



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

JULY 1, 2016-JUNE 30, 2017
(Reported at CABE 2018 -March 31, 2018)

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“Language is the road map of a culture. It tells you where its people come from and where they are going.”

Rita Mae Brown

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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 ELs 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 (2015-17)

ELODIA ORTEGA-LAMPKIN • PRESIDENT (2017-19)

JAN GUSTAFSON-COREA • CHIEF EXECUTIVE OFFICER



Dear CABE Members & Partners:

We are honored to present to you, on behalf of our Board of Directors and the CABE Team, the 2016-17 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, 2016-17.

The 2016-17 Annual Membership Report represents a year of continuous growth and development at CABE, guided by our strategic plan, the CABE Compass. We have maintained our healthy fiscal position and ended 2016-17 with a healthy surplus. CABE dedicated staff time and resources to the implementation of Proposition 58. We continue to expand our programs in professional development and parent and family engagement, our conference numbers have consistently surpassed our goals, and we have maintained our CABE Team (full and part time staff and consultants) at over 40 members. We continue to be strong and constant voice for ELs and Biliteracy programs in Sacramento, the state of California, and throughout the nation. We 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. CABE officially submitted Articles of Incorporation in 1976, and now, after 43 years of service, we continue to see strong gains made in supporting English Learner students, yet there remains much to do to. CABE continues to respond to and participate in the dramatic educational shifts that we are experiencing in California through the lens of our English Learner student needs—the new English Learner Roadmap Policy (approved in July 2017), the implementation of Prop 58 and the growth of biliteracy programs, the full implementation of the ELA/ELD Framework and the ELD Standards in conjunction with the Common Core State Standards, the new accountability system, and the implementation of the Local Control Accountability Plan (LCAP) as part of the Local Control Funding Formula (LCFF).

This annual report for the 2016-17 fiscal year reflects the on-going and ever so important work that CABE engages in day-to-day. CABE provides services and support systems through our wide range of programs—**conferences** (annual and regionals), **membership services**, **Project 2INSPIRE** (our research based parent and family engagement program), **CABE Professional Development Services** (providing professional development, mentoring and coaching), **strong advocacy** at the state and national levels, and regular updates and resources through our **website and social media**. We are growing fiscally and programmatically, and we are poised to move forward in the 21st Century, and we are honored that you are part of that journey with us!

Con mucho respeto y cariño,

Elodia Ortega-Lampkin
CABE President, 2017-2019

Karling Aguilera-Fort
CABE President, 2015-2017

Jan Gustafson Corea
CABE CEO

THE CABE COMPASS—OUR STRATEGIC PLAN

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. The CABE Compass has guided the organization since 2013 and will continue for five years through 2018 when a new and updated strategic plan will be developed. Through the COMPASS, we have laid out our new leadership strategy for dramatically improving educational outcomes for English Learners. In 2016-17, we have built on the progress of the first four years of implementation, and have maintained 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**

The CABE Board identified Priority Areas of the CABE Compass in 2014 and assigned leads to each goal area:

- Multilingual Excellence
- Data Dashboard
- Design for Success Website
- Professional Development (Conference and Services)
- Parent and Family Engagement
- Fund Development
- Strategic Partnerships
- Advocacy
- Membership and Chapters



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)

Lead: Claudia Lockwood, Consultant

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

Leads: Laurie Nesrala and Norma Rocha, CABE Staff

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)

Leads: Delma Chwilinski and Kris Nicholls, CABE Staff

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

Lead: María Villa, CABE Staff

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

Lead: Jan Gustafson-Corea, CABE CEO

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

Lead: Martha Zaragoza Díaz, CABE Lobbyist

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

3.3 Strategic Partnerships

Lead: Enrique González

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

Leads: Stanley Lucero, Consultant, and Josh Jauregui, CABE Staff

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

4.3 Chapters

Lead: Laurie Nesrala, CABE Staff

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)

Lead: Delma Chwilinski, CABE Staff

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

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. 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, 2017:

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 vision to meet our mission as an organization.

