

NO PARENTS LEFT BEHIND

*Ensuring Opportunities for Involvement of
Limited-English Proficient Parents in the
Education of California's Children*



Policy Paper and Recommendations
CAA | Center for Asian American Advocacy

March 2005

About CAA

Founded in 1969, CAA seeks to defend and promote the civil and political rights of Asian and Pacific Americans within the context of advancing multiracial democracy in the United States.

For over thirty years, CAA has pursued advocacy and service programs that increase educational opportunities for limited-English proficient students in public schools. As a result of changing demographics and declining educational quality in California's public schools, CAA has more recently committed itself to addressing language barriers that impede the active involvement of limited-English proficient parents in their children's education.

In early 2003 CAA, together with the Asian Pacific American Legal Center of Southern California, launched the first statewide advocacy office for Asian and Pacific Americans in Sacramento, Asian Americans for Civil Rights and Equality (AACRE). In 2005 the Asian Law Caucus joined as the third partner in this collaborative statewide advocacy effort. Establishing this presence in the state capital has allowed CAA to increase its effectiveness in advocating both legislatively and administratively on civil rights issues that impact Asian and Pacific Americans across the state.

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EXECUTIVE SUMMARY

Meaningful parental involvement is widely recognized as a key factor in the successful education of children. Recently, Congress and the California Legislature have underscored the importance of parental involvement through legislation that will take us into the next decade. As elected officials, administrators, and advocates alike determine how best to improve public school education, they must be mindful of the vital role that limited-English proficient (LEP) parents can play in improving education for their children.¹ This report describes the need for parental language access in California, details what the state Department of Education and local school districts with diverse immigrant student populations are already doing to communicate with LEP parents, and presents policy recommendations on improving state support for translation of important written communications into languages that parents can understand.

Background

Student performance and school participation greatly suffer when parents cannot understand communications from their children's teachers or school administrators on matters such as school programs and services, standardized testing, and disciplinary codes. To facilitate participation by LEP parents, California Education Code Section 48985 requires school sites to translate all notices, reports, statements, and records when at least 15 percent of the student population at any given school speaks a common primary language other than English. However, there is currently no systematic review and enforcement of this provision. Many important documents are not translated, particularly into Asian languages, and school districts often duplicate efforts to translate the same information into different languages.

CAA's analysis indicates that while a number of state-mandated notices and documents are common to all school districts, each school district independently translates almost all documents, resulting in inefficient and costly duplication of efforts. Most school districts also have significant gaps in what they translate. Of the information that is translated by the California Department of Education (CDE) centrally, translations are primarily in Spanish only.

Policy Recommendations

Allocate Sufficient Federal NCLB Funds for District Translation

- The state should allocate sufficient federal No Child Left Behind Act funds for grants to school districts with a demonstrated need to translate critical documents into languages spoken by substantial numbers of LEP parents.

Increase Centralized Translation and Information Sharing

- CDE should increase its own centralized translation of model forms and notices regarding state-mandated information distributed to the various school districts.
- CDE should develop and host a centralized online clearinghouse of translated documents and translation resources that can be accessed by local school districts and the general public in order to facilitate information sharing and avoid duplication of translation.

Strengthen Monitoring and Enforcement of California's Parental Language Access Law

- School districts should annually provide CDE with information about language demographics and translation practices at schools that meet state law thresholds for translation of parent documents.
- The Legislature should direct the State Auditor to evaluate school and district compliance with current state translation requirements.

PARENTAL LANGUAGE ACCESS IN CALIFORNIA

This report describes the need to increase state support for written translation to facilitate the involvement of limited-English proficient (LEP) parents in the education of their children.² Early and consistent parental involvement has been proven to help children succeed academically. Language barriers severely constrain the ability of LEP parents to understand and invoke their legal rights, as well as the ability to become meaningfully involved in the education of their children. Translation of critical notices, forms, and other documents is a critical component in enabling LEP parents to become active participants in the education of their children. The lack of translation of key resources poses a serious impediment to the critical engagement of these parents in the educational process.

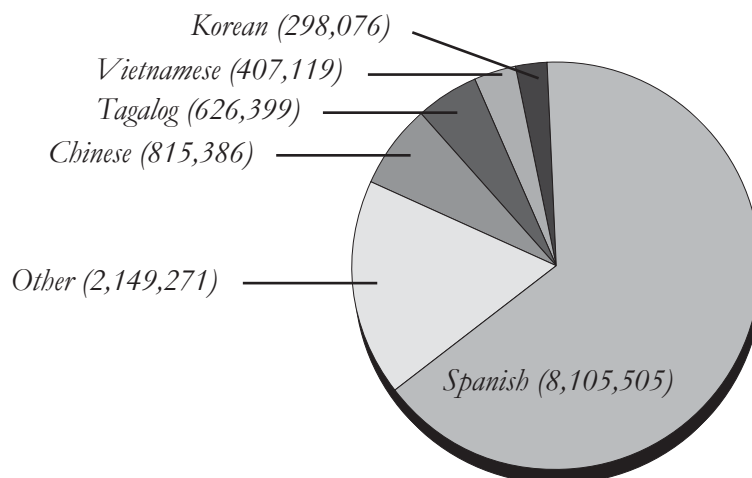
Demographics

According to Census 2000, one out of every five Californians over the age of five - more than 6.2 million people - is limited-English proficient or speaks English less than "very well."³ This is a jump of 42 percent since 1990.⁴ Seventy-two percent of these individuals - more than 4.5 million - are working-age adults, between the ages of 18 and 65, many of whom are parents and guardians of children in the public school system. With little opportunity to learn English and with the time constraints of work and family obligations, LEP parents are less likely to become proficient in English than their children, who benefit from English language development programs in schools.

Census 2000 data also shows that approximately 40 percent of Californians speak a language other than English at home, an increase of almost 4 million, or 44 percent, since 1990.⁵ While Spanish is the non-English language most widely spoken, millions in the state speak a wide range of Asian and other languages. After Spanish, the non-English languages most widely spoken at home are Chinese (all dialects), Tagalog, Vietnamese, and Korean.⁶

Primary Non-English Languages Spoken at Home in California

Source: U.S. Census 2000

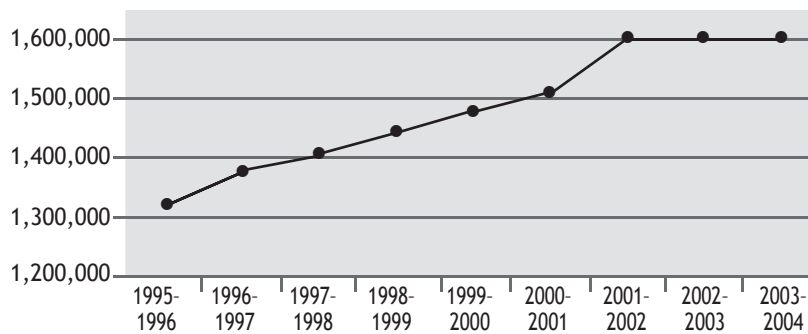


The number of students designated “English learners” (EL) has also grown dramatically - over 35 percent in just the last decade. During the 2003-04 academic year, almost 1.6 million children in California were English learners.⁷ Again, Spanish is most widely spoken, followed by Vietnamese, Hmong, Cantonese, Tagalog, and Korean. While the state does not collect data on the language capacities of parents, EL children are likely to come from households where English is not spoken proficiently.

