Awards

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CABE 2016 Corazón Board Award

Charlene Fried
Teacher
Baldwin Park USD

The CABE Board of Directors is proud to award the Corazón Award to Charlene Fried. The Board has been moved and motivated by her tireless work and support for her students over many years. They have been deeply touched and impressed to see the love and compassion she provides her students as she works tirelessly and advocates for them. Over the years, many of her students have won the CABE student writing contest, and have gone on to successful university experiences and careers. Charlene Fried has had such a powerful, passionate impact on the lives of English Learners as well as her colleagues and partners both in her district and throughout the state.

A San Francisco native, Charlene landed her first teaching job in Baldwin Park Unified School District, and still teaches there today. A graduate of San Francisco State University, she began teaching at Sierra Vista High School. As many students began to cross the border from Mexico and settle in Baldwin Park, she set up the first bilingual program at the school. She went on to obtain her MS in Bilingual Cross-Cultural Education and her Bilingual Cross-Cultural Specialist Credential from Pepperdine University. In addition to teaching in Baldwin Park, Charlene teaches in the credential programs at both CSU Los Angeles and Loyola Marymount University. She continues to study and train others; her dream is to provide all students with the opportunity to become bilingual and biliterate and have access to university and career opportunities.

Charlene has received numerous awards during her career including CABE Teacher of the Year (1997) and NABE Teacher of the Year (1998). She was also honored as the Los Angeles County Teacher of the Year. She has presented keynote and featured presentations at conferences including CABE, NABE, CEEEA, CATESOL and others. In addition to her awards, she is most proud that her students have won numerous awards from organizations including CABE, NABE, LACOE, LULAC, Hispanic National Scholarship, Questbridge Scholars, and others. She attributes her own success to her students and feels both thankful and grateful to have been blessed with so many wonderful students over the years she has taught.

CABE has been an important part of Charlene’s professional life. She states, “During those years of Proposition 227, when we fought so fervently for the rights of our students to study in their home languages, it was my relationship with CABE that gave me the strength and courage to continue the fight.”
The CABE Board of Directors is proud to present the Community Voice Award to Jane Kim. Her advocacy and support of the richly diverse cultural and linguistic community in San Francisco has been truly noteworthy. In her past role as Trustee for the San Francisco Unified School District, and now in her role on the San Francisco Board of Supervisors, she stands out as a passionate and powerful voice who advocates for students, families, schools, businesses, and all members of the San Francisco community. Her leadership has made a difference in many ways—advocating for equitable educational and linguistic programs in San Francisco USD schools, standing up for the right of fair, affordable and safe housing for educators and all community members, understanding and representing the wide range of needs in her district, being inclusive of youth voice in government issues, and working tirelessly to move city government to make a positive difference in the lives of her community.

Jane Kim is a current San Francisco Supervisor and candidate for State Senate, District 11. Jane is a proven progressive leader who has fought to expand access to affordable housing, protect renters, close the income gap and improve public schools. Jane understands that the major challenges we face are not just local issues—they are statewide and even national issues and require support at the broadest levels. She is running for Senate to ensure we have a representative in Sacramento who will work to address those challenges—housing the homeless, creating more affordable housing, family-sustaining jobs, relieving transit gridlock and strengthening public education.

Jane Kim was elected in 2010 to represent District 6 on the Board of Supervisors, which includes South of Market, Mission Bay, the Tenderloin, Civic Center, Treasure Island and Yerba Buena Island. She is the first Korean-American elected official in San Francisco and the first Asian-American candidate to win a non-historically Asian district in the city. She also continues to advocate for our children and youth—serving as Chair of the City and School District Committee. Passionate about public education, Jane Kim is leading the way to ensure that San Francisco is increasing resources and money for its schools while supporting partnerships with the San Francisco Unified School District. Jane believes that we have a responsibility to invest in the education and success of our youth. California currently ranks 49th in per pupil spending, with only Mississippi trailing behind.

In 2006, Jane Kim was the top vote-getter elected citywide to the San Francisco USD Board of Education. Later, her colleagues would unanimously vote her to serve as the President of that body. While on the school board, Jane worked to close the achievement and opportunity gap, redesign the student assignment process to give some preference for families who want to enroll their children in neighborhood schools, and promoted policies that decreased suspension and expulsion rates.
CABE 2016 Legacy Board Award

Lily Wong Fillmore
Researcher, Professor Emerita
UC Berkeley

The CABE Board of Directors is proud to present the Legacy award to Lily Wong Fillmore in honor of her many years of ongoing research and support for English Learners and language minority students. Lily has had such a powerful, passionate presence in the field as seen by both her theoretical and practical approach to providing the most effective instructional support to build educators’ knowledge and confidence to serve and address the needs of our students. Her work has made tremendous strides in affecting outcomes for our students in California as well as throughout the nation as she has addressed the needs of English Learners as well as students of varying dialects and language origins. Her research and scholarly work has impacted thousands of educators and will continue to do so in years to come.

Lily Wong Fillmore is Professor Emerita from the Graduate School of Education, UC Berkeley. Much of her research has focused on issues related to the education of language minority students in American schools. Her professional specializations are second language learning and teaching, the education of language minority students, and the socialization of children for learning across cultures. Over the past thirty years, she has conducted studies of second language learners in school settings. Her most recent study is of the language resources of Alaskan Native children in several Yup’ik villages along the Yukon River. She is currently engaged in studies of the academic language demands of high stakes tests such as California's High School Exit Examination and the SAT-9, and considerations of what kind of instructional support is needed by English learners and speakers of English dialects (e.g., African-American English, Alaskan Village English, Chicano English, etc.) to deal successfully with such tests and other uses of academic language. Another area of work that has engaged Fillmore in the past decade is the revitalization of indigenous languages in the Southwest. She has been working with leaders in several pueblos in New Mexico in support of language programs for the teaching of heritage languages to the children in those communities.
José Robles Guzmán is pursuing a Bilingual teaching credential at CSU, Stanislaus. As a young immigrant student from México who spoke no English, José had difficulty in adjusting to a new culture and environment. His parents worked long hours in the fields making it difficult to help him with his homework or answer any school questions he might have had. Fortunately for José, he had some bilingual teachers that went the extra mile in order to ensure that he learned English and did well academically. These teachers often stayed after school to help him with his homework and always encouraged him. They gave him the support and confidence he needed in order to believe that he could learn English and do well.

