



Eureka City Schools

2026-27 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-23	185	83.2	2.2%	.6%	6%	8%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The first year of Amplify Core Knowledge Language Arts for elementary was the 2023-24 school year. Extensive professional development was offered to all elementary grade level teams, reading intervention teachers, and education specialists by both Amplify trainers and the district Literacy Instructional Coach. Grade levels met three times during the 2024-25 and twice in the 2025-26 school year to refine their knowledge and practice, diving deeper into the curriculum. All grades K-12 created, administered, normed, and scored a grade-level writing benchmark that was also used for English Learner Reclassification. In 2025-26, elementary and high schools added a second benchmark writing. Year four of Teacher Clarity professional development occurred in 2025-26, focusing on going deeper and sustaining best teaching strategies and lesson design, along with regular instructional walks by site administrators, who asked three clarity questions of 6 students in 6 classrooms each week. A variety of professional development workshops during PD days, book clubs, and optional teacher academies were also offered. Teams of teachers and administrators attended various regional, state, and national conferences focused on implementing competency-based learning.

ECS offers a broad course of study that includes meeting all education codes and district board policies for graduation. Arts and music are taught at the elementary level, along with a wide variety of electives at the secondary level in both visual and performing arts, as well as in career technical education.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

Schools have developed systems at the elementary level to address family involvement, from parent meetings for all students to frequent informational mailers and phone calls that reach out to all families (or select families, depending on the situation). 2025-26 was the third year of Empathy Interviews and data collection at the elementary level. The elementary schools also host events that celebrate parental involvement. Events such as back-to-school nights, open houses, multicultural fairs, and ELAC can be both broad and specific in addressing the needs of parents in the setting.

At the middle school level, many of the same structures for engaging families are present as at the elementary level (mailers, all calls, open houses, back-to-school nights). The middle school employs a different practice for parent meetings, in which the student presents a "student-led parent conference." Both middle schools offer athletic programs with many students involved in a variety of extracurricular activities that are open to parents and the community. Both sites have wellness centers to offer support to students and families.

At the high school level, there are similar structures to the rest of the district (mailers, all calls, open house, back-to-school nights). Parent/community booster clubs for athletics, along with music and agriculture, are active and engaged. Three academic counselors address student success over their four-year high school career. The high school also has a Wellness Center that works with students, supports mental health and non-academic support, and refers families to community resources if needed.

All parents are encouraged to use the district-wide student information system, PowerSchool, to further communication between the sites and the home. Each site can post updates and events on the Power School home screen, which is also emailed to the parents ' provided emails. ECS has implemented online student registration and E-Collect for enrollment in summer school and after-school programs. Support for parents is available at school site

offices or the district office, with bilingual staff available. Kiosks are set up at each site for parent/guardian access, and site secretaries and after-school leads are trained to assist with enrollment.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

An area for improvement in this category is making student progress reports (grades and attendance) and classroom assignments even more accessible to parents and guardians through training and access to PowerSchool. Additional communication through regular updates to district and site websites and social media is also a goal. The district rolled out a completely revised website that includes all departments and school sites.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

A district-wide platform for school-to-home communication, Parent Square was implemented during the 25-26 school year. Ongoing training and reminders are needed to get all parents/guardians enrolled in the program. Maintaining accurate contacts in PowerSchool remains an issue; the district contracted with PowerSchool to clean up data on the system's backend to ensure correct functionality

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The District's Strategic Plan and the LCAP outline the goals for building and sustaining positive relationships with our families and the greater community. The District's LCAP contains the following planned actions and services for parent engagement:

- a. Outreach communications to families of English Learners, Foster and Homeless Youth, and socio-economically disadvantaged students highlight opportunities to participate in school events and decision-making forums.
- b. For the fourth year, the district utilized PIQE- Parent Institute for Quality Education- to reach Latino families based on feedback from the District English Learner Advisory Committee on the needs of families.
- c. The district Indian Education Parent Advisory Committee is active and helped coordinate a week-long celebration of California Native American Day in September, with events at all school sites and a culminating community event held at Eureka High School, featuring performances and local vendors.
- d. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, open stakeholder meetings facilitated by Community Schools, Board meetings, and online and paper surveys.

ECS staff understand the importance of strengthening positive relationships with our families. To this end, we leverage many tools to make meaningful connections, such as back-to-school nights, open houses, family nights, and parent conferences.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Moving forward, a focus for us is outreach to our EL families to encourage their involvement in ELAC and DELAC committees. ELAC participation has increased this year with the separation of Site Council and ELACs at multiple sites and support from Community Schools reaching out to parents. The District EL Coordinators meet regularly to discuss ways to increase parent participation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

ECS uses ThoughtExchange to capture the voices of our parent partners as an initial step in building a comprehensive parent engagement plan. Built with equity of voice in mind, ThoughtExchange will capture every perspective, linguistic group, and even the quietest of voices. The district superintendent, accompanied by several board members, held student listening sessions at each school, interviewing over 120 students. Responses were shared with the executive team and reported out at a School Board meeting.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Families meaningfully engage in District decision-making through school site councils, English Learner Advisory Committees, and PTAs, as well as through the parent/guardian version of the California Healthy Kids Survey and Thought Exchange LCAP survey. Community School Liaisons hosted listening sessions at each site to gather input on site-specific needs and priorities. Each site also held a data walk in conjunction with community schools to look at academic, attendance, and behavior data, along with resources available to support learners and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

An area for improvement is developing a coordinated plan that provides opportunities for families, teachers, principals, and district administrators to work together to plan, design, implement, and evaluate family engagement activities at the school and district levels. Many sites host family nights, such as literacy, STEM, and multicultural events.

