



A PROGRAMMATIC AND
FINANCIAL REPORT OF THE
CALIFORNIA ASSOCIATION FOR
BILINGUAL EDUCATION

JULY 1, 2014-JUNE 30, 2015
(Reported at CABE 2016 -March 23-26, 2016)



CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.

Nelson Mandela

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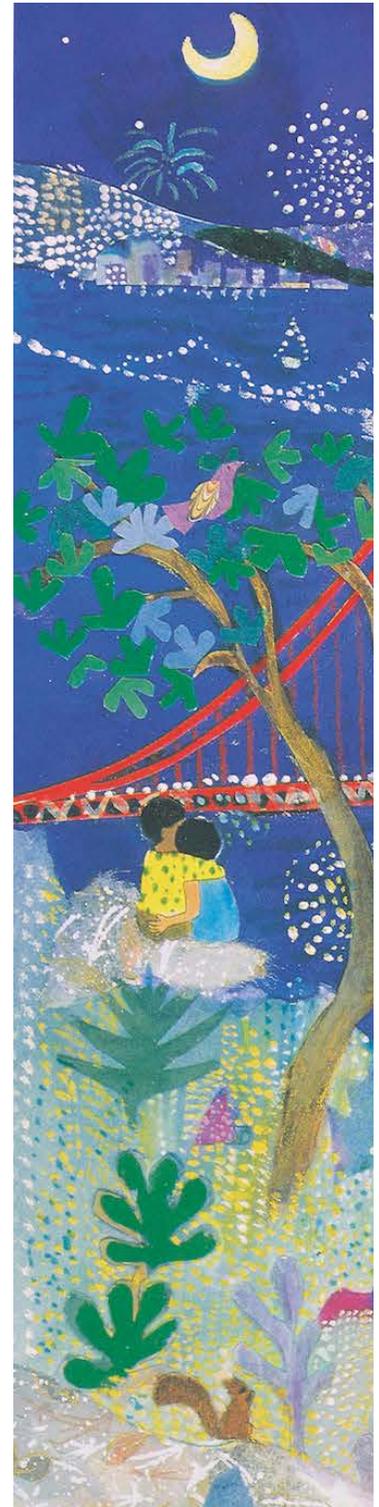
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CABE Vision and Mission

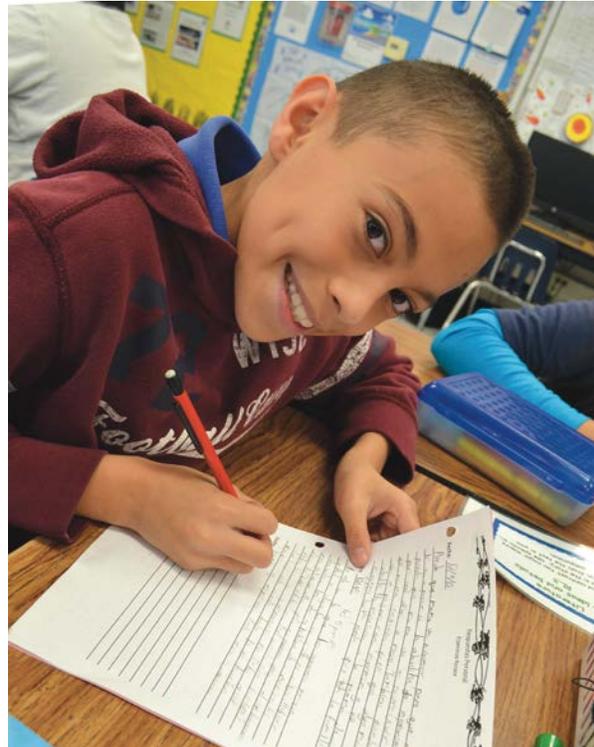
Vision Statement

**BILITERACY, EDUCATIONAL EQUITY,
AND 21ST CENTURY SUCCESS FOR ALL.**

Mission

To support this central vision of biliteracy, educational equity, and 21st century success for all students, we will implement priorities, initiatives, and services designed to dramatically increase California's capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.