It was bilingual teachers like these that inspired him as a young child and helped him see just how much of a difference bilingual educators could make in the lives of children. These teachers inspired him to pursue a teaching career and seek a BCLAD teaching credential in hopes that he will, in turn, inspire his future students. While learning English is essential, José feels that it is more powerful to be able to speak two languages. José believes that bilingual education programs coupled with caring and passionate bilingual teachers will allow students to become biliterate and help prepare them to be the new leaders of tomorrow in a continually diverse society.

**CABE congratulates José Robles Guzmán**

**On his accomplishments and on receiving the**

**Charles “Chuck” Acosta Teachership Award!**
Gabriela Gómez is pursuing a Multiple Subject Teaching Credential at the University of California, Irvine. She is completing her student teaching assignment in a first grade Spanish dual immersion class. Gabriela comes from a family of Mexican immigrants. In her home, Spanish is the only language spoken. She was taught from a very young age that her native language was very important and that she had to hold on to it like a precious gift. However, when she started school, her native language was not acknowledged and she was expected to speak only English. She credits her parents for stressing the importance of Spanish to her being able to keep her Spanish.

Gabriela wants to be a bilingual teacher to preserve and celebrate the language diversity that others bring to this country. She believes that being bilingual is a very important skill and one that everyone will need in the future. Gabriela wants to be part of the bridge that helps future adults communicate and connect with each other through the gift of language. She thanks her parents for the gift of the Spanish language and that she will be able to pass on that gift of language to others.

*CABE congratulates Gabriela Gómez*

*On his accomplishments and on receiving the Carlos Pinichet Teachership Award!*
Caren Pantoja Pérez is pursuing a bilingual teaching credential at CSU, Stanislaus. Caren grew up in an agricultural community where her parents worked from sunrise to sunset harvesting vegetables in the Salinas Valley. The fields became her second home. When she was just five years old, she would get picked up from school and taken to the nearby green peas fields where her parents worked. Unable to afford a babysitter and with her older siblings still at school, she loved playing in the dirt by herself. She also loved helping her parents pick peas. Her father would take off his hat and give it to her as her container to put the peas. It wasn’t until much later in life that she realized what her father sacrificed by going hatless in the hot sun. Today, Caren still returns to the fields in the summers to work with her parents to pay for her tuition and other expenses.

As an English learner, Caren struggled her entire childhood with the language and culture. As a future bilingual teacher, Caren wants to support her students in both their first and second languages. She believes that a student’s native tongue should be appreciated, enhanced, enriched and celebrated. This is the reason that bilingual education is so important for those communities. Caren hopes to return to her community in Greenfield, CA to teach. She shares that Greenfield has a large population of families from Oaxaca, México who speak a language other than Spanish or English. She wants to support these children in becoming trilingual!

_CABE congratulates Caren Liset Pantoja Pérez
On her accomplishments and on receiving the
Alma Flor Ada Teachership Award!_
Diana Rico Zamora is a teacher candidate in the Bilingual Authorization Program at CSU, San Marcos and is also in the Dual Language Cohort in the Multiple Subject Credential program. She is also completing an additional certification to teach Spanish in Secondary Education. In 2014, Diana completed her BA in Education with a designation of “Magna Cum Laude” signifying an academic degree awarded with great honor.

Diana came to the United States from México at age 12. Adapting to a new culture and language created difficult challenges in her educational journey. Despite her best efforts in her ELD classes in 7th grade, she found herself struggling. It was this difficult pursuit to learn English that instilled in her the determination to become a bilingual teacher in order to help future students. As a bilingual teacher, she wants to inspire students to value and respect all cultures and languages. She wants to create an equitable and socially just environment where students feel confident and proud of their identities and are valued for being bilingual.

Diana believes that bilingual programs are critical settings for student success. She believes that bilingual education promotes and emphasizes multiculturalism and, as a result, motivates students to excel academically. Her life experiences have taught her that being bilingual is a valuable quality. As a future teacher, she plans to convey this knowledge and passion to her students.

CABE congratulates Diana Rico Zamora
On her accomplishments and on receiving the
F. Isabel Campoy Teachership Award!
Laura Mendoza is pursuing a Bilingual Teaching Credential at CSU, Channel Islands. She is currently finishing her student teaching in a second and third grade bilingual combination classroom. Laura thinks, dreams, and speaks in two languages. She has two cultures that come with two beautiful languages: Spanish and English. As a child, translating for her parents meant transforming into different personas: a teacher, doctor, police officer, lawyer, etc. Laura grew up in the low-income housing projects where Spanish was the primary language. Being bilingual, she was always able to help her community to bridge the two languages. She believes that being bilingual is a way to connect people from different cultures.

Her passion to become a bilingual teacher began when her kindergarten teacher asked, “What do you want to be when you grow up?” Her answer never changed – “a teacher.” Laura’s goals as a bilingual teacher are to motivate, guide, and give all her students the necessary resources they need to achieve their educational goals. As her father always told her, “Él que hable dos idiomas vale por dos/He who speaks two languages is worth two.”