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, 2017:

CABE has made progress in this cardinal point through our increased offerings of the CABE Professional Development Services Program, our dynamic conferences, and updated web resources (Facebook, Twitter, website, etc.). With increased interest in professional development, CABE has grown its professional development team to include staff and over a dozen consultants. Professional Development through conferences is also at a high point. The CABE on line Resource Center and revamped websight receives thousands of hits each month.

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, 2017: 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. Our parent and family engagement program has especially grown in content and reach and access. CABE is providing parent leadership sessions and Plaza Comunitaria statewide.

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, 2017: 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 several grants: NPD, Sobrato, The California Endowment, and IME Becas). CABE has also contributed to updating the listing of dual imersion schools in California which are displayed on the website www.duallanguageschools.org and has launched a new dual immersion planning guide on line.

**CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2017 AND 2016**

	2017	2016
ASSETS		
Cash and Cash Equivalents	\$ 1,299,530	\$ 285,512
Certificates of Deposit	-	98,957
Accounts Receivable	370,582	363,811
Grants Receivable	39,171	105,476
Investments	335,561	722,105
Inventories	19,073	23,006
Prepaid Expenses and Other Assets	51,031	21,028
Property and Equipment, Net	338,755	383,098
Total Assets	\$ 2,453,703	\$ 2,002,993
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts Payable and Accrued Expenses	\$ 299,355	\$ 247,146
Deferred Revenue	47,433	68,649
Note Payable	4,074	50,795
Total Liabilities	350,862	366,590
NET ASSETS		
Unrestricted	2,024,903	1,587,213
Temporarily Restricted	37,938	9,190
Permanently Restricted	40,000	40,000
Total Net Assets	2,102,841	1,636,403
Total Liabilities and Net Assets	\$ 2,453,703	\$ 2,002,993

See accompanying Notes to Financial Statements.

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**CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2016**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUE				
Conference Fees	\$ 2,737,181	\$ -	\$ -	\$ 2,737,181
Grants and Contributions	71,592	-	-	71,592
Government Grant	563,591	-	-	563,591
Membership Dues	161,875	-	-	161,875
Program Income	585,600	-	-	585,600
In-Kind Contributions	17,500	-	-	17,500
Publications and Promotional Sales	33,988	-	-	33,988
Investment Income	1,119	2,675	-	3,794
Net Assets Released from Restrictions	24,390	(24,390)	-	-
Total Revenue	<u>4,196,836</u>	<u>(21,715)</u>	<u>-</u>	<u>4,175,121</u>
EXPENSES				
Program Services	3,225,835	-	-	3,225,835
General and Administrative	836,593	-	-	836,593
Fundraising	29,902	-	-	29,902
Total Expenses	<u>4,092,330</u>	<u>-</u>	<u>-</u>	<u>4,092,330</u>
INCREASE (DECREASE) IN NET ASSETS	104,506	(21,715)	-	82,791
Net Assets - Beginning of Year	<u>1,482,707</u>	<u>30,905</u>	<u>40,000</u>	<u>1,553,612</u>
NET ASSETS - END OF YEAR	<u>\$ 1,587,213</u>	<u>\$ 9,190</u>	<u>\$ 40,000</u>	<u>\$ 1,636,403</u>

See accompanying Notes to Financial Statements.

(5)

**CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2017**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
REVENUE				
Conference Fees	\$ 3,187,710	\$ -	\$ -	\$ 3,187,710
Grants and Contributions	53,879	25,621	-	79,500
Government Grant	579,565	-	-	579,565
Membership Dues	82,226	-	-	82,226
Program Income	958,672	-	-	958,672
In-Kind Contributions	63,935	-	-	63,935
Publications and Promotional Sales	30,433	-	-	30,433
Investment Income	846	3,127	-	3,973
Total Revenue	<u>4,957,266</u>	<u>28,748</u>	<u>-</u>	<u>4,986,014</u>
EXPENSES				
Program Services	3,543,331	-	-	3,543,331
General and Administrative	947,647	-	-	947,647
Fundraising	28,598	-	-	28,598
Total Expenses	<u>4,519,576</u>	<u>-</u>	<u>-</u>	<u>4,519,576</u>
INCREASE IN NET ASSETS	437,690	28,748	-	466,438
Net Assets - Beginning of Year	<u>1,587,213</u>	<u>9,190</u>	<u>40,000</u>	<u>1,636,403</u>
NET ASSETS - END OF YEAR	<u>\$ 2,024,903</u>	<u>\$ 37,938</u>	<u>\$ 40,000</u>	<u>\$ 2,102,841</u>

See accompanying Notes to Financial Statements.

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In Conclusion

CABE sustained and developed an even stronger presence as demonstrated by all activities conducted throughout 2016-17. 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 and team members, 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.

For more detailed programmatic and fiscal information, please contact CABE at info@gocabe.org.

Board of Directors • 2016-17



Karling Aguilera-Fort
President
San Francisco USD

Elodia Ortega-Lampkin
President-Elect
Lodi USD

Dr. Annie Rodriguez
Vice President
SFUSD (retired)

Dr. Karen Cadiero-Kaplan
Director of Legislative Affairs
San Diego State University

Dr. Lettie Ramírez
Director of Secondary/IHE Affairs
CSU East Bay

Raúl Maldonado
Director of Financial Affairs
Palmdale SD

Dr. Barbara Flores
Director of Community Affairs
CSU San Bernardino

Marissa Lazo-Necco
Director of Parent Relations
San Bernardino County Superintendent of Schools

Rosa Armstrong
Director of Para-Professional Affairs
Palmdale SD

Dr. Annie Bichloan Doung
Region I Representative
San Joaquin COE

Esabel Cervantes
Region II Representative
Salinas City USD

Olivia Yahya
Region III Representative
Saddleback Valley USD

Norma Sandoval
Region IV Representative
Lemon Grove USD

Ana Donovan
Region V Representative
SCVi/iLEAD Charter School

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

Headquarters Staff— July 1, 2016- June 30, 2017

TEAM CABE

Jan Gustafson Corea
Chief Executive Office

Administrative Services

Aida Madison, Executive Assistant

Programs and Events

Delma Chwilinski, Director of Programs and Events

Vanessa Ruiz, Conference Specialist

Adriana Franco, Conference Assistant

Irma Gallegos, Co-Coordinator, Registration

Elizabeth Samaniego, Co-Coordinator, Registration

Administration Services

Joshua Jauregui, Administrative Systems and Membership Manager

Ruth Navarrete, General Office & Exhibitor Support

Technology Support Services

Norma Rocha, Technology Coordinator

David Valencia, Digital Media Technician

Jesse Acosta, Website & Multimedia

Toni Saucedo, Graphic Design Consultant

Accounting Consultant

Yvette Chong-Coontz

Education Consultants

Laurie Nesrala, Education Consultant

Marcia Vargas, Consultant

Professional Development Service

Kris Nichols, Director of PDS

Karmina Ramirez, PDS Marketing Assistant

Andrea González, PDS Assistant

PROJECT 2 INSPIRE

María Villa, Director, Parent & Family Engagement

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

Laura Díaz, Parent Specialist

Antoinette Hernández, Parent Specialist & Coach

Gricelda Pérez, Parent Specialist/Plaza Comunitaria

Karen Umeres, Administrative Support

Daniela Hernández, Administrative Assistant

María Valencia, Parent Specialist

Yolanda Lucero, Part Time Parent Specialist

Imelda Martin, Part Time Parent Specialist

Martha Montufar, Part Time Parent Specialist

Brenda Romero, Part Time Parent Specialist

Advocacy

Martha Zaragoza Diaz, Legislative Lobbyist

CABE Compass Consultants

Claudia Lockwood

Stanley Lucero

Enrique González



CABE HEADQUARTERS

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