As the premier organization focused on the education of California's English Learners, we will judge ourselves as successful to the degree that we assist our districts, schools, and communities in achieving this 21st century vision of student success for every group of English Learners they serve.



CABE is a statewide advocacy organization with members and chapters and affiliates across the state who firmly believe that ALL students have the right to be bilingual. CABE focuses on the needs of the 1.4 million English Learners in the state of California. Learning bilingually accelerates and sustains academic progress while ensuring that English Learners attain high standards as they prepare to be 21st century citizens. As an organization we support ongoing research, planning, and learning to guide our social movement for equitable instructional programs and practices. We work with other partners to influence program development and policy through the advocacy and legislative process.

A MESSAGE FROM:**KARLING AGUILERA-FORT • PRESIDENT****JAN GUSTAFSON-COREA • CHIEF EXECUTIVE OFFICER**

Dear CABE Members & Partners:

We are pleased to present to you, on behalf of our Board of Directors and the CABE Team, the 2014-15 Annual Membership Report. Within this report you will find information on the fiscal and programmatic positions of CABE, as aligned to our CABE Strategic Plan, from the fiscal year, 2014-15.

The 2014-15 Annual Membership Report represents a year of tremendous growth and development at CABE, guided by our strategic plan, the CABE Compass. We have maintained our healthy fiscal position and ended 2014-15 with a healthy surplus. We have expanded our programs in professional development and parent and family engagement and increased our CABE Team (staff and consultants) to over 40 people. We continue to be strong and constant voice for ELs and Bilingual programs in Sacramento and throughout the nation. **We can say once again that the state of CABE is strong!**

Since 1975, CABE has been at the forefront of the efforts and movement to meet the needs of our students, their families and the educators who serve them. After 41 years of service, we see strong gains yet, there is much to do to support English Learner students and the educators who serve them. CABE continues to respond to and participate in the dramatic educational shifts that we are experiencing in California—the new ELA/ELD Framework, the implementation of the ELD Standards in conjunction with the Common Core State Standards, the Smarter Balance Assessment program, and the reporting of the Local Control Accountability Plan (LCAP) as part of the Local Control Funding Formula (LCFF). We are addressing the changes made to federal education law through the Every Child Succeeds Act (ESSA). We are also gearing up for the November 2016 election where Senator Lara's bill, the California Ed.G.E. Initiative, will be brought to the voters to amend and repeal parts of Proposition 227 and support multilingual programs in our schools. It is an important time to continue our advocacy for English Learners!

This annual report for the 2014-15 fiscal year reflects the on-going and ever so important work that CABE engages in day to day in our schools and in the field. CABE provide services and supports through our wide range of programs—conferences, Project 2INSPIRE (our research based and proven parent and family engagement program), CABE Professional Development Services (providing professional development, mentoring and coaching in the field), strong advocacy at the state and national levels, and regular updates and resources through our website, blog and Twitter and Facebook page. We are growing fiscally and programmatically and we are poised to take on the new and growing challenges of the 21st Century. We are glad that you are part of that journey with us!

Con mucho respeto y cariño,

Karling Aguilera-Fort
CABE President, 2015-2017

Jan Gustafson Corea
CABE CEO

THE CABE COMPASS—OUR STRATEGIC PLAN

During 2012-13, the CABE Board of Directors developed a process to renew and redevelop the CABE Strategic Plan. That plan continued to guide us in 2014-15 and will be in place through 2018-2019. The CABE Compass: A Strategic Plan for Creating the Roadmap for English Learners Success is a 5-year plan to guide and direct the work of our organization. Through the COMPASS, we have laid out our new leadership strategy for dramatically improving educational outcomes for English Learners. In 2014-15, we have built on the progress made in 2014-14 and have maintained the stages of implementation around the four cardinal points of the CABE Compass:

- **#1 Envisioning Success**
- **#2 Designing for Success**
- **#3 Engaging the Community for Success**
- **#4 Accountability for Success**



CABE Compass Cardinal Point #1: Envisioning Success



The first COMPASS cardinal point is **ENVISIONING SUCCESS** and contains the following elements:

- CABE Essentials
- Communication Tools
- Practices & Resources
- Professional Development & Public Information Strategy

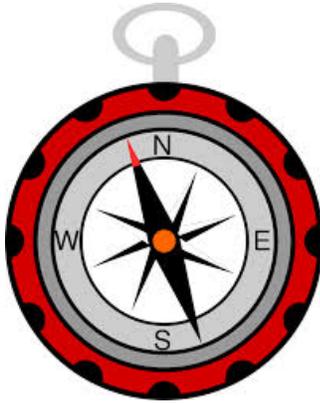
Envisioning Success sets the groundwork for the remaining three cardinal points. Most importantly, Envisioning Success holds the CABE Essentials, which are the heart of our work at CABE. They support our work as CABE leadership and members, and they pump CABE's life blood that sustains our English Learners across the state.

What is CABE's identity? How do we know what CABE stands for? We all have our own answers to these key questions, but to be sure that we have common answers, we need to be clear and explicit about CABE's essentials: its values, vision for the future/mission, theory of action, principles, strategic goals and objectives, and instructional priorities. Each of these is discussed in detail in the section entitled Our CABE Essentials in this document. In addition to our CABE Essentials, Envisioning Success also includes initiatives that will help us promote and communicate our COMPASS and our Essentials, including creating resources that help schools and districts put powerful practices in place.

ACTION—as of June, 2015:

The CABE Board and Staff have read, analyzed and are putting these elements into daily action as a foundation for our work in all areas. This cardinal point provides us with the research and context on which we base our vision and work. This areas provides the drive and vison to meet our mission as an organizaton.

CABE Compass Cardinal Point #2: Designing for Success



The second COMPASS cardinal point, **DESIGNING FOR SUCCESS**, is about how we create the sorts of educational environments and learning spaces that will ensure we realize our big vision of English Learner success.

- Professional Development Framework
- Professional Development
- Designing Success Website
- CABE As Support Provider
- School/District Success Maps
- Innovation Cadres

Some of the features of this cardinal point include a system of differentiated supports that CABE could provide to schools and districts, where together we co-design what needs to happen. This principle recognizes that “ensuring student success requires a new kind of teaching, conducted by teachers who understand learning and pedagogy, who can respond to the needs of their students and the demands of their disciplines, and who can develop strong connections between students’ experiences and the goals of the curriculum. Efforts to improve student achievement can succeed only by building the capacity of teachers to improve their instructional practice and the capacity of school systems to promote teacher learning.” (Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad)

ACTION—as of June, 2015:

CABE has made progress in this cardinal point through our new CABE Professional Development Services Program, our ongoing conferences, and updated web resources (Facebook, Twitter, website, etc.). With increased interest in PD, CABE will open a full time position for the Director of CABE PDS for 2015-16. Professional Development through conferences is also at a high point with increased attendance at regional and state conferences.

CABE Compass Cardinal Point #3: Engaging Communities for Success



The third COMPASS cardinal point is **ENGAGING OUR COMMUNITIES FOR SUCCESS:**

- Family/Community Engagement
- Making Learning Visible
- Partnerships
- Advocacy
- Membership

Some features of this cardinal point include family and community engagement, our connections with various governmental, political, civic, service, university, and professional organizations and entities, our advocacy work at multiple levels, and our efforts to support and expand our membership.