CABE congratulates Laura Mendoza
On her accomplishments and on receiving the
CABE Biliteracy Teachership Award!
CABE BOARD AWARDS

SEAL OF EXCELLENCE SCHOOL

Anacapa Middle School
Ventura Unified School District
Barbara Boggio, Principal
Barbara.Boggio@venturausd.org

CABE is proud to award the CABE 2016 Seal of Excellence Award to Anacapa Middle School. Ventura Unified School District’s outstanding two-way immersion (TWI) program is one of less than 40 K-12 programs in the country and Anacapa Middle School is proud to be the 6th through 8th grade component of this high quality, rigorous, and innovative dual language program. Three elementary schools feed into this TWI program and from Anacapa, many TWI students continue in the program at Ventura High School. The TWI program of approximately 154 students of 850 functions as a strand within the larger school. English Learners not in the TWI program are enrolled in the Structured English Immersion (SEI) strand which provides high quality instruction in English for all students. The goals of the Anacapa TWI program are to: 1. Support students’ primary language; 2. Provide outstanding, structured academic instruction in English Language Development to help students attain proficiency in English and content areas; 3. Foster cultural awareness and cultural proficiency; and 4. Ensure that students acquire technological, academic, and social skills and knowledge necessary to be successful in the 21st century. TWI students at Anacapa receive 50% of their core subjects in Spanish and 50% in English. Anacapa’s award winning curriculum has been created by TWI teachers aligned with CCSS, NGSS, California State Standards and ELD Standards. These interdisciplinary, scaffolded and differentiated project-based units integrate art, technology, peace education, and other content areas. Within the Spanish instructional block students are offered enrichment experiences that include robotics, technology, engineering, dance, music, visual art, and environmental science. English Language Arts teachers are well trained in English Language Development (ELD) standards and are aware of the linguistic needs of our English Learners. The teachers of both languages collaborate closely and are extremely intentional in targeting and “double dipping” standards.

Anacapa’s TWI teachers are active participants in and leaders of professional development. Among these teachers, there is a CABE Two-Way Teacher of the Year, a CUE new teacher nominee, a Fulbright scholar, and a CABE Teacher-ship Recipient. Three have presented at national conferences and four have presented at a variety of local conferences. They are all lifelong learners who are willing to share their knowledge as they continue to grow and learn as educators.

Data results confirm the success of this program. Anacapa’s API showed consistent growth for students overall. Dr. Kathryn Lindholm-Leary reviewed Anacapa’s data, and concluded that students in TWI did as well or better than students who were not in the TWI program. Newcomers who are Emerging in English have the possibility of a schedule in which ALL of their teachers speak Spanish and are therefore able to communicate both with the students and their parents. Anacapa strives to ensure that ALL parents know that they are truly valued, and this is especially true of parents of English Learners. The TWI program actively promotes and supports cultural experiences and parent nights that highlight diversity and offer a wide variety of opportunities throughout the year for the parents of English Learners to take leadership positions.

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Anacapa Middle School
CABE is proud to award the CABE 2016 Seal of Excellence Award to Burbank Elementary School. Burbank Elementary School is in Hayward, California, one of a group of cities that line the eastern shore of San Francisco Bay. Historically a community of immigrants, Hayward (approximate pop. 151,000) is one of the most diverse cities in California. A 2009 state grant (Quality Education Improvement Act) and a 2010 School Improvement Grant supported their journey to excellence, but they attribute their success to the collective dedication of teachers, administrators, staff, students and parents taking on and sustaining deep and meaningful school change. Burbank remains the highest performing school in Hayward Unified School District and was the English Learner (EL) School Site of the Year in 2012 in Alameda County. A Burbank teacher was named the 2012 district teacher of the year.

At Burbank, a commitment to the core values of educating the whole child and dual language instruction (DLI) guides the implementation of the California core curricular standards. A clear team structure, including vertical and horizontal teaming with grade level team leaders/facilitators and support from coaches and administrators, exemplifies how they maintain adult capacity for change. Administrators share leadership with coaches, teachers, parents and staff. The administrators and coaches model key strategies, provide useful feedback to teachers, and empower teachers in grade levels to have conversations about practice. Their strong and shared commitment is anchored in a community of adults who work together for the common good. Burbank’s Teacher Lab Site Program began in 2014 when Hayward Unified School District implemented its Lab Site Teacher program. As part of the implementation of the District’s Core Curriculum Instructional Framework (CCIF) which mapped the District’s implementation of the Common Core standards, and to meet the goals to: 1) Recruit and retain highly effective skilled professionals; and 2. Ensure all students master the Common Core State Standards, the District solicited applications from teachers to be Lab Site Teachers who would 1) attend professional development on the CCIF Lesson Design, 2) work with a District coach during the school year, 3) participate in monthly after school network meetings, and 4) open their classrooms to be demonstration classrooms for other teachers in their school to see lessons based on Common Core Standards. The District provided substitute teachers for teacher observations, district professional development on CCIF, and a stipend for each Lab Site teacher. With these foundational resources, each school was free to design their own Lab Site Program. The Burbank Teacher Lab Site consists of four teachers who conduct demonstration lessons, facilitate observations, and participate in debriefing sessions. Through surveys, teachers confirmed the quality and practical usefulness of this model of professional development.

At Burbank, assessment drives instruction. Using a portfolio of assessments has been a key catalyst for their rapid growth. Burbank was the highest scoring school among elementary schools in the District, with 48% of students meeting or exceeding standards in English Language Arts. Burbank was recently identified by Innovate Public Schools as “a 2014-15 Top Performing Bay Area School for Low-income Latino Students in English”. They received this distinction because their school “achieved better results on the 2014-2015 state tests for [typically] underserved students than the state’s overall average for all students”.

Burbank has cultivated relationships with parents through an active Parent Center, which occupies a central hub of the school and is managed by support staff and PTA volunteers. Most parent meetings, opportunities for learning, and celebrations take place in the Parent Center. Through the Parent Center, Burbank recruits volunteers and parent leaders, and fosters understanding between and among stakeholders. In terms of shared leadership with parents for school outcomes, Burbank has three main decision making bodies: School Site Council, English Learner Advisory Committee (ELAC), and Site Based Decision-making team. Within these three teams, parents voice their opinions and vote on such topics as budget, staffing, student learning opportunities, facilities, and parent involvement.