Increase in English Learners Enrolled in California’s Public Schools

Source: California Department of Education

● = *Number of English Language Learners*



State and Federal Policies

State and federal laws compel the California Department of Education to address language barriers that prevent LEP parents from participating in the education of their children. The California Legislature has recognized that “involving parents and guardians of pupils in the education process is fundamental to a healthy system of public education,”⁸ and state law provides a number of important opportunities for parents, including those who are LEP, to be kept informed by schools and participate in the education of their children.⁹ For public schools where 15 percent or more of the students are designated English learners and share a common primary language, the state requires the translation of forms, notifications, and other informational materials sent to the parents.¹⁰ Similarly, with the passage of the federal No Child Left Behind Act of 2001, Congress and the President affirmed the need to break down barriers to meaningful involvement faced by limited-English proficient parents.¹¹

Critical Areas of Need

The following are common situations where translation of vital documents and oral interpretation are necessary in order for LEP parents to be full participants in their children's education:

- If a student has been suspended or expelled from his/her school, parents must be notified by telephone and in writing. All parent notifications, forms, and informational materials related to the disciplinary process, including legal rights, should be translated in the parents' primary language. Oral interpretation is also imperative during hearings.
- Students take a number of required state exams that have important consequences. For example, in California all students must pass the High School Exit Exam in order to receive a high school diploma. All parents should be aware of such high stakes testing in order to support their children's efforts.
- Parents with children who are English learners should know all the program options available in the school district. All related informational materials should be translated, along with parental waiver forms that allow ELs to participate in various bilingual education programs.
- When parents are ready to enroll their children in a public school or when students need to change schools, student enrollment forms and program-related informational materials should be translated. Parents should also have access to district staff who can assist them in the enrollment process.
- In the beginning of the school year, parents receive "parent handbooks" or comparable documents and materials that provide an overview of district policies, procedures, and operations. These handbooks should be translated to help parents become familiar with all rules and opportunities so they can help guide their children.

CDE AND SCHOOL DISTRICT TRANSLATION PRACTICES

CAA Survey

In 2001 and 2002 CAA surveyed the California Department of Education (CDE) and the ten California school districts with the highest number of Asian and Pacific Islander English learners.¹² The purpose of the research was to determine if translations of certain critical documents were available to families who are limited-English proficient (LEP). Using the California Public Records Act, we requested copies of the following categories of documents, including all translated versions:

1. **Discipline:** expulsion, suspension, and other discipline related notifications, forms, and informational materials.
2. **Specialized Programs and Testing:** parental notices and related informational materials and brochures regarding the Standardized Testing and Reporting (STAR) program, the High School Exit Exam, and the California English Language Development Test.
3. **Prop 227 Waivers:** Proposition 227 parental waiver forms and related informational materials and brochures.
4. **Enrollment:** student enrollment forms and program-related informational materials and brochures.
5. **Parent Handbooks:** parent handbook or comparable documents and materials providing parents with an overview of district policies, procedures, and operations.

In 2004 CAA followed up with these same school districts and found that while additional materials were translated their practices had not substantially changed. School districts were also asked to assess how the state can better ensure that local school districts are able to communicate with LEP parents. Responses to these surveys inform the final policy recommendations.

Analysis of Survey Responses

CALIFORNIA DEPARTMENT OF EDUCATION

Based on CAA's research, it is clear that the state lacks a coordinated approach to communicating with LEP parents in the languages they understand. Despite the fact that one out of every four children enrolled in California's public schools is an English learner (EL), the state has failed to prioritize the engagement of LEP parents in the educational process. CDE has no dedicated budgetary allocations for translation of documents. Instead, translation is on an ad hoc basis, if requested by staff. For this reason, translation is infrequent and almost exclusively limited to Spanish.

The Department has no strategic approach to ensuring that its translation of model parental notifications and informational materials is responsive to district needs, even those with the largest EL student populations. For the most part, school districts indicated that the few translations provided by CDE were helpful to them, saving them the cost of translating the documents from scratch. Others reported either that they were not aware of the availability of CDE translations or that the translations were not helpful because the language used is too technical and difficult for parents with limited education to understand.

SCHOOL DISTRICTS

The ten school districts included in our survey face immense challenges in communicating with parents. These districts serve large and diverse immigrant populations, where parents speak a host of different languages. Some of the districts have created full-time translation units to respond to the demand for information about disciplinary procedures, standardized testing, English language development programs, enrollment, and parent and student rights and responsibilities. Others rely primarily on parent and community volunteers to perform translations, sometimes handwritten, that are then distributed to LEP parents.

Districts do not have enough resources to translate all parental materials. They prioritize their limited funding by translating documents into only the most widely spoken non-English languages within their districts and by focusing on critical documents. Still, even examining just the high priority documents included in our survey revealed that every district had major deficiencies in translation. Moreover, there was no indication that districts share translated materials with each other; each of the districts translates the same or similar information independently.

Finally, it became apparent during our research that there is no system in place to measure school district compliance with state and federal laws requiring that certain parental documents be translated. Most of these districts were aware of the state requirement that parental documents be translated into the primary language spoken by English learners who make up at least 15 percent of the population at any given school. Some were well aware of and maintained school site language demographic data at the district level, others simply expected individual schools to monitor themselves, and a few districts did not know if the information was available. Without a basic system to monitor and enforce federal and state language access laws, it is difficult to expect that schools will even be aware of their obligations to communicate with LEP parents in the languages they understand.

DETAILED ANALYSIS

1. Disciplinary notifications and procedures

For LEP parents, school discipline of their children can be an alienating process, particularly when important notifications and explanations of the punishments and procedures are not translated into a language they can understand. Disciplinary actions can have severe consequences for their children, and it is not appropriate to expect those same children to explain the process and consequences to their parents.

The California Education Code includes a code of conduct for students, as well as the disciplinary responses available to school districts in addressing violations of the code. Districts may supplement the state mandated disciplinary code with administrative regulations. The Education Code also specifies certain mandated procedures for disciplinary review and appeals that each school district is required to implement locally. Expulsion and suspension are the most stringent disciplinary actions that schools may enforce.

CDE Practices

CDE provides school districts with virtually no translations of model documents related to standard disciplinary codes and procedures. In response to our survey, CDE provided model truancy-related notifications for parents that were translated into Spanish. No translations of these documents into any other languages were reported. With the exception of the Spanish truancy notifications, it appears that, although disciplinary codes of conduct and punishments are largely prescribed at the state level, CDE does not translate their uniform guidelines into any non-English languages.