Engaging our communities means that we need to make them more knowledgeable about the nature of learning. We need to make learning (and the teaching that leads to powerful learning) public and visible to our entire California community. We can create structures, protocols, and processes that throw open the closed doors of our classrooms and transform the silenced voices of our English Learners into joyful testimonies of their continuous learning. CABE will be launching initiatives to do just this so that our entire community --English Learners, educators, and parents: Know what powerful teaching and learning looks like and see it exhibited regularly in and out of school. Know what to do to produce consistently high quality learning results. Hold each other responsible for high quality teaching and learning. Expect that work is not done until it meets publicly agreed-upon standards of quality. Work together to create environments of high intellectual performance throughout the school and community.

ACTION—as of June, 2015: CABE is addressing this cardinal point through our work in Project 2 INSPIRE, CABE PDS, Advocacy work in Sacramento, the increase of our institutional and organizational partnerships, and our on-going membership drives and recruitment. Very positive growth has been seen in all areas.

CABE Compass Cardinal Point #4: Accountability for Success



The final and fourth COMPASS cardinal point is **ACCOUNTABILITY FOR SUCCESS**. While CABE currently has the seals of biliteracy and excellence in place, this cardinal point will be acquiring new focus and direction.

- **Multilingual Excellence**
- **Data Dashboard**
- **Chapter Engagement**
- **Certification**
- **Staff Engagement & Leadership Development**
- **Budget & Fund Development**

While CABE currently has focused on multilingual excellence through its established seals of biliteracy and excellence in place, this cardinal point will be acquiring new focus and direction. For example, we intend to create a system of data dashboards so that our membership and clients have easy access to the data they need to assess their current status and their growth over time. We are also exploring creating a system of certification that guarantees schools and districts that CABE-recommended consultants and providers have the CABE Seal of Approval and will adhere to the CABE Essentials. This is one way we can more finely craft and guide our chapters in their local work.

Finally, we will be fully engaging our staff in implementing our action plans and in developing their own leadership, and we'll need to ramp up our budget and fund development in order to support our strategic plan actions.

ACTION—as of June, 2015: CABE is addressing this cardinal point through our support and collaboraiton on the State Seal of Biliteracy, renewed chapter engagement, support of staff professional development and growth, the updating of our financial systems and the acquisition of four grants (i3, JPMC, Sobrato, and IME Becas). CABE has also contributed to updating the listing of dual imersion schools in California which are displayed on the website www.duallanguageimmersion.org.

PRIORITY AREAS: The CABE Compass is a robust, multi-year strategic plan. To bring about strong and effective results, the Board and staff have prioritized specific areas of focus that we continued to focus on from 2014 to the present:

NEW DEVELOPMENT

4.1 Multilingual Excellence (Includes portions of 3.2 Making Learning Visible)

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

4.2 Data Dashboard – Phase 1 Content Development

Create a user-friendly data dashboard that districts can utilize to promote transparency and awareness regarding English Learner college, career, and 21st century readiness to both support best practices and create a sense of urgency for change among our parents, members, and education policymakers.

2.3 Design for Success Website – Content Development

Develop an interactive Designing for Success website to access current and relevant information regarding current research, best practices, demographics, policies, and basic information about English Learners for our diverse stakeholders and clients.

STRENGTHEN & EXPAND

2.2 Professional Development (Includes 2.1 – PD Framework)

Develop and disseminate a common professional development framework to develop the highest quality teachers and administrators who are prepared to engage high achieving and joyful 21st century English Learners. Based on that Framework, provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice, aligned to CABE's Professional Development Framework, and designed to create professional learning communities and networks of administrators, teachers, and other staff.

3.1 Family and Community Engagement

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 so that they graduate college, career, and 21st century ready.

4.6 Budget & Fund Development

Develop multi-year budget and fund development plans to help the staff and board set realistic income goals with respect to the annual budgeting process and implementation of the CABE COMPASS; outline the strategic steps required to reach those goals, as well as board and staff responsibilities in accomplishing the plans; and identify targeted financial and strategic goals necessary to support successful COMPASS implementation.

MAINTAIN EFFORT

3.4 Advocacy

Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving family and community engagement and English Learner success.