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Burbank Elementary School
CABE is proud to award the CABE 2016 Seal of Excellence Award to Las Animas Elementary School. Las Animas, located in Gilroy, California, serves 727 students in grades K-5. This rural, agricultural area is known as the “Garlic Capital of the World” due to the annual Garlic Festival. Las Animas serves a student population that is 68% Hispanic, 19% White, 4% Asian, 3% Filipino, and 7% other ethnicities. 43% of the students are English Learners (EL) or reclassified English Learners (RFEP), 5% are special needs students and 39% are socioeconomically disadvantaged. To meet the needs of this diverse population, Las Animas offers different types of programs: a successful K-5 Spanish/English 50:50 Dual Immersion (DI) program; a strong K-5 Structured English Immersion (SEI) program; and a special education program serving K-5 students on the autism spectrum. With support from administration, teachers, and parents, the Dual Immersion program has expanded into the middle and high school levels creating a successful district K-12 DI strand.

District adopted benchmark data are used for formative assessment that drives professional development. These same data are used for evaluation of student outcomes. On the 2014-2015 STAR reading benchmark assessments, ELs in DI outperformed other Las Animas ELs. The ELs in DI also outperformed the non-DI English only students. In addition to formative data, summative data are used as a cornerstone for evaluating the program’s student outcomes. These measures include CAASPP in English Language Arts and Math, CELDT, and Aprenda 3 in Spanish reading. These data are discussed school wide and at each grade level and contribute to the establishment of improvement plans through the Professional Learning Community process. Results on the 2015 CAASPP showed that a higher percentage of Las Animas students met/exceeded proficiency expectations in both Language Arts and Math than the district, county and state percentages. This applied to all subgroups as well. In addition, all DI program students became bilingual and biliterate in Spanish and English.

Las Animas’ Dual Immersion Program is a 50:50 model. DI students are admitted into the program based on parent request and space availability. In order to maintain a balance of languages, students are selected by lottery. Teachers team teach with one teacher serving as the Spanish model and the other serving as the English model. Each student has two teachers and moves from one classroom (e.g., Spanish classroom) to the other (e.g., English classroom) to receive content area instruction in the language of the model teacher. The level of teacher collaboration is extremely high as teachers take students through the grade level curriculum according to their Common Core-aligned units of study. Teachers take care to build on transferable skills and explicitly teach non-transferable skills as students progress through the grades.

Las Animas supports high levels of parent/community engagement by providing multiple ways for parents to involved. Collaborative decision-making through School Site Council, English Learner Advisory Council, and other activities are offered. Parents are involved in instructional support activities through volunteering, family nights, and leadership training. Many of their parents do not speak English, but they volunteer and are extremely involved!

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Las Animas Elementary School.
CABE is proud to award the CABE 2016 Seal of Excellence Award to Meadow Homes Elementary School. Meadow Homes Elementary is the largest elementary school in the Mt. Diablo Unified School District with 881 students, approximately 700 of which are English Learners (EL). The school is located in the densely populated “Monument Corridor” community in the city of Concord, and is home to a large number of foreign-born immigrants (about 60% of the total population). Spanish is the home language of approximately 80% of the students, though the school serves students from a total of twenty-three different home language backgrounds. Over 90% of the student population qualifies for free or reduced lunch. Despite challenges facing the community at large, Meadow Homes is a thriving, resource-rich, culturally vibrant, community safe-haven.

Meadow Homes is one of ten Turnaround Arts schools in California. An initiative of the President’s Committee on the Arts and Humanities (PCAH), Turnaround Arts is a public-private partnership that uses the arts to help narrow the achievement gap, increase student engagement and enhance the culture and climate in schools. Through arts centered school reform, Meadow Homes Elementary seeks to boost academic achievement and increase student motivation. Students at Meadow Homes receive visual and performing arts instruction at specific, designated times as well as integrated into their classroom curriculum. They also have opportunities to work with teaching artists and local arts organizations, and have been adopted by celebrity artists including singer Marc Anthony and mezzosoprano Carla Dirlikov.

The bilingual program at Meadow Homes follows a Developmental Bilingual Program using a 50:50 model with transference lessons from TK through second grade. Currently, third through fifth grade classes follow the district’s Primary Language Literacy (PLL) program in which students’ home language is used to support student learning. Each year another grade takes on the 50:50 model used in the lower grades. Next year, third grade will move to the 50:50 model, 4th grade will follow the year after that, and so on.

One of the goals at Meadow Homes is to make sure that the English Learners become proficient in English before they leave for middle school. Significant progress has been made toward this goal. In 2013-2014, Meadow Homes reclassified 85 students. In 2014-2015 that number increased to 133 Reclassified students. These numbers bolster the belief that Meadow Homes is providing students with rigorous ELD instruction and significant language supports.

In addition to rigorous academics, Meadow Homes also delivers school-home-community participation and collaboration. Meadow Homes invites the community and parents to participate in many events including: • Weekly Pláticas Meetings • On-site Parent Meetings by the District Community Liaison • On-site Parenting Classes through STAND! • On-site Adult Literacy Classes • Art & Literacy Backpack Project 10 • Art Nights (i.e. Día De Los Muertos Altar Event, crafts, movies, International Flag Project) • Mural Project • School Musical • Turnaround Artist Luncheons with Carla Dirlikov, mezzosoprano; • Spring Carnival • School Site Council • PTA Officer Meetings • ELAC Steering Committee Meetings and ELAC/PTA General Meetings.

Meadow Homes owes its significant success with English Language Development to a number of different factors, including hands-on learning; structured ELD and bilingual programs; a newcomer program; EL targeted curricula; rich professional development; extensive parent involvement; significant social-emotional support; and rigorous standards-based instruction. Meadow Homes provides a quality instructional program that embraces bilingualism as an advantage. Administrators, teachers, parents, and community members are unified and integrate all the school resources that make bilingualism a reality on their campus.

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Meadow Homes Elementary School
CABE is proud to award the CABE 2016 Seal of Excellence Award to Walnut Elementary School. Walnut Elementary School is one of thirteen elementary schools in the Baldwin Park Unified School District and is also one of five elementary schools in the district to offer the Dual Language Immersion (DL) Program. Dual Language students may continue their journey of bilingualism and biliteracy study into the middle school and high school in this proactive district. Walnut Elementary offers a variety of academic programs to meet the diverse needs of their school community. One third of Walnut School students are enrolled in the 90:10 Dual Language Program. Of the two-thirds enrollment receiving English instruction, 35% are English Learners (EL) receiving instruction through Structured English Immersion. In addition, Walnut offers a Gifted and Talented (GATE) program in third through fifth grades of which 43% are DL students. Special Education services comprise 12% of the school population and 10% of them are also enrolled in the DL program.