School District Practices

The ten school districts we surveyed varied significantly in their translation of student disciplinary materials. Although both expulsion and suspension impose severe consequences on children, only six of the districts translated parental notifications about expulsion or suspension into languages other than English. Oakland far exceeds the other districts in the scope of disciplinary documents that it translates. It translates a host of procedural documents, including witness statement forms and subpoenas, and individualized parental notifications about specific disciplinary violations and punishments involving their children into at least four languages (Spanish, Chinese, Vietnamese, and Cambodian).

School District Translation of School Expulsion and Suspension Materials

<i>District</i>	<i>Translation</i>	<i>No Translation</i>	<i>Language(s)</i>
Los Angeles	✓		Spanish
San Francisco		X	
San Diego		X	
Long Beach	✓		Khmer, Spanish
Fresno	✓		Khmer, Lao, Spanish, Vietnamese
Garden Grove	✓		Spanish, Vietnamese
Sacramento City		X	
Fremont		X	
Elk Grove	✓		Spanish, Vietnamese
Oakland	✓		Cambodian, Chinese, Spanish, Vietnamese

2. Specialized Testing

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) program was authorized by state law in 1997 as a means to measure student achievement and alignment of instruction at each school site with California standards across the state. Beginning with the 2002-03 school year, the federal No Child Left Behind (NCLB) Act, Title I, also requires that states collect data on the annual progress of student achievement. The STAR Test is designed to comply with this federal testing requirement.

The STAR program is comprised of a group of statewide tests in the subject areas of Reading, English, and Mathematics, administered to students in Grades 2-11. In 2001 and 2002, the period of our survey, the STAR program consisted of administering the Stanford Achievement Test, Ninth Edition (SAT 9), which has since been replaced by other standardized testing.¹³

For English learners just beginning to comprehend the language, STAR testing can be a frustrating and disappointing experience that is not necessarily reflective of their cognitive abilities. Parents may elect to waive or exempt their children from taking the STAR tests.

The California Department of Education uses the STAR test (SAT 9 in 2001 and 2002) scores to determine the Academic Performance Index of each public school in the state. An increase in a school site's API from year to year can result in increased state funding for the school. The API is also used to comply with the Adequate Yearly Progress requirements of the NCLB Act, Title I.

CDE Practices

CDE translates a limited number of model parental notification materials related to STAR testing into Spanish, but Asian language translations are not provided. CDE provides all districts with a comprehensive packet of materials that includes parent information guides, sample test questions, suggestions of how to report testing results to parents, sample parent letters, and other relevant materials for districts to use. However, only a few of these documents, such as the parent information guide and sample test questions, have been translated into Spanish.

School District Practices

Eight out of the ten school districts surveyed provided CAA with copies of translated parent notifications regarding the STAR Program. The scope and languages of translated materials provided to parents varied. Five districts translate the letters to parents accompanying STAR test results, while others translate more comprehensive materials, including brochures and guides explaining the purpose and characteristics of the test, as well as sample questions and answers.

Although districts are not required to inform parents of their right to waive their children out of taking the STAR tests¹⁴, San Francisco, San Diego, Fremont, and Garden Grove have translated waiver forms for parents who do request them.

School District Translation of STAR Testing Materials

<i>District</i>	<i>Test Results Letter</i>	<i>Test Brochure</i>	<i>Sample Q&A</i>	<i>Waiver Form</i>	<i>Language(s)</i>
Los Angeles	✓	✓			Armenian, Chinese, Korean, Russian, Spanish, Vietnamese
San Francisco	✓	✓		✓	Chinese, Russian, Spanish, Tagalog, Vietnamese
San Diego	✓	✓		✓	Cambodian, Spanish
Long Beach					None
Fresno	✓		✓		Hmong, Khmer, Lao, Spanish
Garden Grove	✓	✓		✓	Korean, Spanish, Vietnamese
Sacramento City		✓	✓ (Spanish only)		Hmong, Russian, Spanish
Fremont		✓		✓ (Spanish only)	Chinese, Spanish
Elk Grove		✓			Chinese, Russian, Spanish, Vietnamese
Oakland					None

California High School Exit Exam

Beginning with the graduating class of 2006, all public high school students will be expected to pass the California High School Exit Exam (CAHSEE) in order to receive a high school diploma. The stated purpose of the exam is to ensure that high school graduates can perform well in the subject areas of reading, writing, and mathematics.

Studies have found that English learners are significantly disadvantaged by the CAHSEE being administered only in English. Recent changes approved by the State Board of Education may allow for accommodations to give English learners additional time and oral assistance in understanding the test¹⁵, but all students must still pass the CAHSEE in English to graduate.

The CAHSEE is another indicator used by CDE to calculate the Academic Performance Index of each school. The API is also a criterion that the state uses to comply with federal NCLB Act, Title I, requirements that all school districts be able to demonstrate Adequate Yearly Progress.

CDE Practices

On its website, CDE posts Spanish translations of brochures, model newsletter inserts, and model letters to parents providing information about the CAHSEE and accompanying student test results.¹⁶ CDE does not provide similar translations into Asian and other languages.

School District Practices

Eight school districts returned translated documents regarding the CAHSEE. Some districts reported using only the materials provided by the CDE without additional translation, while others translated informational materials, along with model parental notifications into several languages.

School District Translation of CAHSEE Materials

<i>District</i>	<i>Informational Brochure/Letter</i>	<i>CAHSEE Results Letter</i>	<i>Language(s)</i>
Los Angeles	✓	✓	Spanish (CDE)
San Francisco	✓	✓	Chinese, Russian, Spanish, Tagalog, Vietnamese
San Diego	✓	✓ (Spanish only)	Cambodian, Hmong, Spanish, Vietnamese
Long Beach			None
Fresno		✓	Hmong, Khmer, Lao, Spanish
Garden Grove	✓		Korean, Spanish, Vietnamese
Sacramento City	✓		Hmong, Russian, Spanish
Fremont			None
Elk Grove		✓	Chinese, Russian, Spanish, Vietnamese
Oakland	✓	✓	Cambodian, Chinese, Spanish, Vietnamese

California English Language Development Test

The California English Language Development Test (CELDT) is a state mandated language proficiency test. All English learners must take the CELDT upon their initial registration with the school district and again annually until they are reclassified as “Fluent English Proficient.” The stated purposes of the CELDT are to identify those who are limited English proficient, determine their level of English proficiency, and measure their progress in acquiring English language skills. This test is also in compliance with the federal No Child Left Behind Act, Title III, which requires states to administer an annual English proficiency assessment.

The CELDT plays an important role in placing children in appropriate English language development programs, including bilingual education, and helping to re-designate them as English fluent once they have gained the necessary proficiency with the language. Virtually all English learners come from households where English is not the primary language. Their parents are often limited-English proficient themselves, and less likely than their children to become proficient in English, especially without the benefit of additional schooling.

CDE Practices

CDE posts a Spanish-translated brochure about the CELDT on its website. The Department has also translated model parent notifications for school districts to communicate with Spanish-literate parents about initial CELDT testing results and annual assessments, all of which are also available on the website.¹⁷ CDE does not translate any of these documents into Asian or other languages.

