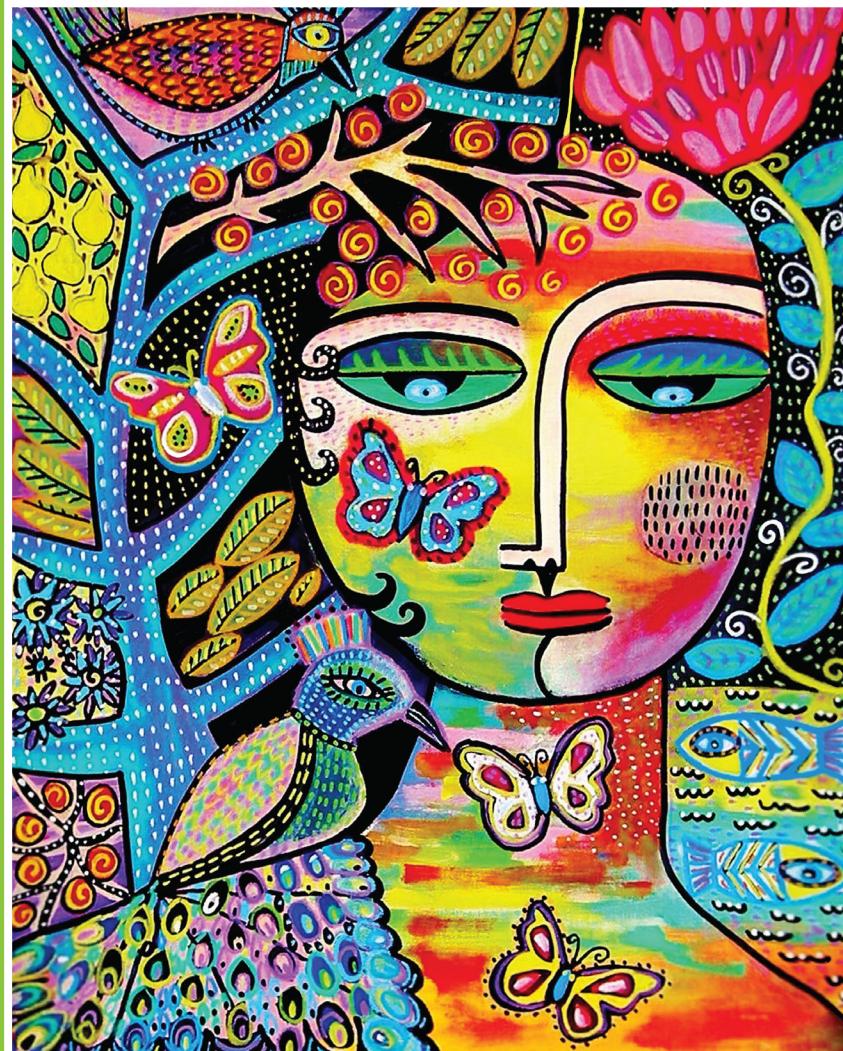


A PROGRAMMATIC AND FINANCIAL REPORT OF THE  
CALIFORNIA ASSOCIATION FOR  
BILINGUAL EDUCATION

JULY 1, 2017 - JUNE 30, 2018  
(Reported at CABE 2019 –March 23, 2019)



ca|be

[gocabe.org](http://gocabe.org)

## CABE Vision and Mission

---

---

### ***Vision Statement***

**BILITERACY, EDUCATIONAL  
EQUITY, AND 21<sup>ST</sup> 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:

**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 2017-18 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, 2017-18.

The 2017-18 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 2017-18 with a healthy surplus. In 2017, after several years of continual growth, CABE took the leap and purchased a new building providing more quality work space for team members and board members. We have quickly settled in and made it our home. In this past year, CABE continued to dedicate staff time and resources to the implementation of Proposition 58, the EL Roadmap ad Global CA 2030. 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 44 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 2017-18 fiscal year reflects the on-going and ever so important work that CABE engages in day-to-day. We are guided in our work via our strategic plan which, after reaching the five-year mark, is preparing to transition into a newly developed strategic plan. This annual report contains the 5-year summary report of each priority area of our current plan—truly, the breadth and depth of our work has surpassed our projections, and we are positioned well to continue to do the good work of CABE. We are growing fiscally and programmatically, and we are poised to move forward in the 21<sup>st</sup> 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

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 2017-18, we have built on and reflected on the progress over the last five 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 2013 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



The following pages provide a 5-year summary of the priority goal areas.

.....

# THE CABE COMPASS

## CABE STRATEGIC PLAN • 2013-2018



### CABE STRATEGIC PLAN PRIORY AREAS

ANNUAL REPORTS  
JUNE 8, 2018

# CABE STRATEGIC PLAN

## ANNUAL SUMMARY REPORT

### 2013-18



#### PRIORITY CLAIM/GOAL: 2.1 Professional Development Framework

Project Managers: Kris Nicholls and Delma Chwilinski

**DESCRIPTION:** 2.1 Professional Development 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.

2.2 Professional Development: 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 to implement a powerful vision of excellent teaching for each group of English Learners they serve and support English Learner best practices, research, policies, and materials/resources.

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
<b>2.1.1</b> Convene a framework design team	<b>Program Manager: Kris Nicholls</b>  PD Framework team will reconvene to revise draft outline and complete the writing of the framework once the EL Roadmap guide has been adopted by the SBE
<b>2.1.2</b> Disseminate and publicize the board-adopted framework	<b>Program Manager: Kris Nicholls</b>  PD Framework team will determine the audience and the dissemination/publicity plan once completed
<b>2.2.1</b> Establish a CABE Professional Development Services Group to develop and market training and other services that fit with the CABE mission and	<b>Program Manager: Kris Nicholls</b>  PDS continues to grow; we currently (2018) have 13 active consultants,  PDS is growing in the depth and breadth of its offerings, and the field is responding with increasing requests for PDS consulting and professional development support

