

SANTA BARBARA SCHOOL DISTRICTS

Community-Based English Tutoring (CBET) Program Plan 2008-2009

September, 2008

Santa Barbara School Districts

SUMMARY OF THE COMMUNITY-BASED ENGLISH TUTORING PROGRAM PLAN FOR THE SANTA BARBARA SCHOOL DISTRICTS, 2008-2009

This document represents the 2008-2009 Community-Based English Tutoring (CBET) Program plan for the Santa Barbara School Districts, developed in accordance with Education Code (EC) sections 315.5, 316.5 and 317. The plan addresses in detail how the objectives of the CBET Program will be achieved.

Background

- ***Proposition 227***

The CBET Program was enacted after public approval of California Proposition 227 in June 1998, and it has been supported by a statewide \$50 million annual appropriation for the past ten fiscal years.

The intent of the program is to “provide free or subsidized English language instruction to parents or other members of the community who pledge to provide personal English-language tutoring to California school children who are limited-English proficient” (Proposition 227).

Distribution of the \$50 million has resulted in the Santa Barbara School Districts (secondary district only) annually receiving approximately \$59,000.

- ***Senate Bill (SB) 368***

SB 368, passed by the legislature in August 2006 and approved by the Governor in September 2006, extends the CBET Program beyond FY 2006-07 and adds a number of new provisions. However, the intent of the CBET program remains the same.

- ***Education Code Amendments***

SB 368 amends the regulations for CBET with the addition of Education Code (EC) sections 315.5, 316.5, and 317. Each school district, as a condition of receiving annual CBET funding, is to develop a CBET plan, in accordance with the aforementioned EC sections, to be approved by the school district governing board.

- ***CBET Funding***

Beginning with FY 2007-08, the CBET Program is expected to be included as an item for consideration during the approval of the Annual Budget Act. The potential also exists for CBET program funding to be included in an expansion of the Economic Impact Aid (EIA) that local educational agencies receive.

CBET Program Plan 2008-2009

CONTENTS

- I. CBET Program Objectives
- II. Recruiting Parents
- III. Leveraging Funds
- IV. Operating CBET at Secondary School Sites
- V. Increasing Parent Involvement at the Child's School
- VI. Emphasizing Tutoring Skills and Encouraging Opportunities for Tutoring
- VII. Documenting Development of Tutoring Skills
- VIII. Emphasizing English Language Acquisition for Parents
- IX. Using Research-Based Strategies
- X. Documenting Literacy Training for Parents
- XI. Measuring Adult English Language Learning
- XII. Measuring Educational Progress of CBET Parents and Children
- XIII. Using Data to Inform the CBET Program
- XIV. Reviewing and Revising the CBET Plan

Community-Based English Tutoring (CBET) Program Plan 2008-2009

Following the intent of Proposition 227, EC 315.5 describes the purpose of the CBET program as that of providing, *“free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to improve the English language proficiency of California school children with limited English proficiency.”*

I. CBET Program Objectives

EC 316.5 requires that districts, as part of their Community-Based English Tutoring (CBET) plan, *“describe the projected goals of the program with respect to participant’s educational achievement and the manner in which the agency will measure and report progress in meeting its goals.”*

In accordance with this requirement, the CBET Program’s objectives are:

1. To improve the attendance and academic achievement of 7th-12th grade Limited English Proficient (LEP) students being tutored by CBET participants.
2. To improve the skills of adults participating in the CBET program in the areas of English language reading, writing, listening and speaking.

II. Recruiting Parents

EC 316.5 requires that districts describe in their plan how they will *“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 established under Article 3.6 of Chapter 6.1 of Part 28.”*

In accordance with the requirement, the CBET Program will:

1. Provide parents of English Learners at all District secondary schools with an informative letter about CBET programs in their schools and areas.
2. Make presentations about CBET at Back-To-School-Nights, Parent Teacher Associations, English Language Advisory Councils, and cultural centers.
3. Create a CBET home page with all pertinent CBET information on the SBSB website.

4. Distribute information about CBET, via email, to all district employees.
5. Advertise the CBET Program on local non-English speaking TV and radio stations.

III. Leveraging Funds

EC 316.5 requires that CBET programs leverage available funding from federal, state and local sources in the area proposed to be served by the agency.