School District Practices

Nine out of the ten districts surveyed provided translated documents regarding the CELDT. A comprehensive translation of CELDT materials for parents would include: (1) informational brochure or letter about the CELDT; (2) letter to parents about test results and initial designations of students as “English learners” or “fluent English proficient;” and (3) letter to parents regarding the annual English language assessment. Eight of those nine school districts have translated both assessment letters, although only four have translated informational materials.

School District Translation of CELDT Materials

<i>District</i>	<i>Informational Brochure/ Letter</i>	<i>Initial Assessment Letter</i>	<i>Annual Assessment Letter</i>	<i>Language(s)</i>
Los Angeles	✓ (Spanish only)	✓	✓	Chinese, Eastern Armenian, Farsi, Korean, Russian, Spanish, Tagalog, Vietnamese, Western Armenian
San Francisco		✓	✓	Chinese, Russian, Spanish, Tagalog, Vietnamese
San Diego	✓	✓ (Vietnamese only)	✓ (Vietnamese only)	Cambodian, Hmong, Lao, Vietnamese
Long Beach				None
Fresno	✓			Hmong, Khmer, Lao, Spanish, Vietnamese
Garden Grove	✓	✓	✓	Korean, Spanish, Vietnamese
Sacramento City		✓	✓	Chinese, Hmong, Russian, Spanish, Vietnamese
Fremont		✓	✓	Chinese, Farsi, Hindi, Korean, Spanish, Vietnamese
Elk Grove		✓	✓	Chinese, Hindi, Hmong, Mien, Pilipino, Punjabi, Russian, Spanish, Vietnamese
Oakland		✓	✓	Cambodian, Chinese, Spanish, Vietnamese

3. Proposition 227 Waivers and Access to Bilingual Education

In 1998 California voters passed Proposition 227, a ballot initiative that limits bilingual instruction for K-12 public school students throughout the state. As a result, the state requires that parents of children participating in programs in which English and another language are used for instruction must submit waiver forms on an annual basis in order for the students to continue in such programs.¹⁸

For immigrant children who come from homes where English is not the primary language, bilingual education or alternative English language development programs can be an effective method of acquiring English skills while continuing to learn in their native language. Because parents play an active role in electing such programs for their children, it is important that schools inform parents about their rights and options in a language they understand.

CDE Practices

CDE does not translate information about the requirements of Proposition 227 or the options parents have to enroll their children in bilingual education and alternative English language development programs. Similarly, it does not provide districts with model Proposition 227 waiver forms.

School District Practices

Eight out of the ten districts surveyed provided translated Proposition 227 waiver forms, while only three provided translated bilingual education program information. Not every school district offers bilingual education programs.

School District Translation of Bilingual Education and Prop 227 Materials

<i>District</i>	<i>Informational Brochure/Letter</i>	<i>Prop 227 Waiver Forms</i>	<i>Language(s)</i>
Los Angeles	✓	✓	Chinese, Eastern Armenian, Farsi, Korean, Russian, Spanish, Tagalog, Vietnamese, Western Armenian
San Francisco		✓	Chinese, Korean, Spanish, Tagalog
San Diego	✓		Spanish
Long Beach			None
Fresno		✓	Hmong, Khmer, Lao, Spanish
Garden Grove		✓	Korean, Spanish, Vietnamese
Sacramento City		✓	Spanish
Fremont	✓		Chinese
Elk Grove †			N/A
Oakland		✓	Cambodian, Chinese, Spanish, Vietnamese

† Elk Grove Unified School District does not offer any bilingual education programs.

4. Enrollment Materials

Parents must complete various important forms at the time they enroll or transfer their children into public schools. Information collected by school districts may vary, although there are certain standard pieces of information that school districts compile. All school districts are required by the Education Code to conduct a Home Language Survey at the time of student enrollment or transfer, to determine the languages(s) spoken by each student.¹⁹ It is important that parents be able to understand enrollment-related materials so they can provide schools with accurate information about their children.

CDE Practices

CDE does not translate enrollment materials for school districts. Despite the standard Home Language Survey, used at the time of enrollment, CDE does not offer a model translation to the districts.

School District Practices

Nine out of the ten school districts surveyed returned translated enrollment information, including applications and other informational materials, tailored to match their individual district resources and services. The scope of languages into which districts have translated enrollment materials is impressive.

School District Translation of Enrollment Information

<i>District</i>	<i>Enrollment Forms/ Registration</i>	<i>Home Language Survey</i>	<i>Language(s)</i>
Los Angeles	✓		Armenian, Chinese, Korean, Russian, Spanish, Vietnamese
San Francisco	✓		Chinese, Spanish, Vietnamese
San Diego	✓		Spanish
Long Beach	✓	✓	Chinese, Hmong, Khmer, Lao, Samoan, Spanish, Tagalog, Thai, Vietnamese
Fresno	✓		Hmong, Lao, Spanish
Garden Grove	✓ (Spanish & Vietnamese only)	✓	Arabic, Chinese, German, Hmong, Japanese, Korean, Laotian, Portuguese, Romanian, Russian, Samoan, Spanish, Tagalog, Vietnamese
Sacramento City	✓	✓	Cambodian, Chinese, Farsi, Hindi, Hmong, Lao, Punjabi, -Russian, Spanish, Vietnamese
Fremont			None
Elk Grove	✓		Spanish
Oakland	✓		Chinese

5. Parent Handbook and Other Resources Concerning Parental and Children’s Rights

Many school districts use a “parent handbook” or equivalent informational materials to disseminate important information to parents of children enrolled in their district. The substantive information contained in these materials range from disciplinary conduct codes to descriptions of the different schools in each district. Because California law requires that school districts notify parents about specific rights and responsibilities²⁰, some school districts include the mandated information within these handbooks mailed out to parents annually.

Since the annual parent handbook generally contains much of the most critical information for parents about their children’s and their own rights and responsibilities, it is imperative that school districts communicate this information to parents in a language they can understand. Without this knowledge, parents will find it difficult to participate meaningfully in their children’s education.

CDE Practices

CDE translates a brochure with an abridged selection of parental rights, as described in Education Code sections 51100-51102, into Spanish, Chinese, and Vietnamese.

School District Practices

All ten of the school districts surveyed by CAA provided translated versions of parent handbooks or equivalent parental information. Many of the handbooks contain common, state-mandated information, but also provide detailed information about school calendars and resources that are specific to the district.

POLICY RECOMMENDATIONS

This report analyzed the translation resources and practices of the California Department of Education and the 10 California school districts with the largest number of Asian and Pacific Islander students. Among our key findings:

- School districts do not have enough resources for translation, and are therefore limited in the scope of documents and languages into which they can translate.
- CDE should do more to translate model parent notifications and informational materials, and into more languages than Spanish.
- School districts are independently translating materials; in some cases all 10 districts have each translated the same document.
- The state has no mechanism for monitoring and enforcing existing state parental language access requirements, and is not working to increase awareness of translation responsibilities or to ensure that schools and districts comply with basic translation obligations.