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
vision, and to develop aligned supporting products.	PDS is working at the local, state, national, and international level
<b>2.2.2</b> Launch Phase I/ Start - Up of the Professional Services Plan in order to structure the business for growth, help budget the future work, and lay the groundwork for a successful launch for SY 13-14.	Completed 2013-14 under the leadership of consultant Elizabeth Jimenez
<b>2.2.3</b> Launch Phase II/ Growth of the Professional Services Plan in order to conduct the Year One professional development events.	Completed 2014-15 under the leadership of consultant Elizabeth Jimenez and the new PDS Director, Kris Nicholls
<b>2.2.4</b> Launch Phase III/ Expansion of the Professional Services Plan.	<p><b>Program Manager: Kris Nicholls</b></p> <p>Continually in progress</p> <p>A full-time director for CABE PDS was hired in September 2015—Kris Nicholls</p> <p>PDS has grown from 1 part time consultant in 2013 to 4 FT Staff and 13 in 2018 and continues to receive applications from outstanding candidates wanting to work with PDS.</p> <p>At its initiation in 2013 CABE PDS had a dedicated budget of \$12,500. In 2018 we are projecting a budget of \$1.1 million.</p> <p>PDS is leading the way in the state with its professional development and consulting for biliteracy programs.</p> <p>Marketing activities (CABE and PDS webpages, flyers, email blasts, articles in CABE Newsletter, various listservs, through partners' websites, etc.) occur regularly to support the PDS professional development and consulting services.</p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p>CABE has formed partnerships with other professional development organizations—DLeNM, CAL, Calfiorians Together, etc. to strengthen and support biliteracy and EL support throughout the state and nation.</p> <p>PDS regularly presents at other organizations' conferences/events—DLeNM, NABE, CALSA, CLSBA, CSBA, CDE</p> <p>Upon request, PDS will do an initial meeting with a district/site considering its services to share with stakeholders the work that PDS does and how PDS could provide customized consulting and professional development in support of the outcomes that each has identified.</p>
<p><b>2.2.5</b> Create a culture of quality service and support to our schools, districts, and communities through an accountable professional development system.</p>	<p><b>Program Managers:</b> Delma Chwilinski and Kris Nicholls</p> <p><b>P &amp; E Team:</b> Increased participation of attendee's diverse, culture and of linguistic background.</p> <p>High rate of exemplary evaluation ratings for all conferences. Provided high quality customer service: registrations, accounts receivables, speakers, presenters and memberships. High quality feedback for Keynote speakers. Record breaking registration causing Registration to be closed. Increased access to high quality technology resources: website, Sched app, CABE app, Facebook, and twitter. High interest on Superintendent and other educational leaders speaking at our conferences.</p> <p><b>PDS:</b> PDS has gained a reputation of quality service and support.</p> <p>PDS continues to seek topics that are of critical interest to the field of English Learner and biliteracy education and provide customized consulting and design professional development in response to the need.</p> <p><b>In 2016-2017 and 2017-2018, PDS has been contracted by nearly 40 districts each year to provide customized professional development</b></p> <p>PDS developed the <i>ELPAC Institute</i>, which was approved by the CDE, that focuses on the content of the new English Language Development test for the state.</p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p>PDS continues to present ELPAC Institutes around the state (<b>nearly 6,000 participants thus far</b>) in support of county offices of education, districts, sites, teachers, students, their families, and communities.</p> <p>PDS is now presenting the institute's newest version, the ELPAC 2.0, which identifies and presents/models high-leverage strategies for English Learner success on the ELPAC and the classroom (academically and linguistically), based on an in-depth analysis by the PDS team of the ELPAC tasks and practice tests.</p> <p>CABE has specifically focused on supporting teachers who teach in Spanish settings with:</p> <ul style="list-style-type: none"> <li>-Academic Spanish day long PD sessions as well as workshops,</li> <li>-Binational GLAD Teacher PD in partnership with the Sistema Educativo Estatal (SEE) in Tijuana</li> </ul> <p>PDS is collaborating with the Center for Applied Linguistics (CAL) on the development of a <i>Teacher Personal Reflection Log</i>, based on the <i>Guiding Principles for Dual Language Education, 3<sup>rd</sup> edition, and the translation into Spanish of the Guiding Principles</i>.</p> <p>At CABE 2017 and CABE 2018, PDS partnered with CAL on multiple presentations on the <i>Guiding Principles for Dual Language Education</i>, including <i>Using the “Guiding Principles for Dual Language Education” to Strengthen Your Program</i></p> <p>At CABE 2018, PDS also presented the following:</p> <ul style="list-style-type: none"> <li>• <i>How to Successfully Transition an Elementary DLI Program to Secondary</i></li> <li>• <i>High-Leverage Strategies for the English Language Proficiency Assessments for California (ELPAC; pilot of ELPAC 2.0) Institute (half-day)</i></li> <li>• <i>Planning and Implementing a Strong, Successful, and Sustainable Elementary Dual Language Immersion Program</i></li> <li>• <i>Secondary DLI Institute (half-day)</i></li> <li>• <i>ELPAC Institute for Administrators and Instructional Coaches (half-day)</i></li> </ul> <p>PDS updated its online “Dual Language Immersion Planning Guide” to align it with the new 3<sup>rd</sup> edition of the <i>Guiding Principles for Dual Language Education</i>, and presented a</p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p>session at CABE 2018 on how to use the online guide to plan and implement a new elementary Dual Language Immersion (DLI) program.</p> <p>PDS provides DLI and Developmental Bilingual Education (DBE) professional development and coaching for district/site administrators, teachers, and instructional coaches for a strong, successful, and sustainable DLI program (S<sup>3</sup>)</p> <ul style="list-style-type: none"> <li>• Establishing a District Leadership Team (DLT)</li> <li>• Planning and implementing a new DLI/DBE program</li> <li>• “DLI/DBE 101” (definition, program and implementation models, second language acquisition theory, research, <i>Guiding Principles for Dual Language Education, 3<sup>rd</sup> edition [GP3]</i>, Spanish Language Development [SLD] standards)</li> <li>• Designated ELD in a 90:10 program</li> <li>• Academic Spanish</li> <li>• Cross-linguistic transfer</li> <li>• Best instructional practices in a DLI/DBE program</li> <li>• Transitioning an elementary DLI/DBE program to secondary</li> <li>• DLI/DBE program reflection system based on the GP3</li> <li>• Student monitoring system (language development in L1 and L2, academic achievement)</li> <li>• DLI/DBE Master Plan development</li> </ul> <p>PDS was privileged to lead the DLI Networks (for beginning programs and for established programs) for LACOE in 2016-2017 and 2017-2018. We have been asked to again lead the networks this coming year.</p> <p>PDS partnered with CSU Fullerton in the fall 2017 to present the 2-day <i>Secondary DLI Symposium</i>, which was one of the first events in the US to focus on secondary DLI programs. The symposium was attended by 222 participants from across the country.</p> <p>PDS also partnered with Velazquez Press in surveying DLI/DBE programs across California to learn what subject areas were being taught in what target languages. The survey also asked for the name of the curriculum used in each of the classes. This was done to support DLI/DBE programs who were expanding their programs to higher grade levels and wanted to know what curriculum might be available. The data results were shared at the 2017 <i>La Cosecha</i> conference (Dual Language Education New Mexico; DLeNM)</p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p>PDS also provides English Learner professional development for district/site administrators, instructional coaches, and teachers on the</p> <ul style="list-style-type: none"> <li>• ELA/ELD Framework</li> <li>• ELD standards</li> <li>• Integrated ELD/Differentiated instruction</li> <li>• Integrated ELD in secondary science (NGSS)</li> <li>• Designated ELD</li> <li>• English Learner Master Plan development</li> </ul> <p>CABE received three grants that focus on professional development and systemic support for teachers and administrators in biliteracy and EL settings and the development of biliteracy pathways:</p> <p>Sobrato—Bilingual Teacher Pipeline Grant (2017-2019) Coordinated and led by Jan Corea, Cynthia Vazquez Petitt and Ivannia Soto</p> <p>National Professional Development Grant (2015-2022) Project Director: Maria Villa with targeted support from PDS and other team members</p> <p>EL PLN—CCEE—in partnership with Californians Together.</p> <p>Through the passage of Bilingual Teacher Professional Development (BTPD) in CA in 2017, CABE works with and supports the 8 LEAs who received this 3 year grant.</p>
<b>2.2.6</b> Maintain our regional and annual conference structure with targeted focus on timely and relevant professional development.	<p><b>Program Managers: Delma Chwilinski and Kris Nicholls</b></p> <p><b>P &amp; E Team:</b>            CABE Annual Conference served thousands of attendees, providing timely and relevant Professional Development access to high quality resources, active parent engagement leadership, targeted offering for para-educators, teachers and educational leaders and parent highly inspiring keynotes speakers and presenters. Our attendees span from parents, teacher, administrators, community members, partners and students.</p> <p>We have maintained our alternation location pattern and have held the following annual conferences from 2013-2018. <b>In this five-year span, have served 27,661 attendees.</b></p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p><b>CABE 2013: Long Beach</b>  <b>Total Registered = 3610</b></p> <p><b>CABE 2014: Anaheim</b>  <b>Total Registered = 4251</b></p> <p><b>CABE 2015: San Diego</b>  <b>Total Registered = 4411</b></p> <p><b>CABE 2016: San Francisco</b>  <b>Total Registered = 5076</b></p> <p><b>CABE 2017: Anaheim</b>  <b>Total Registered = 5808</b></p> <p><b>CABE 2018:</b>  <b>Total Registered: 4505</b></p> <p>The Parent and Para Educator Regional Conferences have shown very positive growth in the last 5 years. At the writing of the strategic plan in 2013, we questioned if the focus and effort put forth for regional conferences was making a strong enough impact programmatically and fiscally. After the first year, with focused and strategic marketing and attention, we began to see strong growth in the number of attendees and revenues proving that indeed the regional conference structure is a viable and important one.</p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS		
	Year and Conference	Date	Grand Total
2013 Bakersfield	11/9/13	178	
2014 Sacramento	1/30/14	223	
2014 Monterey	3/27/14	187	
2014 Riverside	5/22/14	550	
Total 2013-14		1138	
2014 Bakersfield	10/30/14	236	
2014 Sacramento	11/13/14	298	
2015 Monterey	4/30/15	258	
2015 Riverside	5/20/15	889	
Total 2014-15		1681	
2015 Bakersfield	10/29/15	298	
2015 Northern Regional	11/19/15	342	
2016 Anaheim	4/26/16	529	
2016 Riverside	5/17/16	1018	
Total 2015-16		2187	
2016 Monterey	10/20/16	282	
2016 Bakersfield	11/17/16	313	
2017 Northern	1/25/17	209	
2017 Riverside	5/17/17	1168	
Total 2016-17		1972	
2017 Monterey	10/26/17	245	
2017 Bakersfield	11/30/17	389	
2018 Anaheim	2/1/18	267	
2018 Riverside	5/9/18	1130	
Total 2017-18		2031	
<b>TOTAL 2013-2018</b>		<b>9009</b>	

