



**BAY AREA
PLAN**
PARENT LEADERSHIP ACTION NETWORK

PARENTS

READY *for School*

A six-week curriculum designed to prepare parents of young children to navigate the public school system to ensure their children's educational success.



ABOUT PLAN

Bay Area Parent Leadership Action Network (PLAN) unites and strengthens diverse parents and organizations working for educational equity and economic justice by developing their leadership and inspiring them to action.

Core program areas include:

- **Training and Capacity Building:** PLAN trains parents and organizations committed to developing parent leadership and advocacy for educational equity
- **Grassroots Leadership:** PLAN engages low-income parents and parent organizations as members and leaders in overseeing the growth and direction of PLAN
- **Alliance Building and Action:** PLAN provides opportunities for low-income parents from throughout the Bay Area to build alliances and take action on common concerns
- **Information Sharing:** PLAN acts as a regional hub of information for parent advocates and leaders, providing information through www.parentactionnet.org and a 900-member e-list.

STAFF

Melia Franklin
Executive Director

Rhina Ramos
Training Director

Patricia Rocha-Fernandez
Leadership and Advocacy Coordinator

Gulliver Scott
Administrative Assistant

Bora Lee
Student Intern

BOARD OF DIRECTORS

Laura Valdéz (Chair)
CAMINOS Pathways Learning Center

Jamie Lopez (Vice-Chair)
East Bay Asian Youth Center

Jean Tepperman (Secretary)
Action Alliance for Children

Lorena Ortiz (Treasurer)
Parent Leader, Oakland

Mónica Henestroza, Member
San Diego Unified School District

Maria Luz Torre, Member
Parent Voices SF

LEADERSHIP COUNCIL

Lourdes Alarcón
Parent Voices SF

Patricia Artia
Nuestra Casa

Jennifer Greppi
Parent Leader, Fremont

Matilde Hollander
Oakland Parents Together

Kaysi Holman
Community Leader, Berkeley

Karla Perez-Cordero
Parent Leader, Hayward

Cindy Li
Visitacion Valley Parents Assn.

Ana Martinez
Parent Leader, San Francisco

Paula Michel
Parent Leader, East Palo Alto

Flor Ramos
Parent Leader, San Francisco

Armida Sawan
Community Leader, San Francisco

Maria Luz Torre
Parent Voices SF

Amy Yuen
Visitacion Valley Parents Assn.

Parents Ready for School

As any parent of school-aged children will tell you, advocating for your child in school is difficult and intimidating. As each of my three kids made the transition from day care to preschool, preschool to kindergarten, elementary school to middle school, and so on, I was filled with worry and questions. Would they get along with other children? Would the teacher meet their needs? Would they be safe?



But nothing was more difficult than the first day of kindergarten. With my heart in my throat, I let go of each little hand and watched them follow their teacher into the classroom and a new, separate world. And when the time came to advocate for them about an injustice or an unmet need, my heart would pound so hard I thought the teacher, principal, or district official I was meeting would surely hear it!

I thought if it was difficult for me, it must feel nearly impossible for a new immigrant parent or a parent who had difficulty in schools herself. I was an advocate and an organizer long before my kids went to school and have led PLAN—an organization dedicated to building strong parent leaders—since my youngest children were in 3rd grade. But the fact is, the system is complex, schools can feel unwelcoming, and school staff can be intimidating.

And so Parents Ready for School (PR4S) was born. A series of six two-hour sessions offered in multiple languages in partnership with early childhood or adult education programs, Parents Ready for School is a dynamic, hands-on program that:

- Increases the skills, knowledge and confidence so that low-income and immigrant parents of young children can successfully navigate the school system on behalf of their children
- Promotes parental involvement in underperforming schools
- Provides opportunities for parents to form lasting bonds with other parents.

Based on the PLAN to LEAD curriculum, PLAN developed and piloted this program in April 2008. As of July 2009, more than 200 parents of young children in five early childhood settings in Alameda County have participated in this six-week training. Beginning in July 2009, PLAN will pilot PR4S in West Contra Costa County as well.

A recent focus group study conducted by Quinlan Gaston Huey Associates showed that parents who graduated from PR4S have greater confidence to support, monitor, and advocate for their children's success in school, and that they benefit from the training long after the program ends. As one parent said, "I can ask questions more clearly and understand the answers better. I am more confident." Another parent commented, "Thanks to these trainings I have learned to help my son assimilate information and take advantage of this period of development."

PLAN believes that parents—as their children's first teachers and most authentic advocates—must be leaders in public education. Engaged parents are key to sustainable reform and improvement in public schools. Study after study grounds this belief in research. We hope you find the PR4S curriculum guide a useful tool to advance parents' leadership in their children's education—from that very first day of kindergarten!

A handwritten signature in cursive script that reads "Melia Franklin".

Melia Franklin
Executive Director

TABLE OF CONTENTS

Session I

QUALITY EDUCATION: Our Visions, Our Realities 2

Session II

WE ARE ALL LEADERS: Introduction to Parent Leadership and Advocacy..... 8

Session III

NAVIGATING THE SYSTEM: First Steps 11

Session IV

NAVIGATING THE SYSTEM: What School Fits Your Needs? 13

Session V

GETTING THE INFORMATION WE NEED..... 19

Session VI

PRACTICING OUR SKILLS TO GET WHAT WE NEED22

HANDOUTS 25

ACKNOWLEDGEMENTS XX

Session I: QUALITY EDUCATION: Our Visions, Our Realities

GOALS

- ✓ To introduce PLAN and Parents Ready for School (PR4S)
- ✓ To begin developing a cohort of parent learners
- ✓ To provide a structure in which parents can reflect on and share their hopes and fears for their children's education
- ✓ To provide introductory information about parents' rights and responsibilities
- ✓ To listen to parents' concerns and questions in order to develop a list of key issues

OUTLINE OF AGENDA

1. Introductions: PLAN, Parents Ready for School (PR4S), participants
2. Visioning exercise: Ideal school and elements of the best education for your children
3. True/False game about parent's rights and educational realities
4. Debrief
5. Closing and Evaluation

1. INTRODUCTIONS

🕒 20 min

What is the Bay Area Parent Leadership Action Network (PLAN)?

🕒 5 min

PLAN is a regional network of parent leaders and organizations working to build a social justice movement for families. PLAN unites and strengthens diverse parents and organizations fighting for education equity, economic justice, quality child care, and parent representation through alliance building, leadership development, and action.

What is Parents Ready for School (PR4S) program?

🕒 5 min

- PR4S is a six-week training program that supports parents to develop skills, confidence, and knowledge to be the best advocates for their children's education.
- Parents need all the help they can get to ensure the best education for their children.
- If parents are immigrants or confronting other adversities, it may be harder to navigate the American educational system.

Participants introduce themselves

🕒 10 min

Instruct parents to say their names and a "one-word wish" of something they want to get out of this training.



2. VISIONING EXERCISE

🕒 40 min



SET UP & PREPARATION

Distribute materials in cardboard boxes (or tables) according to the number of groups

INSTRUCTIONS

🕒 15 min

1. Start by asking the group: what are some hopes you have for your school? Affirm and validate their responses.
2. Let the group know that we are going to spend time doing a guided visualization about hopes you have for your children and all children in your community and school.
3. Ask the group: does anyone know what visualization is? Has anyone done one before? Define visualizing: “We all have the power of imagination...and we can see things we hope for in our minds by imagining them”
4. Invite people to get into a comfortable position, free their hands, sit with feet on the ground, back straight but relaxed. Relax shoulders, take a deep breath, if comfortable, close your eyes, etc.
5. Read the Visualization Script aloud to the group
6. Ask the group how was it going through this exercise.
7. Allow time for just a few comments
8. Invite them to turn to the person next to them and share what they envisioned, each partner taking about 2 minutes to describe what they imagined.

COLLAGE ACTIVITY

🕒 5 min

Let them know that we will be using more of our creative power by breaking into groups to create a visual representation of our perfect school, using words and images. **Each group has to make sure that everyone in their team gets to participate in creating a collective vision on one sheet of paper**

INSTRUCTIONS

🕒 20 min

1. Divide the group into small teams of 4-5 people
2. Hand out supplies
3. Ask a couple of groups to report back—CHART
4. Ask the large group to share what they observed in the visions—CHART
5. Thank the groups and let them know that PLAN believes that these beautiful visions are possible to achieve, but only if parents are united and know their rights—and those are the two things we will focus on most during our time together.

TRAINER'S TIPS:

- ✓ Make sure to pause when reading script
- ✓ Model breathing directions
- ✓ Allow enough time for participants to be ready to start visualization (some people take time closing their eyes and getting comfortable in their chairs)

MATERIALS

- Visualization script
- Magazines (especially magazines with pictures of children, families, school settings)
- Crayons and color pencils
- Glue (at least one per group)
- Construction paper
- Scissors (at least one per group)

VISUALIZATION SCRIPT

Take a deep breath and exhale

Take a deep breath and hold it for a count of three, exhale

If you feel comfortable, please close your eyes, take a deep breath in

Exhale some of the stress and worry you may have

Take a deep breath in, inhaling all the good energy in the room, the spirit of all the powerful loving parents here

Exhale and relax your shoulders

We know how creative and imaginative our children are—we see it everyday

We also have that gift of imagination

I would like to invite you to imagine that right outside the door to this room is a school

And this school is not like any school you have seen before, because it is a perfect school

The perfect school for your own child

In your mind's eye, imagine getting up from your chair and walking out the door to this school

Imagine how excited you would be to see it

Imagine seeing the school

What does it look like?

What colors or shapes do you see?

How do you feel walking into it?

And as you walk into the school, what do the classes look like?

What do the students look like?

What are they doing?

What are they learning about?

What are the teachers doing?

How does it feel to be there?

Do you see your daughter or son there?



What is she doing?

What do you see that makes this the perfect school for her?

What makes it different from other schools you have seen?

What is special about this place?

Walk around the school—what else is going on in here?

Is there playing?

Is there eating?

What would make it the best school, the perfect school, the school of your dreams?

Remember what you see, and take a deep breath

Exhale

Slowly come back to the room

Hold on to what you saw and how it felt in the perfect school

Come back to the room and open your eyes

Take a deep breath.

3. GAME: "THE TRUTH IS..."

🕒 30 min

Let participants know we are going to play a quick game about parents' rights. The object of the game is to get as far as possible on the game board. (Note: You will need to adapt the facts in The Truth Is... to your own district and update it from year to year.)

🕒 2 min

INSTRUCTIONS

🕒 25 min

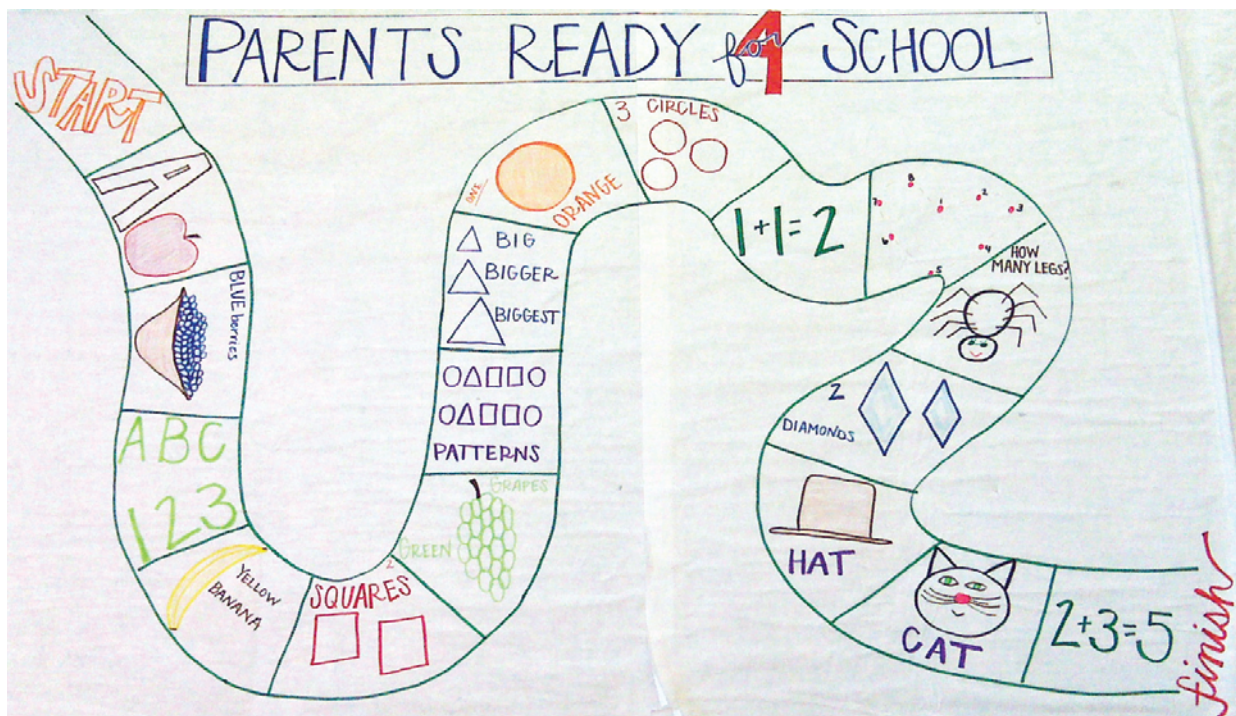
1. Divide the group into 4 teams (different than the groups for visualization)
2. Give each team a game piece
3. Each team will roll the dice, move the number of spaces shown, and then answer a question. If they answer correctly, they roll and move again.
4. Then the next team gets a chance to roll the dice.
5. If a team doesn't get the right answer, they stay where they are and the next team gets a chance. Begin the game. Give teams a short amount of time (10–15 seconds) to consult before answering their question.
6. When they answer, occasionally ask if other teams agree with their answer or what they think about a surprising answer, so that everyone is participating. Each team should get to answer two questions, but if time runs out, then stop the game, and applaud the team that got the farthest.

MATERIALS

- Game board
- Game pieces (participants' key chains can be used)
- Fuzzy dice
- Small prizes (pens, key chains, note pads, picture frames)

HANDOUTS

- The Truth Is... (distribute at the end of this exercise)



THE TRUTH IS...

1. What percentage of 3rd grade children in Oakland are able to read at a 3rd grade level?

- A. 92%
- B. 64%
- C. 28%**

2. If your child is physically or developmentally disabled and needs special education services, you have to pay for these services yourself. True or False?

FALSE

3. How often are you allowed to sit down and talk to your child's teacher about how your child is doing in school?

- A. Two times per year—once in the fall and once in the spring
- B. Up to 1 time a month
- C. As many times as you need to**

4. According to California law, what percentage of parents must speak a language other than English before the school is required to translate school communications into that language?

- A. 51%
- B. 25%
- C. 15%**

5. Your child can only attend the school in your neighborhood. True or False?

FALSE

6. What percentage of Oakland 12th grade students graduated from high school in 2007?

- A. 60%
- B. 82.9%**
- C. 75%

7. Parents have the right to be a part of the decision-making process that determines how school funds are spent. True or False?

TRUE

8. When are you allowed to be at your child's school?

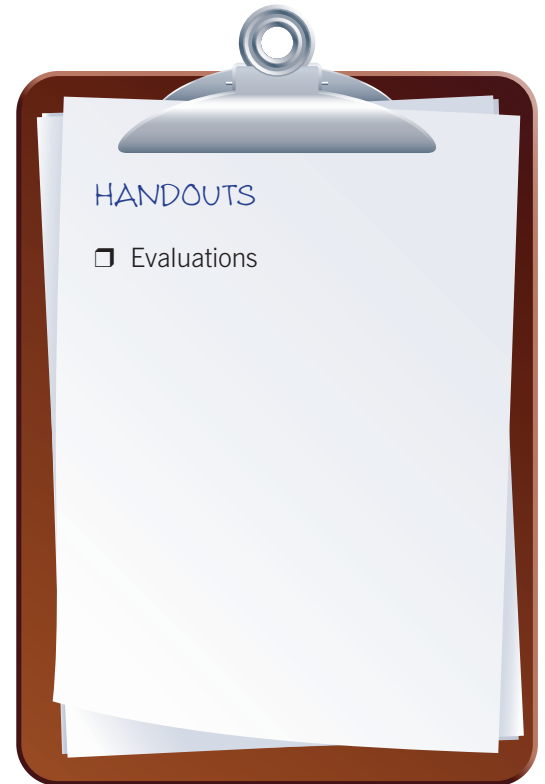
- A. Whenever you would like, as long as you are not disruptive**
- B. Only during daily play time
- C. When you have an appointment with the teacher or there is a school event for parents.

4. DEBRIEF

🕒 10 min

SHARING CONCERNS, QUESTIONS, ISSUES

- ✓ Ask the group what they thought about those facts
- ✓ Let them know we are going to start making a list of some of their most important questions or concerns about their children starting school, so that we can make these classes as useful as possible.
- ✓ Have the group brainstorm questions and concerns, either related to the information they learned or in general, and write them on an easel pad.



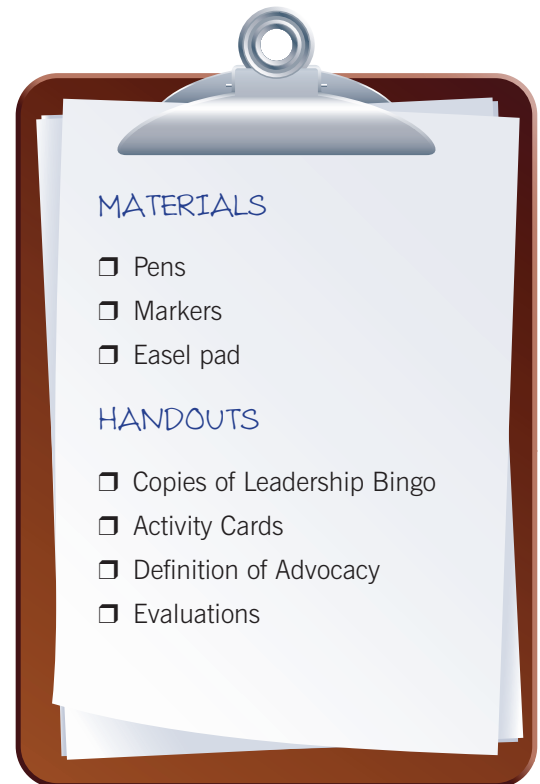
5. CLOSING AND EVALUATION

🕒 5 min

- ✓ Ask the group who is coming back next week.
- ✓ Ask the group what they thought of the class (good or bad)—popcorn style.
- ✓ Thank everyone for their participation.
- ✓ Distribute evaluations.



Session II: WE ARE ALL LEADERS: Introduction to Parent Leadership and Advocacy



GOALS

- ✓ To continue developing relationships with and among the group members
- ✓ To identify participants' existing skills and strengths and relate those to leadership and advocacy skills
- ✓ To introduce examples of how parents take action to advocate in the school system
- ✓ To present some of the existing formal structures for parent involvement
- ✓ To communicate that leadership and advocacy takes many forms, and is a part of being a parent (to demystify the words "advocacy" and "leader")

OUTLINE OF AGENDA

1. Leadership BINGO icebreaker
2. Create list of leader and advocate skills
3. Parent Advocacy: Definitions and Opportunities
4. Closing and Evaluation



SET UP & PREPARATION

Hang the cards up on the wall, in order of increasing leadership and advocacy skill.