Based on these findings, the following policy recommendations seek to improve parental educational involvement by limited-English proficient Californians.

ALLOCATE SUFFICIENT FEDERAL NCLB FUNDS FOR DISTRICT TRANSLATION

The state should establish a competitive grant program, administered by CDE, for local school districts to draw down unallocated federal NCLB Act funds for the translation of critical parental information documents pursuant to Education Code Section 48985. School districts currently rely on general fund dollars to provide translation, which means resources are relatively scarce and translations are often haphazard and inconsistent across districts. The No Child Left Behind Act of 2001 recognized that language barriers prevent limited-English speaking parents from becoming informed and meaningfully involved in the education of their children. Therefore, some of the state's unallocated Title I (Testing) and Title III (English learners and immigrant students) federal dollars can and should be used to fund translation of these documents.

The NCLB Act directs the state, among other things, to ensure that all parents have a meaningful opportunity to participate in the education of their children. The Act specifies that LEP parents should be notified about important rights, opportunities, and programs in a language they can understand. NCLB Act grants will enable school districts in need of translation resources to approach their translation efforts strategically, with specific budgetary allocations earmarked to translate important parental information regarding standardized testing, English language development programs options, and other policy areas that are mandated by the NCLB Act.

INCREASE CENTRALIZED TRANSLATION AND INFORMATION SHARING

Recognizing that the state's current budget situation makes it difficult to create new funding programs, below are two cost-saving options that require the California Department of Education to centralize translation resources:

Provide Local School Districts with Model Forms and Translations for State-Mandated Information in All Relevant Languages

A significant number of notices about student disciplinary codes and procedures, standardized testing, English language development programs, parental rights and responsibilities, and other information are mandated by the state. Yet the state translates very little of this information. A limited amount of information about disciplinary notices and standardized testing requirements and procedures is translated by CDE into Spanish, but other languages are largely neglected, with the exception of a handful of general informational brochures.

Coordinate a Centralized Informational Resource or Clearinghouse of Translated Forms Created by Local Districts that Can Be Used by Other Districts

A complementary goal is to have CDE maintain a clearinghouse of documents translated by local school districts. As many school districts are already translating documents providing common, state-mandated information into Spanish and Asian languages, it will save time and money if districts are able to share translations. CDE is in the best position to host an online clearinghouse on which helpful translated materials can be posted or otherwise shared for use by districts across the state.

STRENGTHEN MONITORING AND ENFORCEMENT OF CALIFORNIA'S PARENTAL LANGUAGE ACCESS LAW

Without an effective monitoring and enforcement mechanism to evaluate school district and school site compliance with the bare minimum requirements of the state's existing parental language access law, Education Code section 48985, it lacks the force necessary to ensure that LEP parents have meaningful opportunities to participate in the education of their children. Given the NCLB Act's mandates for LEP parental involvement, the state should consider allocating uncommitted federal NCLB funds to cover any administrative costs associated with reporting requirements.

Conduct an Audit to Evaluate Compliance with Current State Translation Requirements

While school districts and sites with large populations of EL students are already translating a number of materials into other languages, the scope of translation is inconsistent across the State. An audit will both measure current compliance with Education Code Section 48985, and inform any future legislative reforms that may better ensure opportunities for LEP parental involvement.

Require Districts to Report Annually on Compliance with Current State Translation Requirements.

Education Code Section 48985 requires school sites to translate all notices, reports, statements, and records when at least 15 percent of the student population at any given school speaks a common primary language other than English. Districts should annually provide the California Department of Education with a list of schools and their respective language populations that meet the state's 15 percent threshold, along with a translation compliance assessment. This reporting requirement will increase awareness of the districts' and schools' legal obligations to provide appropriate translation for LEP parents and better ensure that districts and schools are in compliance with existing law.

Endnotes

- 1 Throughout this report, the term “parents” includes anyone who is serving as a legal guardian.
- 2 Culturally and linguistically appropriate services are equally essential in the course of in-person communication with parents. Although oral interpretation and cultural sensitivity are beyond the scope of this analysis, many of the surveyed school districts indicated that they do provide a level of interpreter services (both professional and volunteer) in communicating with parents. As there is no state funding earmarked for multilingual support, districts struggle to fund these services with scarce general fund dollars. If the state increases its own translation and support for local translation of vital documents, much of the funding that districts currently expend on duplicative translation can be used for other culturally and linguistically appropriate services, including oral interpretation.
- 3 U.S. Census Bureau, DP-2. *Profile of Selected Social Characteristics: 2000, Census 2000 Summary File (SF 3) - Sample Data* (http://factfinder.census.gov/bf/_lang=en_vt_name=DEC_2000_SF3_U_DP2_geo_id=04000US06.html) (as of 3/31/05). In measuring lack of fluency, we include the population assessed by the Census Bureau to speak English “less than very well.”
- 4 U.S. Census Bureau, DP-2. *Social Characteristics: 1990, Census 1990 Summary Tape File (STF 3) - Sample Data* (http://factfinder.census.gov/servlet/BasicFactsTable?_lang=en&_vt_name=DEC_1990_STF3_DP2&_geo_id=04000US06) (as of 3/31/05).
- 5 Compare U.S. Census Bureau, DP-2. *Profile of Selected Social Characteristics: 2000, Census 2000 Summary File (SF 3) - Sample Data* (see endnote 3) with DP-2. *Social Characteristics: 1990, Census 1990 Summary Tape File (STF 3) - Sample Data* (see endnote 4). In 1990, 8,619,334 Californians primarily spoke languages other than English at home. That number increased to 12,401,756 by 2000.
- 6 The top ten non-English primary languages spoken at home in California are: Spanish (8,105,505); Chinese (815,386); Tagalog (626,399); Vietnamese (407,119); Korean (298,076); Armenian (155,237); Japanese (154,633); Persian (154,321); German (141,671); and French (135,067).
- 7 Students are designated “English learners” when the primary language spoken at their homes is other than English according to a Home Language Survey conducted at the time of school enrollment and when state language assessment procedures show that they lack defined English language skills.
- 8 Education Code Section 51100; California Code of Regulations, Title 5.
- 9 Ed. Code Sections 51100-51102.
- 10 Ed. Code Section 49895.
- 11 See, e.g., No Child Left Behind Act of 2001, Sections 1112(g)(2), 1112(g)(4), 1118(a)(2)(E), 1118(b)(1).
- 12 According to data made available by the California Department of Education for 1999-2000, these ten school districts are Los Angeles, San Francisco, San Diego, Long Beach, Fresno, Garden Grove, Sacramento, Fremont, Elk Grove, and Oakland. Demographic information on the California public school student population can be found online at <http://www.cde.ca.gov/ds/sd/> (as of 3/31/05).
- 13 In 2003 the SAT 9 exam was replaced by the California Achievement Test, Sixth Edition (CAT 6) and California Standards Test (CST). In addition to taking the CAT 6 and CST, Spanish-speaking English learners may also take the Spanish Assessment of Basic Education, Second Edition (SABE 2) test, which is reported separately from STAR testing results.
- 14 Ed. Code Section 852 of the California Code of Regulations, states that “a parent or guardian may submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to Ed. Code Section 60640,” which governs the STAR Program. The section further states that the school district may inform parents of the availability of the waiver but they cannot “solicit or encourage” a waiver request.
- 15 See Ed. Code Section 1217, for list of approved CAHSEE testing variations permitted for English learners.
- 16 Spanish translations of the CAHSEE brochure and model notification letters to parents can be found online at <http://www.cde.ca.gov/ta/tg/hs/notify.asp> (as of 3/31/05).
- 17 Spanish translations of the CELDT brochure and notifications for parents can be found online at <http://www.cde.ca.gov/ta/tg/el/spanish.asp> (as of 3/31/05).
- 18 See Ed. Code Section 310.
- 19 Four questions are required on the Home Language Survey. They are: (1) Which language did your child learn when he or she first began to talk?; (2) What language does your child most frequently use at home?; (3) What language do you use most frequently to speak to your child?; and (4) What language is most often spoken by adults in the home? *State of California, Department of Education, OPER-LS-77.*
- 20 See endnote 9.

