

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION



STRATEGIC PLAN 2019-2024

Biliteracy, Multicultural Competency & Educational Equity for All

Who We Are



FORMATION

The California Association for Bilingual Education was founded in 1975 (and incorporated in 1976) as an educational not-for-profit organization by a group of trailblazing leaders during the heart of the Civil Rights movement who envisioned an education system that honored students' linguistic, cultural and experiential backgrounds and promoted bilingual education.



GOVERNANCE

The California Association for Bilingual Education is governed by a 14-member Board of Directors. The Board of Directors is elected by statewide CAFE members for 2-year terms, with a term limit of four years per position. The President of the Board of Directors leads the Board in quarterly board meetings and provides guidance and support to the organization's CEO.



STAFF

The California Association for Bilingual Education employs over 40 full-time, part-time, and contracted consultants to operationalize the vision, mission and strategic plan of the organization. The staff is led by the Chief Executive Officer, the Deputy Director, and the Coordinating Council comprised of seven team managers.



FORWARD MOVING

CAFE is a dynamic, growing organization whose core is centered on developing and celebrating the language and cultural richness and backgrounds of students, their families and the educators who serve them. This strategic plan provides a guide to move policy to powerful practice, to impact educator professional learning, to increase parent and family engagement, to celebrate the richness of biliteracy and multiculturalism, and to commit ourselves to a vision of global success for all.

ca|be

California Association for Bilingual Education

President's Letter

June 22, 2019

Dear CABE Members, Staff and Friends:

It brings me great satisfaction to present to you CABE's new Strategic Plan for 2019-2024. Each five years, CABE revisits its Strategic Plan to ensure that it is relevant, up to date, and reflects the current needs and priorities to successfully address the needs of English Learners and biliteracy students throughout California.

Since the approval of the past strategic plan (2013-2018), the State of California has experienced three major changes from 2016-2018 that have great on impact English Learners. In 2016, the Voters of California passed Proposition 58, the EdGE initiative, that promotes and supports a vision that all students should have access to multilingual program. Next followed the English Learner Roadmap policy in 2017 that supports English learners fully and meaningfully accessing and participating in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. The third major policy to impact English Learners was the release of Global California 2030 by State Superintendent Tom Torlakson. Global California sets clear goals to expand the vision of multilingual programs and the number of dual language immersion programs along with increasing the bilingual teacher workforce. California has set a new course and pathway to make multilingual programs available for English Learners and all students, and CABE has played a key role in supporting these changes!

CABE has been on the cutting edge for 44 years of putting policy into practice. Our strategic plan shapes our work and prioritizes our actions to make our vision of Biliteracy, Multicultural Competency, and 21st Century Success for All a reality for all English Learners.

It has truly been an honor to collaborate side by side with our dedicated Board of Directors and CABE Team as we affirm the direction we are moving in, reflect on our accomplishments, identify our areas for growth, and set forth a new vision for CABE. ¡Sí, se puede!

In Solidarity,

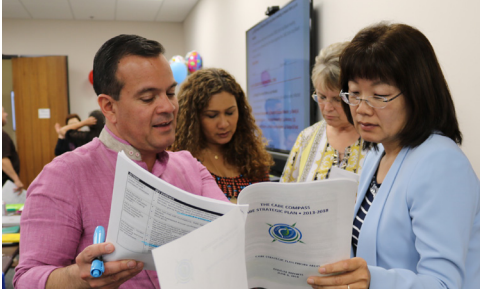


Elodia Ortega-Lampkin, CABE Board President (2017-2019)



*Elodia Ortega-Lampkin,
CABE Board President (2017-2019)*

CABE Board Members



The CABE Board of Directors is comprised of 14 statewide leaders from a variety of backgrounds. They are elected by the CABE Membership and serve 2-year teams terms. Each board member may stay in their position for up to two terms (four years). The Board of Directors is guided by the organizational by-laws and they meet quarterly, in person, with subcommittees meeting at a variety of times per year via video conference, phone conference or email.

The CABE Board is a volunteer board who provides of their own time and commitment to support and enact the CABE vision of Biliteracy, Multicultural Competency and Educational Equity.