1. LEADERSHIP BINGO

15 min

INSTRUCTIONS

- Distribute Bingo Cards.
- Have participants go around the room to find out who fits the description on each space of the bingo card.
- The person who fills the most lines wins a prize.

DEBRIEF ACTIVITY

Guide the group into making the connections between the activities outlined in the bingo card and the skills these activities represent in terms of leadership. For instance, whoever is capable of organizing a big family gathering has the skills of coordination of events and outreach.

2. WHAT IS A LEADER?

10 min

Questions to initiate discussion

- Ask the group: Who are some examples of leaders in your life?
- Why are these people leaders?
- When you think of a leader, who comes to mind?
- Brainstorm skills/traits of leaders. (Chart ideas)
- Share some key ideas if they don't come up organically. For example, a leader can move people around an idea, listens, has a vision, and follows through on commitments.

3. DEFINING PARENT ADVOCACY

55 min

DEFINITION OF KEY TERMS

15 min

- Define Advocacy, Support and Monitor, emphasizing ADVOCACY.
- Brainstorm ways parents support their child.
- Define Monitor.
- Brainstorm ways parents monitor their child.
- Define Advocate.
- Brainstorm 1–2 ways parents advocate.
- Distribute Advocacy Definition

 30 min

INSTRUCTIONS

- Introduce Activity Cards—they are case scenarios that will be discussed in small groups.
- Explain to the group that they will be looking at some examples of how parents advocate for their children.
- They also will need to identify skills and abilities parents used to advocate for their children.
- Divide group into small teams and distribute Activity Cards. Each group should get a different Activity Card.
- Give groups 10–15 minutes to answer questions.

 10 min

DEBRIEF ACTIVITY

- Ask groups to report back about parent activity and the skills it took.
- Chart list of skills.
- Clarify that parent advocacy happens along a continuum. Review which skills are needed for different levels of advocacy.
- Reinforce advocacy definition.
- Ask parents to gather next to the example of what type of activity they would like to be involved in when their child starts school.
- Make the point that as their child learns in school, they will also learn about the school system and how to support and advocate for their children. Their levels of involvement will change as time and their skills progress.

4. CLOSING AND EVALUATION

 15 min

- Invite participants to think about the skills and activities that we talked about today that make someone a leader or advocate.
- Invite everyone to make “I” statements of “One way I am a leader.”
- Distribute evaluations.



Session III: NAVIGATING THE SYSTEM

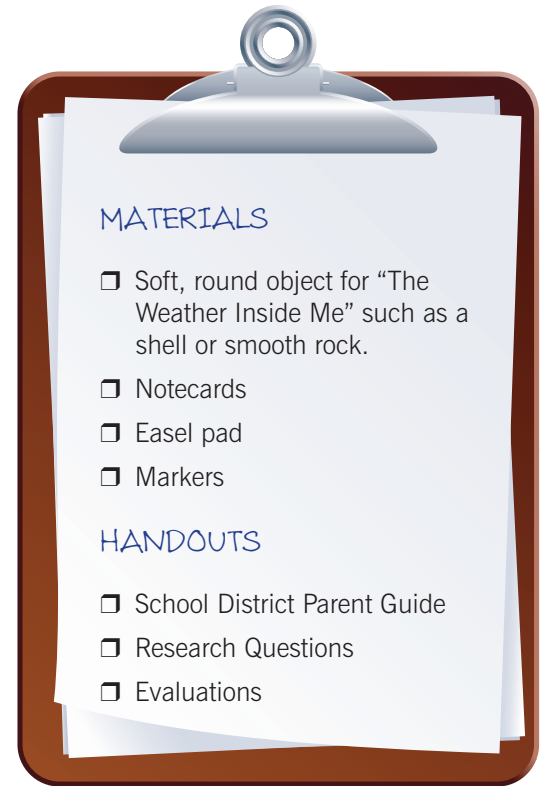
First Steps

GOALS

- ✓ To continue building a team of parents working together
- ✓ To provide a School District Parent Resource. School districts usually have a Parent Guide translated into the major language groups.
- ✓ To familiarize parents with resources, the language, and limitations of the system
- ✓ To collectively figure out the enrollment process and school selection

OUTLINE OF AGENDA

1. Ice breaker: “The Weather Inside Me”
2. Using District Resources: Parent Guide to OUSD (or any other School District) and guiding questions emphasizing the enrollment process, as well as the groups’ issues and concerns
3. Closing and Evaluation



Spend the first 10 minutes of class welcoming participants back and reviewing key points from the last session.

 10 min

1. “THE WEATHER INSIDE ME”

 30 min

INSTRUCTIONS

- Lead the group in a quick check-in: How are we feeling today?
- Ask participants to use the weather as a way to describe how they are feeling, for example: “Today, I feel like the calm, clear, gray period between two storms, when the ground is clean and wet.”
- Pass an object around for each person to hold while they share the weather inside of them and the accompanying emotions.
- Thank the group, ask if the group is ready to start working together to find out some important facts about the school district.



TRAINER'S TIPS:

- ✓ While groups are meeting, ask if any group needs help. Circulate to check in with the groups.
- ✓ While groups are reporting, recognize parents' efforts. They used this tool to find out important information, and that they shared this with other parents.
- ✓ As a closing comment, ask: Is something they would be able to do on their own?

2. EXPLORING THE PARENT GUIDE

🕒 65 min

Introduce School District Parent Guide

🕒 15 min

- Provide a brief orientation to the Parent Guide, pointing out table of contents, page numbers, etc.
- Ask the group: When is winter vacation? What page would we go to find out? Direct the group to the School Calendar page.

Research Activity Instructions

🕒 35 min

- Introduce the exercise by saying: "We are going to do some research about some of the first things every parent needs to know: how to enroll your child in school, AND some of the questions that have come up in the past two sessions. Ready?"
- Divide into up to six groups of 4-5 people.
- Assign one Research Question per group. (Note: There are six research questions. If you have less than six groups, you can assign an extra question to any of the groups.)
- Have enough copies of the assigned research question for each member of the group.
- Distribute markers and easel paper to each group.
- Each group has to look for the answers in the guide and write them down on the easel sheet.
- After 20-25 minutes, call the groups back together.
- Give each each group about two minutes to report back on key information they found.
- Chart their findings, and thank them.

3. CLOSING AND EVALUATION

 15 min

- Assign homework: find out the name of your neighborhood elementary school
- Go around the room and have each parent reflect and share: “One thing I learned today was...”
- Distribute evaluations.

Session IV: NAVIGATING THE SYSTEM

What School Fits Your Needs?

GOALS

- ✓ To review information on school enrollment
- ✓ To continue building team of parents working together
- ✓ To encourage parents identifying their priorities for school selection
- ✓ To introduce parents to a data resource—
School Accountability Report Card (SARC)
- ✓ To practice utilizing data
- ✓ To enhance parent's understanding of the school system:
What is failing? What is working?

OUTLINE OF AGENDA

1. Icebreaker: Game in which teams must correctly identify process & facts about school enrollment
2. Brainstorm: "What is your criteria for school selection?"
3. Introduce SARC (available in English, Spanish, and Chinese)
4. Exploring SARC data activity
5. Report-backs and debrief
6. Closing and Evaluation

MATERIALS

- Small prizes for icebreaker game (pens, pencils, sharpeners, small notepads)
- Icebreaker question and answer easel sheets

HANDOUTS

- SARC, with appropriate sections underlined for each group
- Six SARC section question sheets
- Evaluations



1. ICEBREAKER REVIEW GAME

 15 min

INSTRUCTIONS

- Start the session by asking: who remembers what we learned last week? Tell them we are going to do a fun quiz to find out.
- Break group in small teams (to do this quickly, group people by where they are seating into teams of 4 or 5 members). Also explain to the group that the answers to the questions will be found by consulting with the other teams.
- If the team remembers answer in two minutes, everyone gets a prize.
- Group can take notes, or shout out, but the group must deliver a clear final answer.
- Ask one of the following questions to each team. Have questions charted on easel pad before you start the game.
 - Question 1: What do documents do you need to enroll your child?
Reveal the answer on the rest of the easel and review, if the group is correct, everyone gets prize.
 - Question 2: True or false: You can only enroll your child in your neighborhood school.
Reveal the answer on the rest of the easel and review, if the group is correct, everyone gets prize.
 - Question 3: What are three ways you can be involved at your children’s school?
Reveal the answer on the rest of the easel and review, if the group is correct, everyone gets prize.
 - Question 4: This is a tough one—what is the name of the document that provides important academic information about a school?
Reveal the answer on the rest of the easel and review, if the group is correct, everyone gets prize.
- Explain that the SARC—School Accountability Report Card—is what we’re going to explore today

2. CRITERIA FOR SCHOOL SELECTION

 15 min

Questions to begin discussion:

- How many people here chose a preschool program for their children?
- How did you decide which was the best program for your child? Take few answers from group
- Ask the group: What are your priorities for choosing a school for your child? What do you want to know about it?
- What specific factors are important to you?
- You have many options, right? For example, there are 60 elementary schools in Oakland Unified School District so how will you choose?
- Ask participants to get into groups of three and discuss, coming up with three priorities.
- Get priority areas from groups, popcorn style. Write them on a sheet of easel paper.

ICEBREAKER REVIEW GAME

Chart these questions, writing question and answer in different a different page.

<p>Question #1</p> <p>What documents do you need to take with you to enroll your child in school?</p>	<p>Answer #1</p> <ul style="list-style-type: none">• 3 documents verifying address, including CA ID• Document verifying student's age• Student's immunization record	<p>Question #2</p> <p>True/False: You can only enroll your child in your neighborhood school.</p>	<p>Answer #2</p> <p>False: You can enroll your child in any Oakland school, although whether your child gets in depends on many factors.</p>
<p>Question #3</p> <p>What are three ways you can be involved at your children's school?</p>	<p>Answer #3</p> <p>Answer: (may include) class volunteer, SSC, field trip driver, ELAC, going to talk to teacher, PTA, etc.</p>	<p>Question #4</p> <p>What is the name of the document that provides important academic information about a school?</p>	<p>Answer #4</p> <p>SARC—School Accountability Report Card</p>

Clearinghouse for Multilingual Documents

Instructions for using the CMD System

Available Translations

A Parent's Guide to the SARC

Description of the requirements and information contained in the School Accountability Report Card

Important Note: As a form of assistance to local educational agencies (LEAs), the California Department of Education offers, free of charge, the translations listed below. Because there can be variations in translations, LEAs confer with local translators to determine any need for additions or modifications, including the information or local data, or modifications in language to suit the needs or preferences of specific communities. For additional information, readers are referred to the section "About the Translations List" below the following list of translations.

- Arabic - A Parent's Guide to the SARC (DOC)
- Armenian (Eastern) - A Parent's Guide to the SARC (DOC)
- Armenian (Western) - A Parent's Guide to the SARC (DOC)
- Chinese (simplified) - A Parent's Guide to the SARC (DOC)
- Chinese (traditional) - A Parent's Guide to the SARC (DOC)
- Farsi (Persian) - A Parent's Guide to the SARC (DOC)
- Hindi - A Parent's Guide to the SARC (DOC)
- Hmong - A Parent's Guide to the SARC (DOC)
- Japanese - A Parent's Guide to the SARC (DOC)
- Khmer (Cambodian) - A Parent's Guide to the SARC (DOC)
- Korean - A Parent's Guide to the SARC (DOC)
- Laotian - A Parent's Guide to the SARC (DOC)
- Pilipino (Tagalog) - A Parent's Guide to the SARC (DOC)
- Portuguese (Brazilian) - A Parent's Guide to the SARC (DOC)
- Portuguese (Continental) - A Parent's Guide to the SARC (DOC)
- Punjabi - A Parent's Guide to the SARC (DOC)
- Russian - A Parent's Guide to the SARC (DOC)
- Spanish - A Parent's Guide to the SARC (DOC)
- Ukrainian - A Parent's Guide to the SARC (DOC)
- Urdu - A Parent's Guide to the SARC (DOC)
- Vietnamese - A Parent's Guide to the SARC (DOC)

About The Translations Listed Above

For many translations, versions are provided in both Microsoft Word (DOC) and in Adobe Acrobat Portable Document format allows users to easily save or modify text; if a user is uncertain if his or her computer operating system allows view a document written in a particular language, please refer to the Troubleshooting page on the Clearinghouse for Multilingual Documents (CMD) at cmd.ednet.ca.gov. Visit the CMD site for additional information.



2006-07 Executive Summary School Accountability Report Card

La Escuelita Elementary School

Address: 1100 Third Ave., Oakland CA 94606-2227 Phone: (510) 879-1210
 Principal: Tammy Rose Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

La Escuelita is a traditional Elementary School. School begins at 8:40 AM and ends at 2:55 PM. Every Wednesday's are minimum days and students leave at 1:40 PM. Kindergartners follow the same schedule. Our Special Day Class (SDC) begins at 9:00 AM and ends at 2:00 PM. On Wednesdays the SDC students leave at 1:00 PM.

Student Enrollment

Group	Enrollment
Number of students	255
African American	7.06 %
American Indian or Alaska Native	0.39 %
Asian	18.04 %
Hispanic or Latino	0.39 %
Native Hawaiian or Other Pacific Islander	66.27 %
White (not Hispanic)	1.18 %
Two or More Races	1.18 %
Economically Disadvantaged	5.49 %
English Learners	85 %
Students with Disabilities	64 %
	11 %

Teachers

Indicator	Teachers
Teachers with full credential	14
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

LINCOLN MIDDLE SCHOOL

1250 Fennside Blvd, Alameda, CA 94501 • (510) 748-4018

Principal: Judith Goodwin

校長報告

Lincoln中學的招收學生數超過900人，充分反映Alameda市的多元化特性。它定期舉辦與教師共同研究活動，這些活動可幫助家長了解學校的運作，並與教育計劃的持續改善與支持計劃。家長會通過大力募捐與家長的志願服務活動，Lincoln中學的校長會十分積極，並參與教育計劃的持續改善與支持計劃。家長會通過大力募捐與家長的志願服務活動，Lincoln中學的校長會十分積極，並參與教育計劃的持續改善與支持計劃。

學校簡介

Lincoln中學是Alameda區第三所高中之一。學校正常的上課時間上午8:10到下午2:50。Lincoln中學的畢業生通常升上Alameda高中。本校學生全部來自Lincoln, Easton, Otis 以及 Edison 等小學。學校教學大綱以實效學業為主，即學習時間又增加教學效果。學生的職責用於數學和英文介入性課程的挑戰考試。特教教育課程是為有語言和語言障礙的學生設計的。

使命宣言

Lincoln中學致力於滿足學生在學術、社會與體格發展的需求。它的目標在培養有能力、尊重他人的公民，並具備積極自我概念，能夠面對多元文化與多元學區挑戰。

家長的參與

Lincoln中學極大地倚重於學生家長/監護人的支持，學校鼓勵家長/監護人參加家長會，提供諮詢和建議。家長/監護人可以參加校管會和英語顧問委員會，家長/監護人還可以以義工的形式參與本校其他活動。家長會、康樂中心、俱樂部等組織的活動。

按年級的註冊

此圖表顯示了過去3個學年按年級註冊的趨勢。

學校風紀和教學環境

Lincoln中學教導學生遵從校規和課堂紀律，培養學生正確的處事和待人之道。這正是風紀和紀律培訓的基礎。Lincoln中學教導學生遵從校規和課堂紀律，培養學生正確的處事和待人之道。這正是風紀和紀律培訓的基礎。Lincoln中學教導學生遵從校規和課堂紀律，培養學生正確的處事和待人之道。這正是風紀和紀律培訓的基礎。

	2004-05			2005-06			2006-07		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
開學	44	44	87	894	936	1348	4.78%	4.70%	9.05%
開除	2	3	1	15	22	13	0.22%	0.32%	0.10%
開除的比例	0.22%	0.32%	0.10%	0.18%	0.22%	0.13%			

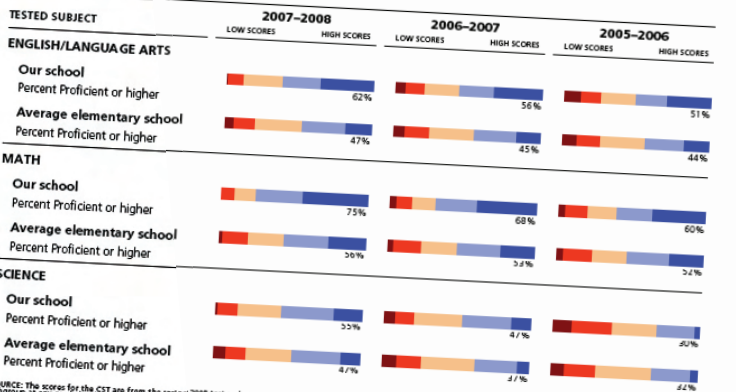
Malcolm X Elementary School School Accountability Report Card for 2007-2008

Page 5

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find grade-level-specific scores, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the STAR program can be found on the California Department of Education (CDE) Web site.

California Standards Tests
 BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2008 test cycle. State averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores and it releases this data to the public. Missing data make it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CST test scores.

3. INTRODUCE SARC

 5 min

- The School Accountability Report Card, or SARC, is a document where we can find some information of what you look for in a school, and you can access these for every single school.
- It is like a report card for the school that tells us how well the students are performing in Math and English, how qualified the teachers are, how different racial groups are performing on tests, and how this school compares to all the other schools in the district and all the other schools in the state of California.
- Ask the group: Who thinks it is important to look at this information for their child' school? Why, why not?

4. EXPLORING SARC

 30 min

INSTRUCTIONS

- Divide the group into 6 small groups
- Distribute SARC for a school in your district, with appropriate sections underlined for each small group
- Let them know that is a lot of information, but we will be looking at this together piece by piece.
- Spend about 10 minutes going through these first points all together:
 - Page 1 executive summary—what can we learn about the school here? Address, phone number, racial breakdown, economic info, how many teachers have full credential.
 - What grades are there at this school?
 - How many students are there?
 - Ask the group: does this look like an easy document to read?
 - Let people know that the numbers we will see about student performance are percentage. Ask if someone can define what is meant by percentage.
- Other debriefing questions before going into small groups: How many students have the textbooks and materials they need? 100% yes, that's a good thing—why do you think they tell us this? Because in some schools, this is not automatic, we cannot take it for granted.
- Look on page# __ they are telling us about Suspensions at this school—ask someone to define suspensions. The way this chart is organized is by year—does everyone see that it is telling us how many students were suspended in 03-04, 04-05, 05-06 school year?
- The SARC gives us the same information for the district as a whole, so we can compare. How does this school compare to the district as a whole? (much fewer suspensions here, no expulsions).
- What do you think about that? (It may be helpful to write examples on an easel or white board.)
- Now we are going to take a look at 6 specific sections and see what we can figure out.
- Let them know that they will each be assigned a section to look at and answer some questions about. Handout Question Sheets to each individual in each group, let them know that we will be reporting back the marked questions.
- Let groups have up to 20 minutes to explore SARC and answer questions.



