

Superintendent's Response to LCAP DELAC Parent Advisory Committee Questions

How much impact does property tax have on schools?

The Local Control Funding Formula (LCFF) establishes the amount of revenue school districts receive, offset by local property taxes. The funding is defined in the LCFF, and our bucket of funding is completely filled for the state-set standard regardless of the amount of local property taxes received. If our local property taxes are higher than that state adopted base, we would receive the excess (otherwise known as Basic Aid). If we fall below that state adopted base, then the state picks up the difference and funds the district until the bucket is completely filled (otherwise known as the LCFF). So as an example, if we received \$15 million in property taxes locally and the amount of funding set in the LCFF is \$25 million, then we would receive the \$25 million adopted by the statewide standard set forth in the LCFF.

Students sometimes make incorrect decisions. Is there a plan to help them, not academically, but rather in a more personalized way? (Behavior, family, therapy, etc.)

Yes, our Local Control Accountability Plan (LCAP) provides for both academic and social-emotional support for students. In addition to an extra counselor at each high school, the LCAP includes support for Social Workers, Social Worker Interns, and a variety of supports know as Multi-Tiered System of Supports (MTSS). We also have strong partnerships with community organizations involved in this work. In this way, we align all available resources to best meet the needs of our students.

How can you help organize more support for parents on the DELAC board?

The DELAC parents will be trained in their home language in order to assist each member in carrying out his/her responsibility and assigned duties. In order to ensure that DELAC parents' voices are truly heard, the district English Learner Specialist will prepare a report for EUHSD Board following each DELAC meeting, so that any questions or concerns can be formally addressed if needed and the DELAC Board gets the all of the support they need.

How can the most performance in reclassification (of English Learners) be solved?

In order to improve the Reclassification rate in EUHSD, we have supports in place for our Newcomer English Learners as well as for our Long-Term English Learners and students at risk of becoming Long-Term English Learners. Our newcomer students receive designated English Language Development classes in addition to content core classes in a Structured English Immersion setting. These courses are taught mostly in English and with curriculum and presentations designed for students who are learning English.

Once students exit our newcomer English Learner program, they receive designated English Language Development in their English courses as well as language instruction in their core content classes. Recognizing that the time it takes for a student to become fluent in English can vary, our goal is to Reclassify our English Learner students as quickly as possible, while providing the language support they need for as long as they need it.

What is happening with the new staff such as the social workers and counselors that were implemented this year?

Our social workers and counselors were increased two years ago through the LCAP process. In this time, we have increased the number of contacts with students and parents at each of our sites. The metrics for this year are still being tabulated and will be reported in the LCAP as metrics under Goal 3: Support to Students.