The Board of Directors who strategized on and approved the CABE Strategic Plan for 2019-2024 are the following:

- PRESIDENT Elodia Ortega-Lampkin
- PRESIDENT-ELECTOlivia Yahya
- VICE PRESIDENT. Dr. Annie Rodríguez
- DIRECTOR OF LEGISLATIVE AFFAIRS Dr. Marlene Batista
- DIRECTOR OF FINANCIAL AFFAIRS Dr. Barbara Flores
- DIRECTOR OF IHE/SECONDARY AFFAIRS Dr. Cristina Alfaro
- DIRECTOR OF PARENT RELATIONS Rosa Armstrong
- DIRECTOR OF PARA-EDUCATOR AFFAIRSMarissa Lazo Necco
- DIRECTOR OF COMMUNITY AFFAIRS. Karling Aguilera-Fort
- REGION I REPRESENTATIVE Annie BichLoan Duong
- REGION II REPRESENTATIVE. Esabel Cervantes
- REGION III REPRESENTATIVE Liberato Figueroa
- REGION IV REPRESENTATIVE Mary Helen Ybarra
- REGION V REPRESENTATIVE. Ana Donovan
- LEGAL COUNSEL Mary Hernandez, GHS

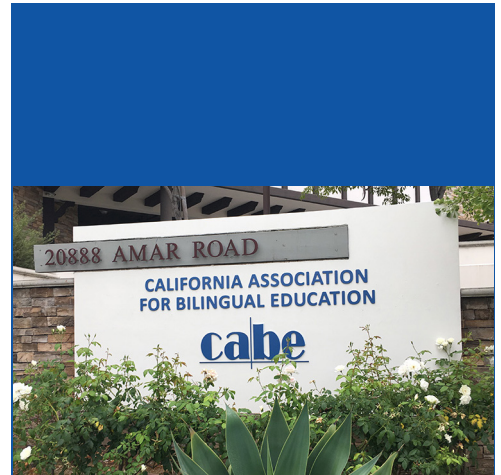
Team CAFE

COORDINATING COUNCIL MEMBERS

Jan Gustafson-Corea - Chief Executive Officer
Cynthia Vásquez Petitt - Deputy Director
Delma Chwilinski - Director of Programs & Events
Joshua Jauregui - Administrative Systems/Membership Relations Manager
Dr. Kris Nicholls - Director of Professional Development Services
Norma Rocha - Information Technology & Creative Design Manager
María Villa - Director of Parent and Family Engagement

TEAM MEMBERS

Larrie Carlos- Digital Media & IT Specialist
Yvette Chong-Coontz - Accounting Consultant
Celina Corona - Conference Assistant
Laura Díaz - Parent Specialist, Project 2INSPIRE
Roxanna Espinoza - Membership & Registration Assistant
Rubí Flores - Professional Development Specialist
Irma Gallegos - Co-Coordinator, Registration/AR
Andrea González - PDS Assistant
Enrique González - Strategic Partnerships Consultant
Antoinette Hernández - Parent Specialist/Coach, Project 2INSPIRE
Daniela Hernández - Contract Coordinator, P2INSPIRE
Gloria Inzunza-Franco - Education Consultant
Claudia Lockwood - Multilingual Excellence Consultant
Aida Madison - Executive Assistant
Ruth Navarrete - General Office & Exhibitor Specialist
Laurie Nesrala - Education Consultant & Membership Liaison
Gricelda Pérez - Plaza Comunitaria Coordinator, Project 2INSPIRE
Beatrís Ramírez - Operations Assistant
Karmina Ramírez - PDS Administrative and Marketing Assistant
Vanessa Ruíz - Conference Specialist
Elizabeth Samaniego - Co-Coordinator, Registration/AR
Dr. Ivannia Soto – Project BEST/Sobrato Coordinator
Karen Umeres - Administrative Assistant, Project 2INSPIRE
María Valencia - Parent Specialist, Project 2INSPIRE
Martha Vidal - Web Development and IT Specialist
Martha Zaragoza-Díaz - Legislative Lobbyist



CABE Vision

Biliteracy, Multicultural Competency & Educational Equity for All.

CABE Mission

To support the vision of biliteracy, multicultural competency and educational equity for all students, we will embody our shared values by implementing priorities, initiatives and services designed to increase California’s capacity to create caring and highly effective learning environments that promote multiliteracy and support English Learners and all diverse populations to graduate college, career, and globally prepared to live their lives to their fullest potential.



Theory of Action

IF we are an organization that believes in and is committed to:

Equity Servant Leadership Respect Cultural & Linguistic Human Rights Integrity

THEN we will:

EXEMPLIFY PRACTICES that distribute resources based on student need.