From 2013-18, we have had a 44% increase in attendance at the regional conferences.

#### PDS:

PDS has partnered with the Program and Events team since 2014 to present up to four (4) comprehensive Administrator and Teacher Institutes on critical topics in English Learner education at the Regional Conferences over the past four (4) years, and looks forward to being able to continue the

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p>partnership and presentation of Administrator and Teacher Institutes with the Program and Events team.</p> <p><b>2017-2018 Administrator and Teacher Institutes at the Regional Conferences were attended by 690 administrators, instructional coaches, and teachers. The topics included:</b></p> <ul style="list-style-type: none"> <li>• <i>ELPAC Institute for Administrators and Instructional Coaches</i></li> <li>• <i>Academic Spanish: The “What” and the “How”</i></li> <li>• <i>NGSS Science and CCSS Math for Grades 6-12: Integrating ELD and ELPAC-Like Tasks</i></li> <li>• <i>LTELs: Powerful, Asset-Focused Instruction for Long-Term English Learners (Grades 6-12)</i></li> </ul>

# CABE STRATEGIC PLAN

## ANNUAL SUMMARY REPORT

### 2013-2018



#### PRIORITY CLAIM/GOAL: 2.3 DESIGNING FOR SUCCESS WEBSITE

**PROJECT MANAGER:** Laurie Nesrala

**DESCRIPTION:** 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.

**As of June 2018**

Website	May-June 2018 <u>Weekly</u> Users	May - June 2018 <u>Monthly</u> Users	Growth 2018 vs 2017
gocabe.org	542	3058	43.12%
resources.gocab.e.org	113	414	63.77%
di.gocabe.org	52	255	124.14%
cabe2019.gocab.e.org	147	518	100%

**Facebook Followers:** 5904

ACTIONS	KEY EVIDENCE
<b>2.3.1</b> Identify specific information to be researched for the website.	Researched relevant content and reviewed feedback from stakeholders for changes in content and design layout components.  <b>Research and maintain updated website with new policy, practices, announcements and ads—e.g. Prop 58, Immigration resources, EL Roadmap, Events, CABE Corners, Resources, Board and Staff Updates, etc.</b>
<b>2.3.2</b> Select information, resources, and research for Phase One of the website.	Made appropriate changes, additions, and deletions to website content based on ongoing feedback.  Continued to “tweak” and adjust the layout of pages as needed.

ACTIONS	KEY EVIDENCE
	<p>Closed and archived the old domain: <a href="http://www.biingualeducation.org">www.biingualeducation.org</a></p> <p>Continued to make appropriate changes, additions, and deletions to website content on a regular basis based on ongoing feedback.</p>
<b>2.3.3</b> Design the website	<p>New content has been researched, gathered, evaluated and added on an ongoing basis. With the exception of the “Ask an Expert” section, the design and content are completed for phase one. Staff continues to research and discuss with stakeholders about <i>whether to/how to</i> design and develop the “Ask an Expert” component of the website.</p> <p>There are concerns and unanswered questions regarding if and how to incorporate the “Ask an Expert” feature, particularly around staffing the “Expert” role. This feature has been put on hold indefinitely until we have more information about its feasibility and structure.</p>
<b>2.3.4</b> Launch Phase Two of website	<p>Translation of the Resource Center is complete.</p> <p>Developed a regional landing page for chapters in each region: <a href="http://www.gocabe.org/index.php/about/regions/">http://www.gocabe.org/index.php/about/regions/</a></p> <p>These pages are developed and revised on an ongoing basis, as content from chapters is received.</p> <p>The website landing page is complete and launched.</p> <p><b>Translation of the About Section is currently being worked on (June 2018)</b></p> <p>CABE has been receiving inquiries from educational organizations and businesses (at least one per month) requesting that links to certain resources be added to the Resource Center. If and when the resources are “vetted” by the Education Consultant, they are added to the Resource Center, predominantly in the “Links” section.</p>
<b>2.3.5</b> Determine the protocol for ongoing maintenance of the website	<p>Met with IT Department, CEO and other staff and consultants, as needed to determine website visitor needs and respond accordingly.</p> <p>All requests for assistance from the IT department were submitted via the FreshDesk app—a new technology staff service and request system put in place in 2015.</p> <p>The entire site is reviewed on a regular basis for maintenance, such as fixing broken links and typos, deleting expired</p>

ACTIONS	KEY EVIDENCE
	<p>information, adding missing information, and reorganizing the format to better meet the needs of the end user. Significant revisions include: keeping the rotating banner and 'latest news' current and relevant; inclusion of links to information about EL "hot topics", policy and legislation on the homepage and elsewhere; online access to conference presenter handouts; addition of even more Board and staff resources.</p> <p>Team members and Board members share new information and insights regarding the website that supports the IT/CD team.</p> <p>The CEO meets regularly with the Coordinator for IT/CD regarding new information and updates.</p> <p>The site is regularly reviewed by the Education Consultant to support updates and edits.</p>

# CABE STRATEGIC PLAN

## ANNUAL SUMMARY REPORT

### 2013-2018



### PRIORITY CLAIM/GOAL: 3.1 Family and Community Engagement

Project Manager: Maria Villa

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

ACTIONS	KEY EVIDENCE
3.1.1 Deepen understanding of the CABE COMPASS and implications for quality programs and services for English Learners and for parent, family, and community roles in supporting local and statewide implementation of the COMPASS.	<p>CABE Compass has been integrated into presentations and conversation with several organizations.</p> <p>CABE staff has been provided with professional development and support in their understanding of the CABE Compass and its significance and integration in their areas of work.</p> <p>CABE Parent and Family Engagement staff made revisions to Project INSPIRE curriculum to address the following; EL Roadmap, Know Your Rights, Global CA 2030 (Integrate information this Summer), CA's New Accountability System, California Assessment of Student Performance and Progress (CAASPP) System, ELPAC, Prop 58 Global Economy Initiative, LCAP, DACA/SAFE Haven Immigration Resources</p> <p>Community Learning Theory: Project 2INSPIRE's work draws on Community Learning Theory. It is an integral part of the way we bring people together to collaborate. It provides a powerful community building process for schools and communities genuinely interested in promoting "meaningful" parent participation.</p>
3.1.2 Work with various parent, community, and educational organizations at state,	Conducting presentations and disseminating information at mentioned sites  In 2018- CABE Project 2INSPIRE;