The CBET program is funded exclusively by the CBET grant. CBET funds from the CBET grant are used to pay for the following:

- CBET teacher's salary
- Use of facilities on secondary school campuses
- Childcare during the CBET classes
- Educational materials used in the CBET program
- Audio/Visual classroom equipment
- In-service staff development and conferences for CBET teacher
- Costs related to promoting the program in the community, such as the printing and mailing of CBET flyers
- Miscellaneous costs directly related to the CBET program

IV. Operating CBET at Neighborhood School Sites

EC 316.5 requires that *“whenever possible, districts operate Community-Based English Tutoring (CBET) Programs at neighborhood school sites in order to provide full articulation between CBET Programs and instructional programs for school-aged English language learners.”*

In accordance with this requirement, the CBET Program will offer English Language Development (ELD) classes at:

- Dos Pueblos High School
- San Marcos High School
- Santa Barbara High School

V. Increasing Parent Involvement at the Child's School

EC 316.5 requires that districts describe in their plan how they will encourage parents to become involved at the school his or her child attends.

In accordance with this requirement, the CBET Program will encourage parents to become involved in activities at the school his or her child attends by:

1. Providing English language instruction in ELD/CBET classes that prepares parents to discuss their child's progress with teachers and school administrators. Said classes will also prepare parents to discuss and participate in other school functions.
2. Working with school-site personnel and local districts to inform parents about district wide parental opportunities that focus on student achievement.
3. Soliciting representatives from 7th-12th grades, including literacy coaches, math coaches, English Language (EL) coordinators and parent representatives, to speak at regularly scheduled parent events.
4. Including field trips for parents to 7th-12th grade Parent Teacher Associations and Advisory Council meetings as part of the CBET class experience.

VI. Emphasizing Tutoring Skills and Encouraging Opportunities for Tutoring

EC 316.5 requires that districts describe in their plan how they will emphasize tutoring skills for parents whose primary language is not English and encourage opportunities for parent-child tutoring activities.

In accordance with this requirement, parents and family members shall be encouraged to tutor children by:

1. Including instruction on tutoring skills in all CBET courses. Parents and family members enrolled in these courses will learn English language skills relevant to assisting their children in the competency areas of: The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills.

CBET courses will use the High Point curriculum, which is aligned with ELD content standards, and will focus on practical language skills. Depending on their entry levels, parents will learn how to ask about their child's homework, how to ask their child's teachers questions about their child's progress in school, how to discuss the basic elements of what their child is reading, and how to assess their child's study habits. Tutoring skills that focus on identifying print in the environment, community and home, as well as the teaching of reading and note taking will be emphasized. Parents will practice tutoring techniques with fellow parents in their ELD classes. Parents will receive hands-on activities that they can use to tutor their children at home, and others in their local school. Parents will also gain an understanding of the California content standards and the programs used to teach their children reading and language arts.

2. Providing CBET parents with special presentations by intra-district and community based programs designed to inform and empower them regarding their rights and

responsibilities. Such presentations will also focus on making the child a successful learner and eager participant in school activities.

3. Offering computer competency classes designed to make parents familiar with computers, the Internet and the role technology plays in the education of their children. In these classes, parents will learn how to browse the Internet to assist their child in finding homework resources, send an e-mail, and keep their child safe while he/she is on-line. They will also become familiar with the software children are using at their schools and learn about free on-line computer programs they can use with their children to practice English together. They will also learn how to access information about colleges and financial aid on-line.
4. Offering a number of local, school-site, educational opportunities to CBET parents that will encourage tutoring opportunities. After receiving clearance from the Santa Barbara School Districts, CBET students will be able to go to after-school tutoring classes, where they meet with secondary teachers, tutors, and students to review students' homework assignments. Also, parents and their children will have library projects, where they visit the local libraries together to obtain library cards, go on tours of the library, and check out books or magazines that are of interest to each of them.

VII. Documenting Development of Tutoring Skills

EC 316.5 requires that districts describe in their CBET plan how they will document the development of tutoring skills.

In accordance with this requirement, the CBET Program shall document the development of tutoring skills by:

1. Tracking the enrollment, attendance and promotion of parents in CBET courses: High Point Basics through High Point C, and Computer Competency.
2. Having parents record tutoring activities on a tutoring log, which will include information on the type and duration of the activities in which the parent and child, or other secondary students participate.
3. Signing the CBET pledge card that commits them to tutoring specific students.
4. Comparing the results of pre- and post CBET parent surveys.

VIII. Emphasizing English Language Acquisition for Parents

EC 316.5 requires that districts describe in their plan how they will emphasize English language acquisition for parents whose primary language is not English.

In accordance with this requirement, the CBET Program will:

1. Provide teacher-directed ELD/CBET classes for parents, using the state-approved, standards-aligned High Point course outlines.
2. Provide instructors involved in teaching ELD/CBET with specialized staff development with an emphasis on strategies for tutoring.
3. Supplement ELD/CBET instruction with ELD Distance Learning resources such as ELD instructional home videos.
4. Create opportunities for parents to become familiar with other English language resources in their communities such as libraries and museums as well as ELD programs on public access TV.