PROMOTE A SENSE OF COMMUNITY and share the power in decision making and in developing leadership capacity within everyone.

DEMONSTRATE ADMIRATION for organization members, staff, educators, students, community and for their achievements abilities, qualities and culture.

ADVOCATE, LEAD, SUPPORT AND EMPOWER culturally and linguistically diverse students, families, teachers, and administrators with integrity and equity for all.

BE RESPECTFUL, INCLUSIVE, AND HONEST with the students, families and organizations we serve.

We will hold ourselves accountable to exemplify our mission and vision through a shared reciprocal process with those we serve.

CABE Goal Areas

A process of envisioning, reflecting and evaluating supported by the Board of Directors and Team Leads and members to identify the following 11 GOAL AREAS for our work



- Advocacy & Legislative Affairs . Martha Zaragoza-Díaz
- Budget & Fund Development . . . Jan Gustafson Corea
- Communications and
Public Relations Cynthia Vásquez Pettit
- Family and Community
Engagement María Villa-Marquez
- Membership. Joshua Jauregui
- Multilingual Excellence Claudia Lockwood
- PD via Conferences Delma Chwilinski
- Professional Learning/PDS Kris Nicholls
- Research Ivannia Soto
- Strategic Partnerships. Enrique González
- Website and Technology Development Norma Rocha

Goal Area Advocacy

LEAD:

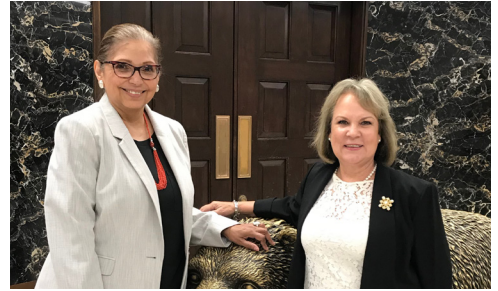
Martha Zaragoza-Diaz

DESCRIPTION

Maintain our legislative, policy and legal advocacy efforts in support of biliteracy and English Learner success.

ACTIONS

1. Provide support to the Legislative Committee and its activities and to engage members in CABE’s advocacy efforts at the state level.
2. Provide legislative reports to the Board of Directors.
3. Engage Board members in CABE’s advocacy efforts at the state level.
4. Serve as primary representative and liaison to legislative and policy entities in Sacramento and statewide.
5. Identify and act on proposed legislation impacting biliteracy and English Learner programs.
6. Identify and act on proposed budget proposals impacting biliteracy and English Learner programs.
7. Sponsor or co-sponsor legislation, as needed, that promote or support biliteracy, multicultural competency and educational equity for all students.
8. Strengthen existing partnerships and establish new partnerships with CDE, CTC, statewide professional organizations, political, civic, service organizations and bi-national partners, to deepen understanding and support English learner success.
9. Design and roll out professional development for engaging CABE chapters in effectively participating in CABE’s advocacy efforts at the state level.
10. Develop and provide workshops at CABE’s regional and annual conferences on the Legislative process and on CABE’s legislative priority(ies).
11. Continue providing advocacy support to Californians Together as a key CABE partner.
12. Provide strategic advocacy training and support to ELLLI Fellows and partners on an as needed basis.
13. Explore potential National advocacy efforts in support of biliteracy and English Learner programs.



On-line portal will provide real time fields to document:

- PROGRESS STEPS
- GROWTH
- NEEDS
- REFLECTION

Goal Area

Budget & Fund Development

LEAD:

Jan Gustafson-Corea

DESCRIPTION:

Develop a multi-year budget and fund development plan to set realistic income goals for the implementation of the CABE Strategic Plan.

ACTIONS

1. Establish budgets, budget strategy, and fund development goals for all strategic plan action plans
2. Establish a system of fund solicitation strategies
3. Develop a portfolio of cultivation strategies for internal and external sources of revenue.
4. Maintain, monitor and evaluate the budgeting and fund development plan and process.
5. Maintain investment portfolio for greatest gain and profit.
6. Establish priorities for grants, donations and sponsors.



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PROGRESS STEPS

GROWTH

NEEDS

REFLECTION

Goal Area

Communications & Public Relations

LEAD:

TBD

DESCRIPTION:

Develop, create and make visible a CABE Communications and Public Relations strategy and work plan to be inclusive of outreach and responses to commercial media and press, social media and partner organizations' communications teams. Develop a presence for CABE through print and virtual resources that promotes CABE's work areas and impact (sp) and legislative and policy positions.