5. REPORT-BACKS AND DEBRIEF

🕒 20 min

WRAPPING UP

- Debrief with whole group: How was the activity? Is the document easy to read? Is it easier to read together with other parents or all by yourself?
- Groups report back, answering key questions from worksheets marked with asterisk (*).
- Ask people for overall impression of how the sample school is doing
- Ask group how the district is doing, any conclusions they can make from the data, etc.

6. CLOSING AND EVALUATION

🕒 10 min

- Ask participants to share one thing they learned, or one question they have now. You can do it popcorn style.
- Distribute Evaluations

Session V: GETTING THE INFORMATION WE NEED

GOALS

- ✓ To continue building a team of parents working together
- ✓ To discuss importance of asking the well developed questions
- ✓ To practice meeting with a teacher or school administrator
- ✓ To prepare for next session

OUTLINE OF AGENDA

1. Icebreaker: Speaking in Questions
2. Asking the Right Questions: Right Question Project
3. Introduce next session (field trip or meeting with a principal)
4. Closing and Evaluation



SET UP & PREPARATION

Chart Right Question Project Steps on a sheet of easel paper. Invite a principal or administrator from a nearby school to visit the class in Session VI.

1. ICEBREAKER: SPEAKING IN QUESTIONS

 15 min

INSTRUCTIONS

- Inform the group that today's session is about formulating questions, so the icebreaker is a question game.
- The goal is to answer every question with a question
- For example: If I say, "How is the weather today?" you say something like, "Does it feel warm?" They have to "answer" you and then ask the person next to them, and so on. And we have to "answer" in 3 seconds.
- Practice once to illustrate, if needed
- Get 5 people in a row to try it out
- Ask a question to the first person, and that person will answer with a question, and subsequently like this
- After trying it out, have everyone participate going around the circle asking and answering each other with more questions
- Do this activity until time runs out for it

DEBRIEF

- Did anyone get their question answered?
- When we look around us in society, who is really good at not answering questions? (politicians, for example)
- Today we will be learning and practicing a technique for us to ask strong and powerful questions and to get the answers that we need to know

2. RIGHT QUESTION PROJECT

 60 min

- The Right Question Project (RQP) was created by a Massachusetts-based nonprofit organization to empower marginalized communities in all kind of issues such as: tenants' rights, labor rights, etc.
- "RQP, Inc. is a non-profit dedicated to making democracy work better for all people"

INSTRUCTIONS

- Tell the group that we will learn this technique in the context of getting ready for a meeting with a principal or staff member of a school that you are interested in enrolling your child in. The group can also prepare to meet a teacher.
- Role play a scenario in which a principal or teacher is visiting our class for five minutes. Instruct the group to ask the principal questions related to their concerns. Stop after five minutes.
- Debrief meeting—what went well, what could have been better / what questions didn't get answered
- RQP process is to help us get more prepared for a meeting, and prioritize our concerns (the final and following session should be a real meeting with a school administrator where the group get to practiced this technique)
- Distribute copies of RQP process
- Ask someone to read Step 1: Brainstorm
- Brainstorm questions we want to ask the principal of the school you are considering for your child.
- Remind people of the priorities they identified in Session IV (if possible, have the list posted). Review rules for brainstorming: Every idea is a good idea!
- Have someone read Step 2: Prioritize
- Ask the group to prioritize the list identifying the top three.

GROUP EXERCISE

- Divide group up into three small groups
- Have them each take one of top three priority questions and branch-off, brainstorming their own lists of questions and prioritizing them
- Give them 15-20 minutes to do this
- Have groups report back on the final one to three questions they prioritized, instructing them to ask them like they will ask the principal or teacher next week

STEPS FOR FOLLOWING WEEK

- Ask whole group if these are key questions that they want to ask the principal or teacher next week.
- Ask group to self-assign questions they will take responsibility for asking principal or teacher.
- Write the name of the person assigned next to the question they will ask.

3. INTRODUCE FIELD TRIP

 5 min

- Let the group know that you have planned a field trip to kindergarten or pre-school or a visit from a principal or administrator from a nearby school.
- Review the plan for the next session

4. CLOSING AND EVALUATION

 10 min

- Ask participants to share one thing they learned, or one question they have now. You can do it popcorn style.
- Distribute Evaluations

Session VI: PRACTICING OUR SKILLS TO GET WHAT WE NEED

GOALS

- ✓ To encourage further team work
- ✓ To practice Right Questions Project technique
- ✓ To visit a school site (preferably a kindergarten)
- ✓ To ask prepared questions and have them answered
- ✓ To discuss next steps
- ✓ To present graduation certificates

OUTLINE OF AGENDA

1. Icebreaker: Web of Connectivity
2. Field trip preparation and practice
3. Field trip
4. Debrief
5. Next steps
6. Final Evaluation
7. Appreciations and Graduation



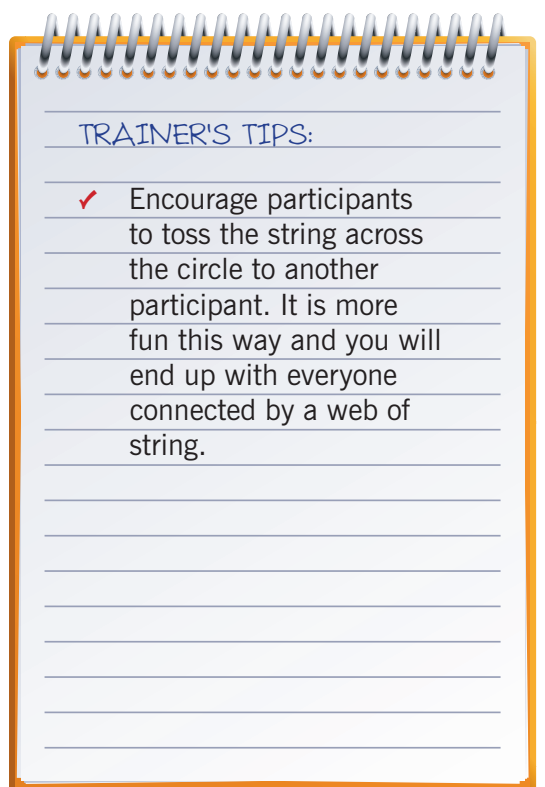
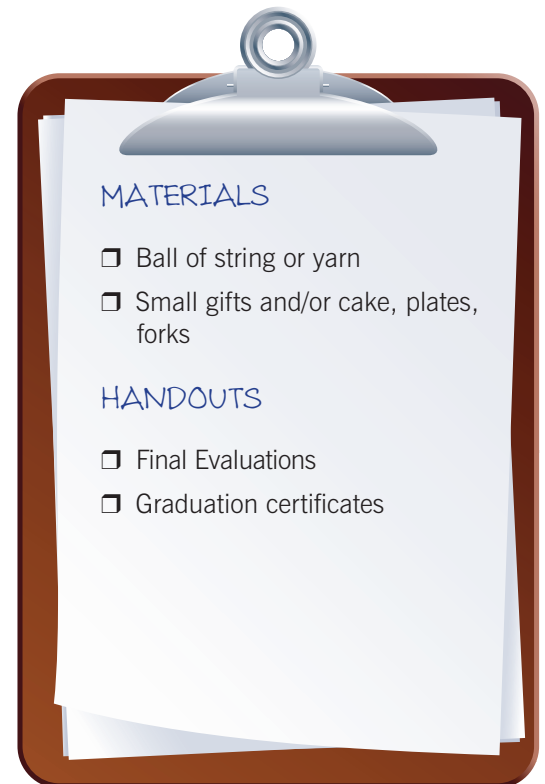
SET UP & PREPARATION

This session will be 30 minutes longer. Let hosting organization know about this adjustment at least two weeks in advance for them to prepare for logistics, especially the need for extended child care.

1. ICEBREAKER

15 min

- Have everyone stand in a circle.
- Do a quick review of highlights of what the group learned during the training sessions.
- Have one person hold the ball of yarn, share a highlight of what they have learned, and then pass the yarn to someone else.
- When everyone has taken a turn, ask the group what they think the web they created signifies.
- Reinforce their feedback, adding how we have been forming community in this room.



2. FIELD TRIP PREP

🕒 15 min

INSTRUCTIONS

- Ask group who is asking which question.
- Remind the group of the questions they agreed to ask and re-assign as needed.
- See if anyone needs support.
- Encourage 1-2 people to practice in front of the group.
- Let people know they should all feel free to ask any other question that may come up in the course of the field trip.

3. FIELD TRIP

🕒 30 min

- Introduce principal/staff person, go around school.
- Allow some time for host to talk about his/her school and introduce their programs.
- Make sure all questions get asked (remind people if needed).

4. DEBRIEF

🕒 15 min

- How do we feel the visit went?
- What did we learn?
- Did being prepared make a difference? How?
- Do you think the school representative took us seriously?
- Did it make a difference that we were a big group?
- Do you think we have more power in a group or by ourselves?
- Give feedback and congratulate the group

5. NEXT STEPS

🕒 10 min

- Ask participants to pair up and discuss what their next steps are for continuing to learn and prepare for their child entering kindergarten
- Report back popcorn style.

TRAINER'S TIPS:

- ✓ If it is not feasible to arrange a tour of a school, invite an administrator or teacher to come and speak to the class.

6. FINAL EVALUATION

🕒 10 min

- This evaluation form is a bit longer than the evaluations collected at previous trainings. Allocate more time.

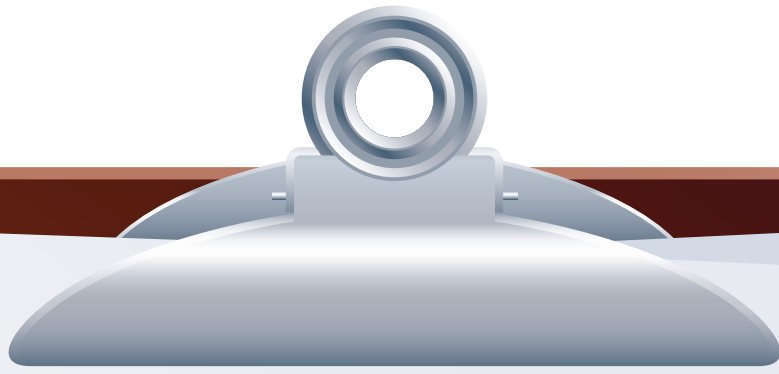
7. APPRECIATIONS & GRADUATION

🕒 30 min

- Distribute graduation certificates.
- Congratulate and praise everyone.

TRAINER'S TIPS:

- ✓ Make sure you allocate additional funds to celebrate the group's graduation with a special meal or cake. Alternatively, you can request that participants bring potluck dishes.



PARENTS

READY *for School*

HANDOUTS

Session I	26
Session II	53
Session III	119
Session IV	137
Session V	152
EVALUATIONS.....	153
CERTIFICATE.....	159

THE TRUTH IS...

1. What percentage of 3rd grade children in Oakland are able to read at a 3rd grade level?
 - A. 92%
 - B. 64%
 - C. 28%

Answer & Fact: C.

In 2007-2008 school year, only 28% of third grade students in Oakland are meeting the state standard for the English Language Arts—reading and writing. 48% of third graders are doing math at the 3rd grade level. If we look at all the students in the whole district (every grade), 34% are meeting the statewide standard for reading and writing, and 38% are doing math at their grade level.

Source: OUSD 2007-2008 score card

<http://webportal.ousd.k12.ca.us/>



2. True or False: If your child is physically or developmentally disabled and needs special education services, you have to pay for these services yourself.

Answer & Fact: False.

Free and Appropriate Public Education (FAPE) is the most fundamental and important right your disabled child has. FAPE means that your child, if eligible, must receive an education program specially designed to meet his or her unique learning needs. This program must be provided at no cost to you. If no appropriate public school program is available, a state approved private school program must be provided at public expense. To assure your child receives an appropriate education, state and federal laws require the school district to provide instructional services necessary to allow your disabled child to benefit from special education. These services include but are not limited to: adapted physical education, physical therapy, speech/language services, transportation, and adaptive equipment.

Source: Special Education Parent Handbook

<http://webportal.ousd.k12.ca.us/WebItem.aspx?WebItemID=9>

TabID=179



3. How often are you allowed to sit down and talk to your child's teacher about how your child is doing in school?
- A. 2 times a year—once in the fall and once in the spring
 - B. Up to 1 time a month
 - C. As many times as you need to

Answer & Fact: C.

Communicating with your child's teacher is an important way to be involved and ensure your child gets the support they need to succeed in school. Typically, a teacher will set a meeting time within 1-2 weeks of your request to meet with them. It helps to come prepared with questions you want to ask. If your teacher does not speak your language, you may want to ask the school office or another parent for help finding translation services for the meeting.



4. According to California law, what percentage of parents must speak a language before the school is required to offer translation of school communications into that language?

- A. 51%
- B. 25%
- C. 15%

Answer & Fact: C.

State law requires translation of notices, reports, statements or records sent to parent or guardian when 15% or more of students speak a single language. Other educational codes, and even federal law, declare that parents have a right to be meaningfully involved in and informed about the education of their children and schools should communicate with parents in their native languages. The reality is that the translation may not always be readily available, but when they unite and work together, they have successfully demanded and won access to translation.



5. True or False: Your child can only attend the school in your neighborhood.

Answer: False.

You may apply to enroll your child in any school in the district; it does not have to be your neighborhood school. You must apply during the open enrollment period, which usually begins in January. Whether your child will be admitted to the school of your choice depends on whether there is space available at the school. If there is not space for all students who apply, students will be given priority according to the following factors:

- 1st Priority: Lives in the attendance area for the school (neighborhood)
- 2nd Priority: Has a sibling attending the school
- 3rd Priority: Currently attends a school that is considered low performing

Students who don't meet any of the above priorities are chosen by lottery for remaining available spaces at the school.



6. What percentage of Oakland 12th grade students graduated from high school in 2007?
- A. 60%
 - B. 82.9%
 - C. 75%



Answer: B. 82.9%

That means, on average, the drop out rate was 17.1% for all students. However, some students are more at risk of dropping out than others. For example, in 2006, the dropout rate for students in Alameda County was the highest for African American students (33.2%), followed by Pacific Islander (23.3%), Latino students (23.2%) and Native American/Alaska Native (18.3%). The dropout rate was lowest for Caucasian/White (7.9%), Asian (8.1%) and Filipino students (6.6%)

Source: www.kidsdata.org

Students who are successful in school in their early years, and have strong support from parents and other caring adults, are less likely to drop out of high school, and therefore more likely to have access to higher education and decent-paying jobs.

7. True or False: Parents have the right to be a part of the decision-making process that determines how school funds are spent.

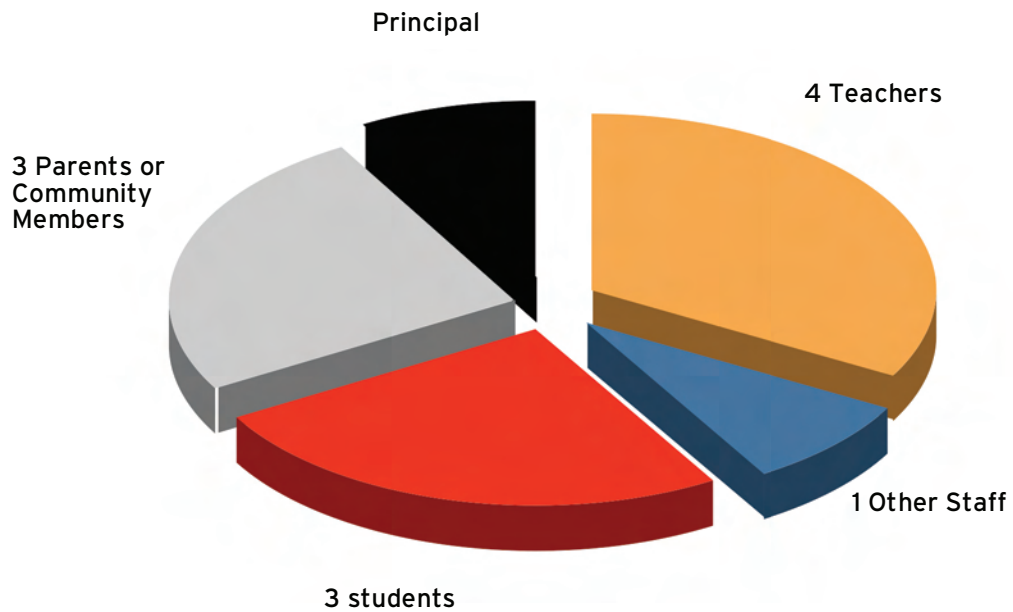
Answer: True.

Every school is required to have a School Site Council, or SSC. The SSC is made up of equal numbers of school staff (teachers, principal, and other staff, such as the school secretary) and parents or community members. At the high school level, students must also be included. The SSC monitors the implementation of the school site plan for student achievement, evaluates the results and modifies the site plan as needed. This includes how certain funds are spent (the school budget).

The members of the site council must be elected by their peers. For example, parents must elect the parent representatives and teachers must elect teachers. However, all parents are encouraged to participate in the SSC meetings, regardless of whether they are voting members.

The SSC evaluates how the school is doing and creates a plan for improvement. Plans might include purchasing new textbooks, hiring new staff, developing a parent outreach strategy, and so on. Because school budgets are limited and many funds can only be spent in certain ways, there are always tough decisions to make.

Source: www.greatschools.net



- School Site Councils must have at least 12 members, but can be larger.
- The proportions of site staff and parents/community/students must remain the same.
- This chart shows a typical SSC at the high school level.

8. When are you allowed to be at your child's school?
- A. Whenever you like, as long as you are not disruptive
 - B. Only during daily play time
 - C. When you have an appointment with the teacher or there is a school event for parents.

Answer & Fact: A.

Schools cannot restrict parents from visiting the school, as long as they follow school rules and are not disruptive. Many teachers welcome parent helpers in the classroom. While some teachers may object to parents' presence in the classroom, you have the right to be present and observe.

Parent involvement in schools is key to students success, and the success of the school. When parents are involved in their children's education, both children and parents are likely to benefit.

Researchers report that parent participation in their children's schools:

- enhances children's self-esteem
- improves children's academic achievement
- improves parent-child relationships
- helps parents develop positive attitudes towards school
- helps parents develop a better understanding of the education process
- contributes to overall school improvement.

(Source: www.kidsource.com)



LA VERDAD ES...

1. ¿Cuál porcentaje de niños en el tercer grado en Oakland son capaces de leer a nivel de tercer grado?
 - A. 92%
 - B. 64%
 - C. 28%

Respuesta y Dato: C.

En el año escolar 2007-2008, sólo el 28% de estudiantes de tercer grado en Oakland están cumpliendo con el estándar estatal en las Artes de Lenguas de Inglés - lectura y escritura. El 48% de alumnos de tercer grado hacen matemáticas a nivel de tercer grado. Si analizamos a todos los estudiantes en todo el distrito (de cada grado), el 34% están cumpliendo con el estándar estatal en lectura y escritura, y el 38% hacen matemáticas a su propio nivel de grado.

(fuente: <http://webportal.ousd.k12.ca.us/> OUSD 2007-2008 tarjeta de puntuación)



2. Cierto o Falso: Si su niño tiene alguna incapacidad física o de desarrollo y necesita servicios de educación especial, usted mismo debe pagar por estos servicios.