ACTIONS	KEY EVIDENCE
<p>district, and school levels and build leadership capacity to support the establishment of college-going cultures Prek- 12.</p>	<ul style="list-style-type: none"> <li>• partnered with 27 districts and CDE Migrant SPAC (see map attached)</li> <li>• <b>total of 49 contracts</b> throughout Southern and Northern CA</li> <li>• served over 1000 parents (615 So. Cal, 376 No. Cal)</li> </ul> <p>Leadership Activities CABE parent leaders participated in; CABE board meetings, CABE Legislative Committee, PTA, CDE Ad Hoc Advisory Committee, California Collaborative for Educational Excellence(CCEE), CalTog, ELLI, CA Endowment, SBCCS FEN, Binational Parent Leadership Institute, Mexican Consulate in Los Angeles and San Bernardino, LMU Jornada, CA State Migrant conference, CABE Regionals and Annual</p> <p>In 2013 CABE Parent and Family Engagement had 1 Coordinator and 2 Parent Specialists. Currently in 2018 we have 1 Director, 6 Full Time team members (3 Parent Specialists and 3 other team members) and 18 Part Time Specialists.</p>
<p>3.1.3 Create tools and protocols to support increased parent, family, and community engagement at state, district, school, and community levels.</p>	<p>Facebook, Recruitment events, Back to School night orientations and community tabling events</p> <p>Completed and updated Family Engagement Brochure on CABE's Services</p> <p>Updated Parent and Family Engagement Flyer (Spanish and English)</p> <p>Created a Plaza Comunitaria Trainer of Trainer flyer and flyer for Families about Plaza Comunitaria</p> <p>Family Engagement Action Team (FEAT) plan is a tool used and created under CABE's I3 grant and will be available for contracts 2018-19. The FEAT committee working on the FEAT plan includes site administrator, two teachers, and parents all working together to plan the family engagement program at the school. This team reinforces and supports the belief of seeing families as collaborative agents of change in service of improved outcomes for students, schools and communities.</p>

ACTIONS	KEY EVIDENCE
	<p><b>Through the CA Endowment grant, we have developed the following new resources:</b></p> <ul style="list-style-type: none"> <li>• One-page bilingual flyer to promote TOT modules</li> <li>• Developed three presentation modules (PowerPoints) <ul style="list-style-type: none"> <li>◦ KYR- Know Your Rights</li> <li>◦ Support for Undocumented Youth</li> <li>◦ Safe Haven and Sanctuary Cities</li> </ul> </li> <li>• KYR content integrated to P2i curriculum</li> <li>• P2i Parent Specialist trained on content</li> <li>• Developing a Know Your Rights Tool Kit for Parent Leaders Trainer of Trainers (<b>coming soon</b>)</li> <li>• Conducted DACA/Know Your Rights/ workshops for families in Southern and Northern CA at CABE Regionals and Annual Conference</li> <li>• Posted resources for families on Know Your Rights on CABE website</li> <li>• Interim Report submitted April 30<sup>th</sup></li> </ul> <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• DACA/SAVE HAVEN Immigration resources available at <a href="http://go.cabe.org">go.cabe.org</a></li> <li>• Working on adding additional information and videos about the Parent and Family Engagement Department</li> </ul> <p><b>Project 2INSPIRE Contracts</b></p> <ul style="list-style-type: none"> <li>• Trainer of Trainers with Community Liaisons</li> <li>• P2i <b>new</b> Level 4-Advanced Leadership Training</li> <li>• Continue to expand partnerships in No. Ca</li> </ul> <p><b>Completed I3 grant</b></p> <ul style="list-style-type: none"> <li>• I3 grant 2012-2015 completed.</li> <li>• Annual Performance will be submitted to DC in August</li> </ul> <p><b>NPD Grant Project DELIGHT (Dual Language Leadership Initiative High-Quality Training)</b></p> <ul style="list-style-type: none"> <li>• Submitted first Annual Performance Report DC on May</li> <li>• Project DELIGHT is off to a solid start with a firm foundation for the next four years.</li> <li>• Year 1 has allowed CABE Project DELIGHT to set a strong foundation with partners from both Rialto and Fontana USD district administrators, school site administrators, school staff and families all working towards creating high-quality Dual Immersion programs from elementary to middle school.</li> </ul>

ACTIONS	KEY EVIDENCE
	<ul style="list-style-type: none"> <li>Provided professional development to district and site administrators, teachers in Dual Immersion (DI) and Structured English Immersion classrooms (SEI), bilingual Instructional Aides, Special Education staff, Instructional Coaches and parents/families at 5 DI sites (4) from Rialto USD and (1) Fontana USD</li> <li>The professional development topics focused on DI foundations, district leadership training, DI staff, recruitment, DI best practices, DI student assessment monitoring systems, building relationships, and the Community Learning Theory to ensure the curriculum is current and relevant.</li> </ul>
<p>3.1.4 Through CABE's federal i3 grant, expand its PROJECT 2INSPIRE work, developing expertise and leadership among parents and community members so they are more informed and effective advocates for English Learners and more engaged in a transformative process with the schools.</p>	<p>Parents under the i3 grant are conducting parent-to-parent workshops, facilitating conference workshops, actively engaged at school sites.</p> <p style="text-align: center;"><b>Highlights reported in Year 5</b></p> <p>Principals reported the following;</p> <ul style="list-style-type: none"> <li>Parents are <b>more engaged</b> and are <b>more knowledgeable</b> of the educational program for their children and their role in that program.</li> <li>Parents <b>participate in meetings</b> with the principal and are <b>engaged in committees</b> at the school with increased ability to be open to receive and to share their ideas</li> <li>Principals have <b>increased partnerships, better communication</b> with parents and supportive relationships with parents</li> <li>Parents have taken on <b>more leadership roles</b> in school events and learning to share their knowledge</li> </ul> <p>Teachers reported;</p> <ul style="list-style-type: none"> <li>From a total of 245 teacher responses, 87% reported that the <b>parents at their school that are "actively engaged"</b> <b>have a positive impact on student learning</b> and 82% reported that these same <b>parents have a positive impact on school improvement</b>.</li> <li>Forty-seven percent of <b>teachers and support staff</b> indicated their <b>relationships with parents increased</b> while an additional 31% indicated that those relationships had increased last year and stayed the same this year.</li> </ul>