ACTIONS:

1. Contract with a communications/public relations specialist
2. Create a communication/public relations plan that spans 1 year, 3 years, 5 years
3. Generate press releases and social media postings that promote CABE's work and policy positions.
4. Respond to inquiries for interviews or information for reporters.
5. Organize and manage CABE's PR at the annual conference
6. Establish relationships with major news outlets and language specific new outlets.
7. Support the organization of CABE contact lists through date bases or other electronic systems.
8. Opportunity to publicize what CABE is about.



On-line portal will provide real time fields to document:

PROGRESS STEPS

GROWTH

NEEDS

REFLECTION

Goal Area

Family & Community Engagement

LEAD:

María Villa-Marquez

DESCRIPTION:

Implement strong family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for English learners and for all diverse populations so they graduate college and career ready for success in a global economy.

ACTIONS

1. Deepen partnerships and relationships with external parent community educational organizations at state, district, school and community levels who focus on family and community engagement.
 - a. PTA, FIS, ED Trust West, LMU, CSUs, CDE, SEAL, CAL Tog etc..
2. Create tools to increase family and community engagement at state, district, school and community levels

a. Website	d. Twitter	f. Book of vignettes
b. Facebook	e. Radio	g. Resources
c. Instagram		
3. Expand Parent Leadership work by developing expertise and leadership amongst students, families, school office staff and community members so they are more informed and effective advocates for ELs and all diverse students and engaged in a transformative process with schools.

a. Project 2INSPIRE (different languages)	e. Parents members	f. Parent Leaders as CABE Advocates
b. Diverse P2i staff		
c. Continue to update P2i curriculum (new state and federal policy)		g. Partner with PDS topics on Family Engagement and Cultural Sensitivity (Roberto Vargas)
d. Parent Leaders participation at SB convenings		h. Partner with Baja colleagues
4. Expand the Plaza Comunitaria program across the state
 - a. Via contracts
 - b. Continue partnership with Mexican Consulates across state
 - c. GED for parents
 - d. ELD classes



On-line portal will provide real time fields to document:

PROGRESS STEPS

GROWTH

NEEDS

REFLECTION

Goal Area

Multilingual Excellence

LEAD:

Claudia Lockwood

DESCRIPTION:

Showcase excellence in programs and practices for English Learners to promote multilingualism for all California students and support for multilingualism among parents, educators, instructional and organizational leaders, and policymakers. Create processes, tools, and protocols to make learning in English Learner contexts (and the teaching that leads to such powerful learning) public and visible to our entire California community.



ACTIONS:

1. Highlight student success through existing & emerging technologies
2. Inform legislators of schools/districts with excellent multilingual student achievement
3. Develop and disseminate online briefs to publicize the connections between school/district practices and the development of high levels of multilingual achievement among students.
4. Disseminate information/data on the Seal of Biliteracy and the pathways programs including showcasing particular districts and their implementation practices.
5. Secure endorsements for the California Seal of Biliteracy from potential allies and partners and assist them in promoting the Seal among their constituents.
6. Support/endorse the systemic approach to bilingual education instructional reform in collaboration with Sobrato and other reform organizations.
7. Identify promising practices based on CABE SOE (sp) criteria.
8. Support English Learner Leadership and Legacy initiative (ELLLI) through steering committee, curriculum committee and publications committee membership.
9. Support the integration of ELLLI fellows into the CABE chapters.
10. Support the development of the postsecondary bilingual biliteracy badge development.
11. Support CABTE and (BTEG) to impact the work and development of the CTC for bilingually authorized teachers.
12. Continue to work in partnership with Californians Together on multilingual initiatives
13. Identify and showcase districts/schools that have developed plans/practices for implementation of the EL Roadmap.
14. Pursue a cooperative plan with IHEs to engage high school students in online second language learning.



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PROGRESS STEPS

GROWTH

NEEDS

REFLECTION

Goal Area

Professional Learning/Conferences

LEAD:

Delma Chwilinski



DESCRIPTION:

Provide high quality, engaging professional development through statewide conferences and events for Teachers, Administrators, Parents, Para-Educators and Community members to implement a powerful vision of multilingual academic excellence for English Learners and other diverse learners through best practices, research, policy, training and materials/resources.