The Walnut DL program goals are three-fold: (1) to offer a high quality bilingual program; (2) expose students to a culturally diverse learning environment; and (3) for all students to be grade level proficient or above in English and Spanish upon completion of fifth grade. DL classrooms have purposeful enrollment of 50% EL students and 50% English only (EO) students. Teachers deliver monolingual content based instruction in the target language according to the 90:10 model. Student data confirms the success of the DL program. In the Spring of 2015, Walnut scored as one of the top four schools in the district on the Smarter Balanced Assessment (SBAC) and above the State of California percent of students who met or exceeded standards in third grade Math, fourth and fifth grade English Language Arts. When the data was disaggregated, the Walnut DL students scored equal or higher than students who had received English only instruction. Reclassification rates have also risen. Over the past six years, close to 100% of the EL students who have received DL instruction for more than five years have been reclassified as English proficient according to CELDT data. Spanish achievement is monitored through local assessments and the Accelerated Reader (AR) STAR program in Spanish. Teachers give weekly Spanish reading fluency, comprehension, and writing assessments to drive instruction and analyze student growth.

Professional development has been a hallmark of the Walnut program. All teachers have been trained in Thinking Maps; Guided Language Acquisition Design (GLAD); the four C’s - communication, collaboration, critical thinking, and creativity; Depth of Knowledge and Bloom’s Taxonomy levels. In addition, classroom management techniques are used school-wide. Cultural awareness is a highlight of the Walnut program culminating with events that celebrate the students’ cultural learning.

Parents are involved at Walnut through committees including School Site Council and English Language Advisory Committee. In addition, parent workshops are held weekly on topics including: Helping your child with homework, reading and math skills, internet safety, and understanding state testing.

Interviews with Parents, Students and Teachers all used the same word to describe how the program works at Walnut – FAMILY!

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Walnut Elementary School.
María Gutiérrez-García has spent the last 34 years advocating for English Learners and their families. Currently she is principal of Finley Elementary School in the Westminster School District where she has worked tirelessly for the last nine years to implement the Guided Language Acquisition Design model school-wide. In close collaboration with the Orange County Department of Education, Finley has hosted multiple Tier I and Tier II week long training sessions for certification. In 2013, María Gutiérrez-García was awarded the Orange County Department of Education English Learner Success Award in recognition of the continued increased academic achievement for English Learners.

Prior to joining the Westminster School District, Gutiérrez-Garcia worked in various positions in the Santa Ana Unified School District including Principal at Wallace R. Davis Elementary School. While at Davis Elementary the school was awarded the CABE SEAL of Excellence Award. During her distinguished career, she has received many other awards including middle school teacher of the year and elementary Bilingual teacher of the year.

María Gutiérrez-García has held a variety of positions including District Curriculum Specialist for English Language Development and Spanish Language Arts Curriculum Specialist for Santa Ana USD. While completing a Master’s Degree in Spanish from the University of Southern California, she was an Assistant Lecturer in the Department of Spanish and Portuguese and led a study abroad session in Madrid, Spain. She completed her undergraduate course work at the University of California, Irvine.

In recommending Gutiérrez-Garcia, Nicole Chávez from the Orange County Department of Education shares, “María’s sophisticated grasp of vision, cultural proficiency, and the endless impacts of being biliterate, has dramatically shifted the perspectives of her staff and parents. Educators view and value multiple languages as an asset, families feel empowered to be involved in their children's academic careers, and language is seen as a vehicle for identity, culture and understanding.” …“I can say with the utmost confidence that María is one of the strongest advocates for students and biliteracy that I have had the chance to interact.”

CABE is proud to award María Gutiérrez-Garcia the CABE 2016 Administrator of the Year!
Cynthia Alicia Meza is an experienced bilingual multicultural social justice educator who excels at inspiring young minds to become empathetic critical thinkers that see themselves as responsible worldly citizens, stewards of mother earth, and agents of social change. Amongst peers she excels at consensus building, strategic decisionmaking, relationship and community building, and takes pride in inspiring other educators to become more culturally competent and socially conscious in serving diverse communities.

Cynthia is a Spanish bilingual/immersion teacher at Leonard R. Flynn School in San Francisco’s historically Latino Mission District. For 12 years she has worked diligently with a diverse population of Flynn students and families to create a classroom environment that promotes pride and inclusivity of all learners. She provides an environment in which multilanguage learners can engage in academic discourse across content areas and languages. As a social justice educator she has worked to create a culture of learning that inspires inquiry, exploration, engineering, scientific thinking and discourse, and integrates exploration and discussion of world and local issues relevant to students.

Hoping to inspire more science teaching in the district, especially for schools serving communities of color, Cynthia has led science professional development with an emphasis on integrating ELD strategies. She has mentored new teachers in the ELLISA Project (English, Language and Literacy Integration into Subject Areas), through San Francisco State’s Department of Education. As the current president of San Francisco’s LATA (Latin American Teacher’s Association), Cynthia is working with SFABE (San Francisco Association for Bilingual Education) to increase sponsorship of LATA’s College Scholarship fund.

She is a proud mother of four beautiful children working closely with her community organizer husband and compañero, Oscar Grande, to create a healthy, loving, nurturing environment where each child thrives and develops consciously, academically, socially and emotionally.

In recommending Cynthia Meza, Ricky Mendoza, Principal of Flynn, states, “Students are offered many opportunities to critically and respectfully engage in academic conversations in both languages and within all content areas. Classroom projects integrate bilingualism and are connected to the greater community. She builds lasting relationships with parents…is also active in the Latino community.” “I believe there will be few candidates more qualified for this honor than Ms. Meza.”