Respuesta y Dato: Falso.

Educación Pública Gratuita y Adecuada (Free and Appropriate Public Education--FAPE, por sus siglas en ingles) es el derecho más importante y fundamental que su hijo incapacitado tiene. *FAPE* significa que su hijo, debe recibir un programa de educación especialmente diseñado para cumplir con su necesidad particular de aprendizaje. Este programa debe ser proporcionado sin ningún costo a usted. Si ningún programa de educación pública adecuado está disponible, un programa estatal privado se debe proporcionar al gasto público. Para asegurar que su hijo reciba una educación adecuada, las leyes estatales y federales requieren que el distrito escolar proporcione servicios de instrucción necesarios para permitir que su hijo incapacitado pueda beneficiar de la educación especial. Estos servicios incluyen pero no son limitados a: educación física adaptable, terapia física, servicios del habla/lenguaje, transportación, y equipo adaptable.

(fuente: Guía de Padres de Educación Especial)

<http://webportal.ousd.k12.ca.us/WebItem.aspx?WebItemID=9TabID=179>)



3. ¿Qué tan seguido se le permite sentarse y hablar con el/la maestro/a de su hijo sobre su desempeño escolar?
- A. 2 veces por año - una vez en el otoño y una vez en la primavera
 - B. Hasta 1 vez por mes
 - C. Todas las veces que se necesite

Respuesta y Dato: C.

Comunicarse con el/la maestro/a de su hijo es una manera importante de participar y asegurar que su hijo reciba el apoyo necesario para el éxito escolar. Típicamente, un maestro programa una reunión dentro de 1-2 semanas de su petición para reunirse con el/ella. Ayuda llegar preparado con preguntas que desea preguntar. Si su maestro no habla su idioma, quizás quiera pedir a la oficina escolar o a otro padre ayuda en encontrar servicios de traducción para la reunión.



4. ¿Según la ley de California, cuál es el porcentaje de padres que debe hablar otro idioma antes de que se le requiera a la escuela ofrecer traducción para la comunicación escolar en ese idioma?
- A. 51%
 - B. 25%
 - C. 15%

Respuesta y Dato: C.

La ley estatal requiere la traducción de avisos, informes, declaraciones o expedientes enviados a los padres o guardianes cuando el 15% o más de estudiantes hablan un sólo idioma. Otros códigos educativos, y hasta la ley federal, declara que los padres tienen el derecho de participar significativamente y ser informados sobre la educación de sus hijos y las escuelas deben comunicarse con los padres en sus idiomas natales. La realidad es que la traducción no siempre pueda ser disponible inmediatamente, pero cuando se unen, ellos han hecho una demanda exitosa y ganado el acceso a la traducción.



5. Cierto o Falso: Su hijo sólo puede asistir la escuela en su vecindad.

Respuesta: Falso.

Usted puede aplicar para matricular a su hijo en cualquier escuela en el distrito; no tiene que ser la escuela en su vecindad. Debe aplicar durante el período de matrícula abierto, que normalmente empieza en enero. Ya sea si su hijo sea admitido a la escuela de su preferencia, depende si hay suficiente espacio disponible en la escuela. Si no hay espacio para todos los estudiantes que apliquen, se les dará prioridad a los estudiantes según los siguientes factores:

- 1ª Prioridad: Vive en el área en concurrencia a la escuela (vecindad)
- 2ª Prioridad: Tiene un hermano que asiste a la escuela
- 3ª Prioridad: Actualmente asiste una escuela que está considerando a estudiantes de funcionamiento bajo quienes no satisfacen ningunas de las prioridades mencionadas arriba y son seleccionadas por lotería por el resto de los espacios disponibles en la escuela.



6. ¿Cuál porcentaje de estudiantes que se graduaron de High School en el 2007?
- A. 60%
 - B. 82.9%
 - C. 75%

Respuesta: B.

Esto significa, el porcentaje de deserción escolar de todos los estudiantes fue 17.1%. Sin embargo, algunos estudiantes corren más riesgo de abandonar sus estudios que otros. Por ejemplo, en el 2007, el porcentaje de deserción escolar en el Condado de Alameda fue el más alto de estudiantes Afro Americanos (33.2%), seguido por estudiantes originarios de las Islas Pacíficas (23.3%), Latinos (23.2%) e Indígenas Americanos/Nativos de Alaska (18.3%). En comparación al índice de deserción escolar de los estudiantes Asiáticos (8.1%), Blancos (7.9%), y Filipinos (6.6%) que fue mas bajo que los otros grupos (fuente: www.kidsdata.org).

Los estudiantes con más éxito escolar en sus años primerizos, y con apoyo fuerte de sus padres y otros adultos atentos, son menos probable de abandonar la secundaria, y consecuentemente más probable de tener acceso a educación continua y empleo de pago decente.



7. **Cierto o Falso: Los padres tienen el derecho de ser parte del proceso de la toma de decisiones que determina como se gastan los fondos escolares.**

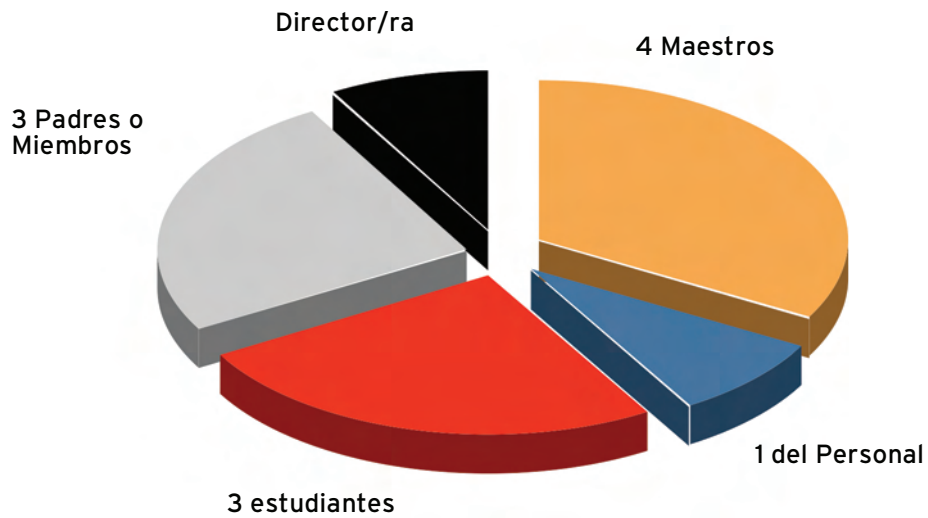
Respuesta y Dato: Cierto.

Cada escuela es requerida a tener un Consejo Escolar (School Site Council, o *SSC*). El *SSC* está compuesto de una cantidad igual del personal escolar (maestros, director/ra, y otros del personal, así como la secretaria de la escuela) y padres o miembros de la comunidad. A nivel de secundaria, los estudiantes también deben ser incluidos. El *SSC* monitorea la implementación del plan escolar para el logro estudiantil, evalúa los resultados y modifica el plan escolar como sea necesario. Esto incluye como ciertos fondos se gastan (el presupuesto escolar).

Los miembros del consejo escolar deben ser elegidos por sus colegas. Por ejemplo, los padres deben elegir a los padres representantes y los maestros deben elegir a maestros. Sin embargo, todos los padres son motivados a participar en las reuniones del *SSC*, sin importar si son miembros votantes.

El *SSC* evalúa el funcionamiento de la escuela y crea un plan para el mejoramiento. Los planes incluyen la compra de nuevos libros de texto, contratar a nuevo personal, desarrollar una estrategia de alcance de padres, etc. Porque los presupuestos escolares son limitados y muchos fondos sólo pueden gastarse en ciertas maneras, siempre son decisiones difíciles de hacer.

(Fuente: www.greatschools.net)



- Los Consejos Escolares deben tener por lo menos 12 miembros, pero pueden ser más grandes.
- Las proporciones del personal escolar padres / comunidad / estudiantes deben permanecer iguales.
- Esta gráfica demuestra una SSC típica a nivel de secundaria.

8. ¿Cuándo puede usted visitar o estar en la escuela de su hijo?
- Cuando quiera, por el tiempo que quiera si no es disruptivo
 - Sólo durante la hora de recreo
 - Cuando tiene una cita con un maestro o si hay un evento escolar para los padres.

Respuesta y Dato: A

Las escuelas no pueden restringir a padres de visitar la escuela, con tal de que sigan las normas de la escuela y no sean disruptivos. Muchos maestros dan la bienvenida a padres que ayudan en las aulas de clase. Mientras algunos maestros puedan objetar a la presencia de los padres en las aulas, usted tiene el derecho de estar allí y observar.

La participación de padres en las escuelas es clave para el éxito estudiantil, y el éxito de la escuela. Cuando los padres participan en la educación de sus hijos, ambos niños y padres son probables de beneficiar. Investigadores informan que la participación de padres en las escuelas de sus hijos:

- Fortalece el auto estima de los niños
- Mejora el logro académico de los niños
- Mejora las relaciones entre padre-hijo
- Ayuda a padres a desarrollar actitudes positivas hacia la escuela
- Ayuda a padres a desarrollar un mejor entendimiento del proceso educativo
- Contribuye al mejoramiento general de la escuela. (Fuente: www.kidsource.com)



事實是...

1. 屋崙的三年級學生，有百分之幾是達到三年級的水平？
 - A. 92%
 - B. 64%
 - C. 28%

答案和事實：C

在2007-2008學年，屋崙只有28%的三年級生在英語科——讀和寫——是符合州訂標準的。只有48%的三年級學生符合三年級的數學水平。如我們觀察整個校區的學生數目（所有年級），符合州訂讀寫標準的學生有34%，數學標準的有38%。（來源：<http://webportal.ousd.k12.ca.us/OUSD> 2007-2008成績表）



2. 對或錯—如你的孩子身體或發展傷殘和需要特殊教育服務，你需要自己付此類服務的費用。

答案和事實：錯。

免費和適當的公共教育（FAPE）是你傷殘孩子擁有的基本和重要權利。FAPE意指你的孩子如符合資格的話，必須取得特別設計符合他或她獨特學習需要的教育計劃。此計劃必須免費提供給你。如無適當的公立學校計劃，須用公費由經州檢定的私立學校提供此類服務。為確保你的孩子取得適當的教育，州和聯邦法規定校區提供所需的教學服務，讓你的孩子從特殊教育中得益。這些服務包括但不限於：適應性的體育，物理治療，言語／語言服務，交通，和適應性的設備。（來源：特殊教育家長手冊，<http://webportal.ousd.k12.ca.us/WebItem.aspx?WebItemID=9TabID=179>）。



3. 你坐下和孩子的教師交談討論孩子在學校表現的次數有多少？
- A. 一年兩次：一次在秋季，一次在春季
 - B. 可至每個月一次
 - C. 就你的需要可作多次

答案和事實：C

和你的孩子教師溝通，是參與和確保你孩子取得在學校成功所需的支援的一個重要方法。一般來說，教師在你提出要求後，會設定在一兩個星期內舉行會議。如你準備好要問的問題，這將對會議更有幫助。如你的教師不講你的語言，你可以請校務處或另一名家長幫助找人在會議上翻譯。



4. 根據加州法律，學校需要有百分之幾的家長講另一種語言時，規定學校必須用該種語言提供翻譯？
- A. 51%
 - B. 25%
 - C. 15%

答案和事實：C

州訂法律規定當有15%或以上的學生講另一種語言時，須將發給家長或監護人的通告，報告，說明或紀錄翻譯。其他教育法令，甚至聯邦法律，聲明家長有權利有意義參與和知道他們子女的教育，而學校必須用家長的母語和他們溝通。事實是很多時候未必能提供翻譯，但當家長團結和合作時，他們可以成功的要求和我 到翻譯的服務。



5. 對或錯—你的孩子只能在本區的學校就讀。

答案：錯。

你可以為你的孩子申請在任何學校就讀；它無須一定是本區的學校。你必須在公開申請入學時申請，通常是在一月開始。你的孩子是否被錄取入你選擇的學校，要看該學校是否有位。如學校沒有位，校區將根據以下因素訂定派位優先：

- 第一優先：住在學校所在地區（本區）
- 第二優先：有兄弟姐妹在該校就讀
- 第三優先：目前就讀的學校被認為是表現差的學校

如學生不符合上述任何優先，學校所餘學額將用抽籤方法分配。



6. 屋崙十二年級學生在2007年從高中畢業的百分比是多少？

- A. 60%
- B. 82.9%
- C. 75%

答案：B. 82.9%

也就是說，平均的退學率是17.1%。但是，有些學生比起其他學生有更大退學的風險。例如，在2006年，阿拉米達縣退學率最高的是非裔學生（33.2%），然後是太平洋島裔學生（23.3%），拉丁裔學生（23.2%），和美洲原住民／阿拉斯加裔學生（18.3%）。退學率最低的是白人（7.9%）和亞裔（8.1%）與菲律賓裔（6.6%）（資料來源：www.kidsdata.org）。

早年在學校成功的學生和有來自家長及其他關愛成年人大力支持的學生，更少可能退學，因而有更大機會上大學和獲取薪金良好的工作。



7. 對或錯—家長有權參與決定使用學金資金的過程

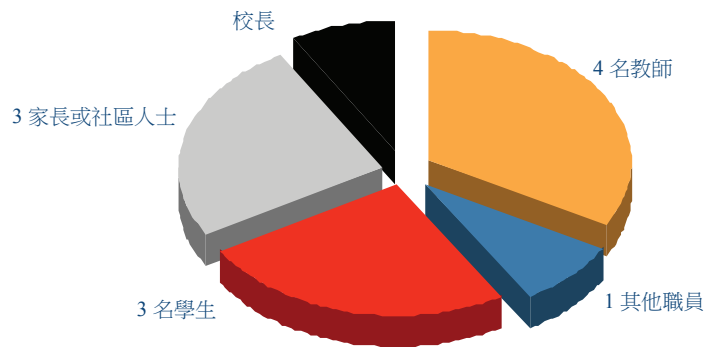
答案和事實：對。

每個學校規定設有一個學校委員會，或SSC。SSC是由相等數目的教職員（教師，校長，和其他職員例如學校秘書）及家長或社區人士組成。在高中，必須包括學生在內。SSC監察學生成就之學校計劃的實施，和在有需要時評估和修訂學校的計劃。這包括如何使用某些資金（學校預算）。

學校委員會的成員，必須由同輩選出。例如，家長必須選出家長的代表，而教師必須選出教師的代表。但是，鼓勵所有的家長均出席SSC會議，不論他們是否屬有投票權的委員會成員。

SSC評估學校的表現和制定一個改善的計劃。計劃必須包括購買新課本，聘請新職員，發展家長外展策略等等。因為學校的預算有限而很多資金只能用於某些方面，因此經常需要做艱難的決定。

（來源：www.greatschools.net）。



- 學校委員會必須最少有12名成員，但可以更大。
- 教職員和家長／社區／學生的比例必須相同。
- 此圖表顯示高中學校典型SSC的結構。

8. 你可在什麼時候進入你孩子的學校？
- A. 任何時候，只要你不會干擾學校的運作即可
 - B. 只在每天遊戲的時間
 - C. 在你和教師約訂時間或當學校舉行家長活動的時候

答案和事實：A

學校不能限制家長探訪學校，只要他們遵守學校的規則和不會干擾學校即可。很多教師歡迎家長在課室協助。雖然有些教師可能反對家長在課室裡面，你有權在課室觀察。

家長參與學校是學生成功和學校成功的關鍵。當家長參與他們子女的教育的時候，兒童和家長都會有得益。研究者報告家長參與子女的學校時可：

- 加強兒童的自信
- 改善兒童的學業表現
- 改善家長和子女的關係
- 幫助發展家長對學校的正面態度
- 幫助發展家長對教育過程的理解
- 對學校整體改善作出貢獻

(來源：www.kidsource.com)



LEADERSHIP BINGO

Instructions: Using the names of people in the room, fill out as many boxes as possible in the time allotted. You may use each person's name (including your own) only once. Each time you complete a BINGO (4 consecutive boxes vertically, horizontally, or diagonally) shout the word "BINGO!" and continue with filling out the remaining spaces.

Someone who has created their own recipe for a dessert, soup, or any other food:	Someone who is good at playing cards or board games:	Someone who has maintained a friendship with 5 people over at least 10 years:	Someone who is in the same place in his/her family as yourself (oldest, third child, etc.)
Someone who has moved more than 6 times in their lifetime:	Someone who's been a member of a choir, sports team, or a club (which?):	Someone who plays a musical instrument (which?):	Someone who has written a newsletter article, poem, or letter to the editor, etc.):
Someone who has participated in a rally, picket, or protest (which?):	Someone who organized a party for family or friends:	Someone who has addressed a crowd of people (what event?):	Someone who presided over a meeting (no matter how small):
Someone who exercises on a regular basis—at least twice a week:	Someone who gives money and time to community organizations (which?):	Someone who has children (how many?):	Someone who was born in another country (which?):

LIFE EXPERIENCE TO LEADERSHIP SKILLS

Being a leader requires many different types of skills. But you already have some of the skills—you've been learning them all your life! Each of the descriptions of a "life skill" on the BINGO card is related to a set of leadership skills listed below:

LIFE EXPERIENCE

Someone who exercises on a regular basis—at least twice a week.

Someone who has addressed a crowd of people.

Someone who has maintained a friendship with 5 people over 10 years.

Someone who has moved more than 6 times in their lifetime.

Someone who has created their own special recipe for a dessert, soup, or any other food.

Someone who's been a member of a choir, sports team, or a club.

Someone who is good at playing cards or board games.

Someone who has participated in a rally, picket, or protest.

Someone who has children.

Someone who gives time and money to community organizations.

Someone who plays a musical instrument.

Someone who has written a newsletter article, poem, or letter to the editor, etc.

LEADERSHIP SKILLS

Ability to make a commitment and keep that commitment.

Ability to overcome fear or nervousness to project a message.

Ability to establish and maintain long-term relationships.

Ability to be flexible and adjust as needed in different situations, can deal with change.

Ability to create a "mix" of different ingredients and make something new, ability to visualize something new.

Ability to work as a member of a team towards a common goal.

Ability to formulate strategy - linking several actions at one time.

Courage to take action on the things you believe in.

Ability to be patient and caring.

Ability to care for the community and support a collective vision.

Ability to be persistent to make progress over time. Ability to express one's self creatively.

Ability to express one's self in writing.

BINGO PARA LÍDERES

Instrucciones: usando los nombres de personas en el cuarto, llene cuantos recuadros que pueda en el tiempo que le dan. Sólo puede usar UNA VEZ el nombre de cada persona, incluido el suyo. Cada vez que complete un BINGO (es decir, cuando rellene 5 recuadros contiguos en cualquier dirección) cante "¡iiiBINGO!!!" y luego siga relleno los demás recuadros.