ACTIONS

1. Provide Workshops and Institutes Strands aligned to current needs and trends in English Learners and biliteracy education
2. Provide Early Childhood Education, Middle School, Counseling and Legislation Strands
3. Provide high quality resources for Parent and Family Engagement
4. Provide award scholarships to acknowledge outstanding teachers, administrators, para-educators, parents, students and Seal of Excellence Schools
5. Engage all CAFE Teams into conference programming
6. Highlight CAFE Membership in all conferences and events
7. Expand Sponsorship and Partnerships Opportunities, i.e. large corporations, Target, Kaiser, Asian Pacific Americans in Higher Education (APAHE), Leadership Education for Asian Pacific (LEAP), National Alliance of Black School Educators, (NABSE), Target, Kaiser, AT&T, and other businesses
8. Develop a global convening to highlight the diverse languages, cultures, and experiences in our community.
9. Provide Leadership Institutes to H.S. Student Leaders (Special Event)
10. Provide more diverse languages and communities to conferences
11. Publicize/Market our conferences and events through social media, publications, media and community radio stations



On-line portal will provide real time fields to document:

PROGRESS STEPS

GROWTH

NEEDS

REFLECTION

Goal Area

Professional Learning

LEAD:

Kris Nicholls

DESCRIPTION:

Design and deliver customized, coherent, comprehensive, and ongoing professional learning and consulting that is based on well-defined standards of practice and aligned with both the CAFE vision and the district or organization’s professional preparation plan to support and develop the highest quality teachers and administrators who are prepared to provide educational equity for and engage all English Learners to high levels of academic achievement, biliteracy, and multicultural competence.

ACTIONS:

1. Develop high-quality professional development programs and support products that are aligned to CAFE’s mission and vision for teachers of English Learners, both pre- and in-service, and the administrators that support them, revising the programs and products regularly to keep them updated and relevant.
2. Design and deliver high-quality Administrator and Teacher Institutes at the CAFE Regional Conferences that are aligned to CAFE’s mission and vision and meet the most pressing needs in the area of English Learner and dual language education in California.
3. Design and implement high-quality professional learning communities/networks of teachers of English Learners, administrators, and other staff who support them to implement a powerful vision of excellent teaching for all that is aligned to English Learner and dual language best practices, research, policies, and materials/resources.
4. Design and provide high-quality coaching and mentoring programs for administrators in English Learner and dual language programs.
5. Collaborate with partners in the field of English Learner and dual language education at the international, national, state, regional, and local levels to enhance the professional learning and preparation of teachers of English Learners and the administrators who support them as well as increase the strength, success, and sustainability of English Learner and dual language programs in California, nationally, and internationally.



On-line portal will provide real time fields to document:

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Goal Area

Membership

LEAD:

Joshua Jauregui and Laurie Nesrala

DESCRIPTION:

Provide advocacy-oriented leadership to more fully engage and expand our membership in support of multi-lingual success.

ACTIONS

1. Restructure membership benefits within limits of bylaws to increase value of membership for a more engaging experience.
2. Establish and execute a strategy to streamline communication and build relationships with members.
3. Develop a strategy to grow membership while maintaining database.
4. Maintain regular communication with region representatives on membership within their regions.
5. Support Chapters and Members to be fully engaged in the vision of CABE.
6. Encourage membership beyond conferences.



On-line portal will provide real time fields to document:

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Goal Area

Research & Policy Brief Development

LEAD:

Ivanna Soto

DESCRIPTION:

Design and deliver customized, coherent, comprehensive, and ongoing The Research and Policy Brief Development team will initiate CAFE's focus on research studies and policy briefs for current, strategic topics concerning English Learners with the intent to produce policy briefs and research studies for publication and to substantiate and document our work.

ACTIONS:

1. Identify a short list of 4-6 key topics to be highlighted by CAFE through a policy brief and/or research development.
2. Identify and confirm the structure of the policy brief process: Topics, outline, research, writers/authors, editors, reviewers, publishers, timeline, dissemination.
3. Identify projects currently part of CAFE's work plan that would benefit from a research and development plan.
4. Form a research and policy brief review committee
5. Set goals for 1 year, 3 years 5 years.
6. Create a preliminary budget for the implementation of this new focus area
7. Develop salient research that focuses on biliterate, bilingual, multiliteracy communities.
8. Provide archaeological and historical context and record of CAFE's impact



On-line portal will provide real time fields to document:

PROGRESS STEPS

GROWTH

NEEDS

REFLECTION

Goal Area

Web & Print Communication

LEAD:

Norma Rocha & Laurie Nesrala

DESCRIPTION:

Maintain, update and expand CABE's online presence and printed matter, whether it be website, print, email campaigns or social media platforms by implementing current research, best practices, demographics, policies, and current and relevant information for diverse students, families, stakeholders, and clients.