ACTIONS	KEY EVIDENCE												
	<p><b>Progress in meeting achievement objectives for students at the 10 schools proficiency levels in language arts and mathematics for 3, 4<sup>th</sup>, and 5<sup>th</sup> grade) will increase annually by four percentage points in at least six of 10 2INSPIRE schools, as measured by spring 2015 (baseline), spring 2016 and spring 2017 state assessment data.</b></p> <table border="1"> <thead> <tr> <th>Subject</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr> </thead> <tbody> <tr> <td>ELA</td><td>8 of 10 P2I-i3 schools showed increases ranging from 10 to 26 percentage points</td><td>6 of 10 P2I-i3 schools showed increases ranging from 5 to 34 percentage points</td><td>4 of 10 P2I-i3 schools showed increases ranging from 7 to 19 percentage points.</td></tr> <tr> <td>Math</td><td>9 of 10 P2I-i3 schools showed increases ranging from 6 to 28 percentage points.</td><td>7 of 10 P2I-i3 schools showed increases ranging from 8 to 28 percentage points.</td><td>7 of 10 P2I-i3 schools showed increases ranging from 4 to 19 percentage points.</td></tr> </tbody> </table> <p>By the end of the project, the CABE P2I-i3 Parent Leadership Development Program has,</p> <ul style="list-style-type: none"> <li>• <b>Served 1,124 parents</b> (unduplicated count) in three districts: 370 at Ontario-Montclair SD, 523 at Santa Ana USD and 231 at Garden Grove USD.</li> <li>• <b>Certified 652 parents at the Mastery Level:</b> 224 at Ontario-Montclair SD, 297 at Santa Ana USD and 131 at Garden Grove USD.</li> <li>• <b>Certified 261 parents at the Expert Level:</b> 94 at Ontario-Montclair SD, 123 at Santa Ana USD and 44 at Garden Grove USD.</li> </ul>	Subject	Grade 3	Grade 4	Grade 5	ELA	8 of 10 P2I-i3 schools showed increases ranging from 10 to 26 percentage points	6 of 10 P2I-i3 schools showed increases ranging from 5 to 34 percentage points	4 of 10 P2I-i3 schools showed increases ranging from 7 to 19 percentage points.	Math	9 of 10 P2I-i3 schools showed increases ranging from 6 to 28 percentage points.	7 of 10 P2I-i3 schools showed increases ranging from 8 to 28 percentage points.	7 of 10 P2I-i3 schools showed increases ranging from 4 to 19 percentage points.
Subject	Grade 3	Grade 4	Grade 5										
ELA	8 of 10 P2I-i3 schools showed increases ranging from 10 to 26 percentage points	6 of 10 P2I-i3 schools showed increases ranging from 5 to 34 percentage points	4 of 10 P2I-i3 schools showed increases ranging from 7 to 19 percentage points.										
Math	9 of 10 P2I-i3 schools showed increases ranging from 6 to 28 percentage points.	7 of 10 P2I-i3 schools showed increases ranging from 8 to 28 percentage points.	7 of 10 P2I-i3 schools showed increases ranging from 4 to 19 percentage points.										

ACTIONS	KEY EVIDENCE
3.1.5 Expand the Plaza Comunitaria program across the state.	<p><b>Plaza Comunitaria Participants/Graduates for 2017-18</b></p> <p><b>Total of over 150 participated</b></p> <p><b>90 graduated from primaria, secundaria or preparatoria</b></p> <p><b>Total number of graduates from 2013-2018 --238</b></p> <p><b>Plaza Comunitaria contracts:</b> CNUSD and Val Verde USD Satellite Centers: City of Azusa, and Paramount</p> <p>Conducted Plaza Comunitaria Assessments with Mt. Diablo USD and Mt. View USD</p> <p><b>IME Grants Received:</b></p> <p>Consulate of San Bernardino in Oct \$1,500 and \$2,000 in May  <b>Total= \$3,500</b></p> <p>Consulate of Los Angeles in Oct \$10,000 and \$7,500 in May  <b>Total = \$17,500</b></p>

# CABE STRATEGIC PLAN

## ANNUAL SUMMARY REPORT

### 2013-2018



### PRIORITY CLAIM/GOAL: 3.3 Strategic Partnerships

Project Manager: Enrique Gonzalez

**DESCRIPTION:** #3.3 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.

ACTIONS	KEY EVIDENCE
3.3.1 Partner with the California Department of Education to develop and roll out collaborative trainings for educators and community on the new State Common Core Standards, ELD Standards, and new assessments	<ul style="list-style-type: none"><li>• Building and deepening the relationship between CABE and CDE</li><li>• CDE has been present and participated at CABE 2015 and 2016 en masse</li><li>• CABE presents quarterly at BCN meetings</li><li>• CABE meets quarterly with State Superintendent Tom Torlakson</li><li>• CABE works legislatively and with the CDE to impact the development of the LCAP, accountability rubrics, and other programs impacting ELs.</li><li>• CABE has created, in support with CDE, ELPAC 1.0 and 2.0 trainings that have been presented to thousands of educators across the state.</li><li>• CABE created the EL Roadmap Palocard in conjunction with CDE and Sobrato as well as a three-part video series.</li><li>• Provide CDE with highlighted presentations at annual conferences as well as exhibit hall and special sessions.</li></ul>
3.3.2 Expand the CABE connections to IHEs and identify IHE partners to develop agreements for joint projects that support English Learner success and	<ul style="list-style-type: none"><li>• Partnership with CSU Fullerton—developed annual fall professional development series on Spanish academic language resources and support</li><li>• CSU East Bay—On going relationship (via Board Member Lettie Ramirez) to provide P2i PD and the publishing of Spanish language book by parents for parents.</li><li>• LMU—sponsor and planning committee member for Jornada Pedagógica, partner with the Sobrato policy</li></ul>

ACTIONS	KEY EVIDENCE
community engagement.	<p>group, provider for annual conference university credit, and discussions around federal funding opportunities.</p> <ul style="list-style-type: none"> <li>• UCLA—co-sponsored Secondary Dual Language Immersion Institute.</li> <li>• University Seal of Biliteracy—CABE sits on the planning group (via Claudia Lockwood) for the implementation of the University Seal of Biliteracy.</li> <li>• CABTE—election of new officers, institute for IHE's at CABE 2016, 2017 and 2018, attending and representation at CTC meetings and BTEG Group.</li> <li>• SDSU—CABE, SDSU and UCSD are partnering on "Formadores de docentes" program with the UPN and Colegio Normal in Tijuana to create binational standards and classes for teacher education on both sides of the border to meet the needs of the <i>students that we share</i>.</li> </ul>
3.3.3 Collaborate with IHE department heads to review and enhance preservice teacher programs.	<ul style="list-style-type: none"> <li>• CABE supports legislation for the development of bilingual teacher credentialing programs for para educators and pre and in-service teachers.</li> </ul>
<p style="color: red;">3.3.5 Annually adopt a service and/or civic organization and provide mentorship to grow their advocacy for and support of CABE and the CABE COMPASS, and</p>	
3.3.7 Create a partnership between CABE and international organizations that establishes avenues for interchanges and collaborations between programs along with revenue growth and	<ul style="list-style-type: none"> <li>• CABE Partnered with IME, SEE, and established education partnerships with a variety of Mexican public, nonprofit and private Institutions for the benefit of English Learners in California.</li> <li>• Worked with CABE PDS leadership and SEE to organize three years of Binational GLAD training for California and Baja California teachers. 2016—13 CA Teachers participated, 2018—28 CA Educators will participate</li> </ul>

ACTIONS	KEY EVIDENCE
development for the organization.	<ul style="list-style-type: none"> <li>IME, SEP and SEE have greatly increased their presence from our 2016 to our 2018 CABE conference—High Profile greeting, OHTLI Award, workshops, exhibit hall, special meetings</li> <li>Collaborate with the UC Dr. Gandara's office on The Students we Share forum and subsequent committee work in Mexico City and in California</li> <li>CABE Hosted and facilitated visit of SPI Tom Torlakson and CDE team on Dec 1, 2017 to meet with Sec of Education Miguel Angel Mendoza and SEE team. First time these two leadership positions from California and Baja California have met.</li> <li>CABE presented alongside SEE during special Senate hearing on U.S Mexico Relations.</li> <li>Special collaboration lead by Dr. Alfaro on teacher training with Baja California UPN and Normales in collaboration with SEE</li> <li>Establish an institutional relationship with SEP to better serve Binational Glad teachers and students</li> <li>Identified areas of influence where CABE can play an important role in the binational Education arena. CONAEDU.</li> <li>CABE was invited to take board seat in Ventanilla de Oportunidades Educativas Council. (VOE) to be established in NY in July 2018</li> <li>Signed MOU with IME—March 2018.</li> </ul>
4.6.3 Establish a system of fund solicitation strategies.	Worked with IME leadership and IME Becas local selection committees in LA and SB to secure \$41,000.00 in IME Becas Grants to support CABE Plaza Comunitaria programs  2018--\$21,000 from IME BECAS
4.6.4 Develop a portfolio of cultivation strategies (“making friends”).	Met and established relationships with agencies such as SEE , IME and IME Becas Council that translated into sponsorships and grants for CABE. Attended NCLR conference and have followed up with potential sponsors from private sector.