Appendix A

Asian and Pacific Islanders in California 1999-2000 Public Education Demographics

(Source: California Department of Education, 1999-2000)

Number of Students Enrolled in California Public Schools by Ethnicity

American Indian or Alaskan Native	50,750	0.9 %
Asian	479,073	8.0%
Pacific Islander	37,995	0.6%
Filipino	141,045	2.4%
Hispanic or Latino	2,513,453	42.2%
African American	509,637	8.6%
White (not Hispanic)	2,195,706	36.9%
Multiple or no response	23,953	0.4%
State Total	5,951,612	100.0%

Top 10 Unified School Districts by Number of API Students

(Note: Asian and Pacific Islander includes Asian, Pacific Islander, and Filipino)

Los Angeles Unified

Asian and Pacific Islander	45,527	6.4%
District Total	710,007	100%

API English Learners by Language (top three)		
Korean	3,948	1.3%
Filipino	2,054	0.7%
Cantonese	1,933	0.6%
English Learner Total	311,958	100%

San Francisco Unified

Asian and Pacific Islander	30,655	50.3%
District Total	60,896	100%

API English Learners by Language (top three)		
Cantonese	6,903	37.1%
Filipino	761	4.1%
Vietnamese	585	3.1%
English Learner Total	18,626	100%

San Diego City Unified

Asian and Pacific Islander	25,483	18.1%
District Total	140,743	100%

API English Learners by Language (top three)		
Vietnamese	2,062	5.2%
Filipino	1,378	3.5 %
Khmer	838	2.1%
English Learner Total	39,491	100%

Long Beach Unified

Asian and Pacific Islander	16,077	17.6%
District Total	91,465	100%

API English Learners by Language (top three)		
Khmer	4,130	12.1%
Filipino	651	1.9%
Vietnamese	493	1.4%
English Learner Total	34,132	100%

Fresno Unified

Asian and Pacific Islander	14,903	18.9%
District Total	78,766	100%

API English Learners by Language (top three)

Hmong	7,445	30.0%
Khmer	1,397	5.6%
Lao	1,229	5.0%
English Learner Total	24,806	100%

Sacramento City Unified

Asian and Pacific Islander	13,446	25.9%
District Total	51,898	100%

API English Learners by Language (top three)

Hmong	3,846	25.7%
Cantonese	1,231	8.2%
Mien	1,115	7.5%
English Learner Total	14,945	100%

Elk Grove Unified

Asian and Pacific Islander	10,174	22.6%
District Total	45,094	100%

API English Learners by Language (top three)

Vietnamese	1,563	18.0%
Hmong	1,113	12.9%
Cantonese	686	7.9%
English Learner Total	8,660	100%

Garden Grove Unified

Asian and Pacific Islander	14,539	30.3%
District Total	48,031	100%

API English Learners by Language (top three)

Vietnamese	6,696	27.9%
Korean	456	1.9%
Hmong	133	0.6%
English Learner Total	23,991	100%

Fremont Unified

Asian and Pacific Islander	11,992	38.5%
District Total	31,160	100%

API English Learners by Language (top three)

Mandarin	518	13.4%
Punjabi	289	7.5%
Farsi	268	7.0%
English Learner Total	3,856	100%

Oakland Unified

Asian and Pacific Islander	9,946	18.1%
District Total	55,051	100%

API English Learners by Language (top three)

Cantonese	2,691	13.9%
Vietnamese	1,392	7.2%
Khmer	1,072	5.5%
English Learner Total	19,344	100%

Appendix B

Asian Pacific Islanders in California 2003-04 Public Education Demographic Fact Sheet

(Source: California Department of Education, 2003-04)

Number of Students Enrolled in California Public Schools by Ethnicity

American Indian or Alaskan Native	52,706	0.8 %
Asian	504,537	8.0%
Pacific Islander	39,744	0.6%
Filipino	160,400	2.5%
Hispanic or Latino	2,898,115	46.0%
African American	510,613	8.1%
White (not Hispanic)	2,046,422	32.5%
Multiple or no response	86,237	1.4%
State Total	6,298,774	100.0%

Top 10 Unified School Districts by Number of API Students

(Note: Asian and Pacific Islander includes Asian, Pacific Islander, and Filipino)

Los Angeles Unified

Asian Pacific Islander	46,755	6.2%
District Total	747,009	100%

API English Learners by Language (top three)		
Korean	3,977	1.2%
Filipino	3,098	0.9%
Cantonese	1,661	0.5%
English Learner Total	326,893	100%

San Diego City Unified

Asian Pacific Islander	23,709	17.2%
District Total	137,960	100%

API English Learners by Language (top three)		
Vietnamese	1,806	4.7%
Filipino	1,414	3.6 %
Lao	529	1.4%
English Learner Total	38,790	100%

San Francisco Unified

Asian Pacific Islander	29,663	51.4%
District Total	57,805	100%

API English Learners by Language (top three)		
Cantonese	6,412	39.1%
Mandarin	722	4.4%
Filipino	651	4.0%
English Learner Total	16,391	100%

Fremont Unified

Asian Pacific Islander	15,345	48.3%
District Total	31,844	100%

API English Learners by Language (top three)		
Mandarin	952	19.4%
Cantonese	320	6.5%
Punjabi	294	6.0%
English Learner Total	4,918	100%

Garden Grove Unified

Asian Pacific Islander	15,005	30.0%
District Total	50,172	100%

API English Learners by Language (top three)

Vietnamese	6,222	25.2%
Korean	463	1.9%
Hmong	113	0.5%
English Learner Total	24,659	100%

Elk Grove Unified

Asian Pacific Islander	14,616	26.2%
District Total	55,613	100%

API English Learners by Language (top three)

Vietnamese	1,320	12.9%
Hmong	1,430	14.0%
Cantonese	602	5.9%
English Learner Total	10,213	100%

