Standards</td>
<td>Sonal Patel, Alane Paul Castro, Carolina Ixta Navarro-Gutiérrez</td>
</tr>
<tr>
<td>Disciplina con dignidad siete días a la semana</td>
<td>Jorge Dueñas</td>
</tr>
<tr>
<td>Equity &amp; Social Justice Through a Student-Centered Ethnic Studies Framework</td>
<td>Verónica Valadez, Gabriel Orosco</td>
</tr>
<tr>
<td>Improvisación Teatral</td>
<td>Nuria Rodríguez de Vega</td>
</tr>
<tr>
<td>Media and Second Language Development</td>
<td>Christy Lao</td>
</tr>
<tr>
<td>Poetry Open Mic with CABE Poet Laureate Ramona Webb</td>
<td>Ramona Webb</td>
</tr>
<tr>
<td>The Office of English Language Acquisition: Leading for Equity</td>
<td>Supreet Anand</td>
</tr>
<tr>
<td>Unity/equity</td>
<td>Rudy Corpuz Jr</td>
</tr>
</tbody>
</table>

#### 6:20 - 6:30 pm  Break

#### 6:30 - 7:00 pm  Thursday Closing Session & Special Speaker—Tony Plana, Actor

Click on "SCHEDULE AND PROGRAM" on the CABE 2021 Portal for Details and Links
Standing Together for Unity, Multiliteracy, and Equity
FRIDAY SCHEDULE
March 26, 2021

2:00PM - 7:00PM  
VEMP Viewing (Exhibitor Hall)

3:00PM - 3:45PM  
Opening General Session/Keynote Speaker—Dr. José Medina

3:45PM - 4:00PM  
Break

4:00PM – 6:30PM  
Parent Resource Room Open

4:00PM - 4:40PM  
Session I - Workshops & Featured Speakers

4:00PM - 6:00PM  
Administrative Leadership Symposium

4:50PM - 5:30PM  
Session II - Workshops & Featured Speakers

5:40PM - 6:20PM  
Session III - Workshops & Featured Speakers
  CABE Educational Film Festival: Chinatown Rising
  CABE Award Spotlight: Student Essay Winners
  Networking Events

6:30PM - 7:00PM  
Friday Closing Session/Special Speakers—
  Olivia Yahya, CABE Board President and Ramona Webb, CABE Poetmaster
  Raffles

7:00PM - 8:30PM  
CABE DANCE with DJ Mars!
  Invite your family to join us!

Please see Friday workshop details on next pages.
FRIDAY SCHEDULE, MARCH 26, 2021

3:45 – 4:00 pm  Break
4:00 – 4:40 pm  Session I - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session I Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrating Multilingual Learner Identity Through Personal Narrative Instruction</td>
<td>Kate Kinsella</td>
</tr>
<tr>
<td>Creating and Sustaining Family Partnership in Distance Learning</td>
<td>Katie Mlakar, Charice Guerra</td>
</tr>
<tr>
<td>Descubre nuevas herramientas virtuales para el aula de español</td>
<td>Mónica Comas Rodríguez, Nuria Rodríguez de Vega</td>
</tr>
<tr>
<td>Dually identified students: How can we best support them?</td>
<td>Carolina Serna, Mickie Wong-Lo</td>
</tr>
<tr>
<td>Empowering Long-Term ELs with Social Emotional Learning, Language, and Literacy</td>
<td>Margarita Calderón, Hector Montenegro</td>
</tr>
<tr>
<td>Formative Assessment for English Learner Students in Distance and Hybrid Learning Contexts</td>
<td>Veronica McLane, Elvira Armas</td>
</tr>
<tr>
<td>How to Apply for the State’s Rental Assistance Program</td>
<td>Veronica Harms</td>
</tr>
<tr>
<td>La puntuación en español</td>
<td>Francisco Pérez Duque</td>
</tr>
<tr>
<td>Lifting Up Our ELLs: A Showcase of Colorín Colorado</td>
<td>Giselle Lundy-Ponce</td>
</tr>
<tr>
<td>National Geographic Learning: Introducing California to a New World for ELD</td>
<td>Rachel Farrell</td>
</tr>
<tr>
<td>On-Ramping to Equity-Centered Reopening of Schools (Institute 4:00 - 6:00 am)</td>
<td>Jan Gustafson-Correa</td>
</tr>
<tr>
<td>Teaching Science and ELD Through Distance Learning (Institute 4:00 - 5:30 am)</td>
<td>Diana Velez, Claudio Vargas</td>
</tr>
<tr>
<td>Transitioning your Dual Language Program to Secondary (Institute 4:00 - 5:30 am)</td>
<td>Laura Márquez-Choiselat</td>
</tr>
</tbody>
</table>

4:40 - 4:50 pm  Break
4:50 – 5:30 pm  Session II - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session II Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Steps to a Successful Virtual Parent Conference</td>
<td>Rosalba Schessler</td>
</tr>
<tr>
<td>Be GLAD Strategies for Oral Language Development</td>
<td>Luis Pelayo, Laura Chandler, Diana Lee</td>
</tr>
<tr>
<td>Discover &amp; Celebrate the Power of Spanish</td>
<td>Leticia Trower, Vanessa Mangual</td>
</tr>
<tr>
<td>Dual Language Education: Trends, Issues, and Pedagogy</td>
<td>Cristina Alfaro</td>
</tr>
<tr>
<td>El valor de contribuir en la reconstrucción de nuestro plantea: ocho estrategias</td>
<td>Patricia Ramos-Méndez, Rita Méndez Serrano, María de Lourdes Solache Alemán</td>
</tr>
<tr>
<td>La enseñanza en el aula bilingüe: A Dynamic and Flexible Approach to Interdisciplinary Biliteracy Development</td>
<td>Sandra Mercuri, Sandra Musanti</td>
</tr>
<tr>
<td>Learning from our History: A Legacy of Courage and Activism</td>
<td>Laurie Olsen</td>
</tr>
</tbody>
</table>

Click on “SCHEDULE AND PROGRAM” on the CABE 2021 Portal for Details and Links
## FRIDAY SCHEDULE, MARCH 26, 2021

<table>
<thead>
<tr>
<th>Session II Title (Continued)</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lo último que las familias inmigrantes deben saber durante tiempos de COVID</td>
<td>Claudio Koren, María Valencia</td>
</tr>
<tr>
<td>Promote English Language Development through Enhanced Instruction Using OCDE Project GLAD® Strategies</td>
<td>Susan Dunkin</td>
</tr>
<tr>
<td>Supporting California’s English Learners Through the System of Support</td>
<td>Anissa Sonnenburg, Jonathan Isler</td>
</tr>
<tr>
<td>The Transformative Power of Poetry for Dual-Language Learners</td>
<td>Shira Sandell</td>
</tr>
</tbody>
</table>

**5:30 - 5:40 pm  Break**

**5:40 - 6:20 pm  Session III - Workshops & Networking**

<table>
<thead>
<tr>
<th>Session III Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A University’s Effort to Engage in Community Education: Centro Comunitario</td>
<td>Anaida Colón-Muñiz</td>
</tr>
<tr>
<td>CABE AWARD SPOTLIGHT: Student Essay Contest Winners</td>
<td>Olivia Yahya, Karling Aguilera-Fort</td>
</tr>
<tr>
<td>California Practitioners’ Guide for Educating English Language Learners with Disabilities: A Birdseye View of Chapter 7- Teaching and Learning to Meet Student Needs</td>
<td>Deborah Montoya, Vanessa López, Lupita Olguin-Rubio</td>
</tr>
<tr>
<td>Derechos y responsabilidades de los padres durante el aprendizaje a distancia</td>
<td>Edwin Egelsee, Isabel Torres</td>
</tr>
<tr>
<td>Dual Language: Three Pillars, Guiding Principles and Many Questions</td>
<td>Carolyn O’Gorman-Fazzolari</td>
</tr>
<tr>
<td>Engaging Families in Cultural Awareness through Family Biliteracy</td>
<td>Priscilla Figueroa, Maxine Sagapolutele</td>
</tr>
<tr>
<td>Las variedades lingüísticas en el aula de inmersión dual</td>
<td>Jordi Solsona, María Capdevila-Gutiérrez, Fernando Rodríguez-Valls</td>
</tr>
<tr>
<td>Supporting English Learners in Mathematics During Distance Learning for Grades K-5</td>
<td>Kathia Romo Ben Sadok</td>
</tr>
<tr>
<td>Teaching for Equity in Dual Language Programs</td>
<td>Magaly Lavadenz</td>
</tr>
<tr>
<td>When the Challenges of Diversity Become Opportunities for Equity</td>
<td>Suzanne Adame</td>
</tr>
</tbody>
</table>

**6:30 - 7:00 pm  Friday Closing Session & Special Speakers—Olivia Yahya & Ramona Webb**

**7:00 - 8:30 pm  CABE DANCE with DJ Mars!  Invite your family to join us!**

Click on “SCHEDULE AND PROGRAM” on the CABE 2021 Portal for Details and Links
Standing Together for Unity, Multiliteracy, and Equity
SATURDAY SCHEDULE
March 27, 2021

8:00AM - 1:00PM
VEMP Viewing (Exhibitor Hall)

9:00AM - 11:20AM
Parent Resource Room Open

9:00AM - 9:40AM
Session I - Workshops & Featured Speakers

9:45AM - 11:30AM
CABE Educational Film Festival: Los Hermanos/The Brothers

9:50AM – 10:30AM
Session II - Workshops & Featured Speakers

9:50AM - 11:30AM
Para-Educator Institute

10:40AM - 11:20AM
Session III - Workshops & Featured Speakers
CABE Award Spotlight: Teachership Awards

11:30AM – 1:00PM
Conference Closing Session
Remembering and Honoring the 40th Anniversary of Castañeda v. Pickard
Rachel Morán
123 Andrés y Christina
Raffles

Please see Saturday workshop details on next pages.
SATURDAY SESSIONS, MARCH 27, 2021

8:00 am – 1:00 pm  VEMP Viewing (Virtual Exhibitor Market Place)
9:00 – 9:40 am  Session I - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session I Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué hace un Consulado por ti?</td>
<td>María Fernanda Cámara Pérez</td>
</tr>
<tr>
<td>Accelerate Student Learning: Best Practices in Spanish Literacy</td>
<td>Jan Lombardi</td>
</tr>
<tr>
<td>Bilingual Digital Writer’s Workshop using Google Apps</td>
<td>Laura Ramos, Sandra Musanti</td>
</tr>
<tr>
<td>California World Languages Standards and Framework: Promoting Multilingualism and Global Competence</td>
<td>Alejandro Hernández, Susie Watt</td>
</tr>
<tr>
<td>Claim–Evidence–Reasoning: Scientific Explanations to Increase Student Voice</td>
<td>Verónica Burnett</td>
</tr>
<tr>
<td>CREATE! A Framework for Effective Biliteracy Instruction</td>
<td>Anya Bobadilla, Rubí Flores</td>
</tr>
<tr>
<td>El Reto de Educar en La Nueva Realidad</td>
<td>María Manriquez, Centeotl Merino, Dalia Padilla</td>
</tr>
<tr>
<td>Essential Keys to Successful and Happy Classrooms Sharing My Experiences</td>
<td>Suni Paz</td>
</tr>
<tr>
<td>Membership Meeting</td>
<td>Jan Gustafson–Correa</td>
</tr>
<tr>
<td>Music in the classroom: Canciones, cuentos y comunidad</td>
<td>123 Andrés</td>
</tr>
<tr>
<td>OCDE Preschool GLAD®: Alive, Aloud, and A Lot of Language</td>
<td>Christie Baird</td>
</tr>
<tr>
<td>OCDE Project GLAD® en español</td>
<td>Diana Hernández, Omar Guillén</td>
</tr>
<tr>
<td>Teaching Spanish Language Development (Featured Institute 9:00 – 10:30 am)</td>
<td>Jorge Cuevas Antillón, Silvia Dorta-Duque de Reyes</td>
</tr>
<tr>
<td>Using Voice to Create Systemic Change for our LTELs</td>
<td>Jen Hanson, Suzanne Marks</td>
</tr>
</tbody>
</table>

9:40 - 9:50 am  Break
9:50 - 10:30 am  Session II - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session II Title</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Spotlight on Oral Language</td>
<td>Verónica Rodríguez, Katia Zamorana</td>
</tr>
<tr>
<td>Better Together: The Development of a Linguistic Peer Mentoring Program.</td>
<td>Pete Loza, Elva Negrete, Sergio Calderón</td>
</tr>
<tr>
<td>Celebrating Multiple Pathways to Bilingual Authorization and a Global California</td>
<td>Natasha Neumann, Andrea Somoza-Norton, James Brescia, Ruth Baskett</td>
</tr>
<tr>
<td>Celebrating Youth Identities: Capturing Budding Designer Minds with Digital Portfolios</td>
<td>Lilly Lew</td>
</tr>
<tr>
<td>Hábitos académicos para el éxito de sus hijos</td>
<td>Cynthia Shay</td>
</tr>
<tr>
<td>Juntos Podemos: Perspectivas y estrategias prácticas para ayudar a las familias durante Covid-19</td>
<td>Jaime Carias</td>
</tr>
</tbody>
</table>

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### SATURDAY SESSIONS, MARCH 27, 2021

#### Session II Title (Continued)

<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Hermanos The Brothers <em>(Featured Film 9:50 - 11:20 am)</em></td>
<td>Marcia Jarmel</td>
</tr>
<tr>
<td>Paraeducator Pathways Institute: Providing Support for English Learners in Distance and Hybrid Learning <em>(Featured Institute 9:50 - 11:30 am)</em></td>
<td>Elodia Ortega-Lampkin, Izela Jacobo, Rosa Armstrong</td>
</tr>
<tr>
<td>Parents Negotiating with and Caring for Their Teens</td>
<td>Elizabeth Orozco, Zindi Aguirre</td>
</tr>
<tr>
<td>Promoting Reflection about Bilingual/Bicultural Experiences among Dual Language Students</td>
<td>Naomi Kinjo</td>
</tr>
<tr>
<td>Uniting Voices to Further Multilingual Education in Dual Language Programs (from a Distance)</td>
<td>Elsie Solis-Chang, Alesha Ramirez</td>
</tr>
<tr>
<td>Welcoming, Inclusive and Affirming Classrooms</td>
<td>Ashleigh Williams, Joanna Meadvin</td>
</tr>
</tbody>
</table>

10:30 - 10:40 am   Break

10:40 - 11:20 am   Session III - Workshops & Featured Speakers

<table>
<thead>
<tr>
<th>Session III Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>¡Leyendo y escribiendo de lo personal y, a la vez, lo universal!</td>
<td>Norma Mota-Altman</td>
</tr>
<tr>
<td>Anchored in Equity, Inclusion, and Social Justice: PBL and STEAM for Everyone</td>
<td>Acacia Warren</td>
</tr>
<tr>
<td>CABE AWARD SPOTLIGHT: Teachership Awards</td>
<td>Olivia Yahya, Barbara Flores</td>
</tr>
<tr>
<td>El Puente de Biliteracidad: The University Global Seal of Biliteracy-Toward a Strategic K-20 Vision</td>
<td>Alma Castro, Cristina Alfaro</td>
</tr>
<tr>
<td>Empowering Teachers Through Asset-Based Professional Learning</td>
<td>Maxine Sagapolutele, Amber Riehman, Brent Enerva</td>
</tr>
<tr>
<td>In the Time of Covid: I Am F.O.U.R. My Students!</td>
<td>Verónica Aguayo</td>
</tr>
<tr>
<td>La reclasificación de los aprendices de inglés con necesidades especiales</td>
<td>Christian Mendoza</td>
</tr>
<tr>
<td>Recipes to Obtain SUCCESS by Students to Students</td>
<td>Lettie Ramírez, Olivia Gallardo</td>
</tr>
<tr>
<td>Supporting Students Impacted by Migration and Deportation</td>
<td>Juan Terrazas</td>
</tr>
<tr>
<td>What is the Optimal Instruction for Dual Immersion Programs? A Best Evidence Synthesis</td>
<td>Carl Ferguson, Carolina Serna</td>
</tr>
</tbody>
</table>

11:20 - 11:45 am   Lunch Break

11:45 am - 1:00 pm Conference Closing Session

  Remembering and Honoring the 40th Anniversary of Castañeda v. Pickard and Its Impact Today,  
  Rachel Moran, Olivia Yayha, CABE Board President  
  123 Andrés and Christina  
  CABE Board Leadership

Click on “SCHEDULE AND PROGRAM” on the CABE 2021 Portal for Details and Links
Standing Together for Unity, Multiliteracy, and Equity

Parents, Welcome to CABE 2021!