# CABE STRATEGIC PLAN

## ANNUAL SUMMARY REPORT

### 2013-2018



#### PRIORITY CLAIM/GOAL: 3.4 Advocacy

Project Manager: Martha Zaragoza Diaz

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

ACTIONS	KEY EVIDENCE
3.4.1 Strengthen our partnership with Californians Together and other community-based and advocacy organizations in support of legislative efforts to improve English Learner educational policy and practice and align policy and practice to the CABE COMPASS.	<p>Worked with CalTog and other advocacy groups and in coordination with other advocacy and related state department entities on the following legislation informing positions, testifying, attending related SBE Meetings with CABE board members and/or getting input on legislation from CABE legislation committee and testifying as needed to support or oppose. The list below is a snapshot of some of the key policies informed via our partnerships:</p> <p><b>Proposition 58</b> campaign and passage by voters.</p> <p><b>AB 952 (Reyes)</b> The Bilingual Teacher Professional Development Program, Moved off the Suspense File of the Assembly Appropriations Committee</p> <p><b>SB 463 (Lara) EL:</b> Reclassification</p> <p><b>AB 170 (O'Donnell) Teacher Credentialing</b></p> <p><b>SB 533 (Portantino)</b> Teacher Credentialing: Governor's Urgent State of Need, for this legislation we informed an oppose position.</p> <p><b>AB 699 (O'Donnell)</b> Education Equity: Immigration Status</p> <p><b>2018</b></p> <ul style="list-style-type: none"><li>-AB 2514</li><li>-AB 2735</li><li>-Budget<ul style="list-style-type: none"><li>Title III leads</li><li>BTPD</li><li>ECE Biliteracy Support</li></ul></li><li>-Prop 58 Regulations</li><li>-EL Roadmap</li><li>-SBE—Dashboard, Accountability, CSA,</li><li>-CDE—legislative and program staff</li><li>-Quarterly meetings with SPI Torlakson</li><li>-Overall daily advocacy, troubleshooting, communications</li></ul>

ACTIONS	KEY EVIDENCE
3.4.2 Develop uniform training modules to support the establishment of strong DELACs and ELACs.	The training modules were developed and implemented by the Project Inspire Staff (Maria Villa Director and Toni Hernandez, Parent Specialist). Project Inspire staff & Project Inspire parent leaders participated in testifying before State Board of Education on 2 different times on the following issues: Exclusion of RFEP + 4 years from the EL Academic Indicator and ESSA Draft State Plan-EL specific.
3.4.3 Deepen engagement of CABE's membership in legislative advocacy efforts.	<p>1) Have worked with CABE membership via input sessions and communications to inform a) LCAP requirements related to ELs, b) proposed ESSA State Plan, c) criteria for reclassification of ELs, d) Spanish language assessment and 3) other CDE policies that address educational requirements for supporting biliteracy and ELs.</p> <p>2) In addition have invited CABE board members and school leaders to testify and present as necessary on above topics and others at related State Board, CDE and other state level meetings and convenings.</p> <p>3) JDA 2018—Impactful Advocacy Day at Capitol with CABE Chapter leaders.</p> <p>4) Surveyed Board members for areas of expertise.</p> <p>5) Board members have served on committees and testified on numerous occasions.</p> <p>6) Support and advocacy for Binational Relations as they pertain to CDE and the State Senate and Assembly</p>

# CABE STRATEGIC PLAN

## ANNUAL SUMMARY REPORT

### 2013-2018



#### PRIORITY CLAIM/GOAL: 3.5 Membership

Project Manager: Stanley Lucero/Joshua Jauregui/Laurie Nesrala

DESCRIPTION: 3.5 Provide advocacy-oriented leadership to more fully engage and expand our membership.

ACTIONS	KEY EVIDENCE
<p><b>3.5.1</b> Promote web-based membership support, services, and resources.</p>	<p>BASECAMP 3</p> <ul style="list-style-type: none"><li>• CABE Chapter and Affiliate Leaders project</li><li>• Chapter folders on CABE Chapter &amp; Affiliate Leaders</li><li>• CABE Region Reps (Board Members) project</li></ul> <p>GOCABE.ORG</p> <ul style="list-style-type: none"><li>• CABE Membership page on gocabe.org</li><li>• Regions, Chapters, and Affiliates page on gocabe.org<ul style="list-style-type: none"><li>○ Created a webpage for each chapter on the CABE Website</li><li>○ Provided support in updating chapter/affiliate information (i.e. new officers, contact information)</li><li>○ Provided chapter information on CABE newsletter</li><li>○ Provide direct support to members with questions on online platform</li></ul></li><li>• Monthly CABE e-newsletter for members—the CABE Corner—sent out via email blast, posted on the CABE Webpage and on the CABE Facebook page</li></ul>
<p><b>3.5.2</b> Develop a portfolio of social media communication strategies to expand support for CABE and the CABE COMPASS.</p>	<p>BASECAMP 3</p> <ul style="list-style-type: none"><li>• Docs &amp; Files in Basecamp 3</li><li>• Chapter leader network and chat area</li></ul> <p>GOCABE.ORG</p> <ul style="list-style-type: none"><li>• Chapter Leaders Resources page on gocabe.org</li></ul>

ACTIONS	KEY EVIDENCE
	<p>Social Media</p> <ul style="list-style-type: none"> <li>• Provided support in chapter announcements via Facebook (i.e. Pepperdine, Antelope Valley, Region I Meeting.</li> </ul> <p>Facebook: Maintained CABE Facebook page with over 5900 followers and a CABE Member only Face book page</p> <p>Twitter: Feed all FB content to the CABE Twitter page; Held a Twitter chat on Math Equity in partnership with Ed Trust West.</p>
<p><b>3.5.3</b> Establish a network of CABE high school and university clubs to support increased student self-advocacy and leadership.</p>	<ul style="list-style-type: none"> <li>• CABE Student Members Facebook group</li> <li>• Pepperdine CABE chapter <ul style="list-style-type: none"> <li>◦ Supported CABE Mandarin &amp; CABE of Pepperdine in first annual 'CABE LA' via social media and materials</li> </ul> </li> </ul>
<p><b>3.5.4</b> Assess &amp; reorganize chapter, affiliate and membership lists and update the process for membership.</p>	<ul style="list-style-type: none"> <li>• Completed review and update of Smart Reg records for members and chapters</li> <li>• Reorganized chapters and assignments of members to active chapters—currently 20 active chapters (2018)</li> <li>• Membership statistics compiled before each CABE Executive Board Meeting</li> <li>• Set up CABE membership table at State Conference and all Regional Conferences for membership recruitment and support.</li> <li>• Organize table staffing with Regional Representatives</li> <li>• Create information and distribution materials for membership table.</li> <li>• Developed pop up banners with updated CABE Regions</li> <li>• Helped organize CABE Membership Receptions at the four regional conferences each year (2013-Present)</li> <li>• Monthly membership lists posted for CABE Region Reps</li> <li>• Requests received from CABE members to start or reactivate CABE chapters</li> <li>• Engaged Membership and Chapter Leaders in Prop 58 campaign</li> <li>• Support for CABTE and inclusion in BTEG—Bilingual Teacher Education Group (a consortium led by CABE)</li> </ul>

