

# PARENT PARTICIPATION and LCFF

*From the classroom to the boardroom,  
parents have the right to participate, regardless of their home language or immigration status.*

## PARENT ENGAGEMENT IN SCHOOL

Students and schools thrive when parents\* are engaged in their children's education. For example, teachers and principals are more likely to experience higher morale, test scores increase, and school programs are stronger. Parent involvement can look like:



Reading with your child at home, attending school meetings, volunteering in their classroom;



Making your voice heard when you believe your child's educational needs are not being met (including when your child has a disability, is an English Learner (EL), or is struggling to achieve);



Joining school and district committees and attending board meetings to improve educational opportunities and develop parent leadership for the benefit of all children in your community.

## WAYS TO GET INVOLVED

Parent involvement can take many forms. There is no "right" way to participate. Contact your child's school about any of these committees you'd like to join (other forums/committees may exist, these are only the ones required).

**SCHOOL COMMITTEES** include the SSC and the ELAC. Most if not all public schools in California must have an SSC. Schools with 21 or more English Learners (ELs) must have an ELAC.



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### School Site Council (SSC)

- **Membership:** Made up of parents, community members, students (high school), and school staff.
- **Duties:** Decide how the school spends federal & state dollars to benefit high-need students through the development of the School Plan for Student Achievement (SPSA).



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### English Learner Advisory Committee (ELAC)

- **Membership:** Made up of parents of ELs at the same percentage as the school's EL population. Other parents, community members, and school staff may also participate.
- **Duties:** Advise school and SSC on programs and services for ELs, including in the SPSA.



**DISTRICT COMMITTEES** include the PAC, DAC, and the DELAC. Every district must have a PAC or its equivalent. Districts with 15% or more ELs and 50 or more total ELs must have a DELAC.



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### Parent Advisory Committee (PAC)

- **Membership:** Must include parents of students eligible for free or reduced-price meals, foster youth, or ELs. Other parents, community members, and school staff may also participate.
- **Duties:** Advise the district in the development of its LCAP and comment on the plan.



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### District English Learner Advisory Committee (DELAC)

- **Membership:** Parents of ELs not employed by the district must constitute a majority (51% or more).
- **Duties:** Advise the district on programs & services for ELs, including LCAP implementation.



## Local Control Funding Formula (LCFF)

The LCFF, California's new school funding law:

- ✓ Emphasizes local over state-level decision-making;
- ✓ Provides districts more \$ to serve high-need students (low-income, English Learner, homeless & foster youth).
- ✓ Prioritizes parent & student participation in planning & decision-making.

## Local Control and Accountability Plan (LCAP)

Under LCFF, every district must create a 3-year plan to improve academic achievement, student & parent engagement, & school climate, among other state priorities. The LCAP describes goals for all students, including high-need students, and the district's planned actions and expenditures to meet those goals. Districts must engage parents & students in creating the LCAP & report outcomes in an Annual Update.

IMPORTANT DATES:

- ✓ Winter-Spring: District solicits input from PAC, DELAC & entire school community.
- ✓ May/June: District presents and adopts an LCAP for the

**PUBLIC  
ADVOCATES**  
MAKING RIGHTS REAL

\* By "parents," we include all students' guardians or caregivers.

# IMMIGRANT PARENT PARTICIPATION

## IMMIGRANT PARENTS HAVE THE RIGHT TO BE INVOLVED IN THEIR CHILD'S EDUCATION

Almost half of California's students have immigrant parents who speak a language other than English. Under California and Federal law, all parents, regardless of their ability to speak English, have the same right to participate in their child's education as parents who are fluent in English. In most cases, this means that parents who do not speak English or who are limited English proficient are entitled to translation of district and school documents and interpretation at school board meetings, parent-teacher conferences, and other district and school meetings.

In short, a person cannot be discriminated against based on the country they are from. These rights can be summarized as follows:

### RECEIVE NOTICES



#### Receive translated:

- ✓ Telephone communications
- ✓ Report cards, home notices, school calendars, and disciplinary notices
- ✓ Individualized Education Program
- ✓ Standardized test results including all tests taken by English Learners
- ✓ Notice of student's EL program

### DISTRICT INVOLVEMENT



#### Receive:

- ✓ LCAPs in your language
- ✓ Interpretation at School Board meetings, PAC, DAC, and DELAC
- ✓ Meeting agendas and materials in your language

### SCHOOL MEETINGS



#### Receive Translation and Interpretation services at:

- ✓ Parent Teacher Meetings
- ✓ School Meetings, including SSC and ELAC meetings
- ✓ IEP Meetings
- ✓ Informal meetings with school staff

**Legal authorities:** Cal. Education Code §§ 48985, 51101.1; Federal law: Every Student Succeeds Act § 1010, Title VI, Title III.

**Note:** Regardless of how many households speak a language other than English, districts have the obligation to provide student-specific notices to parents (e.g. test scores, IEPs, and disciplinary notices) in their home language. Under state and federal law, districts must take all reasonable steps to provide translation and interpretation services concerning general school and district matters, particularly if the lack of language access is excluding immigrant parent participation.

## IF YOU'RE HAVING TROUBLE PARTICIPATING BECAUSE YOU DON'T SPEAK ENGLISH, THERE ARE STEPS YOU CAN TAKE:

### STEP #1 Request



In writing, submit a request for translation or interpretation. If this is a school matter, give the note to your principal. If it's a district matter, give it to a district administrator.

**Always keep a copy of your correspondence, ideally with a date stamp from your school/district.**

### STEP #2 Appeal



If your initial request is not honored, appeal by sending another letter to the district superintendent, complaint office, or office of equity. Attach all initial correspondence.

### STEP #3 Seek legal assistance



If your school/district is still not engaging you in your language, contact legal support to help you file a complaint with your district or the U.S. Department of Education Office for Civil Rights (OCR).

### TIPS:

1. Requests can be written in your home language.
2. If possible, bring a friend to any meeting to serve as support and witness.
3. If the school/district wants to meet with you in person, do not feel obligated to go without an interpreter present.
4. If you know of a parent who cannot read, please kindly convey this information to them.
5. Immigration status is not required to participate in schools.

For help with filing a complaint or referrals to legal support, contact us at: (415) 431-7430 or [info@publicadvocates.org](mailto:info@publicadvocates.org). Contact OCR at (415) 486-5555.

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