Sacramento City Unified

Asian Pacific Islander	12,066	23.2%
District Total	52,103	100%

API English Learners by Language (top three)

Hmong	3,388	22.4%
Cantonese	943	6.2%
Mien	791	5.2%
English Learner Total	15,110	100%

Long Beach Unified

Asian Pacific Islander	14,769	15.1%
District Total	97,560	100%

API English Learners by Language (top three)

Khmer	2,368	8.3%
Filipino	520	1.8%
Vietnamese	247	0.9%
English Learner Total	28,439	100%

Fresno Unified

Asian Pacific Islander	13,504	16.6%
District Total	81,408	100%

API English Learners by Language (top three)

Hmong	6,236	24.6%
Khmer	1,073	4.2%
Lao	859	3.4%
English Learner Total	25,319	100%

Oakland Unified

Asian Pacific Islander	8,558	17.0%
District Total	50,437	100%

API English Learners by Language (top three)

Cantonese	1,420	9.5%
Vietnamese	564	3.8%
Khmer	484	3.2%
English Learner Total	15,009	100%

Appendix C

English Learners in California 2003-04 Public Education Demographics

(Source: California Department of Education, 2003-04)

Number of Students Enrolled in California Public Schools by Ethnicity

American Indian or Alaskan Native	52,706	0.8 %
Asian	504,537	8.0%
Pacific Islander	39,744	0.6%
Filipino	160,400	2.5%
Hispanic or Latino	2,898,115	46.0%
African American	510,613	8.1%
White (not Hispanic)	2,046,422	32.5%
Multiple or no response	86,237	1.4%
State Total	6,298,774	100%

Top 10 Unified School Districts By Number of English Learners

Los Angeles Unified			San Diego City Unified		
English Learners by Language (top four)			English Learners by Language (top four)		
Spanish	305,405	93.4%	Spanish	31,407	81.0%
Armenian	4,142	1.3%	Vietnamese	1,806	4.7%
Korean	3,977	1.2%	Filipino	1,414	3.6 %
Filipino	3,098	0.9%	Lao	529	1.4%
English Learners Total	326,893	100%	English Learner Total	38,790	100%
District Total	747,009	100%	District Total	137,960	100%
Santa Ana Unified			Long Beach Unified		
English Learners by Language (top four)			English Learners by Language (top four)		
Spanish	37,513	98.2%	Spanish	24,325	85.5%
Vietnamese	284	0.7%	Khmer	2,368	8.3%
Khmer	197	0.5 %	Filipino	520	1.8%
Hmong	36	0.1%	Vietnamese	247	0.9%
English Learner Total	38,207	100%	English Learner Total	28,439	100%
District Total	62,874	100%	District Total	97,560	100%

Fresno Unified

English Learners by Language (top four)		
Spanish	16,250	64.2%
Hmong	6,236	24.6%
Khmer	1,073	4.2%
Lao	859	3.4%
English Learner Total	25,319	100%
District Total	81,408	100%

Garden Grove Unified

English Learners by Language (top four)		
Spanish	16,745	67.9%
Vietnamese	6,222	25.2%
Korean	463	1.9%
Arabic	133	0.5%
English Learner Total	24,659	100%
District Total	50,172	100%

Compton Unified

English Learners by Language (top four)		
Spanish	17,370	99.4%
Samoan	86	0.5%
Tongan	13	0.1%
Arabic	3	0.0%
English Learner Total	17,472	100%
District Total	32,486	100%

San Francisco Unified

English Learners by Language (top four)		
Cantonese	6,412	39.1%
Spanish	6,277	38.3%
Mandarin	722	4.4%
Filipino	651	4.0%
English Learner Total	16,391	100%
District Total	57,805	100%

Pomona Unified

English Learners by Language (top four)		
Spanish	15,320	95.7%
Khmer	168	1.0%
Vietnamese	95	0.6%
Mandarin	55	0.3%
English Learner Total	16,006	100%
District Total	35,412	100%

Montebello Unified

English Learners by Language (top four)		
Spanish	15,152	97.3%
Cantonese	119	0.8%
Armenian	100	0.6%
Korean	34	0.2%
English Learner Total	15,573	100%
District Total	35,952	100%

Appendix D

Language Translation Capacity and Activities of Top Ten API School Districts

Los Angeles Unified School District (LAUSD)

With a sizeable translation unit employing about 110 full-time and part-time staff, LAUSD has the capacity to translate documents on a regular basis into at least six major languages: Spanish, Vietnamese, Korean, Chinese, Russian, and Armenian. By far the biggest school district in the state, serving some 1.8 million children, LAUSD encounters tens of many languages when interacting with parents, and contracts with outside vendors for the translation of a limited number of documents into additional languages, including Tagalog, Farsi, and Japanese. LAUSD relies upon the California Department of Education (CDE) to provide Spanish translations for disciplinary and standardized testing information. The translation unit supplements CDE's Spanish documents with additional translations into the five other major languages listed above. As with many school districts, translation of information for parents about bilingual education and language immersion programs is the most extensive, provided in at least ten languages. General school enrollment forms and the district's "Parent-Student Handbook," are translated into the six major languages. Interestingly, LAUSD utilizes a standardized elementary school report card across the district that is translated into Spanish, Vietnamese, Korean, Chinese, Armenian, Tagalog, Russian, and Farsi.

San Francisco Unified School District (SFUSD)

Comprised of five employees, SFUSD's translation unit can translate documents into three languages: Chinese, Spanish, and Vietnamese. Individual school sites supplement translation through their own staff and volunteers. The district also contracts with outside vendors for translation into other languages. In order to inform LEP parents about state testing requirements, obligations, and results, SFUSD translates informational letters regarding STAR testing, the California High School Exit Examination, and California English Language Development Test into Spanish, Chinese, Tagalog, Vietnamese, and Russian. Parental waiver forms for English language immersion programs are translated into Spanish, Chinese, Korean, and Tagalog. School enrollment applications are available in Spanish, Chinese, and Vietnamese. Finally, the district's Parent Handbook, which includes information about parent rights and responsibilities, is translated into Spanish, Chinese, and Tagalog.

San Diego Unified School District (SDUSD)

Employing approximately ten employees in its translation unit, SDUSD staff can translate documents into Spanish, Cambodian, Hmong, Lao, Vietnamese, and Somali. The district contracts with outside translation services for Tagalog, Chinese, and selected African languages. Letters and informational brochures regarding STAR, CAHSEE, and CELDT testing are generally translated into Spanish and major Southeast Asian languages, including Cambodian, Hmong, Lao, and Vietnamese. Information about language immersion and bilingual education programs are translated into Spanish. Selected enrollment information is translated into Spanish as well. Finally, the district translates its general "Facts for Parent" handbook, which includes the state's new high school graduation requirements, into Spanish, Cambodian, Hmong, Lao, and Vietnamese.