3.3 Partnerships

Strengthen existing partnerships and establish new partnerships with the California Department of Education, Institutions of Higher Education (IHEs), professional organizations, businesses, and political, civic, and service organizations to deepen understanding of the CABE COMPASS and to identify specific fiscal and programmatic commitments from those partners to support English Learner success within the COMPASS framework.

RETHINK/RESTRUCTURE

3.5 Membership

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

4.3 Chapters

Design and roll out a professional development strategy for engaging CABE chapters in effectively and compellingly understanding, communicating, and enacting the CABE COMPASS accountability provisions.

2.2 Regional Conferences (2.2.6)

Maintain our regional and annual conference structure with targeted focus on timely and relevant professional development.



FINANCIAL AUDITED REPORT—2014-15

California Association for Bilingual Education
Audited Statement of Financial Position
June 30, 2015 and 2014

	June 30, 2015	June 30, 2014
ASSETS		
Current Assets		
Cash and cash equivalents - Operating	\$653,864	\$764,918
Certificate of Deposits	469,575	468,906
Investments (Endowment)	49,588	48,887
Accounts Receivable	240,444	107,906
Grant Receivable - i3 Grant	76,644	117,305
Inventory	36,191	82,524
Prepaid expenses and other current assets	23,203	6,748
Property and equipment, net	393,488	415,560
Total current assets	\$1,942,997	\$2,012,754
LIABILITIES		
Accounts payable	\$108,103	\$337,052
Accrued expenses	61,848	46,211
Deferred revenue	125,284	40,398
Note payable	94,150	134,382
Total liabilities	389,385	558,043
NET ASSETS		
Unrestricted	1,482,707	1,287,250
Temporarily restricted	30,905	127,461
Permanently restricted	40,000	40,000
Total net assets	1,553,612	1,454,711
Total liabilities and net assets	\$1,942,997	\$2,012,754

CABE FINANCIAL AUDITED REPORT—2014-15**California Association for Bilingual Education****Audited Statement of Activities**

June 30, 2014

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2014
REVENUE				
Conference fees	\$ 2,069,134	\$ -	\$ -	\$2,069,134
Grants from private foundations	257,400	-	-	257,400
Government grant	566,943	-	-	566,943
Membership dues	80,545	-	-	80,545
Program Income	245,755	-	-	245,755
In-kind contributions	46,340	-	-	46,340
Cash contributions	8,554	-	-	8,554
Publications and promotional sales	15,645	-	-	15,645
Investment income	1,599	5500	-	7,099
Total revenue	3,291,915	5,500	-	3,297,415
EXPENSES				
Program services	2,328,995	-	-	2,328,995
Support services	492,262	-	-	492,262
Total expenses	2,821,257	-	-	2,821,257
Increase (Decrease) in net assets	470,658	5,500	-	476,158
NET ASSETS, BEGINNING OF YEAR	\$ 816,592	\$ 121,961	\$ 40,000	\$ 978,553
NET ASSETS, END OF YEAR	\$ 1,287,250	\$ 127,461	\$ 40,000	\$1,454,711

CABE FINANCIAL AUDITED REPORT—2014-15

California Association for Bilingual Education

Audited Statement of Activities

June 30, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2015
REVENUE				
Conference fees	\$2,206,655	\$-	\$-	\$2,206,655
Grants from private foundations	85,900	1,975	-	87,875
Government grant	628,484	-	-	628,484
Membership dues	88,942	-	-	88,942
Program Income	388,850	-	-	388,850
In-kind contributions	31,500	-	-	31,500
Cash contributions	500	-	-	500
Publications and promotional sales	21,680	-	-	21,680
Investment income	804	701	-	1,505
Net assets released from restrictions	99,232	(99,232)	-	-
Total revenue	3,552,547	(96,556)	-	3,455,991
EXPENSES				
Program services	2,566,391	-	-	2,566,391
Support services	790,699	-	-	790,699
Total expenses	3,357,090	-	-	3,357,090
Increase (Decrease) in net assets	195,457	(96,556)	-	98,901
NET ASSETS, BEGINNING OF YEAR	\$1,287,250	\$127,461	\$40,000	\$1,454,711
NET ASSETS, END OF YEAR	\$1,482,707	\$30,905	\$40,000	\$1,553,612