IX. Using Research-Based Strategies

EC 316.5 requires that the CBET program “*be administered in accordance with research-based strategies for teaching English language learners.*”

In accordance with this requirement, the CBET Program will:

1. Utilize District approved High Point textbooks and course outlines that are competency-based, standards-aligned, and state approved.
2. Utilize research-based practices and strategies such as, but not limited to:
 - Total Physical Response Method (TPR)
 - Direct Approach
 - Affective-Humanistic Approach
 - Computer Based Instruction

X. Documenting Literacy Training For Parents

EC 316.5 requires that districts describe in their plan how they will document “*literacy training for adults that leads to English fluency and the ability to provide educational support for children.*”

In accordance with this requirement, the CBET Program will document this training through:

1. Enrollment and attendance records of CBET participants in ELD and computer literacy classes.

2. Tutoring logs, completed by CBET students, documenting specific tutoring activities parents have done with children and/or other secondary students.
3. Promotion of CBET parents through the levels of High Point. The purpose of offering the same High Point courses to the CBET parents that their children are taking in the secondary schools is to give the CBET parents the best chance to fully engage their children and other students they tutor in ELD.

XI. Measuring Adult English Language Learning

EC 316.5 requires that adult students participating in the CBET Program make “measurable English language learning progress.”

In accordance with this requirement, the CBET Program will ensure that adults participating in the program make measurable English language progress by demonstrating:

1. Literacy improvement through the successful completion of ELD/High Point courses as recorded in Excel.
2. Reading achievement through the administration of High Point diagnostic assessments.
3. English language progress using a pre-and post CBET parent survey.

XII. Measuring Educational Progress of CBET Parents and Children

EC 316.5 requires that districts, as part of their CBET plan, “describe... the manner in which the agency will measure and report progress in meeting its goals.”

EC 317 requires the outcomes of CBET Program participants be measured in three distinct areas. Analysis of these outcomes is to be used in updating the annual CBET plan. The aforementioned areas are described below:

- A. Improvement of the CBET participant in adult English as a second language literacy skill levels in reading, writing, listening and speaking.**
- B. Attendance improvement of K-12 LEP pupils who have received tutoring from adults identified as pledged participants in the CBET training program.**
- C. Results of K-12 pupil data from the California English Language Development Test (CELDT) and the Standardized Test and Reporting (STAR) program, to determine if there has been progress in the achievement of K-12 LEP pupils that adult CBET Program students tutored.**

In accordance with these requirements, the CBET Program staff shall measure and report these outcomes annually, beginning with the 2008-2009 school year, through use of the existing Aeries, Excel and the High Point curricula. This process is described below:

1. The CBET Pledge Card, that adult CBET program participants complete, shall include the name, birth date, school location and grade level of the 7th-12th grade student(s) who will receive tutoring.
2. Adult CBET students shall be identified in Excel, and the 7th-12th grade student demographic data (described in item 1 above) shall also be recorded.
3. 7th-12th grade students who are identified as receiving tutoring shall be tracked by their existing District identification number in Aeries.
4. Course completion rates shall be reported annually for adult CBET students for each ELD/High Point level.
5. The CBET program shall provide a report of aggregate 7th-12th grade student attendance for all relevant 7th-12th grade students. This report shall be used to measure attendance gains.
6. High Point diagnostic assessments shall be used to measure learning gains for adult CBET students.
7. The CBET program shall produce a report comparing the STAR and CELDT scores of secondary students from before and after they were tutored by CBET participants.

XIII. Using Data to Inform the CBET Program

EC 316.5 requires that data collected for CBET “shall be used by CBET administrators and staff to inform curriculum, instruction, assessment, research and in-service staff development.”

In accordance with this requirement, the CBET Program will review, on an annual basis, all data collected for the project and use the information gleaned from that data to guide the development of future CBET curriculum, assessment, and instruction.

XIV. Reviewing and Revising the CBET Plan

EC 316.5 requires that for the “2008-2009 fiscal year and for each fiscal year thereafter, the governing board of the school district shall review, revise as necessary, and approve the plan.

The plan shall be reviewed, and revised as necessary, not less than once every three years. During its review, the governing board shall consider the data collected under Section 317.”

In accordance with this requirement, beginning with the 2008-2009 fiscal year, CBET data and reports, compiled from Aeries, Excel, and High Point, will be submitted to the Board of Education for its review and approval not less than once every three years. The Santa Barbara School Districts' CBET program will first report to the Board in July 2009. Using the results of each review, the CBET Program plan will be revised, as necessary, in the areas of curriculum, staff development, and CBET materials selection.