Long Beach Unified School District (LBUSD)

Relying on approximately five staff who have additional responsibilities, LBUSD provides in-house translation in Lao, Vietnamese, Khmer, Spanish, Hmong, Russian, Hindi, and Tagalog. The district contracts with outside translation services for other languages. School sites may request translation on an as-needed basis. The district translates selected disciplinary notices and information into at least Spanish and Khmer. Informational forms that parents complete at the time of enrollment, including registration, emergency information, health history, and home language, among other things, are translated into Khmer, Lao, Thai, Chinese, Hmong, Spanish, Tagalog, Samoan, and Vietnamese. Guidelines for parents and information about parent rights are translated into Spanish and Khmer.

Fresno Unified School District (FUSD)

Like Long Beach, FUSD has sizeable Southeast Asian and Spanish-speaking populations. Translation is therefore regularly performed into Spanish, Vietnamese, Hmong, Lao, and Khmer. The district translates discipline related information for parents into those languages. In addition, parent notifica-

tion and information about state testing, including STAR, CAHSEE, and CELDT, are translated into at least Spanish, Hmong, Lao, and Khmer. Similarly, information about language immersion waivers are translated into the same languages. The district translates its application for student enrollment into Spanish, Hmong, and Lao. Finally, a parent notification and information handbook is translated into Spanish, Hmong, Lao, and Khmer.

Garden Grove Unified School District (GGUSD)

Lacking a formal translation unit, GGUSD uses district staff to perform translations on an as-needed basis into Spanish, Vietnamese, and Korean. The district translates selected disciplinary notifications to parents in these languages. In addition, GGUSD translates information and notifications to parents about state testing, including STAR, CAHSEE, and CELDT into Spanish, Vietnamese, and Korean as well. Parental waivers for language immersion programs are also translated into the three languages. An enrollment packet is available in Spanish and Vietnamese, while the district's home language survey is translated into 14 different languages. Elementary school report cards and the district's Parent-Student Handbook are translated into Spanish and Vietnamese.

Sacramento City Unified School District (SCUSD)

SCUSD's translation unit employs 16 full-time staff and 5 part-time parent advisers, who are able to translate in Hmong, Chinese, Russian, Vietnamese, and Spanish. The district informs parents of truancy and tardiness in Spanish, Chinese, Lao, Russian, and Vietnamese. Parents are also provided with information and notifications regarding STAR, CAHSEE, and CELDT testing in at least Spanish, Hmong, and Russian, with some selected translations also provided in Chinese, Lao, and Vietnamese. Parental notifications of waivers regarding language bilingual and language immersion programs are translated into Spanish. School enrollment information is translated into Hmong, Spanish, Russian, and Chinese. At the time of enrollment, the home language survey is translated into ten different languages. Finally, information about student behavior standards and notice of parent rights and responsibilities is provided in Hmong, Chinese, Vietnamese, Russian, and Spanish.

Fremont Unified School District (FUSD)

Without a formal translation unit, FUSD is still able to utilize staff with other responsibilities to translate into Chinese, Farsi, and Spanish by request only. Some school sites perform their own translation. A limited amount of information regarding STAR testing is translated into Chinese and Spanish. In addition, parent notifications regarding CELDT testing are translated into Spanish, Farsi, Chinese, Vietnamese, Korean, and Hindi. Some parent information regarding bilingual and language immersion is translated into Chinese. In addition, some general information for parents is translated by various school sites into Chinese and Spanish.

Elk Grove Unified School District (EGUSD)

Lacking a formal translation unit, EGUSD relies upon staff with other responsibilities for translation of documents into approximately ten different languages, including Punjabi, Hmong, Farsi, and Pashto. Information regarding school expulsion is translated into Spanish and Vietnamese. Parent notifications and informational letters regarding STAR and CAHSEE testing are translated into Chinese, Russian, Spanish, and Vietnamese. Parental notification regarding the CELDT is translated into approximately nine different languages to capture a diverse Asian community, including not only Chinese, but also South and Southeast Asian language communities. Student registration forms are translated into Spanish. A parent handbook, along with a code of conduct for students, are translated into Russian, Spanish, Chinese, and Vietnamese.

Oakland Unified School District (OUSD)

With a unit that can translate documents into at least Spanish, Chinese, Vietnamese, and Cambodian, OUSD provides LEP parents with an extensive array of information in at least those major languages. The district surpasses all other surveyed school districts in translating disciplinary-related information. Disciplinary conduct codes, procedures and forms, including evidentiary materials for hearings, are translated fairly comprehensively into the four languages. OUSD also conducted extensive outreach to parents about the CAHSEE in Spanish, Chinese, Vietnamese, and Cambodian. Similarly, notification to parents about the CELDT and information about bilingual and language immersion programs are translated into those languages. The district's parent guide is translated into Chinese, Vietnamese, and Spanish. Finally, OUSD translates a number of forms for lower-income family programs, such as reduced price lunches and school uniform financial aid, into Spanish, Chinese, Vietnamese, and Cambodian as well.

Summary: How School Districts Compare in Translating Critical Documents

Unified School Districts	Expulsion Materials	STAR Results Letter	CAHSEE Results Letter	CELDT Informational Brochure/Letter	Bilingual Education Waiver Form	Enrollment Forms/Registration
Los Angeles	Spanish	Armenian, Chinese, Korean, Russian, Spanish, Vietnamese	Spanish	Spanish	Chinese, Eastern Armenian, Farsi, Korean, Russian, Spanish, Tagalog, Vietnamese, Western Armenian	Armenian, Chinese, Korean, Russian, Spanish, Vietnamese
San Francisco	No translation	Chinese, Russian, Spanish, Tagalog, Vietnamese	Chinese, Russian, Spanish, Tagalog, Vietnamese	No translation	Chinese, Korean, Spanish, Tagalog	Chinese, Spanish, Vietnamese
San Diego	No translation	Cambodian, Spanish	Spanish	Cambodian, Hmong, Lao, Vietnamese	No translation	Spanish
Long Beach	Khmer, Spanish	No translation	No translation	No translation	No translation	Chinese, Hmong, Khmer, Lao, Samoan, Spanish, Tagalog
Fresno	Khmer, Lao, Spanish, Vietnamese	Hmong, Khmer, Lao, Spanish	Hmong, Khmer, Lao, Spanish	Hmong, Khmer, Lao, Spanish, Vietnamese	Hmong, Khmer, Lao, Spanish	Hmong, Lao, Spanish
Garden Grove	Spanish, Vietnamese	Korean, Spanish, Vietnamese	No translation	Korean, Spanish, Vietnamese	Korean, Spanish, Vietnamese	Spanish, Vietnamese
Sacramento City	No translation	No translation	No translation	No translation	Spanish	Cambodian, Chinese, Farsi, Hindi, Hmong, Lao, Punjabi, Russian, Spanish, Vietnamese
Fremont	No translation	No translation	No translation	No translation	No translation	No translation
Elk Grove	Spanish, Vietnamese	No translation	Chinese, Russian, Spanish, Vietnamese	No translation	N/A	Spanish
Oakland	Spanish, Vietnamese	No translation	No translation	No translation	Cambodian, Chinese, Spanish, Vietnamese	Chinese

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