The purpose of the Parent Center is to provide parents an atmosphere where they can seek services during the CABE Conference or participate in activities especially designed to enhance their educational development. Parents are encouraged to take advantage of this opportunity in order to make their stay at the conference an experience that will be valuable, productive, and useful.

Activities/Services Available:

- Daily Orientation Sessions
- Assistance with Conference Program
- Information on Events

Visit the “ROSALÍA SALINAS” PARENT CENTER
Hours: Tuesday–Friday 4:00 pm – 6:30 pm

El propósito del Centro Para Padres de familia es ofrecer a los padres de familia un ambiente agradable, donde pueden encontrar asistencia y servicios necesarios durante la conferencia de CABE o información para participar en actividades educativas, diseñadas especialmente para ellos. Los invitamos que aprovechen esta oportunidad para que sea una experiencia valiosa, útil, informativa y productiva.

Actividades/Servicios Disponibles:

- Sesiones diarias de orientación
- Asistencia con información relativa al programa
- Eventos de la conferencia

Click Here to Visit the Parent Center!
Haga clic aquí para visitar el Centro de padres de familia
WHAT CREDIT IS AVAILABLE?
- Earn three (3) professional development, upper division Continuing Education Units (CEUs) at CABE 2021.
- University transcripts will be available upon successful completion and verification of all course requirements.
- IMPORTANT: Prior to enrolling, participants should check district requirements regarding CEU acceptance and salary point equivalency.

HOW DO I ENROLL?
Participants must register for university credit prior to attending any workshop or institute that will be utilized to earn university credit.
ONLINE REGISTRATION is available as follows:
- Three Unit Course: https://tinyurl.com/CABE2021-Course300
- Credit card payments are accepted for online registration.
- Course materials (course instructions, syllabus, and links to attendance verification forms) will be sent via email after registration.
- If you do not receive course materials (course instructions, syllabus, and links to attendance verification forms), email ceel@lmu.edu a copy of your registration confirmation prior to attending CABE sessions.

WHAT ARE THE REQUIREMENTS?
- 3 UNITS Register at: https://tinyurl.com/CABE2021-Course300
- COST $390
- Course Title CABE 2021 Course 300: Standing Together for Unity, Multiliteracy, and Equity
- Required Hours 15 hours virtual conference attendance plus 15 hours independent work

Required Assignments
1. Attend the CABE virtual conference for a minimum of 15 hours. Verify attendance by completing a Google attendance form for each session.
2. Complete 15 hours of independent work. Identify and read at least 3 articles or professional reading selections that deepen and/or extend your CABE conference learning. A selection of articles will be made available.
3. Submit a brief paper that
   (a) synthesizes your articles/readings
   (b) synthesizes key learnings
   (c) identifies implications for classroom connections

Qualifying sessions CABE qualifying sessions include: General sessions with keynote, featured speakers and workshops.
Due Date April 23, 2021
Verification & Transcripts Upon successful completion of assignments, participants can receive verification of university credit (upper division continuing education units) by requesting transcripts from Loyola Marymount University.
Questions Please contact The Center for Equity for English Learners at ceel@lmu.edu.
Standing Together for Unity, Multiliteracy, and Equity

Administrative Leadership Symposium
Friday, March 26, 2021 • 4:00 PM-6:00 PM (PST) • Via Zoom

ON-RAMPING TO EQUITY-CENTERED REOPENING OF SCHOOLS
Creating Caring Environments and Effective Systems for Culturally and Linguistically Diverse Learners through the Return to In-person Learning

OUTCOMES

- Inspire leaders to create a vision for an equity-centered, caring return to school.
- Develop frameworks to support biliteracy and English Learner programs and students of diverse cultural and linguistic backgrounds during the return to school.
- Bridge connections that emphasize equity through compliance processes such as LCAP, etc.
- Provide a safe space for critical conversations.
- Ignite a vision of caring and empathy for students, families and educators as we prepare to return to in-person school.

The ALS will include a panel of lead Superintendents and student authors.

Speakers

Dr. Victor Ríos
Associate Dean of Social Sciences & Professor of Sociology
University of California, Santa Barbara

Facilitators

Olivia Yahya
CABE Board President

Elodia Ortega-Lampkin
CABE Board Vice President and Associate Superintendent, Woodland JUSD

Jan Gustafson-Corea
CABE CEO

Ivan Chaidez
CALSA President

Superintendent Panel: CABE & CALSA Leaders

SESSION DESCRIPTION

The CABE 2021 Administrative Leadership Symposium will provide superintendents, school board members, district and site leaders with an inside look at equity-based and caring systems for the return to in-person learning. While this school year has brought on many challenges due to distance and hybrid learning, we will come together at the CABE 2021 Administrative Leadership symposium to share mindsets, processes and resources as we look forward to extended learning opportunities and to ready ourselves for the new 2021-2022 school year. We will explore questions and perspectives such as:

- How am I addressing the social-emotional needs of my English Learner and multilingual students and their families?
- How am I supporting my sta and myself during the current school year and as I prepare for the physical re-opening of schools?
- What resources are available to integrate assets-based, social-emotional support for sta and students?
- How am I able to leverage compliance documents such as the LCP and LCAP to ensure that English Learners and students of culturally and linguistically diverse background are supported?

Dr. Victor Ríos, along with CABE and CALSA leaders, will present and facilitate a discussion that embraces the concept of “Care-Opening” as we plan for the return to in-person schooling. Highlights will include a keynote address by Dr. Ríos, student voice, leadership perspective from a panel of Superintendents, small group dialogue, and key take away resources to support the LCP/LCAP process through the lens of equity and the EL Roadmap.

The CABE 2021 Administrative Leadership Symposium promises to inspire, motivate, and provide resources and practices to engage all of us in standing together for unity, multiliteracy and equity! The CABE 2021 is co-sponsored by CABE and The California Association of Latina/o Superintendents & Administrators (CALSA)—www.calsa.org

Sponsored By:

Standing Together for Unity, Multiliteracy, and Equity
CABE Friday Night Online Dance Party!
Friday, March 26, 2021 from 7:00 - 8:30 pm

Come and enjoy the after-hours Party with Live DJ! Celebrate and dance with CABE Family and Friends.

Check your CABE 2021 Schedule for Zoom Link to join the party

Entertainment Provided by: DJ Planet Mars

CARE-OPENING

Virtual Conference Hosted by Scholar System

Presented by Dr. Victor Rios

Learn more at ScholarSystem.org
CABE 2021 CLOSING SESSION

Remembering and Honoring the 40th Anniversary of Castañeda v. Pickard and Its Impact Today
1981-2021

Saturday, March 27, 11:45 a.m.

Featuring

**Dr. Rachel Morán**
Distinguished Professor of Law at UCI Law
and Dean Emerita at UCLA Law

**123 Andrés and Christina**
Latin Grammy Award®–Winning Teaching Artists

Facilitated by:
Olivia Yahya, CABE President
Elodia Ortega-Lampkin, CABE Vice President
Dr. Barbara Flores, CABE President-Elect
Dr. Cristina Alfaro, CABE Director of Secondary and IHE Affairs
Dr. Carolina Serna, CABE Region 3 Representative

Castañeda Criteria for
‘Adequate Instruction’ for Bilingual Programs

- If the program is based on sound educational theory that is accepted by experts in the field.
- If the program provides enough resources and staff to effectively implement the theory taken on by the school system.
- If the school system consistently monitors how effective the program is while taking appropriate actions and changes as needed.
Keynote and Featured Speakers

### Keynote Speakers

<table>
<thead>
<tr>
<th>Tuesday, March 23, 2021</th>
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<tbody>
<tr>
<td>Dr. Jim Cummins</td>
<td>Bao Phi</td>
<td>Dr. Patricia Gándara</td>
<td>Dr. José Medina</td>
<td>Dr. Rachel Morán</td>
</tr>
<tr>
<td>Professor Emeritus, University of Toronto</td>
<td>Poet, Author, Father</td>
<td>Research Professor, UCLA Graduate School of Education; Co-Director, The Civil Rights Project at UCLA</td>
<td>Chief Educational Advocate for Dr. José Medina: Educational Solutions</td>
<td>Distinguished Professor of Law, UC Irvine, Dean Emeritus, UCLA Law School</td>
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<td>3:00-3:45 PM</td>
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### Featured Speakers

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<thead>
<tr>
<th>Tuesday, March 23, 2021</th>
<th>Wednesday, March 24, 2021</th>
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</thead>
<tbody>
<tr>
<td>Elizabeth Howard, University of Connecticut and Shera Simpson, La Paz Community School</td>
<td>Caring for Ourselves and Our Students in Difficult Times</td>
<td>Mario Galicia, Scholar System: Developing culturally translational parent programming</td>
</tr>
<tr>
<td>4:00-4:40 PM</td>
<td>4:50-5:30 PM</td>
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<tr>
<th>Wednesday, March 24, 2021</th>
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<tbody>
<tr>
<td>Cristina Sánchez-López, Paridad Education Consulting and Theresa Young, Speech-Language Pathologist</td>
<td>Multilingual Learners with Special Educational Needs: Optimizing Instruction and Intervention</td>
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<tr>
<td>4:50-5:30 PM</td>
<td>6:30-7:00 PM</td>
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<tr>
<th>Wednesday, March 24, 2021</th>
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<tbody>
<tr>
<td>Silvia Dorta-Duque de Reyes, Benchmark Education</td>
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<tr>
<td>5:40-6:20 PM</td>
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</table>

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<tr>
<th>Friday, March 24, 2021</th>
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<tbody>
<tr>
<td>Enid Lee, Enidlee Consultants, Inc.</td>
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<tr>
<td>4:00-4:40 PM</td>
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<thead>
<tr>
<th>Friday, March 24, 2021</th>
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<tbody>
<tr>
<td>Cassandra Villa, Scholar System</td>
</tr>
<tr>
<td>4:00-4:40 PM</td>
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<tr>
<th>Friday, March 24, 2021</th>
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<tbody>
<tr>
<td>Fay Shin, CSU Long Beach</td>
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<tr>
<td>4:00-4:40 PM</td>
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<tr>
<th>Friday, March 24, 2021</th>
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<tbody>
<tr>
<td>Julie Goldman, San Diego COE</td>
</tr>
<tr>
<td>4:00-5:30 PM</td>
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</table>
### Featured Speakers

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:50-5:30 PM</td>
<td><strong>Yuyi Morales</strong>, Artist</td>
<td>A Bright Star Inside Our Hearts</td>
</tr>
<tr>
<td>4:50-5:30 PM</td>
<td><strong>Ester de Jong</strong>, University of Florida</td>
<td>Sense of Belonging: DLBE Student Voices</td>
</tr>
<tr>
<td>5:40-6:20 PM</td>
<td><strong>Stephen Krashen</strong>, University of Southern California (Emeritus)</td>
<td>Standing together and learning together.</td>
</tr>
<tr>
<td>4:00-4:40 PM</td>
<td><strong>Kate Kinsella</strong>, Dr. Kate Kinsella and Associates</td>
<td>Proven Practices to Elevate ELD Instructional Delivery and Serve as a Linguistic Role Model</td>
</tr>
<tr>
<td>4:50-5:30 PM</td>
<td><strong>Cristina Alfaro</strong>, San Diego State University</td>
<td>Dual Language Education: Trends, Issues, and Pedagogy</td>
</tr>
<tr>
<td>4:50-5:30 PM</td>
<td><strong>Sandra Mercuri</strong>, Teacher Educator and <strong>Sandra Musanti</strong>, University of Texas Rio Grande Valley</td>
<td>La enseñanza en el aula bilingüe: A Dynamic and Flexible Approach to Interdisciplinary Biliteracy Development</td>
</tr>
<tr>
<td>4:50-5:30 PM</td>
<td><strong>Laurie Olsen</strong>, SEAL (Sobrato Early Academic Language) Model and Californians Together</td>
<td>Learning from our History: A Legacy of Courage and Activism</td>
</tr>
<tr>
<td>5:40-6:20 PM</td>
<td><strong>Magaly Lavadenz</strong>, Loyola Marymount University</td>
<td>Teaching for Equity in Dual Language Programs</td>
</tr>
<tr>
<td>4:00-4:40 PM</td>
<td><strong>Carolina Serna</strong>, Biola University and <strong>Mackie Wong-Lo</strong>, Biola University</td>
<td>Dually identified students: How can we best support them?</td>
</tr>
<tr>
<td>4:00-4:40 PM</td>
<td><strong>Margarita Calderón</strong>, John Hopkins University and <strong>Hector Montenegro</strong>, CASEL (Collaborative for Academic, Social, and Emotional Learning)</td>
<td>Empowering Long-Term ELs with Social Emotional Learning, Language, and Literacy</td>
</tr>
<tr>
<td>9:00-9:40 AM</td>
<td><strong>123 Andrés</strong>, 123 Andrés</td>
<td>Music in the classroom: Canciones, cuentos y comunidad</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td><strong>Jorge Cuevas Antillón</strong>, San Diego COE/San Diego State University and <strong>Silvia Dotta-Duque de Reyes</strong>, Benchmark Education</td>
<td>Teaching Spanish Language Development</td>
</tr>
<tr>
<td>9:50-10:30 AM</td>
<td><strong>Jaime Carias</strong>, College Success Services</td>
<td>Juntos Podemos: Perspectivas y estrategias prácticas para ayudar a las familias durante Covid-19</td>
</tr>
<tr>
<td>10:40-11:20 AM</td>
<td><strong>Juan Terrazas</strong>, Scholar System</td>
<td>Supporting Students Impacted by Migration and Deportation</td>
</tr>
</tbody>
</table>