ACTIONS	KEY EVIDENCE
<b>OTHER AREAS</b>	<ul style="list-style-type: none"><li>• Annual Joint Delegate Assembly at each annual conference—with every chapter represented in 2017 and 2018.</li><li>• Membership lists updated for Chapter and Region Rep use, email blasts,</li><li>• CABE Membership Reception held at each CABE annual conference</li><li>• Support, set up CABE table and present at chapter conferences and events—Ventura, San Diego, Pepperdine, Riverside, Palmdale, North Orange County,</li><li>• Provided "I am a CABE member" at the annual conferences</li><li>• Redesigned the CABE Membership Brochure in English and Spanish</li><li>• Redesign of Membership Team to increase direct support to members in 2017 inclusive of Joshua Juaregui, Laurie Nesrala, Roxy Espinosa, Stanley Lucero (now retired).</li></ul>

# CABE STRATEGIC PLAN

## ANNUAL SUMMARY REPORT

### 2013-2018



#### PRIORITY CLAIM/GOAL: 4.1 MULTILINGUAL EXCELLENCE

Project Manager: Claudia Lockwood

DESCRIPTION: 4.1 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.

ACTIONS	KEY EVIDENCE
<p><b>4.1.1</b> Highlight student multilingual success data through existing and emerging technologies.</p>	<ul style="list-style-type: none"><li>• Updated list of DLI schools</li><li>• Addition of descriptive information to DLI schools website</li><li>• Development of partnership with CDE to coordinate use of DLI website</li><li>• Outreach to CAL to develop partnership in creating a joint DLI resource</li></ul>
<p><b>4.1.2</b> Support/endorse the systemic approach to bilingual education instructional reform of Sobrato Early Academic Literacy as one that makes teaching and learning a public collaboration within classrooms, across classrooms, across schools, and in the community.</p>	<ul style="list-style-type: none"><li>• Facilitated four visits by CABE Board members to SEAL demonstration sites</li><li>• Visited two sites in Redwood City:<ol style="list-style-type: none"><li>1. Hoover School which includes bilingual preschool and bilingual programs</li><li>2. Selby Lane School which includes dual language programs</li></ol></li></ul>

ACTIONS	KEY EVIDENCE
<p><b>4.1.3</b> Continue to promote California's Seal of Biliteracy.</p>	<ul style="list-style-type: none"> <li>• Review of CDE's current list of districts and schools offering the Seal of Biliteracy and identification of those still not offering</li> <li>• In collaboration with Californians Together began outreach to districts not offering Seal of Biliteracy or not reporting to the CDE</li> <li>• Serve as CABE's representative to the University Seal of Biliteracy working group: Participated in the development of a pilot program offering biliteracy badges to professionals and those in careers other than teaching.</li> </ul>
<p><b>4.1.4</b> In partnership with the College Board and UCOP, support the development of approved AP online courses in languages other than English and become an online provider of these courses for English Learners.</p>	<ul style="list-style-type: none"> <li>• Conversations began with Duarte Silva to explore the feasibility and possibilities of developing such courses, possibly in collaboration with the California Foreign Language Project</li> <li>• In progress</li> </ul>
<p><b>4.1.7</b> Work in partnership with Californians Together on multilingual initiatives</p>	<p>Serve as Steering Committee Member for English Learner Leadership and Legacy Initiative (ELLLI) which has had the following impact on the bilingual and dual language education movement:</p> <ul style="list-style-type: none"> <li>✓ 14 of 19 original fellows along with their individual mentors supported through 3 year program</li> <li>✓ 100 Partners participate in 4 day summer programs (2017 and 2018)</li> </ul> <p>Serve as Lead of ELLLI Curriculum Committee developing curriculum reflecting 10 content objectives and 5 process objectives with topics including the following:</p> <ul style="list-style-type: none"> <li>✓ significant court cases</li> </ul>

ACTIONS	KEY EVIDENCE
	<ul style="list-style-type: none"> <li>✓ operating within and without the bureaucratic systems (COE, CDE, local school districts)</li> <li>✓ parent engagement</li> <li>✓ frames of exclusion</li> <li>✓ advocacy skills</li> <li>✓ community organizing and involvement</li> </ul>
	<p>Arrange individual appointments with legislators at Capitol offices for each of the 14 ELLLI fellows and mentors as part of the development of advocacy skills and strategies..</p>
	<p>Attend all steering committee meetings (6 per year) and curriculum committee meetings (6 full-day and several part day virtual meetings). Confer frequently with project director prior to convenings.</p>
	<p>Attend all ELLLI institutes and convenings (4 3-day and 6 2-day events)</p>
	<p>Attend Californians Together meetings (4 per year) and participate in several subcommittees.</p> <ul style="list-style-type: none"> <li>✓ Participate in efforts to support implementation of Prop.58.</li> <li>✓ Serve as member of EL RoadMap subcommittee in efforts to ensure implementation of elements.</li> <li>✓ Attend and testify at SBE meetings on accountability</li> <li>✓ Consulted with Martha Zaragoza-Diaz on bilingual teacher pipeline bill</li> </ul>
	<p>Support CABTE and BTEG (Bilingual Teacher Education Group) to impact the work and development of the CTC for bilingually credentialed teachers and those who work with Els.</p> <ul style="list-style-type: none"> <li>✓ Developed a list of California IHEs offering bilingual authorizations to be posted to CABE website</li> <li>✓ Participate in monthly conference calls</li> <li>✓ Attend CABTE meetings</li> <li>✓ Serve on CTC committee to align Teacher Performance Expectations with EdTPAs and CalTPAS</li> <li>✓ Serve as institutional reviewer including accreditation visits to IHEs and bilingual authorization reviews</li> </ul>
	<p>Serve on 2-day LCAP review to determine evidence of sufficient attention to English Learner issues</p>

# CABE STRATEGIC PLAN

## ANNUAL SUMMARY REPORT

### 2013- 2018



#### PRIORITY CLAIM/GOAL: 4.6 Budget & Fund Development

Project Manager: Jan Gustafson-Corea

**DESCRIPTION:** 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.

ACTIONS	KEY EVIDENCE
4.6.1 Establish budgets, budget strategy, and fund development goals for all COMPASS action plans.	<ul style="list-style-type: none"><li>Recovered from a deficit budget in 2012-2013 and 2013-2014</li><li>Realized a surplus budget in 2014-15, 2015-2016, 2016-2017, and 2017-2018</li><li>Budget process for each area of the strategic plan and each department in CABE, as aligned to the Strategic Plan, has been developed and implemented.</li><li>Organization-wide, electronic accounting systems (Quick Books, Bill.com, etc.) have been put in place for accurate, up to date processing and information for each priority area of the strategic plan.</li><li>Each director/coordinator has grown to learn how to read, manage and develop budgets for their areas of focus in the strategic plan.</li><li>Priority focus areas have received increased funding for implementation.</li><li>Fund development plan is developed each year with the development of the organizational budget.</li></ul>
4.6.2 Establish a system of contract development, management, and monitoring.	<ul style="list-style-type: none"><li>On line and internal system has been created and implemented by Administrative Systems Manager, Directors of P2I and PDS, and Consultant for Accounting Management</li></ul>