ACTIONS

1. Update/Constant Development of our website
 - a. Create a parent portal/introduction for parents who want to get started with CABE
 - b. Develop a survey form for paper distribution at regional conferences
 - c. Develop a feedback form for our website visitors
 - d. Increase our multilingual resources online
2. Develop interactive online learning in collaboration with existing CABE programs for parents or professionals who can't attend at physical site, with access to a parent specialist in their language.
3. Increase our presence on social media: FB, Twitter, Snapchat, Instagram
4. Developing a campaign for paid marketing, via partner websites and email blasts, FB advertising and webPR.
5. Refine our email blast system and method of obtaining mailing lists
6. Continue, maintain and expand CABE's corporate branding on printed and web materials



On-line portal will provide real time fields to document:

PROGRESS STEPS

GROWTH

NEEDS

REFLECTION

Goal Area

STRATEGIC PARTNERSHIPS (MEXICO)

LEAD:

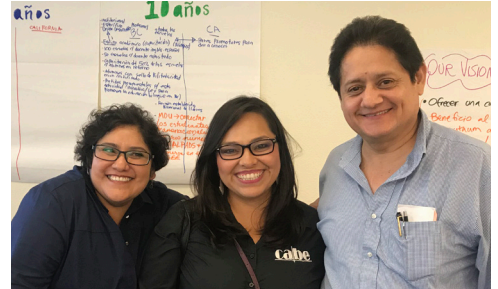
Enrique Gonzalez

DESCRIPTION:

Create partnerships between CABE and international organizations that establishes avenues for transnational interchanges and collaborations between programs to address the needs of the students and families that we share.

ACTIONS

1. Establish and maintain relationships with the SEP and IME at the federal level in Mexico.
2. Develop and maintain relationships with and between leadership at the Sistema Educativo Estatal in Baja California, the California Department of Education, and other educational entities.
3. Develop and support transborder programming for educators and state leaders.
4. Maintain and reestablish (as necessary) relationships with the 10 Mexican Consulates in California and provide direct support and training to consulate staff re biliteracy and EL Education.
5. Provide direct support to visiting dignitaries and educators from Mexico and other countries at CABE events.



On-line portal will provide real time fields to document:

PROGRESS STEPS

GROWTH

NEEDS

REFLECTION

Key Partnerships

CABE has the great fortune of collaborating with partners at the local, state, national and international levels to further the vision of biliteracy, multicultural competence and 21st century success for all.



El/Biliteracy Policy/Advocacy Partners

- Advancement Project
- Californians Together and English Learner Legacy and Leadership Initiative
- CEEL at LMU
- Ed Trust West
- Early Edge
- Sobrato Early Academic Language (SEAL)
- Sobrato Policy Partners
- The California Budget Center
- The California Endowment

Dual Language Immersion

- Center for Applied Linguistics (CAL)
- Dual Language Education New Mexico (DLeNM)
- National Dual Language Forum (NDLF)

Binational/International

- CONALITEG—Mexico Text Book Commission
- Confucius Institutes
- Consulates of Mexico
- Cuba
- IME--Institutes of Mexicans Abroad
- INEA—National Institute of Adult Education (Mexico)
- Peru
- Sistema Educativo Estatal Baja California
- Spanish Embassy and Consulates
- UC Mexico



CCEE Community Engagement Initiative

- San Bernardino County Superintendent of Schools
- Families in Schools
- California Collaborative for Educational Excellence

State & National Groups

- Bilingual Coordinators Network
- California Latino School Board Association
- California Association of Latino Superintendents and Administrators
- California Association of African American School Administrators
- California Teachers Association
- California Parent Teacher Association
- California School Board Association
- National English Learner Roundtable
- The California Endowment
- UNIDOS US

Associations For Bilingual Education

- CABE—Colorado
- CABTE—California Association of Bilingual Teacher Educators
- NABE—National
- NMABE-New Mexico
- TABE--Texas
- WABE--Washington



CABE KEY PROJECTS

As part of the operationalization of the CABE Strategic Plan, CABE offers these services and programs on an on-going basis.