**CABE is proud to award**
*Cynthia Alicia Meza* the **CABE 2016 Teacher of the Year!**
María Guadalupe Ocegueda is the embodiment of parent involvement. She holds a bachelor’s degree in computer science and has been teaching weekly computer classes for parents throughout the Palmdale School District for the past few years. In addition, she teaches ESL classes and currently is co-teaching a Spanish class for second graders at Tamarisk. She is a leader in the Parenting Partners program which empowers parents to become involved not just in their children’s schools, but in the community as a whole. Lupita has served as the Tamarisk ELAC President in the past and this year is the Tamarisk ELAC DELAC representative. In addition, she serves as a parent member of the Tamarisk School Site Council and Vice President of Membership for PTA. She is also the Vice President of the Palmdale School District DELAC. She volunteers at extra-curricular events such as Fall Festival, Holiday Performance, movie nights, Red Ribbon Week, etc. to ensure they are a success for the students and parents.

Maria Yerania Vargo, Tamarisk Elementary Teacher, shares, “Mrs. Ocegueda is the embodiment of parent involvement. I admire her and have honestly learned the meaning of giving back with asking for nothing in return. She is the heart of Tamarisk. We could not be any more proud of her. I take pride in calling Mrs. Ocegueda my friend.”

According to Tamarisk Principal, Martin Herrera, “She is dependable, trustworthy, and has an enviable work ethic.” “It is an honor and privilege to witness her extraordinary qualities at work.”

CABE is proud to award
María Guadalupe Ocegueda the CABE 2016 Parent of the Year!
Jessica Albornoz is the Parent/Community Liaison at Golden Poppy Elementary School, a challenging but very rewarding position. Jessica considers it a privilege and a joy to be of service to the Golden Poppy community.

Jessica believes that bilingual education is imperative in a diverse community. She states that it is through the channels of education that one is able to reach out to various members of the school community. There are no boundaries. There are no limits as to what can be done together to make an impact at our school and in our community. The cliché, “Knowledge is Power” sums up her personal beliefs. She believes that a unified, collaborative, and helpful group of teachers and parents can and will make a difference if their motives are sincere. Her motto is “Learn as much as you can, teach as much as you can.” Jessica has had the pleasure of working with English Learners for five years. Most of her life she grew up translating for family members and friends. During her high school years she scored a perfect score on her Spanish SATs. This confirmed for her that her bilingual skills would serve her well throughout her life. She considers having a proficient knowledge of two languages a bonus and an asset that she is able to use wherever she goes.

Always involved, Jessica was a former ELAC President for Joshua Hills School. During her term at Joshua Hills she was an advocate for dual language programs. She also served as a PTA President for Joshua Hills. She is currently PTA Historian for Golden Poppy school. She believes that the highest form of service is to help, lead, and to empower others to pursue their goals. She realizes that the power of her words can make a huge impact on the people who cross her path at home, at work, and at school.

As a member of CABE Chapter 58, Jessica has attended various mini-CABE Conferences. She also attended the Ontario Regional Conference in 2013. She has benefited greatly from attending the workshops and always returned to school with tools and resources that she was able to share with Golden Poppy parents.

In recommending Jessica, Sandra Salas-Rodríguez, Learning Support Teacher at Golden Poppy School, states, “She supports parents by providing ESL classes and leads ELAC meetings. She serves as a translator to help support parent-teacher relationships and bridges the communication gap between school and community. She is the bridge between parents, students and staff.” “She makes Golden Poppy a wonderful place to be for students, staff and parents.”

CABE is proud to award
Jessica Albornoz the CABE 2016 Para Educator of the Year!
Why it’s important for my family and for me to be bilingual, now and in the future?

My name is Sofia Grace Ward. My dad is from the USA and speaks English. My mom is from Spain and speaks Spanish. For me it is important to be bilingual because I can communicate with both families. If you are bilingual you can travel to a country and speak the language of that country and meet the people.

I have many friends in Spain and here in the USA. I know and collect jokes in both languages. I enjoy laughter and making my friends laugh. Since I am bilingual, I also enjoy reading, singing and dancing in English or in Spanish. I go to a school where I have many friends from Colombia, Argentina, Mexico, Cuba, Uruguay, Peru and El Salvador where they also speak in Spanish. These countries have some national dishes that I have never tasted, like “pupusas” from El Salvador that according to my friends are yummy!

When I become an adult I am going to visit those countries and taste their national foods, I’ll learn their songs, dances and culture. My cousins know a lot about other countries but Pablo only speaks Spanish and Kaitlin only speaks English. If one day they decide to travel they couldn’t communicate with the people. They might need my services as a translator! I am also learning Chinese because I would like to travel to China; I love the Chow Fun and the Dragon Dance.

Lastly, it is important for me to be bilingual now and for my future so that I have the opportunity to find interesting jobs such as teaching Spanish to students like me, or maybe a job as Santa Claus’ elf because as such you’ll need to understand what children from all over the world want for Christmas. Maybe one day, just because I am bilingual and I have an open mind, I might become the president of my country; in this way there would be no more wars.

For all of these reasons it is really important for my family and for me to be bilingual now and in the future.

¿Por qué el ser bilingüe es bueno para mi y mi familia hoy y en futuro?

Yo me llamo Sofía Grace Ward. Mi papá es de Estados Unidos y habla inglés. Mi mamá es de España y habla español. Para mí es importante ser bilingüe porque puedo hablar con la familia de mi papá y la familia de mi mamá. Si eres bilingüe puedes viajar a otros países y hablar ese idioma, y si hablas ese idioma puedes conocer a más amigos hablando como ellos hablan.

Yo tengo muchos amigos en España y en los Estados Unidos. Por eso sé muchos chistes en inglés y español. A mí me gusta mucho reírme y por eso me gusta saber todos los chistes que pueda. También como soy bilingüe puedo disfrutar de leer más libros y cantar y bailar más canciones en español y en inglés. Yo voy a una escuela donde tengo amigos de otros países donde se habla español como Colombia, Argentina, México, Cuba, Uruguay, Perú y El Salvador y ellos comen unas comidas que yo no conozco, como pupusas de El Salvador y yo las quiero probar porque me dicen que están muy ricas.