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### Keynote and Featured Speakers

- **Thursday, March 25, 2021**
  - GuêroLoco, Bilingual Nation USA: Engaging Multilingual Learners with Music & Interaction in the Classroom
  - **Alma Flor Ada**, Transformative Education Institute and **F. Isabel Campoy**, Transformative Education Institute: Our Voices Matter
  - **Noma LeMoine**, LeMoine & Associates Educational Consulting Consortium: Essential Knowledge for Teaching Standard English Learners (SELs): Assuring Equity and Access through Culturally & Linguistically Responsive Education
  - **Kathy Escamilla**, University of Colorado, Boulder, **Susan Hopewell**, University of Colorado, Boulder, and **Jody Slavick**, University of Colorado, Boulder: Developing (Bi)Literacy for Emerging Bilingual Learners: Research Based Approaches
  - **Tonya Ward Singer**, Author and Consultant: Writing Resilience - How to Cultivate Resilience Writing in Your Life and Classroom
  - **Christy Lao**, San Francisco State University Media and Second Language Development
  - **Supreet Anand**, Office of Language Acquisition of the U.S. Department of Education: The Office of English Language Acquisition: Leading for Equity
  - **Rudy Corpuz Jr.**, United Playaz and **Misha Olivas**, United Playaz: Unity/equity

- **Friday, March 26, 2021**
  - **Carolina Serna**, Biola University and **Mackie Wong-Lo**, Biola University: Dually identified students: How can we best support them?
  - **Margarita Calderón**, John Hopkins University and **Hector Montenegro**, CASEL (Collaborative for Academic, Social, and Emotional Learning): Empowering Long-Term ELs with Social Emotional Learning, Language, and Literacy

- **Saturday, March 27, 2021**
  - **Magaly Lavadenz**, Loyola Marymount University: Teaching for Equity in Dual Language Programs
  - **123 Andrés**, 123 Andrés: Music in the classroom: Canciones, cuentos y comunidad
  - **Jorge Cuevas Antillón**, San Diego COE/San Diego State University and **Silvia Dotta-Duque de Reyes**, Benchmark Education: Teaching Spanish Language Development
  - **Jaime Carias**, College Success Services: Juntos Podemos: Perspectivas y estrategias prácticas para ayudar a las familias durante Covid-19
  - **Juan Terrazas**, Scholar System: Supporting Students Impacted by Migration and Deportation

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#CABE2021
## DAILY NETWORKING EVENTS

Join the virtual [Networking Events](#) to connect and get to know other conference attendees!

### WEDNESDAY, MARCH 24, 2021

**Vietnamese Educator Network**
All educators involved in Vietnamese language and instructional programs are invited to gather for a time to share ideas, resources, and innovations.

<table>
<thead>
<tr>
<th>Special Guest: Bao Phi</th>
<th>Time: 5:40 PM - 6:20 PM (PST)</th>
<th>[CLICK TO ATTEND]</th>
</tr>
</thead>
</table>

**CABE Dual Language Educators: Revitalizing the Legacy Social Action with Silvia Dorta-Duque de Reyes and Jorge Cuevas Antillón**
ALL Dual Language Educators are invited to this energizing gathering to distress, debrief, and deconstruct how each of us are engaged right now in the act of teaching as social action. ¡Adelante maestros – juntos venceremos! ¡Si se puede!

<table>
<thead>
<tr>
<th>Presenter: Silvia Dorta-Duque de Reyes and Jorge Cuevas Antillón</th>
<th>Date/Time: 5:40pm - 6:20pm (PST)</th>
<th>[CLICK TO ATTEND]</th>
</tr>
</thead>
</table>

**CABE Member Exclusive: A Close Conversation with Dr. Jim Cummins (Members Only)**
All Active CABE Members are invited to attend a close, family-style conversation with Dr. Jim Cummins.

<table>
<thead>
<tr>
<th>Special Guest: Dr. Jim Cummins</th>
<th>Time: 5:40pm - 6:20pm (PST)</th>
<th>CABE Members Special Invitation Only</th>
</tr>
</thead>
</table>

### THURSDAY, MARCH 25, 2021

**MCAP Conversation with Dr. Kathy Escamilla (Invitation Only)**
This event is sponsored by the Multilingual California Project and for MCAP Partners and School Districts/Sites—Invitation-only. Please contact MCAP for details.

<table>
<thead>
<tr>
<th>Special Guest: Dr. Kathy Escamilla</th>
<th>Time: 5:40pm - 6:20pm (PST)</th>
<th>By Invitation Only</th>
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</thead>
</table>

**Poetry Open Mic with CABE Poet Laureate Ramona Webb**
Sign Up Early to Recite Your Poetry: [Click to signup](#)

<table>
<thead>
<tr>
<th>Presenter: Ramona Webb</th>
<th>Time: 5:40pm - 6:20pm (PST)</th>
<th>[CLICK TO ATTEND]</th>
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</thead>
</table>

**CABE Member Exclusive – A Close Conversation with Dr. Steven Krashen (Members Only)**
All Active CABE Members are invited to attend a close, family-style conversation with Dr. Steve Krashen.

<table>
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<th>Special Guest: Dr. Steven Krashen</th>
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<th>CABE Members Special Invitation Only</th>
</tr>
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</table>

### FRIDAY, MARCH 26, 2021

**CABE 2021 Dance with DJ Mars!**
Invite your families to join us to dance the night away! Salsa! Cumbia! And more!

<table>
<thead>
<tr>
<th>Presenter: DJ Mars</th>
<th>Time: 7:00 PM - 8:30pm (PST)</th>
<th>[CLICK TO ATTEND]</th>
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</thead>
</table>
Virtual Exhibits/Career Fair—Virtual Exhibitor Market Place (VEMP)

All Sponsors and Exhibitors have a space in the Virtual Exhibitor Market Place (VEMP) on the CABE 2021 webpage portal. You can visit directly with exhibitors via Zoom (or other platform) links found at their sites. Exhibitors representing all areas of Bilingual/English Learner Education, and education in general, will be in attendance, allowing you to review and purchase the latest in educational resources, publications, and support materials. Career Fair Exhibitors will enable you to meet with potential employers and recruiters from throughout California and out-of-state.

Sign-in and Enter Daily Drawings!

Make sure to visit the Virtual Exhibitor Market Place (VEMP) daily! Sign-in electronically with each sponsor and exhibitor you visit in order to be entered into daily drawings for gift cards and other prizes. The grand prize—a $200 gift card and a CABE 2022 Complimentary Registration—will be drawn on Saturday, March 27, during the closing session at 11:45 a.m. Visit every exhibitor and sign in at each site!

Virtual Exhibitor Market Place (VEMP) Hours

The Exhibit and Career Fair virtual booths can be accessed by visiting the CABE 2021 webpage portal and clicking on the link “Visit Our Exhibit Hall.” Sponsors and exhibitors are available to meet with attendees during the following hours:

**Tuesday, March 23, 2021**
2:00 - 3:00 pm Designated Exhibit Time
2:00 - 7:00 pm Exhibits via Zoom

**Wednesday, March 24, 2021**
2:00 - 3:00 pm Designated Exhibit Time
2:00 - 7:00 pm Exhibits via Zoom

**Thursday, March 25, 2021**
2:00 - 3:00 pm Designated Exhibit Time
2:00 - 7:00 pm Exhibits via Zoom

**Friday, March 26, 2021**
2:00 - 3:00 pm Designated Exhibit Time
2:00 - 7:00 pm Exhibits via Zoom

**Saturday, March 27, 2021**
8:00 - 9:00 am Designated Exhibit Time
8:00 am - 1:00 pm Exhibits via Zoom

**Join & Celebrate with Velázquez Press**

Alma Flor Ada & Isabel Campoy – Thursday 3/25 @ 4:00 pm

Dr. José Medina – Keynote Friday 3/26

**Working Towards Linguistic Liberation in the Dual Language Classroom**

**Dr. Margarita Calderón/Dr. Hector Montenegro – Friday 3/26 @ 4:00pm**

**Empowering Long-Term ELs with Social Emotional Learning, Language, and Literacy**

**Dr. Sandra Mercuri – Friday 3/26 @ 4:50 pm**

**La enseñanza en el aula bilingüe: A Dynamic and Flexible Approach to Interdisciplinary Biliteracy Development**
CABE extends our deepest thanks to our 2021 Conference Sponsors and Partners for their support of CABE and their commitment to quality programs for English Learners and the CABE vision of Biliteracy, Multicultural Competency & Educational Equity for All!
CAEB PARTNER ORGANIZATIONS

Advancement Project
California Association of Latino Superintendents and Administrators (CALSA)
California Budget Center
California Collaborative for Educational Equity (CCEE)
California Faculty Association
California Latino School Board Association (CLSBA)
California PTA—Parent Teacher Association
California Teachers Association (CTA)
Californians Together
Center for Applied Linguistics (CAL)
Center for Equity for English Learners (CEEL), Loyola Marymount University
Computer Using Educators (CUE) Confucius Institute
Consulado de España, Education Office, Los Angeles
Consulados de México, California Network
Dual Language Education New Mexico
Early Edge
EdTrust West
Families in Schools (FIS)
Instituto de Mexicanos en el Exterior (IME)
Joint National Committee for Languages—National Council for Languages and International Studies
Multilingual California Project (MCAP) Partners: San Diego State University, Wexford
Inc., County Offices of Education—Butte, Fresno, Orange, San Bernardino, San Diego
National Association for Bilingual Education (NABE)
National Dual Language Forum
National English Learner Roundtable
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Sobrato Family Foundation
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UnidosUS
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www.LASLinks.com

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fax (510) 380-7704

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https://stmath.com

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https://RDLiteracy.com

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http://www.scholarsystem.org/

Velázquez Press
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Jonathan Ruiz
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https://velazquezpress.com/

Vista Higher Learning
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Boston, MA 02116
Isabel Tran
itranoistahigherlearning.com
www.vistahigherlearning.com/secondary
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www.7generationgames.com

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www.booksdelsur.com

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https://www.cde.ca.gov/sp/el/

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www.californianstogether.org/

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www.cvesd.org

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Maria Fernanda Câmara Pérez
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Dana Stahl
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educationalalternativesllc.com/

Family Leadership Inc
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Patty Bunker
patty@familyleadership.org
www.familyleadership.org

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Edgardo Moctezuma
director@fceusa.com
www.fceusa.com

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Patrick O’Donnell
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Cristina.Hohmann@greatminds.org
https://gm.greatminds.org/cabe2021

HLS EDUCATION TERMS ONLINE GLOSSARY
Leslie Padilla-Williams
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Ross Wilson
mary.storm@mheducation.com
www.mheducation.com

Okapi Educational Publishing
42381 Río Nedo
Temecula, CA 92590
Bill Eastman
bill@myokapi.com
https://myokapi.com/

Orange County Department of Education
200 Kalmus Drive
Costa Mesa, CA 92626
Dr. Nicole Chávez
nchavez@ocde.us
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Pacific Learning
6262 Katella Avenue
Cypress, CA 90630
Marguerite Pollard
jan.lombardi@pacificlearning.com
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Visit the CABE 2021 Exhibitors on the CABE 2021 Portal!

Palmdale School District
39139 10th Street, East
Palmdale, CA 93550
Timothy Barker
tcbarker@palmdalesd.org
https://www.palmdalesd.org

San Leandro Unified School District
835 East 14th Street
San Leandro, CA 94577
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Savvas Learning Company
15 E Midland Avenue
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SDL
30 South Wacker Drive, Suite 2214
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www.sdl.com/studio

SchoolsFirst Federal Credit Union
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Melissa Juliet Cortez
Assessment Solutions Consultant
Data Recognition Corporation
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Application Deadline APRIL 30, 2021
www.latinobookawards.org
The California Association for Bilingual Education (CABE) is one of the premier nonprofit educational organizations in the state and nation serving the needs of biliteracy and English Learner students, their families, and the educators who serve them!

CABE PROGRAMS AND SERVICES

CABE offers programs and services to address the evolving needs of biliteracy and English Learner students at local, state, national, and global levels. Turn to CABE for your program and policy needs during distance, hybrid and in-person learning. We are here for you!

- Annual and Regional Conferences
- Professional Development Services for Biliteracy and English Learner Programs
- Dual Language Immersion Toolkits, Training, and Coaching (Pre K-12)
- Parent and Family Engagement and Leadership Seminars and Resources
- US Department of Education National Professional Development Grant
- EL Roadmap Implementation Immigrant Rights and Safe Haven Schools
- Multilingual California Project/EWIG Grant
- Bilingual Teacher Pathway Support
- Seal of Biliteracy—High School and University
- Translation and Interpretation Services (New!)
- Support for IHEs and Bilingual
- Credentialing Programs
- Research and Policy
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- Binational and International Programs and Relationships
- Membership and Chapter Development and Support
- Partner Relationships & More!

VISIT US IN THE MEMBERSHIP ZOOM ROOM ON THE CABE 2021 PORTAL!

CABE 20888 Amar Road, Walnut, CA 91789-5054
Phone: 626-814-4441 • Email: info@gocabe.org • Website: gocabe.org
Standing Together for Unity, Multiliteracy, and Equity
Dear CABE 2021 Participants,

On behalf of the Board of Directors, it is my honor and pleasure to welcome you to our first virtual conference. We are celebrating our 46th annual conference, CABE 2021: Standing Together for Unity, Multiliteracy, and Equity.

CABE was founded in 1975 for the purpose of standing together to defend the most vulnerable, to promote multilingual education, to honor all cultures, and to ensure equity for all. Since last year, we have witnessed unprecedented challenges: a global epidemic, violent civil unrest, school closures, and an economic crisis. Suddenly, CABE is faced with a new way of “doing business” as we continue to stand together for unity, multiliteracy, and equity.