CABE Regions & Chapters



California Association for Bilingual Education

Statewide Regions

Affiliates

- (99) Out of State CABE Members
- (100) California Association for Bilingual Teacher Education (CABTE)

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)
- (41) Fresno Madera
- (66) Pájaro Valley (Watsonville)
- (95) Eastern Sierra (Bishop)

Region V

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

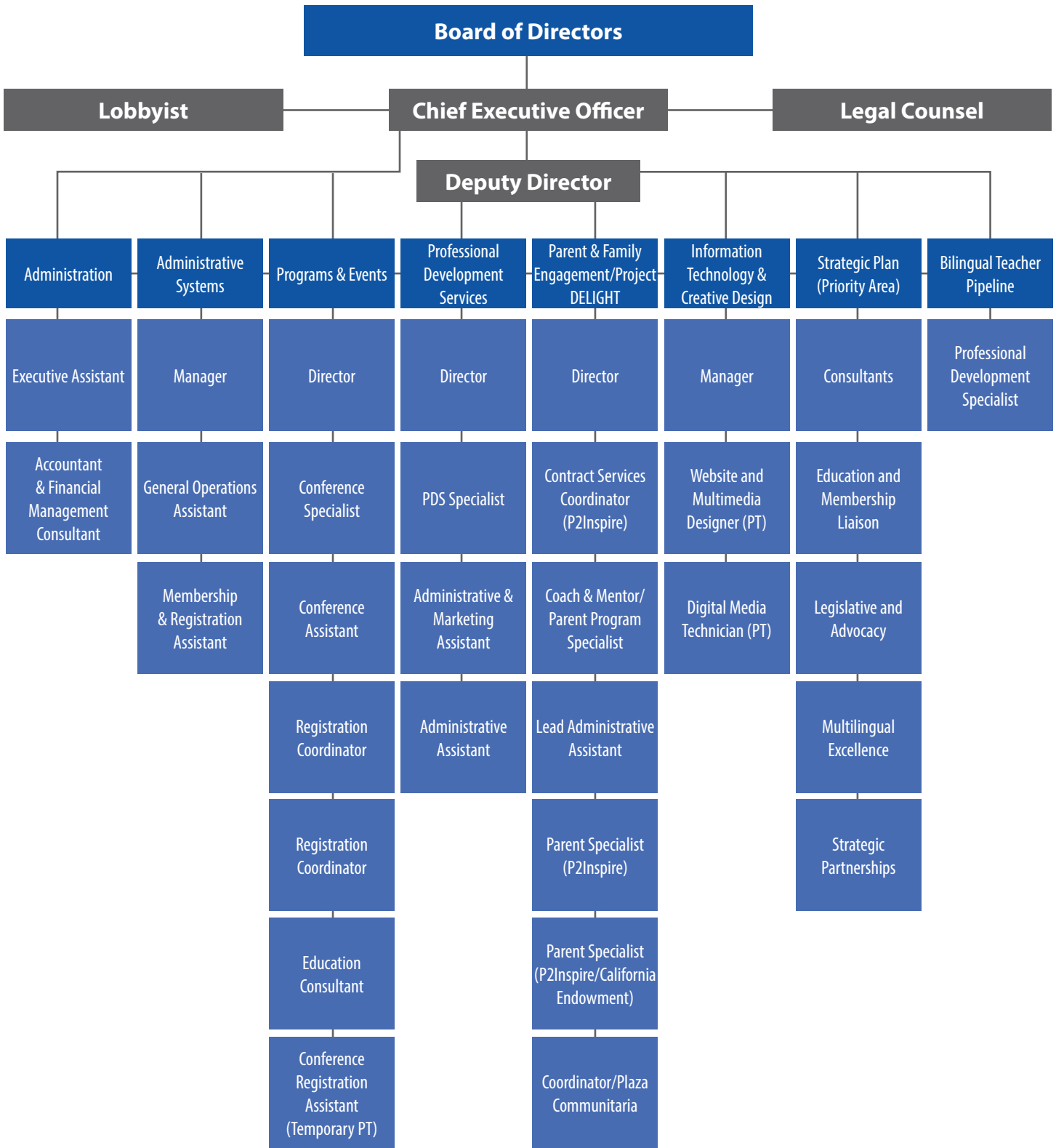
Region III

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

Region IV

- (06) Riverside
- (36) Coachella CABE
- (65) South County (San Diego)
- (91) PSABE (Palm Springs)

CABE Organizational Chart





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