ACTIONS	KEY EVIDENCE
4.6.3 Establish a system of fund solicitation strategies.	<ul style="list-style-type: none"> <li>• A system consisting of fund solicitation has been developed and implemented including revenue based services, sponsorships, and grant/donation development.</li> <li>• Secured grants from 2013-2018 in a total of \$3,980,000</li> </ul>
4.6.4 Develop a portfolio of cultivation strategies (“making friends”).	<ul style="list-style-type: none"> <li>• CEO has met with foundations, state agencies and private funders.</li> <li>• Met and surpassed annual conference sponsorship goals 2013-2018.</li> </ul>
4.6.5 Conduct an annual membership drive to increase membership.	<ul style="list-style-type: none"> <li>• The annual conference registration process continues to be our most impactful strategy in maintaining and building our membership (through discounted conference registration fees).</li> <li>• The Consultant for Membership has implemented strategies to consolidate, align, and build membership through increased membership, membership events, membership promotion, and new chapter development</li> </ul>
4.6.6 Maintain, monitor, and evaluate the budgeting and fund development plan and process.	<ul style="list-style-type: none"> <li>• Successfully completed the purchase of a new building for CABE and the sale of the old building.</li> <li>• Annual results—in the past six years we have increased our annual budget by 56% (From \$2,471.681 to \$5,528,808).</li> <li>• After purchase of new building, we have built back a reserve of \$950,000 (2018)</li> <li>• Input from Managers, Accountant, and Board</li> <li>• Paid off building at 16033 East San Bernardino Road</li> <li>• Ongoing process</li> </ul>

## CABE COMPASS—CABE STRATEGIC PLAN ANNUAL REPORTS NOTE PAGE



**WHAT AREAS STAND OUT THAT EXEMPLIFY CABE'S VISION AND GROWTH?**

**WHAT QUESTIONS DO YOU HAVE ABOUT ANY OF THESE AREAS?**

**WHAT AREAS DO YOU WANT TO ACKNOWLEDGE AND CELEBRATE?**

## ***In Conclusion***

CABE sustained and developed an even stronger presence as demonstrated by all activities conducted throughout 2017-2018. 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@bilingualeducation.org](mailto:info@bilingualeducation.org)

**CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION**  
**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2018 AND 2017**

	<b>2018</b>	<b>2017</b>
<b>ASSETS</b>		
Cash and Cash Equivalents	\$ 1,111,966	\$ 1,299,530
Accounts Receivable	538,307	370,582
Contributions Receivable	429,000	-
Grants Receivable	65,433	39,171
Investments	58,317	335,561
Inventories	19,818	19,073
Prepaid Expenses and Other Assets	109,749	51,031
Property and Equipment, Net	<u>3,852,104</u>	<u>338,755</u>
Total Assets	<u>\$ 6,184,694</u>	<u>\$ 2,453,703</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Accounts Payable and Accrued Expenses	\$ 326,360	\$ 299,355
Deferred Revenue	268,363	47,433
Notes Payable	2,434,895	4,074
Total Liabilities	<u>3,029,618</u>	<u>350,862</u>
<b>NET ASSETS</b>		
Unrestricted	2,464,455	2,024,903
Temporarily Restricted	650,621	37,938
Permanently Restricted	40,000	40,000
Total Net Assets	<u>3,155,076</u>	<u>2,102,841</u>
Total Liabilities and Net Assets	<u>\$ 6,184,694</u>	<u>\$ 2,453,703</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2018**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>REVENUE</b>				
Conference Fees	\$ 2,694,482	\$ -	\$ -	\$ 2,694,482
Grants and Contributions	233,879	637,121	-	871,000
Government Grant	722,088	-	-	722,088
Membership Dues	100,047	-	-	100,047
Program Income	1,224,699	-	-	1,224,699
Gain on Sale of Assets	678,622	-	-	678,622
In-Kind Contributions	47,220	-	-	47,220
Publications and Promotional Sales	21,685	-	-	21,685
Investment Income	1,139	1,183	-	2,322
Net Assets Released from Restrictions	25,621	(25,621)	-	-
Total Revenue	<u>5,749,482</u>	<u>612,683</u>	<u>-</u>	<u>6,362,165</u>
<b>EXPENSES</b>				
Program Services	4,028,267	-	-	4,028,267
General and Administrative	1,251,879	-	-	1,251,879
Fundraising	29,784	-	-	29,784
Total Expenses	<u>5,309,930</u>	<u>-</u>	<u>-</u>	<u>5,309,930</u>
<b>INCREASE IN NET ASSETS</b>	439,552	612,683	-	1,052,235
Net Assets - Beginning of Year	2,024,903	37,938	40,000	2,102,841
<b>NET ASSETS - END OF YEAR</b>	<u>\$ 2,464,455</u>	<u>\$ 650,621</u>	<u>\$ 40,000</u>	<u>\$ 3,155,076</u>

See accompanying Notes to Financial Statements.

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

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>REVENUE</b>				
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	<b>4,957,266</b>	<b>26,748</b>	<b>-</b>	<b>4,986,014</b>
<b>EXPENSES</b>				
Program Services	3,543,331	-	-	3,543,331
General and Administrative	947,647	-	-	947,647
Fundraising	28,598	-	-	28,598
Total Expenses	<b>4,519,576</b>	<b>-</b>	<b>-</b>	<b>4,519,576</b>
<b>INCREASE IN NET ASSETS</b>	<b>437,690</b>	<b>26,748</b>	<b>-</b>	<b>466,438</b>
Net Assets - Beginning of Year	<b>1,587,213</b>	<b>9,190</b>	<b>40,000</b>	<b>1,636,403</b>
<b>NET ASSETS - END OF YEAR</b>	<b>\$ 2,024,903</b>	<b>\$ 37,938</b>	<b>\$ 40,000</b>	<b>\$ 2,102,841</b>

See accompanying Notes to Financial Statements.

## Board of Directors • 2016-17

---

---



**Elodia Ortega-Lampkin**  
**President**  
Lodi USD

**Karling Aguilera-Fort**  
**Immediate Past President**  
El Rancho USD

**Annie Rodriguez**  
**Vice President**  
SFUSD (retired)

**Regina Piper**  
**Director of Legislative Affairs**  
San Francisco USD

**Cristina Alfaro**  
**Director of Secondary/IHE Affairs**  
San Diego State University

**Barbara Flores**  
**Director of Financial Affairs**  
CSU San Bernardino

**Olivia Yahya**  
**Director of Community Affairs**  
Westminster USD

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

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

**Annie Bichloan Dougn**  
**Region I Representative**  
San Joquin COE

**Esabel Cervantes**  
**Region II Representative**  
Salinas City USD

**Liberato Figueroa**  
**Region III Representative**  
Anaheim Union 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, 2017- June 30, 2018

---

---

### TEAM CABE

#### **Jan Gustafson Corea**

Chief Executive Office

#### **Cynthia Vasquez Petitt**

Deputy Director

#### **Administrative Services**

**Aida Madison**, Executive Assistant

#### **Programs and Events**

**Delma Chwilinski**, Director

**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

**Roxana Espinosa**, Membership and Registration Assistant

#### **Technology Support Services**

**Norma Rocha**, Technology Coordinator

**David Valencia**, Digital Media Technician

**Jesse Acosta**, Website & Multimedia

**Toni Saucedo**, Graphic Design Consultant

#### **Accounting Consultant**

#### **Education Consultants**

**Laurie Nesrala**, Education Consultant

**Marcia Vargas**, Consultant

Yvette Chong-Coontz

#### **Professional Development Service**

**Kris Nichols**, Director of PDS

**Karmina Ramirez**, PDS Marketing Assistant

**Andrea González**, PDS Assistant

**Rubí Flores**, PDS Specialist

#### **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 Hernandez**, 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**



Ph: (626) 814-4441 • Fax (626) 814-4640  
20888 Amar Road • Walnut, CA 91789

[www.gocabe.org](http://www.gocabe.org)