

OUSD Community Based English Tutoring (CBET) Plan  
for 2007 - 2008 School Year

1. Emphasize English Language Acquisition and Tutoring Skills

A. English Language Acquisition

1. Teachers at every CBET site shall employ research based curricula that provide high comprehensible input. CBET classes will provide participants with textbooks, workbooks, and other materials that lead to rapid acquisition of English.
2. CBET participants will be provided opportunities in each class session to develop listening, speaking, reading and writing skills.
3. CBET participants will be provided worksheets and other activities that they may work on at home with family members.
4. Participants will be encouraged to share the English lessons that they complete at home and in the CBET class with their family members, thus reinforcing the lessons.

B. Tutoring Skills

1. CBET participants shall receive instruction weekly on how to tutor their children.
2. CBET teachers shall model for their students how to read to children and how to check for reading comprehension with children.
3. CBET participants will practice tutoring activities in the CBET classroom before using them with their children.
4. CBET participants shall report to the CBET teachers each week how many minutes they spent that week tutoring a child or children.

2. Operate CBET programs at neighborhood school sites

- A. The CBET Coordinator shall continue to consult with the elementary school principals of the District as to the availability of classroom space for CBET classes. Where need and space exists, CBET classes shall be provided at those schools.
- B. CBET teachers shall first be recruited from the school sites that offer classes. CBET teachers who are OUSD teachers shall include in their CBET lessons actual lessons from their elementary class and explain to the CBET

participants the purpose of the lesson and how they may help their children complete the lesson.

3. Describe how the program will encourage the following:

(A) Opportunities for parent-child tutoring activities

1. Parents will receive instruction on how to tutor children in their CBET classes from CBET teachers. These lessons will include videos produced by the United States Department of Education, the California Department of Education and the Orange Unified School District.
2. OUSD School Readiness personnel will give presentations to CBET participants on how to tutor and read to children.
3. Children's books will be available at every CBET site for parents to take home to read to their children.

(B) Opportunities for the parent to become involved at the school that his or her child attends.

1. CBET participants at each school site will be invited to become members of that school's English Learners Advisory Committee (ELAC) and will be notified of all ELAC meetings.
2. School principals will be encouraged to have their ELAC meetings in the CBET classroom during class time.
3. Each CBET class will provide the participants with a copy of the school calendar of activities for the school their child attends.
4. CBET classes will include a unit on how to attend a parent-teacher conference and all CBET participants will be encouraged to attend a conference with their child's teacher.
5. CBET classes will include lessons on parental involvement and what level of parental involvement schools expect from parents in the United States.

4. Describe how the program will document the following:

(A) Literacy training for adults that leads to English fluency and the ability to provide educational support for children.

1. Accurate attendance will be kept for all CBET classes.
2. An approved list of materials and resources will be created for CBET classes.
3. All CBET teachers will receive training on how to employ the research based curricula used in all CBET classes.
4. All CBET participants will be CASAS tested within 30 days of entering the program. All CBET participants will then be CASAS tested again after receiving a minimum of 60 hours of instruction.

(B) Development of tutoring skills

1. CBET teachers will maintain a record of the presentations and lessons pertaining to tutoring skills conducted in their classes.
2. CBET participants will report the minutes they spend tutoring their children to the CBET teacher every week.
3. CBET participants will be asked to complete a questionnaire at the end of each year that will ask them to evaluate their improvement in tutoring skills.

5. Describe the projected goals of the program with respect to participant educational achievement and the manner in which the agency will measure and report progress in meeting its goals.

- (A) Eighty percent of CBET participants will achieve one benchmark or higher on the CASAS test.
- (B) Ninety percent of CBET participants will report using a qualitative measurement that they have improved English skills as a result of attending CBET classes.
- (C) Ninety percent of CBET participants will report using a qualitative measurement that they have improved tutoring skills and that they have increased contact with their children.

6. Describe the manner in which the program will leverage available funding from federal, state and local sources in the area proposed to be served by the agency.

- (A) The OUSD CBET program will continue to use Title I funds to provide tutoring to school age children in afternoon CBET classes at Title I schools. (B) OUSD CBET will continue to collaborate with the OUSD School Readiness program to provide tutoring training for parents and fieldtrips for CBET parents and their children.
- (C) The OUSD CBET program will continue to collaborate with local community based organizations such as St. Joseph Hospital and THINK Together to provide classroom space and volunteers for the CBET program.

7. Include a program to recruit parents of K-12 English language learners, especially parents of pupils enrolled in K-12 schools that are eligible to participate in the High Priority Schools Grant Program.

- (A) The CBET coordinator will attend ELAC meetings at school sites that host CBET programs and explain the program to parents. These parents will be encouraged to attend CBET classes.
- (B) The CBET coordinator will attend DELAC meetings and give a monthly report on the CBET program.
- (C) Community liaisons at all school sites will be provided a schedule of CBET classes and encourage parents of English learners to attend CBET classes.
- (D) Schools that are eligible to participate in the High Priority Schools Grant Program will be contacted by the CBET coordinator and parents attending those schools will be provided with information regarding the availability of CBET classes.
- (E) K-12 teachers at school sites with CBET programs will be asked to refer parents of their English learner students to the CBET program. These parents will be contacted and invited to attend CBET classes.

8. The plan shall demonstrate that the CBET program meets the following objectives:

- (A) The adult students participating in the CBET program shall make measurable English language learning progress.
  - 1. All CBET participants will be pre-tested and post-tested using the CASAS test to determine gains in English language acquisition.
  - 2. All CBET participants will receive a questionnaire at the end of the school year in which they will be asked to self report their gains in English language acquisition.
  
- (B) The CBET program shall be administered in accordance with research-based strategies for teaching English language learners.
  - 1. All CBET teachers will receive training by the CBET coordinator which will encompass ELD and SDAIE strategies as outlined in CLAD/CTEL.
  - 2. Curriculum used in the CBET program will be research-based.
  - 3. CBET classes shall employ strategies that address all areas of literacy; listening, speaking, reading and writing.

(C) The data collected under Section 317 shall be used by CBET administrators and staff to inform curriculum, instruction, assessment, research, and in-service staff development.

1. All CBET participants shall at the time of signing their pledge card agree to release student test data and attendance records for the purpose of complying with Section 317.
2. CBET teachers will be responsible for collecting the OUSD student number for every school age child of a CBET participant and reporting these student numbers to the CBET coordinator using an approved form.
3. The CBET coordinator will work with staff in the Research and Assessment office and the Special Programs office to collect and interpret student data.
4. At the beginning of each school year, student data collected from the previous year will be presented to CBET teachers at an in-service meeting. The purpose of this meeting will be to plan tutoring lessons for parents for the coming school year.
5. The attendance records of the school age children of CBET participants will be reviewed with principals and CBET teachers twice a year. Participants who have children with poor school attendance will be counseled by CBET staff regarding the importance of school attendance.

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