Cuando sea mayor yo quiero viajar a estos países y probar toda la comida y también quiero cantar las canciones de estos países y aprender sus bailes. Mis primos también saben de muchos países pero no hablan el idioma de esos países, como mi primo Pablo que solo habla español y mi prima Kaitlin que solo habla inglés. Entonces ellos no se pueden comunicar y un día yo voy a tener que ser su traductora. Yo también estoy aprendiendo Chino, porque quiero poder comunicarme con las personas que viven en China y me gusta mucho el Chow Fun y la Danza del Dragón.

Por último, es importante para mí ser bilingüe en el futuro porque puedo tener más trabajos muy interesantes, como profesora de niños que quieran saber otro idioma, elfo de Santa Claus porque tienes que entender lo que quieren los niños de todos los países, y tal vez pueda ser hasta presidente de mi país porque como soy bilingüe podré entender a otros países y así que no habrán más guerras.

Por todo esto ser bilingüe es mi bueno para mi familia, para este mundo y para mí, hoy y en el futuro.
Antonio's Trip to Nicaragua

Once upon a time, there was a little boy named Antonio. Antonio was born in the U.S. but his family was from Nicaragua. Antonio didn't know how to speak Spanish. One summer, he went to Nicaragua for the first time. When he got off the airplane, he noticed that everyone was talking weird. He didn't understand what they were saying. He thought they were saying, “blacuzaifi...” Antonio felt nervous and worried.

Later, he went to his grandma's house and his grandma told him to play with the other kids from the neighborhood, but Antonio didn't understand them. He did not play with them. He felt lonely because he couldn't make any friends.

Next, his great grandma came to visit. Antonio couldn't have a relationship with her because he didn't understand her. He felt very frustrated during the whole vacation.

When he went back to the U.S. he made a goal for himself to learn Spanish, so he joined a Spanish school. He practiced and practiced until he finally learned to speak Spanish.

The next year, Antonio went back to Nicaragua. He stepped off the plane and he could understand what people were saying, like –Hola. Buenos días.- The voices no longer sounded weird. They sounded familiar.

When he went to his grandma's house he made new friends. Their names were Carlos, Juan, Pedrito and Dieguito. They played games like Monopoly, War, Uno and other things.

He went to his great-grandma's house and he understood her when she said, -Que guapo que estás!- They were able to have a loving relationship.

During the same trip, his cousin Jared from the U.S visited him in Nicaragua. Jared didn't speak Spanish. Antonio translated the words that people said so that Jared could understand.

Antonio felt very happy. He learned an important lesson. He learned that it is important to speak more than one language because it helps you make friends, it helps you understand what other people are saying, and it lets you have a relationship with your great-grandma. It also helps you translate for people who don't speak Spanish. Every summer, Antonio goes to Nicaragua and he always has a good time.

El Viaje de Antonio

Había una vez, un niño que se llamaba Antonio. Antonio nació en los Estados Unidos, pero su familia era de Nicaragua. Antonio no sabía hablar español. Un verano, él fue a Nicaragua por primera vez. Cuando llegó al aeropuerto, se fijó que todo mundo estaba hablando de manera rara. Él no entendía a nadie. Él pensaba que estaban diciendo, “blacuzaifi.” Antonio se puso muy preocupado y nervioso.

Más tarde, Antonio fue a la casa de su abuela. Su abuela le dijo que jugara con los otros niños del vecindario. Antonio no los podía entender, entonces no jugó con ellos. Se sentía muy solo porque no tenía amistades.

Después, su bisabuela lo visitó. Antonio no pudo comunicarse con ella. No la entendía. No pudo tener una relación con ella. Durante todo el viaje Antonio pasó muy frustrado.

Cuando regresó a los Estados Unidos Antonio decidió aprender español y se inscribió a una escuela de español. Él practicó y practicó hasta que aprendió español.


Cuando fue a la casa de su abuela, él se hizo amigos de los niños. Se llamaban Carlos, Juan, Pedrito y Dieguito. Jugaron juegos como Monopolio, Guerra, Uno, y más.

Fue a la casa de su bisabuela y ella le dijo.-Que guapo que estas!- Tuvieron una relación muy tierna.

Durante el mismo viaje, su primo Jared vino a visitarlo de los Estados Unidos. Jared no sabía español. Antonio era su intérprete.

Antonio estaba muy feliz. Se dio cuenta que es muy importante hablar más de una idioma. Te ayuda hacer amistades, entender a otras personas, tener una relación con tu bisabuela, y traducirles a personas que no entienden. Cada verano Antonio regresa a Nicaragua y se divierte mucho.
Why being bilingual and biliterate is important to my family and I, now and in the future

“To have another language is to possess a second soul.” I have heard this quote many times and it is constantly pushing me to learn a second language. My first language is English, but over half of my community speaks Spanish as their first language. So in order to socialize with those people it is important for my family and I to be bilingual and biliterate now, and in the future.

It is important for my family to be bilingual and biliterate now because every year I visit my grandparents in Mexico at their retirement home. Truthfully speaking, none of my family is completely bilingual or biliterate, but the important thing is that we are learning, and so far that has helped a lot. Even knowing the smallest amount of Spanish has made it easy to ask for directions, get help, and communicate with a new culture and community.

When I think about where I’m going to be fifteen years from now I see myself just graduating from law school and starting my career as a lawyer. But being a lawyer is going to be a lot of hard work and I believe that having a second language would truly help me on my career path. If I continue learning Spanish I could represent people who speak English and Spanish which would not only make more job opportunities for me, but it would also give me the opportunity to help a larger variety of people.

I am proud to be learning a second language. And I know that being bilingual and biliterate will help me reach my goals and help make my family proud.

Porque ser bilingüe y bi-alfabetizado es importante para mi familia y yo, ahora y en el futuro

“Para tener otra lengua es poseer una segunda alma.” Yo he escuchado esta frase muchas veces y está constantemente presionando mi aprender un segundo idioma. Mi primer idioma es el inglés, pero más del cincuenta por ciento de mi comunidad habla español como su primera lengua. Con el fin de socializar con las personas es importante para mi familia y yo a ser bilingües y alfabetizado ahora y en el futuro.