Alguien que ha inventado su propia receta para una sopa, postre o comida.	Alguien que juega bien a las cartas o a juegos de mesa.	Alguien que ha tenido amistad con 5 personas durante al menos 10 años.	Alguien que ocupa el mismo lugar en su familia que usted (el hijo mayor, el tercero, etc).
Alguien que se ha mudado más de 6 veces en la vida.	Alguien que ha sido miembro de un coro, equipo deportivo o asociación (¿cuál?).	Alguien que toca un instrumento (¿cuál?).	Alguien que ha escrito un artículo, un poema, una carta al director de un periódico, etc.
Alguien que participado en una marcha, protesta o manifestación (cuál?).	Alguien que ha organizado una fiesta para la familia o los amigos.	Alguien que ha hablado a un grupo grande de gente (¿en qué situación?).	Alguien que ha presidido una reunión (no importa el tamaño).
Alguien que hace ejercicio periódicamente (al menos dos veces por semana).	Alguien que aporta su tiempo o dinero a organizaciones comunitarias (¿cuáles?).	Alguien que tiene hijos (¿cuántos?).	Alguien que nació en otro país (¿cuál?).

EXPERIENCIA VITAL COMO HABILIDAD DE LIDERAZGO

Ser líder requiere muchos tipos distintos de habilidades, pero usted ya tiene muchas: lleva aprendiéndolas toda la vida. Cada una de las “habilidades vitales” del cartón de BINGO está relacionada con una de las habilidades de liderazgo que figuran a continuación.

HABILIDAD VITAL	HABILIDAD DE LIDERAZGO
Alguien que hace ejercicio al menos 2 veces por semana.	Habilidad de comprometerse a algo y cumplirlo.
Alguien que ha hablado a un grupo grande de gente	Habilidad de superar miedo o nervios y comunicar un mensaje.
Alguien que ha tenido amistad con 5 personas durante 10 años.	Habilidad de establecer y mantener relaciones de larga duración.
Alguien que se ha mudado más de 6 veces en su vida.	Habilidad de ser flexible y afrontar cambios.
Alguien que ha inventado su propia receta para una sopa, postre o comida.	Habilidad de crear una “mezcla” de distintos ingredientes y hacer algo nuevo, Habilidad de visualizar algo nuevo.
Alguien que ha sido miembro de un coro, equipo deportivo o asociación.	Habilidad de trabajar en equipo hacia una meta común.
Alguien que juega bien a las cartas o a juegos de mesa.	Habilidad de formular estrategias: coordinar varias acciones en un determinado momento.
Alguien que participado en una marcha, protesta o manifestación.	Valor para tomar la iniciativa a fin de defender sus creencias.
Alguien que tiene hijos	Habilidad de ser paciente y cariñoso.
Alguien que aporta su tiempo o dinero a organizaciones comunitarias.	Habilidad de preocuparse por la comunidad y apoyar una visión colectiva
Alguien que toca un instrumento.	Habilidad de ser constante para mejorar con el tiempo y expresarse creativamente.
Alguien que ha escrito un artículo, un poema, una carta al director de un periódico, etc.	Habilidad de expresarse por escrito

領導力BINGO賓哥遊戲

指示：用室內參與者的姓名，儘量填滿以下各格。你只能用每個人的名字一次（包括你自己在內）。每次你完成BINGO後（四格直連，橫連，或對角連），請叫出“BINGO”，然後繼續填妥其他空格。

曾自己創造一種甜品，湯，或食物食譜者：	精於玩紙牌或棋戲者：	與5個人維持友誼至少有十年者：	他／她在家的情況和你一樣者（例如排行第一，或第三等）：
曾經搬家超過六次者：	曾參加歌詠班，或運動隊伍，或學會（什麼會？）者：	玩一種音器者（什麼樂器？）	曾寫一篇通訊文章，詩，或投書給編輯者：
曾有參加集會，持牌示威，或抗議行動者（什麼行動？）	曾為家庭或朋友組織一個聯歡會者：	曾向很多人講話者（什麼活動？）：	曾主持一個會議者（不論會議大小）：
經常運動者－每周最少兩次：	向社區機構捐款或貢獻時間者（哪個機構？）	有子女者（多少名？）：	在外國出生者（哪個國家？）

生活經驗到領導能力

身為領導需要很多不同類型的能力。但你已經具備其中的一些——你從你的生活掌握了這些能力！在BINGO卡所列的每種“生活能力”，均與以下的領導技能有關：

生活經驗	領導能力
經常運動者—每周最少兩次	有承擔和保持承擔的能力
曾向很多人講話者	克服恐懼和緊張傳達信息的能力
與最少五個人維持有十年友誼者	設定和保持長期關係的能力
曾搬家六次以上者	靈活性，在不同處境中按需要適應，可以應付改變的能力
自己創造一種甜品，湯，或食物食譜者	能將不同材料“混合”而創造新東西者，能想像新成果者
曾參加歌詠團，體育隊伍，或學會者	以團隊成員身份合作達到一個共同目標
精於玩紙牌或棋戲者	制定策略的能力——同一時間聯繫多個行動
曾參加集會，持牌示威，或抗議行動者	有勇氣為你相信的事採取行動
有子女者	有耐心和關懷
曾為社區機構捐錢或貢獻時間者	關心社區和支持集體願景
玩一種樂器者	在一段時間內堅持進步。能創造性地表達自己
曾寫通訊文章，詩，或投書給編輯者	能用寫作表達自己

Grassroots Advocacy Defined

“Process by which everyday people collect and analyze information, form opinions, and recommend, insist, or demand that those with a legal, moral or ethical responsibility to serve the public do so in full accordance with our civil rights.”

Everyday people—may not have formal education in politics, education, the courts, or other public systems.

Collect and analyze information—inform themselves of their rights and the laws, policies, and procedures that guide how a public service is supposed to be given. This can sometimes include how public money is supposed to be spent or the job responsibilities of a city/county employee.

Form opinions—advocacy involves raising awareness. After reviewing information, there is often an “ah ha!” moment, when a parent/resident/youth realizes public services are not in fact always fulfilling their legal or ethical mandates.

Recommend, insist, or demand—advocacy involves doing something about your opinions. This can take many forms. It can be simply a one on one discussion or it can be more public in a demonstration covered by the media. Advocacy should involve not only stating what is wrong but suggestions for how to make it right.

Those with a legal, moral or ethical responsibility—advocacy involves a target. A target is a person who has power, either because of his/her staff position or because s/he has been elected by the people.

In full accordance with our civil rights—Many public servants are good people and work very hard. However, the system they work for—i.e. public schools—does not guarantee that our civil rights are being honored. In order to change these systems, the public has to remind public servants that we know our rights and know that they must be honored.

Defining the Terms: Support, Monitor, and Advocate

SUPPORT

The dictionary defines support as “to hold up or in position, to provide for or maintain by supplying necessities.”

What are some ways you support your child?

MONITOR

The dictionary defines monitor as “to watch over, to keep track of.”

What are some ways you monitor your child?

ADVOCATE

The dictionary defines advocate as “to speak or be in favor or, to recommend or to urge.”

What are some ways you advocate for your child?

Abogacía de base definida

“Proceso por el cual todos los días gente común colecta y analiza información, forma opinión, y recomienda, insiste, o demanda que aquellos con responsabilidad legal, moral y ética sirvan así al público en completa concordancia con nuestros derechos civiles.”

“Gente común:” Puede no tener educación formal en la política, educación, la corte, u otros sistemas públicos.

“Colectar y analizar información:” Se informan ellos mismos de sus derechos y sus leyes, políticas, y procedimientos que guían cómo debe distribuirse un servicio público. Esto a veces puede incluir cómo debe ser gastado el dinero público o las responsabilidades de un empleado civil o del condado.

“Formar opinión:” La abogacía implica aumentar el conocimiento. Después de revisar la información, usualmente hay un momento de “iah ja!”, cuando un padre/residente/joven se da cuenta de que los servicios públicos no siempre cumplen sus mandatos éticos y legales.

“Recomienda, insiste, o demanda:” La abogacía implica hacer algo acerca de sus opiniones. Esto puede tomar muchas formas. Puede ser simplemente una discusión entre dos personas o en una demostración pública cubierta por los medios. Abogacía debe incluir no solo decir lo que está mal sino sugerencias en cómo hacerlo bien.

“Aquellos con responsabilidad legal, moral o ética:” La abogacía incluye una persona designada. Aquella persona es alguien que tiene poder por su posición o porque fue electa por la gente.

“En completa concordancia con nuestros derechos civiles:” Muchos funcionarios públicos son buena gente y trabajan duro. Sin embargo, el sistema para el que trabajan – Ej.; escuelas públicas- no garantiza que nuestros derechos civiles sean honrados. Para poder cambiar estos sistemas, el público debe recordar a los funcionarios públicos que conocemos nuestros derechos y que deben ser honrados.

Definiendo los términos: ayuda, monitor y abogar

AYUDA

El diccionario define ayuda como “mantener en posición, proveer o mantener suministrando necesidades.”

De qué formas ayuda a su hijo?

MONITOR

El diccionario define monitor como “observar, estar a la mira”

De qué formas monitorea a su hijo?

ABOGAR

El diccionario define abogar como “hablar en favor de, recomendar, o urgir”

De que formas aboga por su hijo?

草根爭取權益定義

「普通人收集和分析資訊、形成意見、和建議，堅持或要求那些有法律、道德、或倫理責任者充份根據我們的民權服務大眾之過程。」

普通人——可能沒有接受正式政治、教育、法庭、或其他公共系統教育者。

收集和分析資訊——告訴他們自己的權利，以及指導如何應提供公共服務之法律，政策和程序。這有時可包括如何使用公共資金或市府／縣府僱員之職責。

形成意見——爭取權益涉及加強認識。在參詳資訊之後，當家長／居民／青少年認識公共服務事實上並沒有履行其法律或倫理規定時，很多時候都會發出「哈，哈」聲響的時刻。

建議，堅持，或要求——爭取權益涉及做一些有關你意見的行動。方式有很多。可以只是簡單的一倘討論，也可以是更爲公眾性的，參與示威，受到傳媒之報導。爭取權益應涉及的，不只是指出錯誤在什麼地方，同時要提出如何改正之建議。

那些有法律、道德、或倫理責任者——爭取權益涉及一個對象。對象是有權力的人，因爲他／她的職位，或因爲他／她是民選的。

充份根據我們的民權——很多公務員都是好人，工作勤奮。但是，他們工作的系統——即公立學校——並沒有保證承踐我們的公民權利。爲了改變這些系統，公眾需要提醒公務員我們知道我們的權利是什麼，並且知道他們必須承踐我們的權利。

名詞定義：支持、監察、 和權益促進者

支持

字典對支持的定義是「堅持或秉持，提供或保持供應必須」。

你支持你孩子的一些方法是什麼？

監察

字典對監察的定義是「留意，紀錄」

你監察你孩子的一些方法是什麼？

爭取權益

字典對權益促進者的定義是「在言語或行動上予以支持，建議或促請」

你為你孩子爭取權益的一些方法是什麼？

Attending a Parent -Teacher Conference



SCENARIO:

At the beginning of the new school year, Mrs. Milvia, 4th grade teacher, asked the parents of all the students in her class to schedule meetings. She puts a sign-up sheet outside the door listing 20-minute meeting slots for each parent. Mr. Sunny, a parent from this group, signs up for a meeting and attends, even though he has to take time off work and has never met before with this teacher.

During the meeting, Mrs. Milvia goes through the different subjects the class is learning this year, gives him information about how his child is doing, and asks if there is anything she should know about his child. She also makes sure he has the school calendar, tutoring information, and her phone number. Mrs. Milvia also tells him she would be willing to meet with him at a different time, if meeting during work hours is a hardship.

Mr. Sunny explains that he has been having trouble getting his child to do the 20 minutes of required reading every night. Mrs. Milvia suggests that they work together to set up a reward system for his student to encourage him to read. Mr. Sunny goes home with new ideas for helping his child succeed.

Please answer the following:

1. What did the Mr. Sunny do?
2. Why was this important?
3. Who was involved?
4. What skills / abilities did he utilize to do this?

PARENT-TEACHER CONFERENCES FACTS:

- ✓ Elementary school teachers usually hold Parent-Teacher Conferences at least once a year.
- ✓ Many schools have Parent-Teacher Conferences a week or two before the release of each report card.
- ✓ Even if your child's teacher doesn't hold formal Parent-Teacher Conferences, you should request to meet at least once a year with your child's teacher.
- ✓ These meetings are usually about 20 minutes long, and are an opportunity to discuss your child's individual needs, review your child's classroom work and learn how to support your child's learning at home.
- ✓ You can make an appointment with the teacher at any time during the school year. If your child's teacher has requested a conference, please be sure to attend!

Attending Parent Meeting



SCENARIO:

Ms. Cuevas is a new kindergarten parent at Horizons School. When she drops off her son at school in the morning, she notices parents talking in groups, but doesn't know them well enough to join in. She also sees signs around the school for a School Clean-up Day, but doesn't know if she should go because she feels shy around the other parents. One day, Maria, another parent from her child's classroom introduces herself and says that she is the classroom parent for Ms. Davis' kindergarten class.

Maria tells Ms. Cuevas that there is a meeting later in the week to plan the Clean-up Day and asks if she would like to come. She tells Ms. Cuevas that other parents from Mr. Davis' class will be there, and there will be a potluck dinner afterwards. Ms. Cuevas agrees to go.

At the meeting, the parent leading the meeting encourages each parent to introduce themselves to another parent. Ms. Cuevas discovers she is sitting next to the mother of one of her son's new friends. The two parents talk about how much they like to garden. When the topic of School Clean-up comes up, the two women decide they will volunteer together to plant flowers along the school fence.

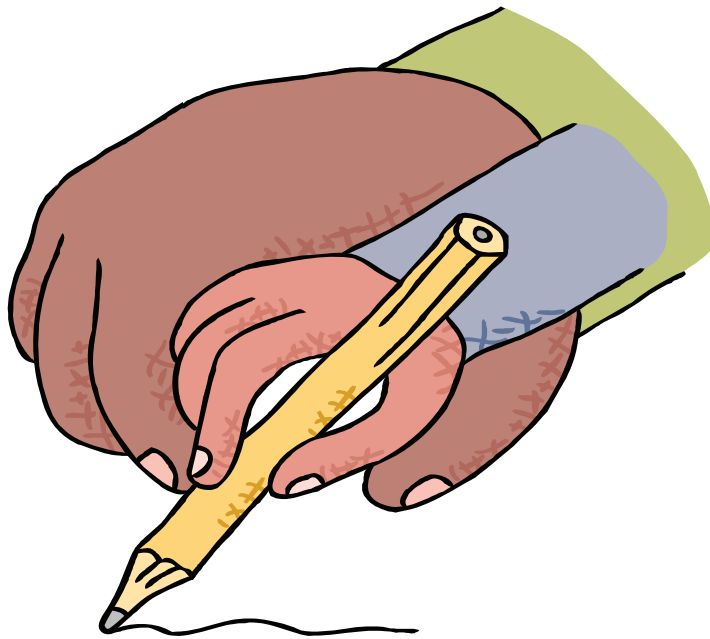
Please answer the following:

1. What did Ms. Cuevas do?
2. Why was this important?
3. Who was involved?
4. What skills / abilities did she utilize to accomplish her goal?

ATTENDING PARENT MEETINGS FACTS:

- ✓ Most schools have a parent group that meets on a monthly basis.
- ✓ Some schools have Parent Teacher Associations (PTAs), but many do not.
- ✓ Some schools have coffee hours where parents gather and talk, and others work with community-based organizations that organize parent meetings.
- ✓ Some schools have a Parent or Family Center on site, which organize parent activities and services for families.
- ✓ Meeting with other parents is an important way to meet other parents, find out about what is happening at the school, to discuss common concerns, to find ways parents can help improve the school, and organize school events. Often, this is a first step to getting involved at the school.

Volunteering in the Classroom



SCENARIO:

Ms. Jonas, the mother of a 2nd grader, was worried about her son's reading skills and asked his teacher what she could do to help. The teacher, Mr. Angus, encouraged her come into the classroom during silent reading time once a week, to help individual students read aloud.

At first it was difficult to know how to help struggling students, but Mr. Angus gave her instructions for how to read with students and record and reward their progress. After helping other children in her son's class, Ms. Jonas gained skills to support her own child, developed a closer relationship with her child's teacher, and became more aware of how the school works and other ways to be involved.

Please answer the following questions:

1. What did Ms. Jonas do?
2. Why was this important?
3. Who was involved?
4. What skills / abilities did she utilize to accomplish her goal?

VOLUNTEERING IN THE CLASSROOM FACTS:

- ✓ Almost every school in the district needs more parent volunteers to help in the classroom.
- ✓ Volunteers can help support the teacher and students in the class by providing an extra set of eyes to watch over students, giving special attention to students who need help with schoolwork, preparing materials for the teacher to handout to the class.
- ✓ Volunteers in the school also help out with special projects (like school gardens or field trips), tutoring, in the library, or with other special skills they have to offer.
- ✓ Whether the teacher welcomes parent volunteers or not, parents have a right to visit and observe their child's classroom, as long as they are not disruptive.

Meeting with the Principal and School Discipline Policies



SCENARIO:

Mr. Van's 3rd grade daughter Mili comes home one day and needs more help than usual to complete her homework assignment. When he asks why she doesn't understand the assignment, she says it is because she was punished for misbehaving and had to sit outside on the classroom steps, so she missed the lesson.

The next day Mr. Van goes to speak to the teacher to find out what happened. He agreed that Mili misbehaved, but doesn't agree with the method of punishment because it caused her to fall behind in schoolwork. The teacher tells him that putting disruptive students outside is her only option, short of sending them to the principal's office. Mr. Van decides to speak to the principal to ensure that his daughter is not disciplined in this way again.

During the meeting, Mr. Van makes it clear that he does not want his daughter to miss class lessons, even if she misbehaves, and suggests that next time Mili be disciplined by having to eat lunch and / or spend play time sitting in the principal's office. The principal agrees.

Please answer the following:

1. What did Mr. Van do?
2. Why was this important?
3. Who was involved?
4. What skills / abilities did he utilize to accomplish his goal?

SCHOOL DISCIPLINE POLICIES FACTS:

- ✓ Each school district, like Oakland Unified School District, has rules for how to respond to certain types of behavior, like fighting, or cutting school. In addition, each school should have clear standards of behavior and discipline policies. For example, schools have policies for how students should dress (dress code), what students are prohibited from doing in the classroom (using cell phones, chewing gum), and consequences for fighting, bullying, etc.
- ✓ However, many schools do not have clear policies on how to handle behavior that isn't violent or threatening, but disrupts the classroom. Too often, teachers kick misbehaving students out of class, instead of finding better ways to manage students' behavior.
- ✓ If parents think a teacher is using a discipline policy that is unfair or harmful, they should talk first to the teacher about it.
- ✓ If that doesn't work, take the complaint to the principal.
- ✓ If the discipline practice affects more than one student, parents can go as a group to discuss their concerns.

Participating in the English Learners Advisory Committee (ELAC)



SCENARIO:

The New Opportunity School just opened last year, and the English Learners Advisory Committee (ELAC) is very new. The first thing that the parents did was to look at the results of the California Standards Test for the English Language Learners (ELL). The California Standards Test are the statewide tests that all students 2nd grade and other grades take each spring to measure how well they are learning the information that is supposed to be taught in their grade level.