In Conclusion

CABE sustained and developed an even stronger presence as demonstrated by all activities conducted throughout 2014-2015. This presence is the result of active leadership that believes in long-range planning and strong convictions to equity and excellence. The leadership of the CABE Board of Directors, a strong membership, an emerging force provided by parents, and a committed and talented CABE staff makes CABE an outstanding, strong organization poised for continued growth and expansion.

Board of Directors • 2014-15

Francisca Sánchez, President
Provocative Practice

Karling Aguilera-Fort, President-Elect
San Francisco USD

Ramón Zavala, Vice President
Compton USD

**Elodia Lampkin-Ortega, Director of
Legislative Affairs**
Woodland Joint USD

**Lettie Ramirez, Director of Secondary/IHE
Affairs**
CSU East Bay

**Raul Maldonado, Director of Financial
Affairs**
Palmdale SD

**Barbara Flores, Ph.D, Director of
Community Affairs**
CSU San Bernardino

**Marissa Lazo-Necco, Director of Parent
Relations**
Ontario-Montclair SD



**Rosa Armstrong, Director of Para-
Professional Affairs**
Palmdale SD

Annie Rodríguez, Region I Representative
San Francisco USD

Stanley Lucero, Region II Representative
lucrito.net

Olivia Yahya, Region III Representative
Saddleback Valley USD

Sally Fox, Region IV Representative
San Diego COE

Imelda Trinklein, Region V Representative
Antelope Valley HSD

Mary T. Hernández, Legal Counsel
Garcia, Hernández, Sawhney & Bermudez
LLP

Headquarters Staff— July 1, 2014- June 30, 2015

TEAM CABE- 2014-2015

Jan Gustafson Corea
Chief Executive Office

Administrative Services
Aida Madison, Executive Assistant

Conference Support Services
Delma Chwilinski, Director of Programs and Events
Vanessa Ruiz, Conference Specialist

Business Services
Elizabeth Jiménez, Administrative Systems Manager
Irma Gallegos, Assistant/Membership
Ruth Navarrete, General Office Support
Elizabeth Samaniego, Accounts Assistant

Technology Support Services
Norma Rocha, Technology Coordinator
David Valencia, Digital Media Technician
Paul Flores, Graphic Design Consultant

Professional Development Services
Elizabeth Jiménez-Salinas, PDS Consultant
Jesse L. Acosta, PDS Marketing Assistant

Education Consultants
Laurie Nesrala, Education Consultant
Marcia Vargas, Consultant

Advocacy
Martha Zaragoza Diaz, Legislative Lobbyist



PROJECT 2 INSPIRE

María Villa, Director, Parent & Family Engagement/Coordinator

María S. Quezada, Project Director, i3 Grant, Project 2 INSPIRE

Carlos Maya, Parent Specialist

Antoinette Hernández, Parent Specialist

Gricelda Perez, Parent Specialist

María Valencia, Parent Specialist

Laura Díaz, Parent Specialist

Yolanda Lucero, Parent Specialist

Imelda Martin, Parent Specialist

Martha Montufar, Parent Specialist

Lupita Orozco, Parent Specialist

Israel Portillo, Parent Specialist

Brenda Romero, Parent Specialist

Laura Villalobos, Parent Specialist

Karen Umeres, Parent Specialist

CABE Compass Consultants

Claudia Lockwood

Stanley Lucero

Ramón Zavala

“Advocacy is not what we do for others, but what we do with others to transform our community!”

—All In! How Educators Can Advocate for ELLs”

We should have every child speaking more than one language.

---President Barak Obama



California Association for Bilingual Education



CABE HEADQUARTERS

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