Es importante para mi familia a ser bilingües y alfabetizados ahora porque cada año mi familia visita a mis abuelos en México en su casa de retiro. Sinceramente hablando, ninguno de mi familia es totalmente bilingüe o alfabetizado, pero lo importante es que estamos aprendiendo, y hasta ahora ha ayudado mucho. Aun sabiendo la cantidad más pequeña de español ha hecho fácil pedir direcciones, conseguir ayuda, y comunica con una nueva cultura y comunidad.

Cuando yo pienso en donde voy a estar en quince años, me veo como una graduada de la Facultad del Derecho y comenzar mi carrera como abogada. Pero ser que una abogada va a ser un montón de trabajo duro y creo que tener un segundo idioma realmente me ayudaría en mi camino. Si sigo aprendiendo español podría representar a personas que hablan inglés y español que no sólo tendría más oportunidades de trabajo para mí, pero también me daría la oportunidad de ayudar a una mayor variedad de personas.

Estoy orgulloso de aprender un segundo idioma. Y sé que ser bilingüe y bi-alfabetizado me ayudará a alcanzar mis metas y ayudar a que mi familia tiene orgullo.
The Languages of the Heart

Why do we have to be quiet now? Why do we have to pretend to be who we are not? Why can’t we unite ourselves as humans and open the doors of our hearts to believe that this nation is a strong nation that has many voices? Let us stop judging one another. Let us think with our hearts. Let us use language as a tool to transmit a message of unity. I am Latina, and I am the voice of the immigrant. I am a student, and I am part for the fight for our voices. We are human, and we are trying to make changes in our lives. We don’t need a passport or a document to demonstrate who we are; rather, we need our roots, culture, hearts, open minds and languages. We are bilingual, and we must talk from the depths of our hearts to implement our ideas and take action. When I arrived in this country, I began to reflect and remember more than ever what things changed in my life, and caused me to make this grand move. Where would we be if we did not take risks, if we were not valiant, and if we did not construct our own roads?

Language is the tool of both the heart and the mind. I remember when I lived in Mexico. It was late in the day, and my mother and I went on a walk together, she, with her right hand on a cane, and her left hand on my arm. Her sickness was escalating. For her, walking became more and more difficult. She had learned to depend on her cane and me. My mother also had problems with diction, but even when I could not understand her words, I understood her heart. To see my family try to triumph makes me feel proud. For all the inspiration they have given me to take action now, I will be able to give back to them in the future.

I am in a new country now, and I am becoming bilingual. My dream is to walk with my mother again, and just as she used my arm to steady her pace, I hope she will humbly accept my bilingual voice to speak for her. We will walk again towards the small village, and together, we will fight for the return of our voices. I want to be part of a bilingual community. To become bilingual will help me inspire and create hope for all the students who are immigrants. They will not be left alone, and their voices will be heard.

What is so amazing about being human is the capacity to think and share our thoughts without fear. We cannot live with the illusion that this country will change us; rather, we must change the country. We must become bilingual so our voices will be heard. We are fighters, and we can use our two languages as arms.

My mother can no longer talk, and she struggles to even walk. But, I have a voice, and she gave me that voice. Now, I am developing two voices, bilingual voices; these voices will share with others what my mother so generously and humbly gave to me, the language of the heart, and the language of hope.
Los idiomas del corazón

Por qué debemos callar ahora? Por qué tenemos que pretender ser algo que no somos? Por qué no podemos unirnos como humanos y abrir las puertas de nuestros corazones para creer que esta nación, es una fuerte nación que tiene muchas voces. Dejemos de juzgar unos a los otros. Déjenos pensar con nuestros corazones. Déjenos usar el idioma como una herramienta para transmitir un mensaje de unión. Yo soy Latina, y soy la voz del inmigrante. Soy una estudiante, y soy parte de la lucha por nuestras voces. Somos humanos, y estamos tratando de hacer cambios en nuestras vidas. No dependemos de un pasaporte o de ningún documento para demostrar quienes somos. Más bien, lo que necesitamos son nuestras raíces, culturas, corazones, mentes abiertas e idiomas. Somos bilingües, y debemos de hablar desde el fondo de nuestros corazones para implementar nuestras ideas y tomar acción. Cuando llegué a este país, comencé a reflexionar y recordar más que nunca qué cosas cambiaron en mi vida, que me causan hacer este gran movimiento. En dónde estaríamos si no tomamos los riesgos, si no fuéramos valientes, y si no construyamos nuestros propios caminos?

El idioma es la herramienta de ambos, el corazón y la mente. Recuerdo cuando vivía en México. Era tarde en el día, y mi madre y yo íbamos a caminar juntas, ella, con su mano derecha en un bastón, y su mano izquierda en mi brazo. Su enfermedad estaba aumentando. Para ella, caminar se volvió más y más difícil. Había aprendido a depender de su bastón y de mí. Mi madre también tenía problemas con dicción, pero incluso cuando yo no podía entender sus palabras, entendía su corazón. Ver a mi familia tratar de triunfar me hace sentir orgullosa. Por toda la inspiración que me han dado para tomar acción ahora, seré capaz de dar de nuevo a ellos en un futuro.

Ahora estoy en un nuevo país, y me estoy convirtiendo en bilingüe. Mi sueño es caminar con mi madre otra vez, y al igual que ella usó mi brazo para sostener su ritmo, espero que ella acepte humildemente mi voz bilingüe hablar por ella. Caminaremos de nuevo a través del pueblo pequeño y juntos lucharemos por el regreso de nuestras voces. Quiero ser parte de una comunidad bilingüe. Llegar a ser bilingüe me ayudará a inspirar y crear esperanza en todos los estudiantes que son inmigrantes. No estarán solos, y sus voces serán escuchadas.

Lo que es tan sorprendente de los seres humanos, es la capacidad de pensar y compartir nuestros pensamientos con otros sin miedo. No podemos vivir con la ilusión de que este país nos cambiará a nosotros; más bien, nosotros deberíamos cambiar este país. Somos luchadores y podemos usar nuestros dos idiomas como brazos.
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