They noted that the scores were lower for these students than for students who spoke English as their first language. They worked with the teachers serving on the ELAC to develop a detailed plan for the school to address the needs of the students. This plan included purchasing a set of readers designed for students learning English, and plans to contact all the ELL parents to invite them to a Family Reading Night being organized by the school.

Please answer the following questions:

1. What did the parents do?
2. Why was this important?
3. Who made it possible? Who was involved?
4. What skills / abilities did the parents utilize to become part of the ELAC and develop their plan?

ENGLISH LEARNERS ADVISORY COMMITTEE FACTS:

- ✓ Schools with 21 or more English Language Learners (students who are learning English as a second language), must have an English Learner Advisory Committee (ELAC).
- ✓ The purpose of the ELAC is to advise the principal and school staff on programs and services to support English Language Learners.
- ✓ Parents of students who are English Language Learners must be represented on the ELAC.
- ✓ The number of parents required to be represented depends on the number of English Language Learners at the school. For example, if the school has 30% English Language Learners in the student body, then 30% of the ELAC membership must be parents of English Language Learners. The rest of the ELAC can include teachers, the principal, and other parents or community members.
- ✓ ELAC members attend monthly meetings and vote on decisions.
- ✓ Interpreters must be available for ELAC meetings.
- ✓ The main jobs of the ELAC are to assess the needs of the school's English Language Learners, survey families to count the different languages spoken at the school, develop a detailed plan to address the educational needs of these students, and educate parents about the need for students to attend school every day. The district is responsible for providing training for all ELAC members.

Participating on the School Site Council (SSC)



SCENARIO:

The School Site Council at Garcia Elementary School looked at the results of last year's California Standards Tests (the statewide achievement tests that all 2nd grade students and students of other grades take each spring to measure how well they are learning the information for their grade level).

They saw that only 20% of the third graders were "proficient" in reading and writing, and the math scores were not much better. The School Site Council members decided to use budget funds to develop a new math program, and also decided to hire a reading specialist. After one year, they saw reading and math scores improve for the children attending the math program.

Please answer the following questions:

1. What did the parents do?
2. Why was this important?
3. Who was involved?
4. What skills or abilities did the parents need to accomplish their goals?

SCHOOL SITE COUNCIL (SSC) FACTS:

- ✓ Every school is required to have a School Site Council, or SSC.
- ✓ The SSC creates, monitors and evaluates the “single site plan for student achievement” - which is a plan to ensure that the school reaches its academic goals, and that students achieve grade level standards.
- ✓ The plan can include how to support specific groups of students, how to promote parent involvement, how to address school climate issues like bullying, and how to spend funds from state and federal government programs.
- ✓ The SSC is made up of equal numbers of school site staff (the principal, teachers, and classified employees, such as instructional aides or the school secretary) and parents and community members.
- ✓ At the high school level, there must be an equal number of students as parents/community members. The members of the SSC must be elected by their peers. For example, parents elect parent representatives and teachers elect teacher representatives.
- ✓ To create the site plan for student achievement, the SSC reviews data about student achievement, evaluates school improvement programs, and creates a budget for how to spend funds from different sources (such as Title I funds for low-income students), and monitors how these funds are spent.

Asistiendo a una Conferencia/reunión entre Padre y Maestro



CASO:

Al principio del año escolar, la Sra. Milvia, maestra de 4° año, pidió programar reuniones con todos los padres de estudiantes de su clase. Colocó una hoja de inscripción afuera de la puerta indicando espacios de 20 minutos para cada padre. El Sr. Sunny, un padre de este grupo, se inscribió y asistió una reunión, aunque tuvo que tomar tiempo del trabajo, sin haber conocido a esta maestra anteriormente.

Durante la reunión, la maestra repasó las diferentes materias que la clase está aprendiendo este año, dio la información sobre el progreso de su hijo, y preguntó si hubiera algo que ella debería saber de su hijo. También aseguró que el padre tuviera el calendario escolar, información de tutoría, y su número de teléfono. La maestra también dijo que estaría dispuesta de reunirse con el a otra hora, si reunirse a la hora del trabajo causa dificultad.

El Sr. Sunny explicó que ha sido difícil hacer que su hijo lea los requeridos 20 minutos cada noche. La Sra. Milvia sugirió que trabajaran juntos para implementar un sistema de premiar al estudiante y así motivarlo a leer. El Sr. Sunny se retiró con nuevas ideas para ayudar a su hijo al éxito.

Por favor conteste las siguientes preguntas:

1. ¿Qué hizo el Sr. Sunny?
2. ¿por qué fue esto importante?
3. ¿Quién participó?
4. ¿Cuáles habilidades / capacidades utilizó el Sr. Sunny para lograrlo?

CONFERENCIAS DE PADRE y MAESTRO DATOS:

- ✓ Los maestros de escuelas primarias normalmente llevan a cabo Conferencias de Padre y Maestro por lo menos una vez al año.
- ✓ Muchas escuelas llevan a cabo Conferencias de Padre y Maestro una semana o dos antes de entregar las calificaciones.
- ✓ Aunque el maestro de su hijo no lleva a cabo Conferencias de Padre y Maestro formales, usted debe pedir una reunión con el maestro por lo menos una vez al año.
- ✓ Estas reuniones normalmente toman cerca de 20 minutos, y son una oportunidad de discutir las necesidades individuales de su hijo, igual que repasar su trabajo de clase, y aprender maneras de apoyar el aprendizaje de su hijo en casa.
- ✓ Usted puede hacer una cita con el maestro a cualquier tiempo durante el año escolar. Si el maestro de su hijo a pedido la conferencia, ¡por favor asegúrese asistir!

Asistiendo a reuniones de Padres



CASO:

La Srta. Cuevas es nueva madre en el kinder de la Escuela Horizons. Cuando deja a su hijo en la escuela por la mañana, observa a otros padres hablando en grupos, pero no los conoce suficientemente para reunirse con ellos. También observa letreros alrededor de la escuela mencionando el Día de la Limpieza Escolar, pero se siente insegura de asistir por su timidez con otros padres. Un día, Maria, otra madre de la misma clase del kinder, se presenta ella misma como la madre encargada del aula de clase del kinder de la maestra Davis.

Maria le dice a la Srta. Cuevas que habrá una reunión más tarde en la semana para planificar el Día de Limpieza y le pregunta si quiere asistir. Ella le dice a la Srta. Cuevas que otros padres de la clase estarán allí, y habrá una cena informal “potluck” después. La Srta. Cuevas acuerda en asistir.

En la reunión, los padres dirigentes animan a cada padre a presentarse con otros padres. La Srta. Cuevas descubre que está sentada junto a la madre de uno de los nuevos amigos de su hijo. Las dos hablan de lo tanto que les gusta la jardinería. Cuando surge el tema de la Limpieza Escolar, las dos deciden ser voluntarias para sembrar flores alrededor del cerco de la escuela.

Por favor conteste las siguientes preguntas:

1. ¿Qué hizo la Srta. Cuevas?
2. ¿Por qué fue esto importante?
3. ¿Quién participó?
4. ¿Cuáles habilidades / capacidades utilizó ella para lograr su meta?

ASISTIENDO REUNIONES DE PADRES DATOS:

- ✓ La mayoría de escuelas tienen grupos de padres que asisten reuniones mensuales.
- ✓ Algunas escuelas tienen Asociaciones de Padres y Maestros (*PTA's*), pero muchas otras no las tienen.
- ✓ Algunas escuelas tienen horas del café, donde los padres se reúnen para platicar, y otros trabajan con organizaciones a base comunitarias que organizan las reuniones de padres.
- ✓ Algunas escuelas tienen un Centro de Padres o Familias en la escuela, cuales organizan actividades de padres y servicios para familias.
- ✓ Reunirse con otros padres es una manera importante de conocer a otros padres, descubrir lo que está pasando en la escuela, discutir preocupaciones comunes, encontrar maneras que los padres puedan mejorar la escuela, y organizar eventos escolares. Frecuentemente, este es el primer paso para participar en la escuela.

Participación Voluntaria en el Aula de Clase



CASO:

La Srta. Jonás, la madre de un niño de 2° año, estaba preocupada de la habilidad de lectura de su hijo, y le preguntó a la maestra que podría hacer ella para ayudar a su hijo. El maestro, el Sr. Angus, la entusiasmó a venir a la clase durante la hora de lectura en silencio una vez por semana, para ayudar a los alumnos individuales a leer en voz alta.

Al principio fue difícil saber como ayudar a los estudiantes batallando, pero el Sr. Angus le dio instrucciones de como leer con los alumnos y grabar y premiar su progreso. Después de ayudar a otros niños en la clase de su hijo, la Srta. Jones obtuvo habilidades de apoyar a su propio hijo, desarrolló una relación más cercana con el maestro de su hijo, y llegó a ser más consciente del funcionamiento de la escuela y de otras maneras de participar.

Por favor conteste las siguientes preguntas:

1. ¿Qué hizo la Srta. Jonás?
2. ¿Por qué esto fue importante?
3. ¿Quién participó?
4. ¿Cuáles habilidades / capacidades utilizó ella para lograr su meta?

PARTICIPACIÓN VOLUNTARIA EL AULA DE CLASE DATOS:

- ✓ Casi toda escuela en el distrito necesita a más padres voluntarios para ayudar en las aulas de clase.
- ✓ Los voluntarios pueden ayudar al maestro y a los estudiantes en la clase al proporcionar un ojo adicional para observar los estudiantes, dando atención especial a aquellos quien necesiten ayuda con su trabajo escolar, preparando materiales que entregará el maestro a la clase.
- ✓ Los voluntarios en la escuela también ayudan con proyectos especiales (como jardines en la escuela, excursiones), tutoría, en la biblioteca, o con otras habilidades especiales que puedan ofrecer.
- ✓ Si el maestro da la bienvenida a los voluntarios o no, los padres tienen el derecho de visitar y observar las clases de sus hijos, con tal de que no sean disruptivos.

Reunión con el Director y Políticas de Disciplina Escolar



CASO:

Mili, alumna de 3^{er} año, hija del Sr. Van, llega a su casa un día necesitando más ayuda de lo normal para completar su tarea. Cuando el le pregunta por qué no comprende su tarea, ella responde diciendo que la razón que la castigaron fue por no portarse bien, y tuvo que permanecer sentada afuera de la clase, y por eso perdió la lección.

El siguiente día, el Sr. Van fue a hablar con la maestra para saber que había sucedido. El estuvo de acuerdo que Mili no se portó bien, pero no estuvo de acuerdo con el método de castigo porque causó que Mili se atrasara en su trabajo escolar. La maestra le dijo que la única opción para tratar con estudiantes disruptivos es sentarlos afuera de la clase, fuera de mandarlos a la oficina del director. El Sr. Van decidió hablar con el director para asegurar que su hija jamás fuera disciplinada de esta forma en el futuro.

Durante la reunión, el Sr. Van aclaró que no quiere que su hija vuelva a perder las lecciones de la clase, aunque se porte mal, y sugiere que a la próxima vez que Mili necesite ser disciplinada, obligarla a que coma su almuerzo y/o pase la hora de recreo sentada en la oficina de la dirección. El director acuerda con tal idea.

Por favor conteste las siguientes preguntas:

1. ¿Qué hizo el Sr. Van?
2. ¿por qué fue esto importante?
3. ¿Quién participó?
4. ¿Cuáles habilidades / capacidades utilizó el para lograr su meta?

POLÍTICAS DE DISCIPLINA ESCOLAR DATOS:

- ✓ Cada distrito escolar, igual que el Distrito Escolar Unificado de Oakland, tiene reglas de como responder a ciertos tipos de comportamiento, como peleas, o faltar a la escuela. Adicionalmente, cada escuela debe tener pautas claras de comportamiento y políticas de disciplina. Por ejemplo, las escuelas tienen políticas de como se deben vestir los estudiantes (código de vestuario), lo que se les prohíben hacer a los estudiantes en la clase (usar celulares, masticar chicle), y consecuencias por pelear, agredir, etc.

- ✓ Sin embargo, muchas escuelas no tienen políticas claras de como tratar con comportamiento no violento o amenazante, pero perturbe la clase. Frecuentemente, los maestros sacan a estudiantes de mal comportamiento fuera de la clase, en lugar de encontrar mejores maneras de tratar con el comportamiento de los estudiantes.

- ✓ Si los padres piensan que un maestro está utilizando una política de disciplina injusta, o dañina, primero deben hablar con el maestro sobre el tema.

- ✓ Si esto no funciona, lleve su queja al director.

- ✓ Si la práctica de disciplina afecta a más de un estudiante, los padres pueden ir como grupo a discutir sus inquietudes.

Participando en El Comité Consultivo de Aprendices de Inglés (*ELAC*)



CASO:

La Escuela Nueva Oportunidad abrió apenas hace un año, y el Comité Consultivo de Aprendices de Inglés (*ELAC*, por sus siglas en Inglés) es muy nuevo. Lo primero que hicieron los padres fue ver los resultados del Examen de los Estándares de California para los Aprendices de Inglés (*ELL*). El Examen de los Estándares de California son los exámenes estatales que todos los estudiantes de 2° año y de otros niveles toman cada primavera para medir que tan bien están aprendiendo la información que debe ser enseñada en su nivel de grado.

Ellos notaron que las calificaciones estaban más bajas para estos estudiantes que de aquellos que hablan inglés como primer idioma. Ellos trabajaron con los maestros sirviendo en el comité *ELAC* para desarrollar un plan detallado escolar para tratar con las necesidades de los estudiantes. Este plan incluyó la compra de un grupo de lectores diseñados para estudiantes aprendiendo inglés, con planes de ponerse en contacto con todos los padres de los aprendices (*ELL*) para invitarlos a una Noche de Lectura Familiar organizada por la escuela.

Por favor conteste las siguientes preguntas:

1. ¿Qué hicieron los padres?
2. ¿Por qué fue importante?
3. ¿Quién lo hizo posible? ¿Quién participó?
4. ¿Cuáles habilidades / capacidades utilizaron los padres para formar parte del comité *ELAC* y desarrollar su plan?

EL COMITÉ CONSULTIVO DE APRENDICES DE INGLÉS (ELAC) DATOS:

- ✓ Las escuelas con más de 21 Aprendices de Inglés (estudiantes quienes están aprendiendo Inglés como segunda lengua), deben tener un comité *ELAC*.
- ✓ El propósito de *ELAC* es de aconsejar al director y al personal de la escuela sobre programas y servicios para ayudar a los Aprendices de Inglés.
- ✓ Los padres de estudiantes que están aprendiendo Inglés deben ser representados en el comité *ELAC*.
- ✓ El número de padres requeridos para ser representados depende en el número de Aprendices de Inglés que están en la escuela. Por ejemplo, si la escuela tiene el 30% de Aprendices de Inglés en el cuerpo estudiantil, por lo tanto el 30% de la membresía de *ELAC* deben ser padres de Aprendices de Inglés. El resto del *ELAC* puede incluir a maestros, el director, y a otros padres o miembros de la comunidad.
- ✓ Los miembros de *ELAC* asisten reuniones mensuales y votan sobre decisiones.
- ✓ Intérpretes deben ser disponibles para las reuniones de *ELAC*.
- ✓ Las funciones principales de *ELAC* son de evaluar las necesidades de los Aprendices de Inglés de la escuela, hacer encuestas a familias para contar los diferentes idiomas hablados en la escuela, desarrollar un plan detallado para tratar con las necesidades educativas de estos estudiantes, y educar a los padres sobre la necesidad de que los estudiantes asistan a la escuela cada día. El distrito es responsable de proporcionar entrenamientos para todos los miembros de *ELAC*.

Participando en En Consejo Escolar (SSC)



CASO:

El Consejo Escolar en la escuela primaria *Garcia Elementary School* examinó los resultados del año pasado de los Exámenes Estándares de California (el examen de logro estatal que todo estudiante de 2º año y estudiantes de otros niveles toman cada primavera para medir que tan bien están aprendiendo la información a su nivel de grado).

Vieron que solo el 20% de alumnos de 3^{er} año fueron “capaces” en lectura y escritura, y los resultados de matemáticas no fueron mucho mejor. Los miembros del Consejo Escolar decidieron usar los fondos del presupuesto para desarrollar un nuevo programa de matemáticas, y también decidieron contratar a un especialista de lectura. Después de un año, notaron el mejoramiento de las calificaciones de lectura y matemáticas de sus hijos quienes asistieron al programa de matemáticas.

Por favor conteste las siguientes preguntas:

1. ¿Qué hicieron los padres?
2. ¿por qué fue esto importante?
3. ¿Quién participó?
4. ¿Cuáles habilidades o capacidades utilizaron los padres para lograr sus metas?