Since March 2020, districts have been forced to pivot from in-person to online instruction while ensuring that all students have technology equipment, access to Wi-Fi, or paper assignments when they lack internet access. One day educators were teaching from their classrooms and the next day were abruptly thrust into distance learning from home. We have all been stretched to understand and meet the unique needs of our students and families during the pandemic, but we are doing it. We have come together in unity to ensure continued student learning, create equitable access to instruction and materials, and maintain a focus on multiliteracy and multiculturalism. I applaud all of you!

CABE and its chapters immediately responded to these challenges by providing schools and educators with essential skills and tools to support students and families. CABE has created and presented academies, conferences, and webinars for educators and parents across California and the Nation. CABE continues to assist and support school districts in developing, expanding, and implementing well-rounded Dual Language and Biliteracy programs using the EL Roadmap as a guide. Professional learning, both live and recorded, focuses on a multitude of topics, such as bilingual teaching strategies, cross-linguistic transfer, effective education for multilingual students, online resources in multiple languages, a new racial equity series, and socio-cultural competence in remote learning. Community outreach includes “Cafecito con CABE” for parents and translation and interpretation services for multiple languages. CABE’s Whittier Chapter even created a bilingual Podcast reaching educators and parents worldwide!

Now in 2021, it’s time, more than ever, for us to Stand Together for Unity, Multiliteracy, and Equity. During the conference this week, I challenge you to be intentional in gathering information and inspiration in order to be strategic in moving this vision into action at your school or district. I call on us as a CABE familia to stand stronger than ever as an educational organization, a cross-border community of friends, and a committed collective of colleagues and advocates that exemplify the value and richness we see in each and every student’s life. In order for us to implement Standing Together for Unity, Multiliteracy, and Equity, I call on us to support our students, families, and community members with compassion and kindness that celebrates languages and cultures, not only in our schools but also in our homes and communities.

Welcome to our CABE 2021 Virtual Conference!

Olivia Yahya
CABE Board President
Dear CABE Familia—Welcome to CABE 2021...from my computer monitor to yours, from wherever we all are...it brings me great joy to say BIENVENIDOS...WELCOME!

Welcome to a gathering of global educators of beautifully diverse linguistic and cultural backgrounds, to a community that has maintained its focus and dedication during the most trying of times, to a virtual setting that provides opportunities to grow, expand, and advocate together, and to a week of rich, relevant professional learning in support of multiliteracy education for educators, parents and families, and partners. To each and every one of you...welcome!

This year’s CABE conference is unique in many ways but also very much the same. You will notice this year we have adjusted the hours of the conference to the late afternoon and early evening, hoping to motivate and engage you after your full days of teaching, leading, and supporting your students. We have shortened the session times to 40 minutes to give your eyes and bodies a chance to refocus and stretch, and we have created an online portal that provides you all the information you will need to access sessions, exhibitors, and materials. We invite you to a CABE that is family-friendly, where comfy casual clothing is expected, and where your dog, cat, or pet iguana can enjoy learning with you! You can be at CABE 2021 live every day during the week of March 23-27 and/or come back and revisit in an asynchronous way until mid-April and listen to the videos and look at resources at your leisure.

While the virtual setting of CABE is truly unique this year, the quality, the community connections, and the passion for our students remain the same. This year our range of renowned speakers and researchers in biliteracy education is second-to-none. You will be able to select from close to 200 workshops and institutes. The Multilingual Educator, our annual periodical, is double the size and available online for all to view. Our virtual exhibit hall provides you with the opportunity to visit and interact with our wonderful sponsors and exhibitors daily during dedicated times and throughout the conference. The Administrative Leadership Symposium continues to address cutting-edge issues for educational leaders—this year, we will focus on the equitable and caring re-opening of schools. And as always, there are opportunities to network, to dance, to sing, to catch a good film, and to meet new friends and the ones you look forward to seeing each year.

Our conference theme—Standing Together for Unity, Multiliteracy and Equity—resonates clearly in a year that has brought racial discrimination, social inequities, interruption in schooling, and political unbalance to the forefront requiring our attention, reaction, and active response. These times have reminded us that it is even more important to learn from our past in order to confront the present and build our future. The 40th anniversary of the Castañeda v. Pickard (1981) Supreme Court decision is an example of how a legal challenge to inequitable standards in our school system resulted in one of the most powerful and still standing decisions mandating that programs for language-minority/English Learner students must be: (1) based on a sound educational theory; (2) implemented effectively with sufficient resources and personnel; and, (3) evaluated to determine whether they are effective in helping students overcome language barriers. These standards for high-quality education for our English Learners and all students, coupled with our California EL Roadmap, provide us with powerful resources and leveraging points to ensure that we move forward in offering more equitable, meaningful, and powerful multilingual learning opportunities for our students. I invite you to our closing session on Saturday, March 27, to learn more and engage in the meaning and impact of Castañeda and how it continues to and should influence us today.

This year, as we gather as a CABE Community and enter each other’s worlds virtually, we also are preparing to walk back into our school buildings and classroom...maybe this spring, maybe next fall. Remember, we are here for each other: CABE provides the space to learn, to discuss, to vent, to grow, to challenge, to connect, to dream, to put it into action...we are here for you. Don’t forget to renew or become a CABE Member and part of a community that supports and lifts you up!

Thank you for joining us at CABE 2021, and once again...WELCOME!

Jan Gustafson-Corea, CABE CEO
Coordinating Council Members

Jan Gustafson-Corea  
Chief Executive Officer

Delma Chwilinski  
Director of Programs and Events

Rubí Flores  
Director of Professional Learning

Joshua Jauregui  
Administrative Systems and Membership Relations Manager

Norma Rocha  
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Director of Multilingual California Project

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Laura Díaz  
Parent Program Specialist, Project 2INSPIRE

Roxanna Espinoza  
Registration Assistant

Irma Gallegos  
Registration Co-Coordinator

Andrea González  
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Coach and Mentor, Project 2INSPIRE

Daniela Hernández  
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Gloria Inzunza-Franco  
Education Consultant

Aida Madison  
Executive Assistant

Ruth Navarrete – General Office and Exhibitor Specialist

Laurie Nesrala-Miles  
Education Consultant and Membership Liaison

Gricelda Pérez – Coordinator, Plaza Comunitaria and Parent Specialist, Project 2INSPIRE

Beatris Ramírez – Administrative Assistant, Multilingual Language Solutions

Karmina Ramírez – Digital Media and Information Technology Assistant

Alexandria Ramos – Administrative Assistant, Multilingual California Project

Vanessa Ruiz – Conference Specialist

Elizabeth Samaniego  
Registration Co-Coordinator

Dr. Ivannia Soto – Professional Development Consultant

Karen Umeres – Lead Administrative Assistant, Project 2INSPIRE

Maria Valencia  
Parent Specialist, Project 2INSPIRE and Coordinator, Multilingual Language Solutions

Cynthia Vásquez – Pettit Senior Program Advisor

Martha Vidal  
Web Development and Information Technology Specialist

Martha Zaragoza-Díaz  
Legislative and Advocacy Lobbyist

Zindi Aguire

Olivia Gallardo

Yolanda Lucero

María Manriquez

Imelda Martin

Centeotl Merino Avila

Elizabeth Orozco

Dalia Padilla

Francisco Rios

Brenda Romero

Isabel Torres

Eldia Valencia

Project 2INSPIRE Part-Time Specialists:
CABE is proud to welcome Yuyi Morales as the CABE 2021 Artist. Yuyi’s beautifully authored and illustrated books have filled bookshelves and libraries throughout the world and bring a sense of connection and joy when held in the hands of children and educators. She has received many literary and illustration awards for her work and is the first Latina to receive the prestigious Caldecott Award.

In 1994, Yuyi Morales left her home in Xalapa, Mexico, and came to the U.S. with her infant son. She left behind nearly everything she owned, but she didn’t come empty-handed.

She brought her strength, her work, her passion, her hopes and dreams…and her stories. Caldecott Honor artist and six-time Pura Belpré winner Yuyi Morales’ most recent picture book *Dreamers* is about making a home in a new place. Yuyi and her son Kelly’s passage was not easy, and Yuyi spoke no English whatsoever at the time. But together, they found an unexpected, unbelievable place: the public library. There, book by book, they untangled the language of this strange new land and learned to make their home within it.

*Dreamers* is a celebration of what immigrant families bring with them when they leave their homes. It’s a story about family. And it’s a story to remind us that we are all dreamers, bringing our own gifts wherever we roam. Beautiful and powerful at any time but given particular urgency as the status of our own *Dreamers* becomes uncertain, this is a story that is both topical and timeless.

Other books that have been authored and illustrated by Yuyi include—*Just a Minute: A Trickster Tale* and *Counting Book, Little Night, Niño Wrestles the World,* and *Viva Frida.*

CABE is proud to welcome Yuyi Morales to CABE 2021. Learn more about Yuyi and her beautiful work at [http://www.yuyimorales.com](http://www.yuyimorales.com).

Join her at these two events on Wednesday: Featured Speaker Session, “A Bright Star Inside Our Hearts” at 4:50 pm and Closing Session at 5:40 pm.
Dear CABE 2021 Conference Participants,

As statewide district, county, and organizational leaders, it is our great pleasure to welcome you to the CABE 2021 Virtual Annual Conference! This year’s theme, Standing Together for Unity, Multiliteracy & Equity, is affirming the current context in calling for unity in responding to the global pandemic and racial equity. While doing this, we are preparing our state’s students to embrace their linguistic and cultural assets and develop multilingual skills. We are very proud to partner with the California Association for Bilingual Education to support English learner/emergent bilingual and multilingual students and programs in our districts and schools.

The CABE 2021 Conference is an opportunity to collaborate, learn from one another, and share our expertise as we recommit to meeting the educational and social-emotional needs of all students. The California English Learner Roadmap state policy continues to serve as a strong guiding light to support the assets-based learning environments, instructional models, and systemic approaches needed for academic success. Through CABE 2021, you will learn about how different levels of the education system are supporting students of diverse language and cultural backgrounds, especially during this time of remote and hybrid learning due to the COVID-19 pandemic. While we will be meeting via a virtual platform rather than in person, we are confident that CABE 2021 will be a rich experience of deep learning, building connections, and providing support for teachers, administrators, parents and families, and members of our communities statewide.

As CABE partners, we are strongly committed to preparing graduates with 21st-century global competencies, as well as multilingual skills, so they can fully participate and contribute to social, economic, civic, cultural, and technological advancements. To realize this vision, we are standing Together for Unity, Multiliteracy & Equity. Through the lens of equity, we are investing in policies, research-informed practices, programs, and services targeted and designed to dramatically increase California’s capacity to create safe, culturally, and linguistically sustaining learning environments for all students.

Thank you for joining us at this year’s CABE 2021.

Respectfully,

CABE 2021 Honorary Chairs

- Jorge A. Aguilar
  Sacramento City Unified School District

- Ted Alejandre
  San Bernardino County Superintendent of Schools

- Jerry Almendarez
  Santa Ana Unified School District

- Sarah Anderberg
  CCSESA Arts Initiative

- Dr. Rebeca Andrade
  Salinas City Elementary School District

- Sam Buenrostro
  Corona-Norco Unified School District

- Dr. Adam Clark
  Mount Diablo Unified School District

- Dr. Mary Ann Dewan
  Santa Clara County Office of Education

- Christopher Downing
  Anaheim Elementary School District

- Doc Ervin
  Bakersfield City School District

- Roxane Fuentes
  Berryessa Union School District

- Martin Plourde
  Whitter Union High School District
Dear Conference Participants:

On behalf of the CABE 2021 Conference Planning Committee, we welcome you to the first CABE virtual annual conference, March 23–27, 2021. This year’s conference theme is **Standing Together for Unity, Multiliteracy, & Equity**. We are pleased to have engaged with a dynamic team of leaders, educators, and conference supporters dedicated to the success of this virtual conference as we collectively embrace the commitment to equity and excellence.

During this tumultuous time of heightened racism and civic unrest, and with the impact of the global pandemic, we are proud to stand together to ensure that our educators have the support they need to provide high-quality services to support the social, emotional, cultural, and academic well-being of our emergent bilingual students, as well as all students and the families we serve. The CABE 2021 Planning Committee has been intentional, thoughtful, and responsive, ensuring that our participants receive relevant and robust information on topics that impact educational programs, policy, and practices involving equity, biliteracy, and multilingualism at local, national, and global levels. CABE 2021 includes topics such as:

- Dual Language Immersion and other Biliteracy Programs
- English Language Development (ELD)
- Science, Technology, Engineering, Arts & Mathematics (STEAM)
- LCAP Processes and Decisions to Address EL Roadmap and Global CA 2030
- Administrator and School Board Leadership
- Parent and Family Engagement & Leadership
- Immigrant Resources, and more!

The CABE 2021 virtual conference schedule is strategically designed to complement our dedicated educators’ days by offering sessions between 2:00–7:00 pm to enable you to participate while attending to your teaching and/or administrative duties. Our keynote and featured speakers, along with a plethora of workshops, institutes, and other exciting events, provide opportunities to engage in a deep and meaningful conference experience.

Thank you for joining the first CABE virtual annual conference. It is our desire that we are **Standing Together for Unity, Multiliteracy & Equity** to support each and every student to achieve his or her highest potential through an assets-based approach.

Have an amazing CABE 2021!

CABE 2021 Planning Committee
Standing Together for Unity, Multiliteracy, and Equity
Featuring an exclusive article by Kate Kinsella, “Celebrating Multilingual Learner Identity through Personal Narrative Instruction” in which Kinsella shares a process and resources to implement a personal narrative unit that honors diversity while building communicative competence.

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NEW SUBSCRIBERS: CLICK HERE FOR A FREE TRIAL TO READ THIS MONTH’S EDITION

Inside the Issue:
- Translanguaging as a Transformative Force in Literacy
- Pass the Mic by Mary Romney, edited by Ayanna Cooper
- Special Children, Special Care

“In a narrowing world, we will all need to learn to understand each other—culturally and linguistically.”

Mary Romney, from Pass the Mic article, All Englishes Matter
Join us at CABE’s Virtual Joint Delegate Assembly (JDA) to gather with other bilingual education leaders and advocates across the state. JDA is the semi-annual gathering of CABE statewide Chapter and Affiliate leaders.

The CABE 2021 theme will continue through JDA, “Standing Together for Unity, Multiliteracy, and Equity”. JDA will focus on best practices for engaging members and conducting chapter activities virtually. We will continue to strengthen our statewide network of chapters and affiliates as advocates for biliteracy, multicultural competency and educational equity for all.

