



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

JULY 1, 2015-JUNE 30, 2016
(Reported at CABE 2017 –April 1, 2017)



CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

Multilingualism is a source of strength and opportunity for humanity. It embodies our cultural diversity and encourages the exchange of views, the renewal of ideas and the broadening of our capacity to imagine.

---Irina Bokova, Director-General of UNESCO

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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 honored to present to you, on behalf of our Board of Directors and the CABE Team, the 2015-16 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, 2015-16.

The 2015-16 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 2015-16 with a healthy surplus. CABE dedicated staff time and resources to participate in the Proposition 58 Campaign which amends and repeals parts of Proposition 227 and supports multilingual programs in our schools. 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 42 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 full implementation of the ELA/ELD Framework and the ELD Standards in conjunction with the Common Core State Standards, the growth of biliteracy programs, the new accountability system, and the implementation of the Local Control Accountability Plan (LCAP) as part of the Local Control Funding Formula (LCFF). At the Federal Level we are addressing the changes made through the Every Child Succeeds Act (ESSA). It is an important time to continue our advocacy for English Learners in both Sacramento and Washington DC.

This annual report for the 2015-16 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,

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 year 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 2015-16, we have built on the progress of the first three 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)

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.

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, 2016:

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, 2016:

CABE has made progress in this cardinal point through our growing 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 with increased attendance at regional and state conferences. The CABE online Resource Center and revamped website was unveiled this year as well.

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, 2016: 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 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, 2016: 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 three grants i3, , 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.duallanguageschools.org and has launched a new dual immersion planning guide on line

CABE FINANCIAL AUDITED REPORT—2015-16



CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUE				
Conference Fees	\$ 2,206,655	\$ -	\$ -	\$ 2,206,655
Grants and Contributions	86,400	1,975	-	88,375
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
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
General and Administrative	762,026	-	-	762,026
Fundraising	28,673	-	-	28,673
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

See accompanying Notes to Financial Statements.

CABE FINANCIAL AUDITED REPORT—2015-16



**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 (Note 2)	1,119	2,675	-	3,794
Net Assets Released from Restrictions (Note 8)	24,390	(24,390)	-	-
Total Revenue	4,196,836	(21,715)	-	4,175,121
EXPENSES				
Program Services	3,225,835	-	-	3,225,835
General and Administrative	836,593	-	-	836,593
Fundraising	29,902	-	-	29,902
Total Expenses	4,092,330	-	-	4,092,330
INCREASE (DECREASE) IN NET ASSETS	104,506	(21,715)	-	82,791
Net Assets - Beginning of Year	1,482,707	30,905	40,000	1,553,612
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.

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CABE FINANCIAL AUDITED REPORT—2015-16

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUE				
Conference Fees	\$ 2,206,655	\$ -	\$ -	\$ 2,206,655
Grants and Contributions	86,400	1,975	-	88,375
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
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	<u>3,552,547</u>	<u>(96,556)</u>	<u>-</u>	<u>3,455,991</u>
EXPENSES				
Program Services	2,566,391	-	-	2,566,391
General and Administrative	762,026	-	-	762,026
Fundraising	28,673	-	-	28,673
Total Expenses	<u>3,357,090</u>	<u>-</u>	<u>-</u>	<u>3,357,090</u>
INCREASE (DECREASE) IN NET ASSETS	195,457	(96,556)	-	98,901
Net Assets - Beginning of Year	<u>1,287,250</u>	<u>127,461</u>	<u>40,000</u>	<u>1,454,711</u>
NET ASSETS - END OF YEAR	<u>\$ 1,482,707</u>	<u>\$ 30,905</u>	<u>\$ 40,000</u>	<u>\$ 1,553,612</u>

See accompanying Notes to Financial Statements.

In Conclusion

CABE sustained and developed an even stronger presence as demonstrated by all activities conducted throughout 2015-16. 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.

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

Board of Directors • 2015-16

Karling Aguilera-Fort

President-Elect

San Francisco USD

Francisca Sánchez

Immediate Past President

Provocative Practice

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

San Bernardino County Superintendent of Schools

Rosa Armstrong

Director of Para-Professional Affairs

Palmdale SD

Regina Piper

Region I Representative

San Francisco USD

Esabel Cervantes

Region II Representative

Salinas City USD

Olivia Yahya

Region III Representative Saddleback Valley USD

Sally Fox

Region IV Representative

San Diego COE

Ana Donovan

Region V Representative

Antelope Valley HSD

Mary T. Hernández, Legal Counsel

Garcia, Hernández, Sawhney & Bermudez LLP

Headquarters Staff— July 1, 2015- June 30, 2016

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

Business Services

Elizabeth Jiménez, Administrative Systems Manager

Irma Gallegos, Assistant/Membership

Ruth Navarrete, General Office Support

Elizabeth Samaniego, Accounting Assistant

Technology Support Services

Norma Rocha, Technology Coordinator

David Valencia, Digital Media Technician

Jesse Acosta, Website and Multimedia Designer

Toni Saucedo, Graphic Design Consultant

Professional Development Services

Kris Nichols, Director of PDS

Karmina Ramirez, PDS Marketing Assistant

Education Consultants

Laurie Nesrala, Education Consultant

Marcia Vargas, Consultant

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

Gricelda Pérez, Parent Specialist/Plaza Comunitaria

María Valencia, Parent Specialist

Yolanda Lucero, Parent Specialist

Imelda Martin, Parent Specialist

Martha Montufar, Parent Specialist

Brenda Romero, Parent Specialist

Karen Umeres, Administrative Support

Daniela Hernandez, Administrative Assistant

Advocacy

Martha Zaragoza Diaz, Legislative Lobbyist

CABE Compass Consultants

Claudia Lockwood

Stanley Lucero

Enrique González

Learning a [world] language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children.

---*Michael Grove*



California Association for Bilingual Education



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