出席 家長－教師 會議



場景：

新學年開始的時候，四年級教師Mrs. Milvia請所有學生的家長約定開會日期。她在課室門外貼上一張時間表，每名家長開會時間是二十分鐘。Mr. Sunny是其中一名家長，登記了時間並有出席會議，即使他需要因此告假，同時他以前亦未曾和教師會面。

在會議中，Mrs. Milvia告訴他這個學期他們學習什麼，他孩子的表現，以及問他，有關孩子的情況，有什麼是她應該知道的。她同時確保他有學校的日曆，補習資料，和她的電話號碼。Mrs. Milvia又告訴他如在上班時間安排會議對他有困難，她可以和他安排其他時間開會。

Mr. Sunny 說他每晚和孩子做規定的二十分鐘閱讀有困難。Mrs. Milvia建議他們一起設定一個獎勵計劃，鼓勵孩子閱讀。Mr. Sunny回家時有了幫助孩子成功的新主意。

請回答以下問題：

1. Mr. Sunny做了些什麼？
2. 為什麼這是重要的？
3. 什麼人參與？
4. 他使用什麼技能／能力來做？

家長－教師會議

事實：

- ✓ 小學教師通常一年舉行至少一次家長－教師會議。
- ✓ 很多學校在派發成績表之前一或兩個星期開家長－教師會議。
- ✓ 即使你的孩子的教師沒有舉行正式的家長－教師會議，你應要求每年最少和孩子的教師開會一次。
- ✓ 這些會議通常需時二十分鐘，是討論你孩子個別需要，參詳你孩子的課堂作業，和了解如何可在家幫助你孩子學習新主意的機會。
- ✓ 你可以在學年內任何時間和教師約訂開會時間。如你孩子的教師要求開會，請確保出席！

出席 家長會議



場景：

Ms. Cuevas是Horizons School的一名新幼稚園生的家長。在她早上送兒子上校時，她留意到家長都一起在交談，但因為不太認識他們無法加入。她同時看到到處貼出學校清潔日的標誌，但不知道她是否應參加，因為她在其他家長面前較害羞。一天，她孩子課室的另一名家長Maria向她自我介紹，說她是Ms. Davis幼稚園班的家長代表。

Maria告訴Ms. Cuevas他們這個星期稍後時間會舉行一個清潔學校日，問她是否會參加。她告訴Ms. Cuevas在Mr. Davis班的其他學生的家長都會參加，活動後將舉行百樂餐。Ms. Cuevas同意出席。

在會議中，領導會議的家長鼓勵每個家長自我介紹。Ms. Cuevas發現她坐在她兒子新結交的朋友的母親旁邊。她們交談下都說彼此如何愛好園藝。在討論到學校清潔日活動時，她們二人自願的一起在學校的籬笆植種花卉。

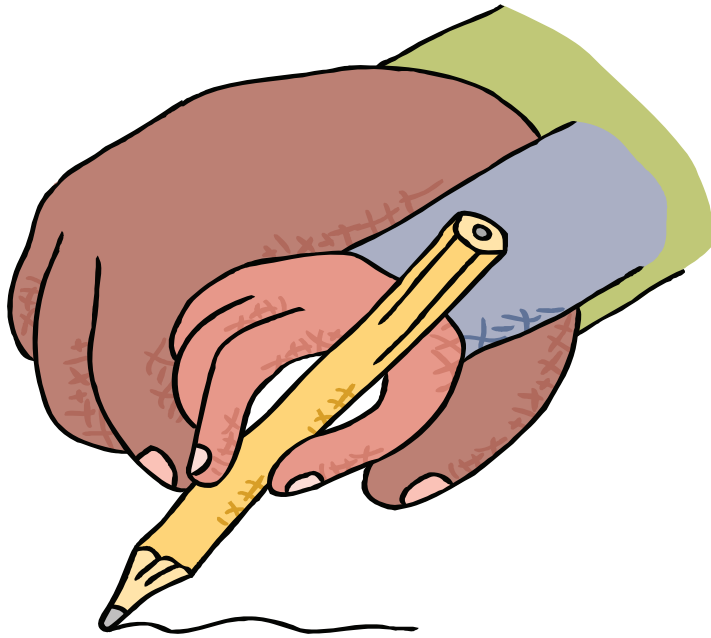
請回答以下問題：

1. Ms. Cuevas做了些什麼？
2. 為什麼這是重要的？
3. 什麼人參與？
4. 她使用什麼技能／能力來達到她的目標？

事實：

- ✓ 大部份學校均有家長團體每個月開會一次。
- ✓ 有些學校有家長教師會（PTA），但很多都沒有。
- ✓ 有些學校設有咖啡鐘點，讓家長聚在一起交談，而其他學校則和社區機構合作，組織家長活動。
- ✓ 有些學校在校內設有家長或家庭中心，組織家長活動和為家庭提供服務。
- ✓ 和其他家長開會是認識其他家長，找出學校發生什麼，討論大家關注的項目，找出家長可以幫助改善學校，和組織學校活動的方法。很多時候，這是參與學校事務的第一步。

在課室 做義工



場景：

Ms. Jonas是一名二年級學生的母親，擔心他兒子的閱讀能力，請教孩子的教師她可以做什麼。教師Mr. Angus鼓勵她一個星期在靜讀時間前來課室，幫助個別學生朗讀。

開始的時候，要明白如何幫助閱讀有困難的學生並不容易，但Mr. Angus告訴她如何和學生閱讀，並記錄學生的進度。在幫助她兒子課上的其他學生之後，Ms. Jonas掌握了支持自己兒子學習的能力，和兒子的教師培養了緊密的關係，和更注意到學校如何運作和其他參與的方法。

請回答以下的問題：

1. Ms. Jonas做了些什麼？
2. 為什麼這是重要的？
3. 什麼人參與？
4. 她使用什麼技能／能力來達到她的目標？

在課室做義工

事實：

- ✓ 校區幾乎每間學校都需要更多的家長在課堂上義務工作。
- ✓ 義工可以在課室支援教師和學生，幫助教師監察學生，給需要協助的學生特別的關注，為教師準備派發材料。
- ✓ 學校的義工同時亦可協助特殊的計劃（例如學校園藝課或出外活動），補習，在圖書館幫忙，或任何他們能提供的技能。
- ✓ 不論教師是否歡迎義工，家長有權前往孩子的課室探訪和觀察，只要他們不會構成干擾即可。

與校長開會和 學校的紀律政策



場景：

Mr. Van讀三年級的女兒Mili一天回家後需要比平日更多的幫忙才能完成家課。當他問為什麼她不明白習作時，她說因為她行為不檢被罰，需要坐在課室外面的梯級，因而錯過課上學習。

第二天Mr. Van前往學校和教師交談，了解發生什麼。他同意Mili行為不檢，但不同意處罰的方法，因為這使她無法追得上學業。教師告訴他叫干擾性的學生坐到課室外是她唯一選擇，要不然就是要她往校長室。Mr. Van決定和校長交談，確保以後不會對他的女兒再用此類紀律行動。

在會議中，Mr. Van聲言他不想女兒錯過任何課，即使她行為不檢；他建議下次如有紀律處分時，可讓她的女兒在校長室吃午餐，及／或在遊戲時間內坐在校長室。校長同意。

請回答以下問題：

1. Mr. Van做了些什麼？
2. 為什麼這是重要的？
3. 什麼人參與？
4. 他需要什麼技能／能力來達到他的目標？

學校紀律政策

事實：

- ✓ 每個校區，例如屋崙聯合校區，設有如何回應某類行為的規則，例如打架，或逃學。此外，每個學校應設有清楚的行為標準和紀律政策。例如，學校設有學生應如何穿著（衣飾規定），在課上不准做什麼（用手機，嚼香口膠），和打架，以大欺小等後果的政策。

- ✓ 但是，很多學校沒有如何處理非暴力或威脅性但只干擾課室上課的行為之明顯政策。很多時候，教師只是叫行為不檢的學校離開課室，而不是找更好管理學生行為的方法。

- ✓ 如家長認為教師所用的紀律政策是不公平或有害的，他們應先和教師討論。

- ✓ 如無效，可向校長投訴。

- ✓ 如紀律影響一名學生以上，家長可以小組方式往見校長討論關注項目。

參與英語學習者 顧問委員會 (ELAC)



場景：

The New Opportunity School 學校剛開辦一年，它的英語學習者顧問委員會（ELAC）仍然十分新。家長第一件要做的事，是觀察加州英語學習者（ELL）標準測驗的成績。加州標準測驗是全州性的測驗，讓二年級和其他年級的學生每個春季接受測驗，以衡量他們學習其年級水平的知識程度。

他們留意到這些學生的成績，比母語是英語的學生較低。他們和參加ELAC委員會的教師合作，制定一個詳細的計劃，處理學生的需要。此計劃包括購買多種專供學習英語的學生的讀物，和計劃聯絡所有英語學習者的家長，請他們出席由學校組織的家庭閱讀之夜晚會。

請回答以下問題：

1. 家長做些什麼？
2. 為什麼這是重要的？
3. 什麼人使它成為可能？什麼人參與？
4. 家長用什麼技能／能力，成為ELAC委員會的一員，並制定其計劃？

英語學習者顧問委員會

事實：

- ✓ 有21名或以上英語學習者（學習英語是第二種語言的學生）的學校，必須設有英語學習者委員會。
- ✓ ELAC的目的，是向校長和學校的教職員提供支援英語學習者計劃和服務的顧問。
- ✓ ELAC必須有代表英語學習者學生家長的成員。
- ✓ 委員會的家長代表人數要看學校的英語學習者學生人數而定。例如，如學校的學生之中有30%是英語學習者，則ELAC委員會30%的成員必須是家長。其他ELAC的成員，可包括教師，校長，和其他家長和社區人士。
- ✓ ELAC 委員每個月每會一次，並投票作出決定。
- ✓ 在ELAC會議必須提供傳譯員。
- ✓ ELAC的主要工作，是評估學校英語學習者的需要，調查家庭計算學校學生所講的語言有多少種，制定一個處理這些學生教育需要的詳盡計劃，和教育家長學生每天必須上課之需要。校區負責為所有ELAC成員提供訓練。

參與學校委員會 (SSC)



場景：

Garcia Elementary School小學的學校委員會在研究該校去年加州標準測驗（加州標準測驗是全州性的測驗，讓二年級和其他年級的學生每個春季接受測驗，以衡量他們學習其年級水平的知識程度）的成績。

他們發現只有20%的三年級生在讀寫方面是“熟練的”，而數學的成績亦未見較好。學校委員會決定使用預算資助發展新的數學計劃，和決定聘請一名閱讀專員。一年之後，他們發現參加數學計劃的學生，閱讀和數學的成績有所改善。

請回答以下問題：

1. 家長做些什麼？
2. 為什麼這是重要的？
3. 什麼人使它成為可能？什麼人參與？
4. 家長使用什麼技能／能力來達到他們的目標？

學校委員會 (SSC)

事實：

- ✓ 每間學校規定設有一個學校委員會，簡稱SSC。
- ✓ SSC設定，監察和評估“學生成就的本校計劃”——那是確保學校達到其學業目標，和學生達到他們年級程度標準的計劃。
- ✓ 計劃可以包括如何支援某類學生，如何促進家長參與，如何處理學校像以大欺小問題，和如何使用州和聯邦政府資金等項目。
- ✓ SSC由相等數目的學校教職員（校長，教師，其他職員例如助教和學校秘書）和家長及社區人士組成。
- ✓ 在高中，學生代表的數目和家長／社區成員相等。SSC的成員是由同輩選出的。例如，由家長選出家長代表，和教師選出教師代表等。
- ✓ 為學校設定一個學生成就計劃，SSC參詳學校表現的數據，評估學校改善計劃，和設定一個如何使用不同來源資金（例如Title I資助是供低收入學生用的）的預算，和監察如何使用這些資金。

Research Question #1

Your child is ready to go to kindergarten next year - how do you apply for school?

What page of the Parent Guide has this information?

Where do you need to go to apply?

What documents do you need to take with you?

- 1.
- 2.
- 3.
- 4.
- 5.

What factors affect whether or not your child will be accepted into your first choice school?

Can any student apply to any school?

When is the open enrollment period to choose a school?

Was there any other information you learned about your rights?

Research Question Sheet #2

You are worried about what will happen if there is an emergency at your child's school.

On what page did you find the information about this topic?

What should happen if your child has a minor injury at school?

What should happen if your child needs an ambulance?

What will happen in the case of a natural disaster?

Who can pick up your child in the case of an emergency?

Was there any other information that you learned about your rights?

Research Question #3

If you want to know the quality of your neighborhood school, what document will help you?

What page of the Parent Guide has information about this topic?

What is the name of the document?

What type of information does it have?

Where can you find this document?

Was there any other information that you learned about your rights?

Research Question #4

What are some ways that you can be involved at the school?

What page do you look on for information about this topic?

What are roles that parents can have in the school? (List examples)

What page has information about leadership opportunities for parents?

What are some leadership opportunities for parents?

What is the SSC?

What role would you like to have in your child's school?

Did you learn any other information about your rights?

Research Question #5

What do you need to do in order to have a meeting with your child's teacher?

What page in the Parent Guide has information about this topic?

How often should you meet with your child's teacher?

When can you make an appointment with the teacher?

On what page do you find procedures for visiting the school?

When can you visit the school?

What is the procedure for visiting the school?

Did you learn any other information about your rights?

Research Question #6

**You and your child speak another language more fluently than English.
What are some of your rights?**

What page do you find information about this topic?

What does LEP stand for?

What information must you be provided with if your child is LEP?

Do you have the right to receive information about your child in the language you understand best?

What is the name of the committee that you can be a part of to help make a plan for English language learners at your school?

Did you learn any other information about your rights?

Pregunta de Investigación #1**Su niño/a está listo/a para asistir el kinder el próximo año - ¿Cuál es proceso de inscripción para la escuela?**

¿En qué página encuentra usted la información?

¿A dónde debe ir para llenar una solicitud?

¿Qué documentos necesita usted llevar?

1.

2.

3.

4.

5.

¿Cuáles factores serán tomados en cuenta para que su hija/a entre la escuela de su preferencia?

¿Puede un estudiante aplicar a cualquier escuela?

¿Cuándo es el período abierto de inscripción para seleccionar una escuela?

¿Alguna otra información que aprendió sobre sus derechos?

Pregunta de Investigación Hoja #2

Usted está preocupado sobre lo que pasará en caso de una emergencia en la escuela.

¿En qué página encontró la información sobre este tema?

¿Cuál es el proceso que deberá pasar si su niño/a sufre una herida menor en la escuela?

¿Qué debe pasar si su niño/a necesita una ambulancia?

¿Qué hace la escuela en caso de un desastre natural?

¿Quién puede recoger a su niño/a en caso de una emergencia?

¿Alguna otra información aprendida sobre sus derechos?

Pregunta de Investigación #3

Usted quiere saber que tan buena es la escuela de su vecindad, ¿qué documento le puede ayudar?

¿En qué página encuentra usted ayuda con este tema?

¿Cuál es el nombre del documento?

¿Qué tipo de información contiene?

¿En dónde puede encontrar este documento?

¿Alguna otra información aprendida sobre sus derechos?

Pregunta de Investigación #4

¿Cuáles son algunas maneras de que usted puede participar en la escuela?

¿En qué página busca usted la información sobre este tema?

¿Cuáles son algunos papeles que los padres pueden tomar en la escuela? Por favor listar algunos ejemplos:

¿En qué página busca usted sobre oportunidades de liderazgo para los padres?

¿Cuáles son algunas oportunidades de liderazgo para padres?

¿Qué es el 'SSC' (o Concilio Escolar)?

¿Qué papel le gustaría a usted tomar en la escuela de su hijo/a?

¿Alguna otra información aprendida sobre sus derechos?

Pregunta de Investigación #5

¿Qué necesita usted hacer para llevar a cabo una reunión con el/la maestro/a de su niño/a?

¿En qué página encuentra usted información sobre este tema?

¿Qué tan frecuentemente debiera usted reunirse con el maestro/a de su hijo/a?

¿Cuándo puede usted hacer una cita con el/la maestro/a?

¿En qué página se encuentran los procedimientos para visitar la escuela?

¿Cuándo puede usted visitar la escuela?

¿Cuál es el procedimiento para visitar la escuela?

¿Alguna otra información aprendida sobre sus derechos?

Pregunta de Investigación #6

Usted y su niño/a hablan otro idioma más fluido que el Inglés. ¿Cuáles son algunos de sus derechos?

¿En qué página encuentra usted la información sobre este tema?

¿Qué significa 'LEP'?

¿Qué información deben proveerle a usted si su niño/a esta en la categoría LEP?

¿Tiene usted el derecho de recibir información de su niño/a en la lengua que usted entiende mejor?

¿Cuál es el nombre del comité en el cual usted puede pertenecer para ayudar hacer un plan para Aprendices de Inglés en su escuela?

¿Alguna otra información aprendida sobre sus derechos?

研究問題 #1

你的孩子準備於明年入幼稚園－你如何申請學校？

家長指南中哪一頁提供此資料？

你需要往什麼地方申請？

你需要帶什麼文件前往？

- 1.
- 2.
- 3.
- 4.
- 5.

什麼因素將影響你的孩子被錄取入首選學校？

是否任何學生均可申請任何學校？

什麼是公開申請入學的時候？

你還學到什麼有關你權利的其他資料嗎？

研究問題 #2

你擔心如你孩子的學校出現緊急情況時，將會發生什麼？

你可在哪一頁找到有關此題目的資料？

如你的孩子在學校受輕傷，應發生什麼情況？

如你的孩子需要救傷車，應發生什麼情況？

如發生天災，將發生什麼情況？

緊急情況下什麼人可接回你的孩子？

你還學到什麼有關你權利的其他資料嗎？

研究問題 #3

如你想知道本區學校的質素，什麼文件可幫助你？

家長指南中哪一頁提供此資料？

該文件的名稱是什麼？

它包括什麼資料？

你可以在什麼地方找到此文件？

你還學到什麼有關你權利的其他資料嗎？

研究問題#4

你可以參與學校的一些方法？

你可在哪一頁找到有關此題目的資料？

家長在學校可以擔任什麼角色？（列出例子）

你可在哪一頁找到有關家長領導機會的資料？

有什麼領導機會提供給家長？

什麼是學校委員會（SSC）？

你希望在孩子的學校中擔任什麼角色？

你還學到什麼有關你權利的其他資料嗎？

研究問題 #5

想和孩子的教師的開會，你需要做什麼？

家長指南中哪一頁提供此資料？

你應和孩子的教師開會多少次？

你可以在什麼時候和教師約訂開會時間？

在哪一頁你可找到往訪學校程序的資料？

你在什麼時候可以往訪學校？

往訪學校的程序是什麼？

你還學到什麼有關你權利的其他資料嗎？

研究問題 #6

你和你的孩子講另外一種比英語更流利的語言。你們有些什麼權利？

你可在哪一頁找到有關此題目的資料？

英文簡稱不熟諳英語（LEP）代表什麼？

如你的孩子不熟諳英語，你必須提供什麼資料？

你是否有權利，用你最能明白的語言收到有關你孩子的資料？

你可以參加幫助制定學校英語學習者計劃的委員會名稱是什麼？

你還學到什麼有關你權利的其他資料嗎？

SARC Research Question # 1**SECTION I - ABOUT THIS SCHOOL****Page #_____****Please pay special attention to questions marked with an ***

Who is the principal?

What is the mission of the school? (in your own words):

How many students are in kindergarten?

How many kindergarten classes are there?

How many students are in each kindergarten class?

*What percentage of the whole school are English Learners?

*What do you consider to be the most important piece of information in this section?

*Is there anything in this section that surprises you?

SARC Research Question #2**SECTION __ - TEACHERS****Page #_____****Please pay special attention to questions marked with an ***

*How many teachers at this school had full credentials in the last school year?

*How many did not?

Has the school improved in this area over time?

How many teachers without full credentials were there in the entire district in the last school year?

*What do you consider to be the most important piece of information in this section?

*Is there anything in this section that surprises you?

SARC Research Question # 3

SECTION ___ - SUPPORT STAFF

Page #_____

Please pay special attention to questions marked with an *

Does the school have a psychologist?

*How many nurses does the school have?

What do think about this information?

*What would you do if your child was in this school and needed a Speech Specialist?

*What do you consider to be the most important piece of information in this section?

*Is there anything in this section that surprises you?

SARC Research Question # 4**SECTION _____ - STUDENT PERFORMANCE CST**

(This section tells us how the school and district are doing in relation to state standards.)

Page #_____

Please pay special attention to questions marked with an *

Why does the school have no scores for Science or History - Social Science?

Are the students' scores getting better or getting worse over the past three years?

*In the last school year, are the students at this school doing better or worse than the District as a whole?

In last school year, are the students at this school doing better or worse than students in the State of California as a whole?

*What are some differences in CST results for the students of different racial/ethnic groups at this school?

*What do you consider to be the most important piece of information in this section?

*Is there anything in this section that surprises you?

SARC Research Question #5**Section ____ - Student Performance NRT¹**

(This section tells us how the school is doing compared to students nationally)

Page # ____

Please pay special attention to questions marked with an *

In the last school year, what percentage of students at the school scored above the national average in Reading?

In the last school year, what percentage of students at this school scored above the national average in Math?

***How are students at this school doing in English and Math compared to other students in the state? Which is higher, the percentage of students at this school scoring above the national average, or the percentage of students state-wide scoring above the national average?**

What do you think about this?

***Overall, how are the African American, English learners, and Latino students doing at this school in reading and math compared to the national average?**

***What do you consider to be the most important piece of information in this section?**

***Is there anything in this section that surprises you?**

Pregunta # 1**Sección I - Sobre esta Escuela****Página #_____****Por favor preste atención especial a las preguntas marcadas con un asterisco ***

¿Quién es el/la director/ra?