JDA offers chapter and affiliate leaders the opportunity to connect directly with CABE Board Members and CABE Staff, as well as to work collaboratively and share innovative ideas on how to grow chapter membership and increase chapter capacity to meet their goals.
Standing Together for Unity, Multiliteracy, and Equity

Statewide Regions
To renew or join, go to www.gocabe.org/membership and receive exclusive new member benefits, or email CABE at membership@gocabe.org

Region I
(07) SALSA (Sacramento)
(08) META (Patterson)
(13) San Joaquin (Stockton)
(23) SFABE (San Francisco)
(76) Yolo/Woodland

Region II
(02) Tri-KABE (Bakersfield)
(25) MCDL (Madera County Dual Language)
(41) Fresno Madera
(66) Pájaro Valley (Watsonville)
(95) Eastern Sierra (Bishop)

Region III
(03) Pepperdine (Los Angeles)
(28) CABE Mandarin (West Los Angeles)
(40) Whittier
(62) AHELB (Long Beach)
(73) North Orange County

Region IV
(06) Riverside
(36) Coachella Valley
(53) San Bernardino County
(65) San Diego South County
(91) CABE of the Desert (Palm Springs)

Region V
(48) Ventura County
(58) Antelope Valley Hi-Desert (Palmdale)

Affiliates
(99) Out-of-State CABE Members
(100) California Association for Bilingual Teacher Education (CABTE)
Using our DIGITAL VOICE!
Experience CABE 2021... Virtually!

Technology highlights throughout the conference:

- **CABE 2021 Webpage Portal:** The entire CABE 2021 Virtual Conference can be experienced and enjoyed from the conference webpage portal. Pre-registered applicants will have access to the portal.

- **Access to the CABE 2021 Webpage Portal:** All pre-registered attendees will receive an individualized access link that will be sent to the email address that was entered upon registration. Be certain to check your in-box, clutter and/or junk/spam folders to locate your email with the CABE 2021 access link.

- **Attendee Support:** If you need support navigating the CABE 2021 webpage portal, please select “Attendee Support” on the CABE2021 webpage portal. A video orientation and live individualized support is available.

- **All Devices!** The CABE 2021 Virtual Conference can be viewed from any type of device—a laptop, a desktop computer as well as any tablet or smartphone that has internet access.

- **ZOOM:** CABE 2021 will be using the Zoom platform for all keynotes, featured speakers, institutes and workshops. Simply click on the link to join the sessions of your choice. All sessions will be recorded and made available a few days after the conference for three weeks.

- **Instagram Photo Feed:** The CABE 2021 Webpage Portal will display photos that are posted on Instagram and tagged with #cabe2021. Post photos throughout the conference and add any from the past that you would like to share as well!

- **Need support or have a question on how to navigate the CABE 2021 Webpage Portal?** Click on Attendee Support on the CABE 2021 Webpage Portal and someone will be there to support you!

- **Presenters:** If you are a presenter and need technical support, please use the link you received via email from CABE for live support.

- **Sponsors and Exhibitors:** The CABE Virtual Market Place (VEMP)/Exhibit Hall will provide access to all sponsors and exhibitors. Exhibitors will provide a Zoom link to communicate with you directly during the conference. Click on the icons for each exhibitor to access resources and the Zoom link.

- **Follow and tag CABE2021 on your social media platforms!**
  - Facebook: [https://www.facebook.com/CABEorg](https://www.facebook.com/CABEorg)
  - Instagram: [https://www.instagram.com/go_cabe](https://www.instagram.com/go_cabe)
  - Twitter: [https://twitter.com/cabebebilingual](https://twitter.com/cabebebilingual)

  #cabe2021
  #cabe2021conference
  #cabeconference
  #cabe
  #gocabe
  #multilingualcalifornia
  #mcap
  #bilingualandproudofit
  #cabestrong
Asimismo, les animamos a participar en las siguientes iniciativas, de las que les daremos información en la sala de exhibición en línea. #:

Cursos de Verano para Maestros de Educación Bilingüe y Español como:
- Lengua Extranjera en Universidades Españolas
- Programa de Auxiliares de Conversación Españoles en Centros Educativos Estadounidenses
- Programa de Maestros Visitantes
- Concurso Literario Escribo en Español
- International Spanish Academies
- Other education programs in the US

CONSEJERÍA DE EDUCACIÓN
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SPANISH EMBASSY

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CABE 2021 Virtual Exhibitor Market Place (VEMP)!

Descubre nuevas herramientas virtuales para el aula de español

Presenters:
Mónica Comas Rodríguez
Nuria Rodríguez de Vega

Friday, March 26, 2021,
4:00 p.m. - 4:40 p.m.
Zoom Room 12

Improvisación Teatral

Presenter:
Nuria Rodríguez de Vega

Thursday, March 25, 2021
5:40 p.m. - 6:20 p.m.
Zoom Room 8

CABE aprecia profundamente el apoyo y colaboración de la Embajada de España para servir a los programas de biliteracidad.

Mónica Comas Rodríguez
Education Advisor
Education Office
Embassy of Spain

Nuria Rodríguez de Vega
Education Advisor
Education Office
Embassy of Spain

CONSEJERÍA DE EDUCACIÓN
EMBAJADA DE ESPAÑA

EDUCATION OFFICE OF SPAIN
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Mónica Comas Rodríguez
Education Advisor
Education Office
Embassy of Spain

Nuria Rodríguez de Vega
Education Advisor
Education Office
Embassy of Spain
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Consulado General de México en Fresno
Instituto Nacional para la Educación de los Adultos (INEA)
Comisión Nacional de Libros de Texto Gratuitos (CONALITEG)
Secretaría de Educación, Baja California, Mexico
PROBEM Baja California

Los estudiantes que compartimos en la región Calibaja
Tuesday, March 23, 2021,
5:40 p.m.-6:20 pm.
Zoom Room 9.

Recursos en español para fortalecer la enseñanza bilingüe
Wednesday, March 24, 2021
4:00 p.m.-4:40 p.m.
Zoom Room 12

¿Qué hace un Consulado por ti?
Saturday, March 27, 2021.
9:00 a.m. -9:40 a.m.
Zoom Room 13

CABE agradece profundamente la colaboración y apoyo del sistema educativo mexicano y el red consular de California
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CTA exists to protect and promote the well-being of its 310,000 members.

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CABE Welcomes State Education Partners to CABE 2021

Thank you for your advocacy and support of Biliteracy and English Learner programs!

California Department of Education (CDE)

CABE thanks the TEAM from the California Department of Education (Teaching & Learning Support Branch) for presenting at CABE 2021 and supporting our Biliteracy and English Learner Programs for educators, students and families.

CABE thanks the California Department of Education for offering the workshops and institutes below:

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<td>An Update on English Learners with Disabilities 4:00 PM - 4:40 PM</td>
<td>Supporting California's English Learners Through the System of Support 4:50 PM - 5:30 PM</td>
<td>California World Languages Standards and Framework: Promoting Multilingualism and Global Competence 9:00 AM - 9:40 AM</td>
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Visit the California Department of Education (CDE) in Virtual Exhibitor Market Place (VEMP)
Standing Together for Unity, Multiliteracy, and Equity

Comunidades sin fronteras: Building on our Linguistic and Cultural Capital to Ensure Equity
Nihizaad baahasti'

La Cosecha
Hybrid Dual Language Conference
November 10-13

Join us for La Cosecha 2021 as we come together to share current theory, best practices and resources, and build networks to fuel our community’s efforts for a better future for our children!

Early Registration Deadline — July 15th

FUENTE365 Members save up to $80!
For the latest conference information and to register, scan the QR code or visit us at

www.lacosechaconference.org
CABE's Statement Regarding Terminology to Describe Biliteracy/Dual Language Programs

The CABE Vision of Biliteracy, Multicultural Competency, and Educational Equity for All is at the core of our support for biliteracy/dual language instructional programs. In this issue of the Multilingual Educator, you will see a variety of terms used for biliteracy/dual language instructional programs by authors from across California and the Nation.

As the field of biliteracy grows, so do the terms and titles we use to describe these programs. Do you ever catch yourself wondering which term to use to describe different programs? As biliteracy programs have expanded in recent years in different parts of the country, a variety of terms to describe and support these instructional programs has also evolved with the ultimate goal of multilingualism for all. The term, biliteracy/dual language programs is an often-used umbrella term to describe biliteracy instructional programs that intentionally focus on serving English Learner students and may also include English-dominant speakers.

Research validates that while biliteracy/dual language programs are effective for all students, they are crucial for English Learners to reach high levels of academic success in both English and in the partner language. (Collier & Thomas, Cummins, Escamilla, Genesee, Krashen, Lindholm-Leary, et al.)

To guide us in our work, CABE recognizes the following terms and titles to support biliteracy/dual language programs that serve all typologies of English Learners and English–dominant speakers.

Programs and classrooms that offer the 90:10 or 50:50 dual language instructional models inclusive of English Learners are often referred to in California and throughout the nation as:

- Dual Language Immersion (DLI) (often used by CABE)
- Dual Immersion (DI)
- Dual Language Education (DLE)
- Dual Language Bilingual Education
- Two-Way Immersion/2Way Immersion
- Two-Way Bilingual Immersion
- Two-Way Bilingual Education (TWBE)
- Two-Way Dual Language Education
- Developmental Bilingual

Additional multilingual programs may also include the following, but are not limited to:

- Native Speakers Courses
- Heritage Language/Indigenous Language Programs
- One-way Immersion (Defined in California as a program for English–dominant students learning an additional language via a biliteracy instructional program)

Transitional Bilingual Programs: CABE views these programs as subtractive biliteracy programs that have the goal of English proficiency; however, they do not develop biliteracy.

Dual Language Learners (DLLs) in Early Education/Preschool Programs: Early Education/Preschool Programs have identified students that speak a language other than English at home and are learning English in school as Dual Language Learners (DLLs). While this acronym is similar to those above, DLL students may or may not be instructed in a pre-K dual language immersion program (e.g., DLI, DI, Two-Way).

CABE’s interpretation of the above terminology is based on the context of our work in California. We recognize that this terminology will be used and continue to evolve across the Nation in support of multilingual instruction. For a more comprehensive description of biliteracy programs in California, go to the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/multilingualedu.asp

Revised March 2021
Celebrating 50 years performing bi–lingual songs for young children, Jose–Luis Orozco encourages kids to dance and move their bodies on this brand new album!

Out now on Smithsonian Folkways Recordings

What will you do to promote multilingual learners’ equity?

25% OFF + FREE shipping at corwin.com
(Use code CABE21 at checkout)
Chinatown Rising

Documentary Excerpts with Director Josh Chuck
Thursday, March 25, 2021 at 5:40 pm

Against the backdrop of the Civil Rights Movement of the mid-1960s, a young San Francisco Chinatown resident armed with a 16mm camera and leftover film scraps from a local TV station, turned his lens onto his community. Totaling more than 20,000 feet of film (10 hours), Harry Chuck’s exquisite unreleased footage has captured a divided community’s struggles for self-determination. Chinatown Rising is a documentary film about the Asian-American Movement from the perspective of the young residents on the front lines of their historic neighborhood in transition. Through publicly challenging the conservative views of their elders, their demonstrations and protests of the 1960s-1980s rattled the once quiet streets during the community’s shift in power. Forty-five years later, in intimate interviews these activists recall their roles and experiences in response to the need for social change.

Please note: This film deals with intense subject matter and there are two instances of profanity in the film.

https://www.chinatownrising.com

Los Hermanos

A film by Marcia Jarmel and Ken Schneider
Q&A to follow
Saturday March 27, 2021 at 9:45 am

Virtuoso Afro-Cuban-born brothers, violinist Ilmar and pianist Aldo, live on opposite sides of a geopolitical chasm a half-century wide. Tracking their parallel lives in New York and Havana, their poignant reunion, and their momentous first performances together, Los Hermanos/The Brothers offers a nuanced, often startling view of estranged nations through the lens of music and family.

Featuring an electrifying, genre-bending score, composed by Cuban Aldo López-Gavilán, performed with his American brother, Ilmar, and with guest appearances by maestro Joshua Bell and the Harlem Quartet.

https://www.hermanosbrothersfilm.info
Join CABE in our annual multilingual Poetry Open Mic! Bring something prepared or be ready to ad lib! Each participant will have 2 minutes to share their work, their talents, and their voice! Come and participate or be inspired by the words of others! You can pre-register at: https://forms.gle/kVjewwBBW1tmbt7eA

Ramona “Mona” Webb serves as CABE’s Poet Laureate and is a Poet-in-Residence at the UCSF National Center of Excellence in Women’s Health. Scholar practitioner, teaching performance artist and Afro-Creek queer activist, Mona works at the intersections of performance art, cultural change and improved communications around gender and racial/ethnic disparities and health disparities. She is the Assistant Artistic Director of San Francisco’s Queer Cultural Center.

Mona is a conservatory trained artist who writes and performs in “docu-ritual-drama theater” and attended the dual Theater Performance Making MFA program at the California Institute of Integral Studies in San Francisco and Chichester University in Chichester, England. “How to Catch a Rapist in 12 Parts,” is her current one-person show and it chronicles her journey to seeking justice for a rape committed 20 years ago.

Mona formerly served as Artistic Director of Project ABLE and Lyrical Minded415, which is an Art-Based Learning for Equity seasonal course implemented in SFUSD’s Title I Neglected school sites. For 10 years, she served as Poetry Slam master of San Francisco. Mona seeks to create new platforms for all avenues of artistic expression in all that she produces. She has competed on the National Poetry Slam circuit for over 15 years. Mona’s pronouns are she, her, they, and them. She can be contacted at mona@queerculturalcenter.org

Raise your multilingual voice in word, lyric and rhyme!

Thursday, March 25th from 5:40 - 6:20 pm

CALLING ALL POETS AND SPOKEN-WORD ARTISTS!
Sign up to participate and share a poem or other form of spoken word!

Click here to preregister
Standing Together for Unity, Multiliteracy, and Equity

CABE MEMBERSHIP MEETING

2021

Tuesday, March 23, 2021 at 9:00-10:40 on Zoom

Olivia Yahya
President

Elodia Ortega-Lampkin
Vice President

All CABE Members are invited to participate in the

Annual Membership Meeting

The Membership Meeting provides CABE members with the opportunity to meet your elected CABE Board Members and give valuable input on CABE’s Strategic Plan and annual report. CABE Board President Olivia Yahya, Board Vice President Elodia Ortega-Lampkin and CABE CEO Jan Gustafson-Corea will lead the meeting and provide insight and feedback on how CABE can best serve the educators and parents of English Learner students, promoting the CABE vision of Biliteracy, Multicultural Competency, and Educational Equity for All.

I’m a CABE Member, Are You?

Become a CABE Member or renew here!
https://www.gocabe.org/index.php/about/members/
The ABCs of Learning Issues
A Practical Guide for Parents and Professionals

By Dana Stahl M.Ed. Learning Specialist, Educational Consultant and Parent Child Advocate

Award Winning and Critically Aclaimed

Winner of the 2019 National Parenting Products Award and Parent and Teacher Choice Award.

“This book is immensely helpful as a resource not only for parents of children with special needs but to anyone within the education field. The book clearly follows a step by step process on how parents can best help their children at home based on what they are observing.” NAPPA Award 2019

Bridge the home-school gap by demystifying areas of concerns

Help English language learners with learning, attention, and anxiety issues achieve their full academic potential

Helps parents further their understanding of various learning issues and behaviors
Empowers parents to identify, recognize, and rectify specific learning issues
Offers clinical definitions and specific educational strategies
Facilitates an understanding of specific learning issues
Promotes an open and common dialogue between the home and the school

El ABC de los retos del aprendizaje also helps to increase an understanding of the challenges English language learners who are also learning disabled face, by incorporating strategies that can help these students feel and be successful.

Visit educationalalternativesllc.com/abcs-learning-issues/ to experience sample content from the book.

For more information contact Dana Stahl at danaconsults@gmail.com, visit educationalalternativesllc.com, or order books directly from Amazon.com
Standing Together for Unity, Multiliteracy, and Equity
The CABE Board is proud to offer the CABE Legacy Award to two champions of bilingual education research and practice, Dr. Jim Cummins and Dr. Steve Krashen.

When educators throughout the nation and the world speak of and reference the research that serves as the foundation of bilingual and biliteracy education, the names “Cummins and Krashen—Krashen and Cummins” are often uttered in the same breath, as one identity, a combined force of theory and research, and authors of the most commonly used frameworks, concepts and acronyms that have supported and provided evidence of the effectiveness of bilingual education for over four decades. While fully and uniquely distinguished for their individual work in the field of educational research, Dr. Jim Cummins and Dr. Steve Krashen’s contributions have provided the multifaceted underpinnings and research-based findings that have uplifted the impact of bilingual and biliteracy education as being the strongest educational model for English Learners. When CABE was just being formed, their groundbreaking research, publications, and public voice served as both inspiration and evidence for second language acquisition and the development of bilingual programs nationwide and internationally.

Jim Cummins received his Ph.D. in 1974 from the University of Alberta in the area of educational psychology. He is currently a professor emeritus in the Ontario Institute for Studies in Education of the University of Toronto. His research has focused on the nature of language proficiency and second language acquisition with particular emphasis on the social and educational barriers that limit academic success for culturally diverse students. He has served as a consultant on language planning in education to numerous international agencies. His publications are many, and one that is very well known is the 1996 publication (by CABE) of Negotiating Identities: Education for Empowerment in a Diverse Society that focuses on strategies for promoting academic development among culturally diverse students. A second edition of this book appeared in the fall of 2001 and is now available to download at no cost at the CABE website—www.gocabe.org.

In the 70s and 80s, Dr. Cummin’s research became part of the standard foundation for bilingual teacher education programs while remaining highly relevant today. He coined acronyms and concepts that were, and are continuously referenced, to explain, support and advocate for bilingualism and bilingual learning in schools. These terms include ones such as: BICS and CALP, SUP and CUP, The Iceberg Theory, Threshold Hypothesis, Two Paradigms of Bilingual Education, Additive and Subtractive Bilingualism, the Cummins Quadrant, etc.

Stephen Krashen completed his Ph.D. in Linguistics at UCLA (1972), and is currently an Emeritus Professor of Education at the University of Southern California. The research of Dr. Krashen has also been the underlying foundation of bilingual education for decades and continues to provide inspiration to teachers, administrators, and new and developing researchers.

He is a linguist, educational researcher, and political activist. Krashen has among papers (peer-reviewed and not) and books, more than 525 publications, contributing to the fields of second-language acquisition, bilingual education, reading, neurolinguistics, second language acquisition and literacy. He is known for introducing various hypotheses related to second-language acquisition, including the acquisition-learning hypothesis, the input hypothesis, the monitor hypothesis, the affective filter hypothesis, and the natural order hypothesis.

Dr. Krashen has also been a strong advocate of free voluntary reading (FVR) and its impact on language development. FVR is the reading of any book (newspaper, magazine or comic) that students have chosen for themselves and is not subject to follow-up work such as comprehension questions or a summary. Free voluntary reading ‘may be the most powerful educational tool in language education’. It serves to increase literacy and to develop vocabulary which provides non-native students with large doses of comprehensible input with a low affective filter, and thus is a major factor in their general language acquisition.

It is the insight, intellect, advocacy and courage which Steve Krashen and Jim Cummins have provided to the field of bilingual education that has keenly shaped and guided our bilingual programs in California and at the national and international levels. CABE is deeply honored to recognize Dr. Steve Krashen and Dr. Jim Cummins for their contributions to bilingual education with the CABE 2021 Board Legacy Award.
The CABE Board is proud to offer the CABE Courage to Act award to Cleveland School Remembers. 
Website: [https://clevelandschoolremembers.org/](https://clevelandschoolremembers.org/)

Cleveland School Remembers was formed by a group of teachers who were at the Cleveland Elementary School in Stockton, California, in January 1989, when a lone gunman entered the school playground with an automatic weapon and murdered five Southeast Asian refugee students and wounded 32 others, including a teacher.

The students targeted that day were immigrant students from Southeast Asia and were English Leaners. This type of hate crime was deeply disturbing and continues to impact the community even today.

The Cleveland School Remembers group started as a gathering of six colleagues who met to support each other following the Sandy Hook School shooting thirteen years later. They have evolved into an active organization, now called the Cleveland School Remembers/Brady Group, with the mission to use their voices, powered by their unique experience in 1989, to join with other organizations to create sensible gun laws and bring more awareness to violence prevention.

The mission of the CSR/Brady organization and its Million Mom March is to create a safer America by cutting gun deaths in half by 2025.

CABE salutes the bravery and action-oriented response by Cleveland School Remembers. We remember the students who lost their lives and the families impacted. We salute those represented here today in their bravery and courage to step and stand up for justice and equity in their school community.

CABE is deeply honored to recognize Cleveland School Remembers with CABE 2021 Board Courage to Act Award.

The Cleveland School Remembers Team:

Above Photo: (Left to Right) Judy Weldon, Barbara Sarkany-Gore, Sharon Jarvis, Sue Rothman, Patti Doll, Julie Schardt, Adrienne Aegland, Niki Smith
Central Language Academy
Ontario Montclair School District

Luz María León is a true example of a loving parent leader. Aside from being the mother of two young students, she selflessly lends her time and support to the Ontario Montclair parent community. Ms. Leon ensures that school district leaders consider parent voices and concerns throughout the decision-making process. Her goal is to collaborate with the school system and community partners for student excellence in education and beyond. She believes in unity and that if students learn that we are one society, one world, then we can successfully help each other break down barriers. To do this, she develops relationships with local families and, as well as parents from San Bernardino County. Luz understands that there are diverse learning obstacles for many OMSD families, and she is committed to informing and educating her school site families, community, and society. Luz also dedicates time to learn and inform others regarding special educational tools for physically and emotionally disadvantaged students.

A true parent leader, Luz has served her schools, district, and community as a...

- Parent volunteer in her son’s kindergarten class (He is now a 10th grader.), parent tutor after school, and facilitator of small group interventions during the school day
- Member and leader of Central Language Academy’s School Site Council, English Learner Council, and Parent-Teacher Association for over ten years
- Member of the district’s DELAC and DPAC, as well as ELAC president for Chaffey High School
- School site secretary
- Participant and Trainer of CABE classes on how to be an engaged parent, both in person and virtually, through the OMSD Parent Education Center
- Advocate seeking resources and learning about community needs related to religion, immigration, social-emotional health, and any training that enhances the support and training she provides to parents
- Creator and leader of small chat room “charlas” with OMSD parents and community members to inform, guide, and lead parents to appropriate resources while maintaining a safe space for parents to their concerns
- Parent representative for the Community Engagement Initiative's Peer Leading and Learning Network
- Member of the district's development committee for the English Learner Master Plan and English Learner Parent Advisory LCAP

CABE is very proud to honor Luz María León as the CABE 2021 Parent of the Year.
Los Amigos Dual Immersion School
Palmdale School District

Iveth Girón-Huddleston is a Bilingual Instructional Assistant at Los Amigos Dual Immersion School in Palmdale, California. She was born in Los Angeles to immigrant parents who believed that learning Spanish was important and who made sure that their children spoke Spanish at home. She attended Evergreen Elementary School and was enrolled in an all-Spanish class from kindergarten through 3rd grade. Her parents chose to enroll her in Spanish class because Spanish is their native language and they believed that it would be easier for them to help her with homework. They didn't worry too much about her learning English because they knew she was learning English at daycare and at school during recess and lunchtime. Fourth grade is when everything changed. She was no longer in an all-Spanish-speaking class, it was bilingual (English and Spanish) until middle school.

During elementary school, she participated in various activities, such as the competitive swim team, the school's Folklorico group, and the school's drill team. At Belvedere Middle School, she joined the school's Folklorico group and dance team. In high school, she was on Roosevelt High School's swim team and drill team. At the beginning of her junior year of high school, she transferred to Locke High School. Even though she was a new student at Locke High School, that didn't stop her from participating in activities, so she joined the cheerleading team. She graduated high school in 2005 and moved to Alabama to attend Alabama Agricultural and Mechanical University (AAMU).

While attending college, she immediately started working in the University's cafeteria. Then she became a lifeguard for the City of Huntsville and this is when she started working with children. She taught swimming lessons to elementary-age children, and loved it! During her Junior and Senior years, she worked as a Teacher's Assistant for AAMU's STEM Outreach programs. The first program was a local high school Bridge program where she assisted the professor with teaching Trigonometry and Pre-calculus in small groups. The second program was the NASA Michael P. Anderson Outreach Project where she helped the professors by exposing and teaching Engineering, Science, and Technology theory to underserved minority high school students. While in college she also joined Zeta Phi Beta Sorority and Eta Kappa Tau Fraternity. She graduated college with honors and earned a Bachelor of Science.

After nine years in Alabama, she moved back to California, and within a year, decided to take child development courses at Antelope Valley Community College because she realized that she wanted to continue working with children to better learn about and understand them. After completing some key courses, she applied for an Instructional Assistant job in the Palmdale School District and was immediately hired at Palm Tree Elementary School. A year later, she was hired as a Bilingual Instructional Assistant at Los Amigos Dual Immersion School and has worked there ever since.

CABE is very proud to honor Iveth Girón Huddleston as the CABE 2021 Para-educator of the Year.
JP Kelley Elementary School  
Rialto School District

Graciela began to “work” at a very early age. Her parents immigrated to this country in the 1970s from Zacatecas, Mexico. Like all immigrants, they came to this country seeking opportunities and a better life for their family. After working in a factory for a few years, her father started his own business with her Uncle Ramón painting houses. Together, they became “Minjares Bros. Painting,” and she was their unofficial secretary. What qualities did Graciela have for the job? She wanted her father to be successful and she spoke English. Being bilingual, she could help him grow his business. He trained her how to answer the phone and take down important information, such as client addresses—even how to read a Thomas Guide map to get directions to job sites! Her favorite part of the job was accompanying him to job sites where she translated between clients and the Minjares Bros. painters.

She didn’t know what impressed clients the most about Minjares Bros., the work they did, or the age of their secretary, a little girl trying to act as professionally as she could. Her father would notice how impressed she was by the beautiful homes and tell her that the best road to success was “la escuela.” Graciela understood that she had to work hard in school to have a better life and her parents always gave education the value and respect it deserves.

Graciela did not speak a word of English when she started school, but luckily, it was the early 1980s and bilingual education was still alive at her elementary school. Having her earliest learning experiences in her native language gave her a strong sense of confidence, to the point that she fell in love with school and the idea of someday becoming a bilingual teacher. Today, Graciela Ballardo is a third-grade dual immersion teacher, one in which many of her students see themselves reflected, as she is also an English Learner. Also, many of her students are the “secretarias” for their families like she once was.

For the past fifteen years, Graciela has taught various grade levels and subjects and because she is bilingual, she has always worked with English learners. Yet, it wasn’t until she became a dual immersion teacher three years ago that she found her heart. When her first-born son, Diego, started kindergarten, she enrolled him in the Rialto Unified Dual Immersion Program because she wanted the best for him. As she learned about the program as a parent, it began to interest her as a teacher. Soon, she began the transfer and credentialing process to become a dual language immersion teacher.

Teaching dual immersion has solidified Graciela’s love for teaching and influenced her teaching philosophy. She believes that all students are capable of learning and giving education the value and respect that it deserves when they, as individuals, are also valued and respected. Dual immersion accomplishes this in many ways. With dual immersion, a student’s primary language and culture are not minimized but instead built upon. Students feel proud of where they come from, who they are, and who they can become.

Graciela is proud to work at JP Kelley Elementary, one of the dual immersion schools in the Rialto Unified School District. A wonderful aspect of a bilingual school is the sense of community that it creates. Many parents, who otherwise might have felt shy or insecure because of language barriers, instead feel encouraged to involve themselves in their children’s education because the teacher speaks a language they understand. She has never had more parents asking her how to become volunteers in her classroom than when she became a dual immersion teacher. On “Back to School” and “Open House” nights, dual immersion parents always break attendance records because they feel welcomed.

CABE has been a valuable and active partner with Graciela’s school and district for several years, presenting grant-funded workshops for both teachers and parents that instill a sense of partnership and community between school and home. Wanting to support and expand this sense of community in our district and feel inspired as a CABE member herself, she is involved in the planning and developing professional development opportunities for parents in Spanish. For example, she recently provided a workshop for parents to learn the basics of Google, including Google Classroom, for them to help their children during this time of distance learning.

Being bilingual has given Graciela many opportunities in life: helping her father start his own business and support their family, being the first in her family to go to college and become a teacher, teaching students who are English Learners like her. More importantly, it allowed Graciela to inspire her students by seeing a little bit of themselves reflected in her.