¿Cuál es la misión de esta escuela? (en sus propias palabras)

¿Cuántos alumnos hay en el kinder?

¿Cuántas clases de kinder hay?

¿Cuántos alumnos hay en cada clase de kinder?

*¿Cuál es el porcentaje de Aprendices de Inglés hay en esta escuela?

*¿Cuál es la pieza de información más importante en esta sección para usted?

Pregunta #2**Busque en la Sección ___ - Maestros****Página #_____****Por favor preste atención especial a las preguntas marcadas con un ***

***¿Cuántos maestros de esta escuela estaban acreditados durante el pasado año escolar?**

***¿Cuántos no estaban acreditados?**

¿Ha mejorado la escuela acerca de esta área al pasar del tiempo?

¿Cuántos maestros sin sus credenciales completas trabajaron en el distrito en el pasado año escolar?

***¿Cuál es la pieza de información más importante en esta sección para usted?**

Pregunta 3**Busque en la Sección ___ - Personal Auxiliar****Página #_____****Por favor preste atención especial a las preguntas marcadas con un ***

¿La escuela tiene psicólogo?

*¿Cuántas enfermeras tiene la escuela?

¿Qué piensa usted de esta información?

*¿Qué hiciera usted si su niño estuviera en esta escuela y necesitará un Especialista de Dicción?

*¿Cuál es la pieza de información más importante en esta sección para usted?

*¿Hay algo en esta sección que le sorprenda?

Pregunta # 4**Busque en la Sección ___ - Rendimiento del Alumno**

Esta sección nos informa sobre el funcionamiento de la escuela y el distrito en relación a los estándares estatales.

Página #_____

Por favor preste atención especial a las preguntas marcadas con un *

¿Por qué esta escuela no presenta resultados para Ciencia o Historia - Ciencia Social?

¿Mejoro o empeoro el rendimiento de los alumnos en los pasados 3 años?

¿En el pasado año escolar, los alumnos de esta escuela mejoraron o empeoraron en Lengua y literatura en Inglés?

¿En el pasado año escolar, los alumnos de esta escuela mejoraron o empeoraron comparados con los estudiantes de todo el estado de California?

*¿Cuáles son las diferencias en los resultados *CST* para los diferentes grupos raciales de esta escuela?

*¿Cuál es la pieza de información más importante en esta sección para usted?

*¿Hay algo en esta sección que le sorprenda?

Pregunta #5**Sección ____ - Rendimiento Estudiantil *NRT*¹**

(Esta sección nos informa sobre el funcionamiento escolar en comparación a estudiantes a nivel nacional)

Página #_____

Por favor preste atención especial a las preguntas marcadas con un *

¿En el pasado año escolar, cuál fue el porcentaje estudiantil de esta escuela que alcanzó un nivel más alto que el promedio nacional de Lectura?

¿En el pasado año escolar, cuál fue el porcentaje estudiantil de esta escuela que alcanzó un nivel más alto que el promedio nacional de Matemáticas?

*¿Cuál es el rendimiento estudiantil de **esta escuela** en Inglés y Matemáticas en comparación a otros estudiantes en el estado? ¿Cuál es mayor, el porcentaje de estudiantes de **esta escuela** alcanzando un nivel mas alto que el promedio nacional, o el porcentaje de estudiantes **del estado** alcanzando un nivel mas alto que el promedio nacional?

¿Qué piensa usted de esto?

*¿En general, cómo rinden los alumnos Afro-Americanos, Latinos y Aprendices de Inglés en esta escuela en lectura y matemáticas, en comparación al promedio nacional?

*¿Cuál es la pieza de información más importante en esta sección para usted?

*¿Hay algo en esta sección que le sorprenda?

SARC 研究問題 # 1**第一部份－關於此學校**

頁 # _____

請特別留意有星號 * 的問題：

誰是校長？

學校的宗旨是什麼？（用你的言詞表達）

幼稚園共有多少名學生？

有多少班幼稚園？

每班幼稚園有多少名學生？

*學校的英語學習者人數百分比是多少？

*你認為此部份最重要的資料是什麼？

*此部份有沒有任何項目令人驚奇？

SARC 研究問題 #2

第____部份－教師

頁 #____

請特別留意有星號 *的問題：

*上一個學年此校擁有充份資格的教師有多少人？

*有多少人沒具充份的資格？

經過一段時間學校在此方面有沒有改善？

上一個學年，整個校區沒具充份資格的教師人數共有多少人？

*你認為此部份最重要的資料是什麼？

*此部份有沒有任何項目令人驚奇？

SARC 研究問題 # 3

第____部份－支援職員

頁 #____

請特別留意有星號 *的問題：

學校是否有心理學家？

*學校有多少名護士？

你對此資料有什麼看法？

*如你的孩子在此校就讀並需要一名言語專家時，你會做什麼？

*你認為此部份最重要的資料是什麼？

*此部份有沒有任何項目令人驚奇？

SARC 研究問題 # 4**第___部份－學生表現CST**

（此部份告訴我們學校和校區在州訂標準方面的表現如何）

頁 #___

請特別留意有星號 *的問題：

為什麼學校在科學或歷史（社會科學）科中沒有分數資料？

在過去三年學生的分數變得更好或更壞？

*在上一個學年，此校學生的表現，比起校區整體學生表現是更好或更差？

在上一個學年，此校學生的表現，比起整個加州學生的表現是更好或更差？

*此校不同種族／族裔學生之CST成績有些什麼分別？

*你認為此部份最重要的資料是什麼？

*此部份有沒有任何項目令人驚奇？

SARC 研究問題 #5**第___部份－學生表現 NRT¹**

（此部份告訴我們，與全國學生比較，學校的表現如何）

頁 #___

請特別留意有星號 *的問題：

在上一個學年，此校學生在閱讀方面成績超出全國平均分的百分比是多少？

在上一個學年，此校學生在數學方面成績超出全國平均分的百分比是多少？

*此校學生在英語和數學方面的表現，比起本州其他學生情況如何？哪方面成績較高，是本校學生得分比全國平均分數更高，還是全州學生得分比全國平均分數更高？你對此有什麼看法？

The RQP Question Formulation Technique

Brainstorm

Come up with as many questions as you can.

Prioritize

Choose three questions you want to explore further.

Branch-Off

Now, choose just one of your three questions. Brainstorm more questions about it.

Prioritize Again

Look over your new list of questions. Choose the three you want to address now.

Adapted from The Right Question Project©2001, by Bay Area Parent Leadership Action Network (PLAN)

Proyecto de la Pregunta Correcta (RQP) Técnica para la Formulación de Preguntas

Idear Preguntas

Idear todas las preguntas que sean posibles.

Dar Prioridad

Elija tres preguntas que quiera explorar un poco más.

Ramificar

Ahora, elija solo una de las tres preguntas. Invente más preguntas sobre esa.

Dar Prioridad Nuevamente

Examine su nueva lista de preguntas. Elija las tres que quiere señalar.

Adaptado del Proyecto de la Pregunta Correcta©2001, por Bay Area Parent Leadership Action Network (PLAN)

RQP 問題形成技巧

集思廣益

儘量收集所有提出的問題

將問題定出優先

選出三個你想進一步探索的問題

篩選

現在，從三個問題中只選一個。然後徵詢大家對此問題有關的問題。

再定優先

看看你的問題新名單。選擇三個你目前想解決的問題。

改寫自：Right Question Project©2001, by Bay Area Parent Leadership Action Network (PLAN)



PARENTS READY FOR SCHOOL

Please help us assess the effectiveness of our training by filling out this brief evaluation!

Please rate the quality of today's training: (Please circle)

- | | | | | |
|--|-------------|--------|----------|------------|
| 1. How would you rate the training overall? | Excellent | Good | Fair | Poor |
| 2. How would you rate the quality of the facilitation? | Excellent | Good | Fair | Poor |
| 3. How would you rate the quality of the materials? | Excellent | Good | Fair | Poor |
| 4. How useful was this training to you? | Very useful | Useful | A little | Not useful |

Please tell us how much today's training increased your:

- | | | | | |
|---|-------|----------|----------|------------|
| 5. Understanding of the topic | A lot | Somewhat | A little | Not at all |
| 6. Knowledge about parents' rights
in the public school system | A lot | Somewhat | A little | Not at all |
| 7. Confidence as a leader | A lot | Somewhat | A little | Not at all |
| 8. Commitment to take action
on what you learned | A lot | Somewhat | A little | Not at all |

Your thoughts: (Optional)

9. What is the most important thing you learned in this training?

10. What is one action you will take as a result of this training?

11. What did you like best about this training?

12. Do you have any suggestions to improve our trainings?



PADRES/MADRES LISTAS PARA LA ESCUELA

iPor favor ayúdenos a evaluar la eficacia de nuestro curso de entrenamiento al llenar esta breve evaluación!

Favor de calificar la calidad del entrenamiento de hoy: (Marque con un círculo)

- | | | | | |
|---|-----------|-------|----------|-----------|
| 1. ¿Cómo evaluaría el entrenamiento en general? | Excelente | Bueno | Adecuado | Malo |
| 2. ¿Cómo evaluaría la calidad de la facilitación? | Excelente | Bueno | Adecuado | Malo |
| 3. ¿Cómo calificaría la calidad de los materiales? | Excelente | Bueno | Adecuado | Malo |
| 4. ¿Qué tan útil fue este entrenamiento para usted? | Muy útil | Útil | Un poco | Para nada |

Por favor califique cuanto le ayudo este entrenamiento en su:

- | | | | | |
|--|-------|------|----------|------|
| 5. Comprensión del tema | Mucho | Algo | Muy poco | Nada |
| 6. Conocimiento acerca de los derechos que tengo como padre/madre en sistema escolar público | Mucho | Algo | Muy poco | Nada |
| 7. Confianza como líder | Mucho | Algo | Muy poco | Nada |
| 8. Compromiso de tomar acción | Mucho | Algo | Muy poco | Nada |

Opiniones adicionales que usted puede compartir: (Opcional)

9. ¿Qué es lo más importante que aprendió en este entrenamiento?

10. ¿Cuál es una acción que tomará como resultado de este entrenamiento?

11. ¿Qué es lo que más le gustó de este entrenamiento?

12. ¿Tiene alguna sugerencia para mejorar nuestros entrenamientos?

Gracias por su colaboración llenando esta evaluación!



Bay Area Parent Leadership Action Network (PLAN)
 405 14th Street, Suite 811, Oakland, CA 94612
 Tel: 510-444-7526 • Fax: 510-444-7527
 Web: www.parentactionnet.org • Email: info@parentactionnet.org

家長做好學校準備

請填寫此簡短評估，幫助我們評估此次訓練之有效性。

請給今天訓練質素評級（圈選）：

1. 你認為今天訓練整體表現如何？	卓越	好	普通	差
2. 你認為今天的主持質素如何？	卓越	好	普通	差
3. 你認為今天提供的材料質素如何？	卓越	好	普通	差
4. 你認為此訓練對你有用程度有多少？	十分有用	有用	很少	沒有

請告訴我們今天的訓練在以下項目加強你的程度有多少：

5. 對討論專題的理解	很大	有一點	很少	完全沒有
6. 對家長在公校權利的認識	很大	有一點	很少	完全沒有
7. 身為領導的自信心	很大	有一點	很少	完全沒有
8. 實踐所學之承諾	很大	有一點	很少	完全沒有

你的意見：（是否填寫悉隨尊意）

9. 你在今天訓練中學到最重要的一個項目是什麼？

10. 因為此訓練你會做一個什麼行動？

11. 你最喜歡今天訓練什麼項目？

12. 對我們的訓練你有什麼改善建議？

謝謝你的意見！



Parents Ready for School Session VI

Please rate the quality of **TODAY's** training: (Please circle)

- | | | | | |
|--|--------------------|---------------|-----------------|-------------------|
| 1. How would you rate the training overall? | Excellent | Good | Fair | Poor |
| 2. How would you rate the quality of the facilitation? | Excellent | Good | Fair | Poor |
| 3. How would you rate the quality of the materials? | Excellent | Good | Fair | Poor |
| 4. How useful was this training to you? | Very useful | Useful | A little | Not useful |

Please help us understand the overall effectiveness of our program (Parents Ready for School): Please Circle.

- | | | | | |
|---|-----------------------|-------------------------|---------------------------|--------------------------|
| 5. How satisfied were you with the information and training you received? | Very Satisfied | Mostly Satisfied | Somewhat Satisfied | Very Dissatisfied |
| 6. Was the training respectful of your personal background (languages, ethnicity, culture, gender, religion, etc.)? | Absolutely | Yes | Somewhat | No |
| 7. Would you recommend this training to a friend, a family member or a co-worker? | Absolutely | Yes | Somewhat | No |
| 8. Have you been able to use what you learned from this program? | A lot | Some | A little | No |

Please write out your answer:

9. What are the 3 most important things you learned in these trainings?

10. What are the 2 actions you will take as a result of having gone through these trainings?

11. How did this training make a difference for you or your family?

12. Do you have any suggestions to improve our trainings?



Padres/Madres Listos para la Escuela Sesión VI

Favor de calificar la calidad del entrenamiento de HOY 3/27/09: (Marque con un círculo su respuesta)

- | | | | | |
|--|-----------|-------|----------|-----------|
| 1. ¿Cómo evaluaría el entrenamiento en general? | Excelente | Bueno | Adecuado | Malo |
| 2. ¿Cómo evaluaría la calidad de la facilitación? | Excelente | Bueno | Adecuado | Malo |
| 3. ¿Cómo calificaría la calidad de los materiales? | Excelente | Bueno | Adecuado | Malo |
| 4. ¿Qué tan útil fue este entrenamiento? | Muy útil | Útil | Un poco | Para nada |

Ayúdenos a determinar la efectividad de estas 6 sesiones de entrenamiento (Marque su respuesta con un círculo)

- | | | | | |
|---|-----------------------|-------------------|--------------------|---------------------|
| 5. ¿Cuál es su grado de satisfacción con la información y el entrenamiento recibido? | Muy Satisfecho | Satisfecho | Más o menos | Insatisfecho |
| 6. ¿En su opinión este entrenamiento fue impartido con respeto a su experiencia de vida (lenguaje, raza, género, religión, etc.?) | Absolutamente | Bien | Más o menos | No |
| 7. ¿Recomendaría usted este entrenamiento a un familiar, amigo o compañero de trabajo? | Absolutamente | Bien | Quizás | No |
| 8. ¿Ha tenido usted la oportunidad de poner en práctica lo aprendido en este entrenamiento? | Mucho | Algo | Un poquito | Para Nada |

Por favor escriba sus respuestas:

9. Liste las 3 cosas más importantes que ha aprendido a través de estos entrenamientos:
10. Liste 2 acciones o pasos que usted tomará como resultado de estos entrenamientos:
11. ¿De qué forma estos entrenamientos han hecho un cambio en su vida o en la vida de su familia?
12. ¿Tiene alguna sugerencia para mejorar nuestros entrenamientos?



Bay Area Parent Leadership Action Network (PLAN)
 405 14th Street, Suite 811, Oakland, CA 94612
 Tel: 510-444-7526 • Fax: 510-444-7527
 Web: www.parentactionnet.org • Email: info@parentactionnet.org

家長做好學校準備

請評定今天訓練的質素（圈選）：

- | | | | | |
|---------------------|------|----|----|----|
| 1. 你認為今天訓練整體表現如何？ | 卓越 | 好 | 普通 | 差 |
| 2. 你認為今天的主持質素如何？ | 卓越 | 好 | 普通 | 差 |
| 3. 你認為今天提供的材料質素如何？ | 卓越 | 好 | 普通 | 差 |
| 4. 你認為此訓練對你有用程度有多少？ | 十分有用 | 有用 | 很少 | 沒有 |

請幫助我們明白計劃的有效性（家長做好學校準備）：

請圈選答案：

5. 你對今天提供的資料和訓練滿意程度有多大？
- 十分滿意 很滿意 不太滿意 十分不滿意
6. 訓練是否尊重你的個人背景（語言，族裔，性別，宗教等）？
- 絕對是 是 略有一點 沒有
7. 你會不會向你的朋友，家人，或同事推薦此訓練？
- 絕對會 會 略會 不會
8. 你有沒有曾使用此計劃學到的知諳？
- 很多時候有 有一點 很少 沒有

請寫出你的答案：

9. 你在這些訓練中學到三個最重要的項目是什麼？
10. 在此訓練之後，你會採取兩個什麼行動？
11. 此訓練對你或你的家庭改變什麼不同？
12. 對改善我們的訓練有什麼建議？

Certificate of Achievement

Awarded to

for completion of the training

PLAN TO LEAD: PARENTS READY FOR SCHOOL

on _____

Presented by Bay Area Parent Leadership Action Network in partnership with

_____ Rhina Ramos, PLAN Training Director

ACKNOWLEDGEMENTS



Made possible by an Every Child Counts Grant funded by First 5 Alameda County

PLAN's Parents Ready for School program is also supported by the Trio Foundation, the East Bay Community Foundation, the Rogers Family Foundation, the Lowell Berry Foundation, First Five Contra Costa County, and PLAN's generous individual donors. Thank you to all these supporters!

We are grateful for the wise and thoughtful work of training consultant Martha Benitez, who developed the PR4S curriculum, and for the passionate and skilled leadership of Training Director Rhina Ramos, who coaxed PR4S into taking its first baby steps and has nurtured its growth.

We also want to extend our deepest thanks to our partner agencies—Lao Family Community Development, Inc., Hayward Unified School District Migrant Education Program, De Colores Head Start, San Antonio Even Start of the City of Oakland, and Fruitvale Elementary School—which graciously hosted PR4S at their sites. In addition, the success of this multicultural program would certainly have been doomed without the skilled and dedicated work of our translators, Liliana Herrera and Kai Lui.

Finally, we thank our production team for this curriculum:

Layout and Design: Y. Day Designs, www.ydaydesigns.com

Editorial Support:

Melia Franklin, Executive Director

Gulliver Scott, Administrative Assistant

Bora Lee, Student Intern

Thank you!

Photo Credits

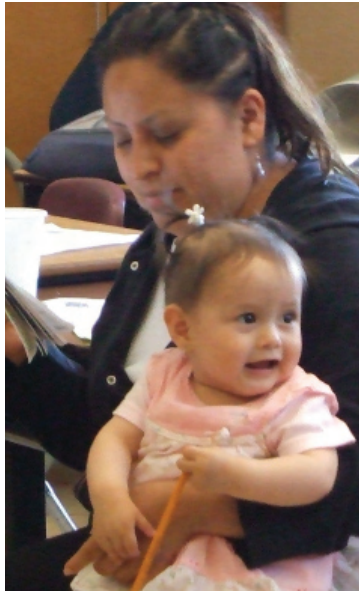
PLAN

Chinese for Affirmative Action

Parents Ready for School Curriculum Guide

July 2009

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 United States License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/3.0/us>



BAY AREA
PLAN
PARENT LEADERSHIP ACTION NETWORK

405 14th Street, Suite 811
Oakland, CA 94612

510-444-7526 (tel)
510-444-7527 (fax)

info@parentactionnet.org
www.parentactionnet.org