CABE is very proud to honor Graciela Ballardo as the CABE 2021 Teacher of the Year.
Edenvale Elementary School
Oak Grove School District

As the principal of Edenvale Elementary, a Title 1 school in San Jose, CA, with high numbers of English Learners (73%) and socioeconomically disadvantaged students (95%), Dr. Ryan Haven has transformed school culture and student results by making outstanding contributions to bilingual/biliteracy education and EL programs and exhibiting an educational leadership philosophy that is culturally sensitive and has high expectations for ELs and biliteracy students. This includes building the one-way bilingual immersion program from a TK-3 program serving 150 students to a TK-6 program serving 300 students and implementing the award-winning SEAL program in two languages. Principal Haven has also played key roles on the district bilingual steering committee to develop other bilingual programs across the district and generate more interest in those programs. All of his work has contributed to a marked improvement in academic student results.

Student Achievement: Starting as a bilingual teacher in Hayward in 2002, Principal Ryan Haven has promoted the success of all students through a commitment to educational quality and student achievement as a dynamic, results-oriented change agent with a commitment to educational quality and student achievement. He developed an updated mission and equity-centered vision with all stakeholders’ input to create high-achieving students, college graduates, and productive global citizens. Over the past eight years, Dr. Haven modeled district core values that foster collective trust and efficacy and emphasize a collaborative, asset-based approach.

Biliteracy: Edenvale’s mission is to narrow the English learner achievement gap by developing high-achieving students, effective communicators, and skilled problem solvers who master Common Core Content Standards for grade-level competencies in all subject areas in both English and Spanish. First, Dr. Haven promoted a culture of learning by championing key instructional programs, such as the nationally recognized Sobrato Early Academic Language (SEAL), a PreK-6 model that not only develops high levels of language, academic vocabulary, and collaboration skills through a rigorous, thematic curriculum but also promotes bilingual academic language and literacy.

Principal Haven provided SEAL training for all Edenvale teachers and more than quadrupled the number of Spanish and multicultural books. In collaboration with SEAL, he opened up bilingual classrooms to produce videos promoting bilingual education and teaching specific strategies. Edenvale has now become a SEAL demonstration school, one of only a few in California. Not only that, Edenvale is at the cutting edge of current research around best practices in distance learning for English Learners and bilingual students.

Dr. Haven and Edenvale promote the State Seal of Biliteracy, recognizing students who have studied and attained proficiency in two or more languages by high school. Working with the OGSD Bilingual Steering committee, he helped create a pathway for students to be recognized for their successful academic achievement in English and Spanish with the Pathway to the Seal of Biliteracy Award.

Professional Learning: Ryan Haven has attended several CABE conferences and was slated to present at the 2020 CABE Annual Conference before the COVID-19 Pandemic took place. As a research-practitioner, Dr. Haven builds teacher cultural proficiency through professional learning to narrow the English Learner Achievement Gap. Not only that, Dr. Haven developed a creative professional learning scope and sequence for teachers around race, class, culture, and power to build teacher cultural proficiency by fostering mindsets, discourse, and practices that will support the achievement of students of color and ELs. He also leads efforts to cultivate an understanding and appreciation of diverse cultures through the curriculum and co-facilitates the district Diversity, Equity, Inclusion, and Belonging (DEIB) Committee and the District Ethnic Studies Committee.

Parent and Family Engagement: Dr. Haven has made it his vision to empower parents to become active participants in their children’s education. Parent participation is increasing through activities such as SEAL gallery walks, Tech, Reading, and Math Nights, free ESL classes for district families, parent workshops to child development, and providing books for children to borrow and read at home with their parents. He rebuilt the Edenvale parent–teacher association, conducts weekly interactive community assemblies both in person and virtually, reads to students for 30 sessions on YouTube, and communicates regularly via ParentSquare, the school website, and social media.

Community Partnerships: Principal Haven strengthens community partnerships by leading the Edenvale Adopt—a–College program, supporting efforts to provide resources to community members who lost jobs and housing due to COVID-19 by partnering with San Jose City’s Project Hope and the Roundtable Neighborhood Association, and volunteering to provide food for the community along with the Second Harvest Food Bank at Edenvale Elementary.

CABE is very proud to honor Dr. Ryan Haven and as the CABE 2021 Administrator of the Year.
PERSONAL STATEMENT
It is impossible to quantify, in its entirety, the indispensable role that education plays in the growth and progress of each generation. As the firstborn of two undocumented immigrants, my education proved to be the most valuable asset in my home. My education’s importance hit a critical point as early as elementary age—when I began to learn English. During this time, I was acquiring a second language for both myself and my entire family. I knew English fluency would facilitate the way of life for my parents. One product of the cultural diversity in Los Angeles is linguistic diversity. Just as I once made every effort to command the English language, thousands of children in our state begin the same endeavor. I hope to one day show these students the value of being bilingual. Furthermore, I hope to empower my community through bilingual education.
There is a Spanish phrase, “Poner mi granito de arena,” which translates to “Add my little grain of sand.” Ultimately, I am one more person working to bring innovation to our complex education system. An equitable and high-caliber education system is the result of a collaborative effort between passionate and sensible people. Bilingual programs show students and entire families the power of language and the value of multilingualism within their communities. This effort begins with us—purpose-driven teachers who serve with sacrifice.

EDUCATIONAL PHILOSOPHY
As education continually evolves, I am committed to pushing the teaching limits rather than respecting them as boundaries. As an educator, my commitment to serving my community stems from my passion for equitable education and my love for learning. I am dedicated to bringing innovation and cutting-edge practices to my classroom to better serve every student, no matter the circumstance.

I believe that the knowledge and experience that each student carries with them should be valued and given space in the classroom. Through culturally responsive teaching and bilingual education, I can empower students to grow and use their assets in a way that contributes to our democratic society. When students are allowed to cooperate and work in groups in the classroom, their potential is maximized, and their learning is elevated. I firmly believe that collaborative learning is the best way to engage students in effective learning as it fosters curiosity, creativity, and social–emotional learning. As a teacher, I earnestly work to create a dynamic classroom where students can explore real–life challenges to develop authentic knowledge. With bilingual education, opportunities are abundant for students to make meaningful connections from their personal experiences to those of their communities.

At every step of the way, I am committed to planting my students in the best possible position for maximized learning opportunities. I am prepared to bring culturally responsive teaching, collaborative learning, and project–based learning to my bilingual classroom. I will continue to build lifelong learners.

CABE is honored to congratulate Elianna Campos with the Chuck and Estella Teachership Award.
PERSONAL STATEMENT

Bilingualism has granted me the opportunity to benefit from the positive impact that a teacher can have. Growing up, I faced numerous adversities as an emergent bilingual student. During my elementary school education, I struggled to gain academic confidence due to my language barrier, which I didn’t achieve until I was exposed to a role model—my bilingual teacher. My teacher made beneficial contributions to my life as a kid by encouraging my self-confidence. She facilitated a classroom where I was able to improve my academic independence and self-efficacy. In our class, she never failed to make culturally responsive connections. I was once tasked with creating a dream board called “Mi Sueño” that manifested my future career and education plan. With the support of my teacher, I learned that there were high expectations for me.

My bilingualism no longer felt like a burden but rather an asset. When I reflect on this time in my life, I understand how important it is to have guidance and authentic care from our teachers. Sometimes they are all we have, which is why I strive to be a bilingual teacher. I lived in the shoes of an emergent bilingual who felt belittled by the system. However, I am also aware of the undefeated resilience students carry. I want to reciprocate what my teacher showed me as a struggling student. I commit to supporting students to reach excellence, embrace their roots and language, achieve self-confidence, and activate their academic and personal growth.

EDUCATIONAL PHILOSOPHY

As educators, our central purpose is student learning. However, to ensure that our students grasp class material, we must care for and support the student as a whole. Social-Emotional Learning (SEL) in the classroom is critical to ensure that students are prepared to learn and feel supported, understood, and grow up with the affirmation of belonging. Bringing culturally sustaining practices into the classroom is necessary to foster this promising outcome. It is no secret that our communities of color have been historically marginalized. Some educational practices have misled many to acquire deficit thinking and create an environment of low-expectations in our communities. As a teacher, I pledge to rebuild connections with our families and address the alienation and detachment many feel because of past and current educational struggles.

Literacy promotes empowerment and self-expression in our classrooms. One way I can connect to my bilingual students is through storytelling. What better way to build community and cultivate joy than by sharing our upbringings, struggles, and triumphs? Literature can acknowledge individual differences while simultaneously helping students evolve their self-identity and perceptions of the world. In my classroom, I want students to have creative control in making their own conclusions and shaping their own ideas. I want to provide them with the proper tools to understand their potential better. I strive to be efficient in my care of students and to be an effective role model.

CABE is honored to congratulate Fanny Camacho with the Alma Flor Ada Teachership Award.
PERSONAL STATEMENT

“There are no limits in life!” That is what I tell my students every day. I was raised in a small town in Michoacán, Mexico, and although my dreams were big, being a USC Trojan was out of reach back then. Many years have passed since I was a little girl with big dreams. Life was not easy, and I had to give up my aspirations of going to college to help my family move back to the United States, escaping a life of poverty, insecurity, and lack of opportunities. I am forever grateful, though, that the experience of growing up with two languages and two cultures has shaped my love for languages and my appreciation for different cultures.

I now have a family of my own, and while volunteering in my daughter’s kindergarten class, I decided to change paths and pursue a career in education. I was hired as a three-hour bilingual paraprofessional and helped English Learners acquire a new language and adapt to life in a new country. I soon started moving up in hours and responsibilities while always supporting our English Learners, Dual Immersion students, and their families. I am truly passionate about advocating for equity, diversity, and inclusion while instilling in my students pride and love for their language and heritage.

My kindergartener is now a sophomore at USC. The road has been long, but I never give up. I am finally a graduate student at USC, proving that there are no limits in life!

EDUCATIONAL PHILOSOPHY

I believe that all students need to feel valued and connected in order to become successful scholars. I am the advisor of the Multicultural Club, which I started eight years ago upon realizing the disengagement that newcomers experience when adjusting to a new country. Many students come to the United States to live with extended family and arrive feeling afraid, depressed, and hopeless. The Multicultural Club helps them feel welcomed and inspires them to be resilient. I also coordinate a mentoring program for our Long-Term English Learners who are at-risk, usually lacking motivation, and performing below grade level. By working to break cycles of poverty and illiteracy, this program strives to improve the living conditions of students and their families.

I plan to continue serving my community and advocating for equity and inclusion in order to close the achievement gap between neglected, underserved students and those with educational privilege. I work at a Title I school where poverty and a low education go hand in hand. I cannot think of a better way to make a difference than by educating our youth and instilling in them the open-mindedness that comes with an appreciation for languages and cultures. I believe that bilingualism is not only an asset but also a must and that it will ensure a successful future for our students. The combination of my experiences in life, at work, and as a volunteer has prepared me for the next step in my life: becoming a certificated bilingual teacher.

*CA*BE is honored to congratulate Elizabeth Maciel with the CA*BE* Bilingual Teachership Award.
PERSONAL STATEMENT
I chose to become a bilingual educator because of my experiences as a child and as an adult. When I was six years old, my family and I migrated to California from Mexico to experience the American dream. My first year in school was an extremely difficult time in my life. I struggled for many years to learn English, but I was fortunate to have amazing bilingual educators who made a difference in my education. These educators made me appreciate and value my language and culture. If it had not been for their commitment and support, I know my school experience would have been very different.

EDUCATIONAL PHILOSOPHY
My educational philosophy is that every student should have the opportunity for bilingual education. I believe that every child’s native language and culture should be valued in their school. Bilingual programs will prepare students for the diversity of our global world. Additionally, bilingual education promotes high academic achievement and prepares our students to become biliterate professionals in our competitive world. Through bilingual education, students’ languages, cultures, and diversity are respected and are key components in creating an environment of acceptance. When students’ backgrounds are valued, they feel more connected to their schools and academic endeavors. In all, it is important for schools to offer bilingual programs because they create unity among students, schools, and communities.

CABE is honored to congratulate Danna Hernández González with the F. Isabel Campoy Teachership Award.
Standing Together for Unity, Multiliteracy, and Equity

Carlos Penichet Teachership Award
Marilu Serrato

Region 5
CSU Channel Islands

PERSONAL STATEMENT

When I graduated from Santa Ana High School, my dream to be a teacher seemed unrealistic. I was an eager student, but I was also an immigrant who could barely speak the English language. In simpler terms, I was a student that the California education system failed because my maternal language was rejected, and I was expected to learn English right away. Now I understand that my first language was the key to becoming a stronger English Learner. Reflecting on those years, I understand that my language barrier held me back from basic things like communicating with my teacher or understanding a lesson.

After many years I went back to school to become a teacher specialized in bilingual education. I strongly believe I can make a difference in the lives of many children because I know firsthand what it feels like to be in a classroom where students feel lost and confused. When I first started attending CSUCI, I took the opportunity to be part of the California Mini-Corps, where my peers and I provided a bridge of communication between migrant students and their teachers. This experience continued to inspire me to become a bilingual teacher. However, as helpful as we were in the Mini-Corps, I still think it is essential to have bilingual programs in place and teachers who understand their students and their cultures. There is nothing like a teacher who can be a role model and truly understand their students!

EDUCATIONAL PHILOSOPHY

I firmly believe that all students are capable of learning in their own unique way. In the classroom, it is essential to use multiple teaching methods that are visual, auditory, kinesthetic, and linguistic. Additionally, it is important to apply the Universal Design for Learning methods so that all students can learn effectively. I believe that a strong foundation in education is necessary for today’s youth because education leads to success, and bilingual learning is an integral part of this. Students need to learn more than one language to better communicate with and relate to other people. Bilingual education helps to widen a student’s worldview. All children deserve the opportunity to have an exceptional teacher—not only one who has the skills to teach; but who also understands students and their families, cultures, and languages. I strongly believe that bilingual education is the key for all students to be successful in education.

CABE is honored to congratulate Marilu Serrato with the Carlos Penichet Teachership Award.
Con dos lenguas

Con dos lenguas, me divierto, aprendo y entiendo two different worlds.

Con dos lenguas, I can learn about Dr. King, Lincoln y George Washington y también aprender de Don Quijote y Frida Kahlo.

Con dos lenguas, puedo jugar al tag, hop scotch, and four squares, y también play lotería y a las escondidas.

Con dos lenguas, puedo escuchar Savage Love de Jason Derulo y sing along El Rey con mi padre y Vicente Fernandez.

Con dos lenguas, I can taste BBQ ribs, mashed potatoes and green beans y también tacos, frijoles y salsa y tomar lemonade u horchata.

Con dos lenguas, I celebrate Día De Los Muertos y canto Las Posadas and I wait in front of the chimney for Mr. Santa.

Con dos lenguas, my life is más rica e interesante: friendships and two worlds de aventuras y aprendizaje.

¡IMAGÍNATE! What would it be, si j’avais trois langues!
My name is Yanesi Padilla, and I am a fifth-grade student at Finley Elementary School in Holtville, California. My school has a dual language program, and I am enormously proud to be a part of this program. I have been part of this program since kindergarten. My parents are from Mexico. They have always motivated me to speak in Spanish and get to know not only the culture of Mexico but also other countries.

My mother always talks about how many people told them not to enroll in a dual program because later, I would not be able to learn English nor Spanish well. Now that I am older, I think it was incredibly good that my parents ignored these people and gave me the opportunity to learn my two languages at the same time. I can communicate with my relatives who live in Mexico, sing their songs, understand their jokes, and enjoy the delicious food they make. That is why I always tell people that they should be bilingual students. Being bilingual has helped me improve what I know about cultures and languages. Being bilingual helps me get to know and understand people from other cultures and languages by having a better experience, learning their traditions and history.

Being bilingual helps me understand other cultures and languages by having a better experience. Bilingual education gives a great advantage to kids and adults because you can communicate better with other people. It gives me a better experience because I can have fun reading a book in English and Spanish. This means I can read my favorite book in both languages. I can also sing and dance pop music in English and at the same time enjoy good ranchera music. You can also make new friendships with other people and know about their cultures.

Being bilingual helps me understand other cultures and languages by learning their traditions. Many people around the world have different ways to celebrate their traditions. Other people have traditions that we don’t celebrate where I live. By knowing their traditions, we can respect their ideas and their way of living. In different places of the world, they have different types of foods or snacks. For example, in Mexico, they have a food named mangoneada. In the United States, they don’t make this snack.

In our country, the United States, there are different cultures throughout the country. Having the opportunity of a bilingual education allows me to respect these people, live in a positive environment, respect their ideas, and know that each opinion is important. If we all give ourselves the opportunity to open our minds and hearts to learn more languages and cultures, we will avoid having so many problems, and there would be no racism in our country or in the world. My parents have always taught me that not all people are going to think the same as me and that that does not mean that they are wrong. I see this as an opportunity to learn and know different ways of thinking.

If you have the opportunity to become bilingual, I recommend that you accept it because you will have the opportunity to learn many things and be a better person. I will always be proud of being bilingual and of my roots because I know that I will have the opportunity to help many people, be a good citizen, and respect different cultures and languages around the world. Today, I can say that I am a citizen of the United States and that I love and respect my Mexican American culture. My next goal is to learn Chinese and Italian, and I am sure I will achieve it because, as César Chávez said, “¡Sí, se puede!”
Mi nombre es Yanesi Padilla y soy estudiante de quinto grado en la escuela Finley Elementary School en Holtville, California. Mi escuela cuenta con un programa de educación dual y estoy muy orgullosa de formar parte de este programa desde que entré al kinder. Mis papás son de México y siempre me han motivado a hablar en español y conocer no solamente la cultura de México sino también de otros países.

Mi mamá siempre platica que muchas personas les decían que no me inscribieran en un programa de educación dual porque después no iba a poder aprender bien el inglés y tampoco el español, pero ahora que soy más grande pienso que fue muy bueno que mis papás no hicieran caso a estas personas y me dieran la oportunidad de poder aprender mis dos idiomas al mismo tiempo. Además, puedo tener la oportunidad de comunicarme con mis familiares que viven en México, cantar sus canciones, entender sus chistes y disfrutar de la deliciosa comida que hacen. Por eso siempre les digo a las personas que deben de ser estudiantes bilingües. Ser bilingüe me ha ayudado a mejorar lo que sé sobre otras culturas y lenguajes. Siendo bilingüe también, he podido llegar a conocer y comprender a personas de otras culturas e idiomas al tener una mejor experiencia por medio de la oportunidad de aprender sus tradiciones e historia.

El ser bilingüe y entender otras culturas e idiomas me ayudado a tener una mejor experiencia. La educación bilingüe brinda una gran ventaja a los niños y adultos porque pueden comunicarse mejor con las personas. Me da una mejor experiencia porque puedo divertirme leyendo un libro en inglés y español. Esto significa que puedo leer mi libro favorito en ambos idiomas. También puedo cantar y bailar música pop en inglés y la vez disfrutar de una buena música ranchera. También puede hacer nuevas amistades con otras personas y aprender su cultura.

Ser bilingüe me ayuda a comprender otras culturas e idiomas por medio de aprender sus tradiciones. Muchas personas en todo el mundo tienen diferentes formas de celebrar sus tradiciones. Otras personas tienen tradiciones que no celebramos donde vivo. Al conocer sus tradiciones podemos respetar sus ideas y su forma de vida. En diferentes lugares del mundo tienen diferentes tipos de alimentos o snacks. Por ejemplo, en México tienen un bocadillo que se llama mangoneada y en los Estados Unidos no hacen este bocadillo.

En Estados Unidos existen diferentes culturas en todo el país, el tener la oportunidad de una educación bilingüe me permite respetar a estas personas, vivir en un ambiente positivo, respetar sus ideas y saber que cada opinión es importante. Si todos nos damos la oportunidad de abrir nuestra mente y nuestro corazón para saber más idiomas y culturas, evitaríamos tener tantos problemas y no existiría el racismo, ni en nuestro país ni en el mundo. Mis padres siempre me han enseñado que no todas las personas van a pensar igual que yo y que eso no significa que están mal, sino que vea esto como una oportunidad de aprender y conocer diferentes formas de pensar.

Si tú tienes la oportunidad de ser bilingüe te recomiendo que la aceptes porque vas a tener la oportunidad de aprender muchas cosas y ser una mejor persona. Yo siempre estaré orgullosa de ser bilingüe y de mis raíces, porque sé que tendré la oportunidad de ayudar a muchas personas, ser una buena ciudadana y respetar a las diferentes culturas y lenguajes alrededor del mundo. Hoy puedo decir que soy ciudadana de Estados Unidos y que amo y respeto mi cultura mexicana y estadounidense. Mi siguiente meta es aprender chino e italiano y estoy segura que lo voy a lograr porque como decía César Chávez, “¡Sí, se puede!”
Being bilingual comes with a lot of opportunities and responsibilities that shape your life and future. It helps us approach languages with new insight by learning about different cultures. It is important for us to deal with another culture because it enables people to gain a more profound understanding. Since I am bilingual, it is a privilege for me to speak, write, and understand both English and Tagalog. In my school, students speak multiple languages, which unites people coming from different countries and backgrounds.

When you live in a multilingual environment or go to a school where students speak multiple languages, you’ll be able to communicate better with a lot of people speaking different languages. You might not be able to know most of them, but hearing other people speak different languages will make you become interested in knowing and learning them. For example, when I lived in the Philippines, a few of the kids in my hometown spoke different languages, which made me interested and curious. I approached them and talked about the language they were speaking. They taught me the language and even talked about their cultures. I was so fascinated about it back then, so I tried researching it and learned about the cultures. Later, when I came to the United States, I discovered even more new things, which led me to read books and learn about each state’s cultures and languages; I even ended up knowing how to speak the languages. Even though I learned new cultures and languages, I am still proud of my own culture and the country I came from.

Furthermore, having the opportunity to speak different languages at school can help you make friends with other people. Curious types of people also can be interested in the language you are speaking so they can make new acquaintances with you. If more students at my school were bilingual, I would love to know more about their languages, cultures, and traditions, and I would be able to share with them my knowledge.

Most importantly, it is crucial that students at my school be respectful of other people's cultures and language because saying offensive things about their cultures and languages can really hurt their feelings, not to mention that they have no control over choosing the culture they want. If people say mean or offensive comments about your cultures and language, you would feel offended and hurt, too. Therefore, having a respectful community can lead you to a safe and respectful environment without racism and discrimination.
Standing Together for Unity, Multiliteracy, and Equity

Grades 6-8 Student Essay Award
Kate Flores

8th Grade
Anastasia Martinez, Teacher
Rancho Medanos Junior High School
Pittsburg Unified School District


Kapag nakatira ka sa isang multilingual na kapaligiran o pumunta sa paaralan kung saan nagsasalita ang mga mag-aaral ng maraming wika, mas mahusay kang makikipag-usap sa maraming tao na nagsasalita ng iba’t-ibang mga wika. Maaaring hindi mo malalaman ang karamihan sa kanila ngunit ang pakikining ng ibang tao na nagsasalita ng iba’t-ibang wika ay magiging interesado ka sa pag-alam at pag-aaral nito. Sa Pilipinas, at ilan sa mga tao sa aking bayan ay nagsasalita ng iba’t-ibang mga wika, na nagiging interesado ako sa kanilang mga kultura.

As I am becoming bilingual, I have been blessed with the way other cultures have influenced me through language. By learning my second language, I am also learning about another culture and many other cultures. Since I am in an ELD class with students from many different cultures, I am learning about the cultures, traditions, and living habits of people from many different countries. Inside the walls of our classroom, we have bonded through language as we openly share our stories and histories with each other. We cannot share our unique foods now, but we will when this pandemic ends.

While it has not been easy to acquire the academic English I expected to acquire quickly, the beauty of the community our English learners have built is far more important to me as a young student. Yes, I have encountered many setbacks in the process of becoming bilingual. Although I have not overcome all these setbacks, such as using phonetic symbols to spell a word, or the way I pronounce some words, this does not affect my ability to communicate with my peers, nor theirs to communicate with me. We are all able to share our stories, and it is our stories that have united us.

By becoming bilingual, we are learning that although we are not from the same country, being bilingual is like a bridge that unites us. We can accept the differences among us. We have let go of the fear that could stifle our ability to not only communicate but also accept one another for our differences. There is no tension among us. We talk, we laugh, we make mistakes, but by doing this, we are learning to love, accept, and embrace each other. We are uniting into a large multilingual family. Who knows, now that the fear is gone, we might be the ones to find a way to spread the curb of the coronavirus.

On March 13 of the year 2020, the doors to our school closed, and we had to adjust to a new classroom. This was a classroom that kept us locked up behind a plastic screen, all of us in little boxes, with our teachers on the other side of the screen. Sometimes, our computers lagged. Sometimes, we could not show our faces. Our ELD teacher asked us to take photos of ourselves. She asked us to let our body parts talk about how we felt about our new reality. “My arms want to hug my grandmother, but I cannot.” As we all uploaded our photos to Google Classroom, and as we began to share them with each other, some of us cried. Our teacher cried, too. We realized how much we missed each other. We could not hug. We could not share the food that was the pride of our different countries. Next, she asked us to create superheroes that would save us from the coronavirus. Many of us created bilingual heroes.

The coronavirus really broke out. The President of the United States called this virus the Chinese Virus. This could have filled us with more fear. We could have felt isolated. We could have been afraid to face our new bilingual friends. But, it did not. What I learned in my ELD and other classes through distance learning was far more important than knowledge and facts and figures; I learned the true meaning of respect, love, and unity. I learned that communication is the most important step in all things. I learned that we must not judge each other and say things that are not true. I learned that through our bilingual voices, we can love, protect, and honor each other.

Right now, our world is full of fear and mistrust. It is angry, and its people are angry. It is what we read online, and it is what we see on television. What I have learned is what we can do to change all this. We can build a bilingual/multilingual bridge that can break through all the plastic screens that seek to separate us, and we can build a peaceful and loving community, even behind the plastic screens.

The translator is the foundation of this bridge. The translator plays a very important role for those who are just starting out; of course, I also used it when I first started learning English. But, I learned to go beyond the translator into the bilingual language of the heart as I reached out to my new companions. Now, I hope that all people all over the world who only speak one language can try to break through their own plastic screens to learn about other cultures, to understand the beauty of all people in-depth, and to understand that being bilingual is much more important than being monolingual. It is the best way to communicate with others.

Bilingualism means diversity. When people all over the world have learned at least a second language, the words Chinese Virus will never appear again. We, in our ELD classroom, have already done this and under very challenging circumstances. What we have to do next is really break down the plastic screen that has tried to divide and protect us, and instead, we need to spread bilingualism to the entire community, the entire city, the entire state, and throughout the whole world to promote peace, trust, and love. Let us do this by becoming the bilingual bridges that will unite us.

The coronavirus will pass. We will learn to live in peace and harmony. We will do this by becoming bilingual and learning to truly communicate and bond with people all over our small world. We will chat in our bilingual voices as we share our cultures with each other through the unique food of our countries.
双语分享我们国家的食物

电晕病毒确实爆发了。美国总统将此病毒称为中国病毒。这可能使我们更加恐惧。我们本来会害怕面对我们的新双语朋友。但是，事实并非如此。我通过远程学习在ELD和其他班级中学到的知识远比知识，事实和数据重要。我学会尊重，爱与团结的真正含义。我了解到沟通是万物最重要的一步。我了解到我们一定不能互相评判，说不正确的话。我了解到，通过我们的双语声音，我们可以彼此相爱，互相保护和互相尊重。

目前，我们的世界充满恐惧和不信任。它很生气，它的人民也很生气。这是我们在线阅读的内，也是我们在电视上看到的内容。我了解到的是我们可以做些改变。我们可以建立一个双语/多语言的桥梁，可以突破所有寻求隔离我们的塑料屏风，我们甚至可以在塑料屏风后面建立一个和平而充满爱心的社区。

译者是这座桥梁的基础。对于刚起步的人来说，翻译员扮演着非常重要的角色。当然，我刚开始学习英语时也使用了它。但是，当我接触到新的同伴时，我学会了超越翻译者的内心双语。现在，我希望世界上所有只会说一种语言的人都可以尝试突破自己的塑料屏幕，以了解其他文化，深入了解所有人的美丽，并理解说双语会更多。比单语重要。这是与他人交流的最佳方式。

双语意味着多样性。当全世界的人们至少拥有第二种语言时，"中国病毒"一词将再也不会出现。在极具挑战性的环境下，我们在ELD教室中已经做到了这一点。接下来，我们要做的是真正打破试图分裂和保护我们的塑料屏障，相反，我们需要将双语主义传播到整个社区，整个城市，整个州以及整个世界，促进和平，信任和爱。让我们成为成为团结我们的双语桥梁来做到这一点。电晕病毒将通过。我们将学习和睦相处。我们将通过双语和学会与小世界的人们进行真正的沟通和联系做到这一点。当我们通过各国独特的美食彼此分享我们的文化时，我们将用双语的声音聊天。

错误，但是通过这样做，我们正在学习彼此相爱，接受和拥抱。我们正在团结成一个多语种大家庭。谁知道，既然恐惧消失了，我们可能是找到一种方法来遏制电晕病毒的人。
Congratulations!

Congratulations CABE on a successful virtual conference 2021! It has been an honor to work with you to create opportunity for English Learners in California. Your leadership is essential and inspiring.

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