The district received funding for Community Schools at three elementary sites for 2022-23 and all other sites for 2023-24. A large Community Schools advisory panel provides input for decision-making. Based on this input, all sites are implementing action plans.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district conducted data walks at each site through Community Schools. Sites tried different formats to encourage engagement and involvement. The most successful sites held the data walk alongside their open house.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

ECS utilized the California Healthy Kids Survey for 5th, 7th, 9th, and 11th-grade students, along with staff. The survey does not provide data by student group. Our LCAP focuses on two metrics—Caring Adult and School Connectedness. On the Caring Adults in School Scale Question, Elementary students reported 64% strongly agree or agree, middle school students reported 75% strongly agree or agree, and high school students reported 9th grade 56%, 11th grade 59%, and Zoe Barnum 63% strongly agree or agree. On the School Connectedness Scale Questions, Elementary students reported 63% strongly agree or agree, middle school students reported 63% strongly agree or agree, and high school students reported 9th grade 41%, 11th grade 38%, and Zoe Barnum 41% strongly agree or agree. On the question "Do you feel safe at school?", Elementary students reported 59% strongly agree or agree, middle school students reported % strongly agree or agree, and high school students reported % strongly agree or agree.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The comparison of California Healthy Kids Survey (CHKS) Section 6.4 data from 2024 to 2025 reveals a concerning overall increase in the percentage of students who feel connected to at least one caring adult at school. At the elementary level, the percentage increased from 55% in 2024 to 63% in 2025, an 8-point increase. Grade 7 also showed improvement, rising from 52% to 63%, suggesting success in fostering stronger connections with middle school students. However, other grade levels experienced notable declines. Grade 9 fell from 47% to 41%, while Grade 11 saw a drop—from 44% to 38%—indicating a decrease in perceived adult support among upperclassmen. Similarly, non-traditional (NT) students experienced a 14-point decline, from 55% to 41%. These trends point to a pressing need for high schools to re-evaluate and strengthen relationships between staff and students.

The 2025 California Healthy Kids Survey data for Section 6.4, which measures the percentage of students who feel connected to at least one caring adult at school, shows a mixed trend compared to 2024. There was an increase from 56% to 64% at the elementary level, indicating stronger adult-student connections in early education. In contrast, both Grade 7 and Grade 11 saw improvements, with Grade 7 increasing significantly from 61% to 75%. Grade 11 rose slightly from 65% to 66%, suggesting that middle and upper high school students may be experiencing stronger relationships with school staff. Grade 9 showed a minor increase from 55% to 56%, which may reflect transitional challenges entering high school. Grade 11 dropped from 66% to 59%, suggesting the need to emphasize relationships with older students. Non-traditional (NT) students experienced an increase from 58% to 63%, highlighting a potential when a site targets relationships. Overall, there was a positive trend in caring adult relationships.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Changes include routine use of student listening sessions at all sites including the superintendent, board members, cabinet members, and principals. Principals are rounding with both staff and students at some sites with the plan to spread to all sites. Questions include those related to perceived feelings of safety and connectedness. All sites will use the CHKS questions above as part of their BASICS scorecard and ask students to respond to the CHKS two times per year. The questions are being asked during 6x6 principal visits to classrooms to gather formative data and enable timely responses if a student does not feel connected or raises concerns.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Eureka City Schools tracks progress in meeting Priority 7 standards through the LCAP by undertaking a review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Additionally, course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

a. AVID is integrated across EHS, including elective classes for 9th-12th graders.

b. All 4th and 5th graders receive **music instruction**, while TK-3rd grades get 15-20 minutes weekly. Art (TK-3rd focus) and drama (4th-5th focus) were added at the elementary level in 2024-25. Additional Visual and Performing Arts (VAPA) sections were added at both middle schools and EHS, funded by Prop 28 Arts Education.

c. Instrument repair and replacement were supported at secondary sites, and many new instruments were purchased in 2024-25.

d. VAPA materials and supplies were provided for students.

e. Co-taught classes for resource students are offered at EHS (9th-12th ELA/math) and middle schools (6th-8th).

f. Loop English classes at EHS offer college prep for 9th-12th grade EL students (ELPAC level 3+). EHS now has 3 ELD sections, and Winship and Zane have 4, an increase across all sites. Elementary schools use Systematic ELD units.

G. GATE identification was completed in 4th grade.

h. County History Day was successful for some ECS 6th, 8th, 10th, and 11th graders. Many student VAPA projects were displayed, including the second annual ECS Arts Extravaganza.

i. Career Technical Education at EHS remains strong, with upgraded woodshop equipment funded by additional support.

j. Yearbook and leadership classes are available at Zane, and Agriculture Science and media production at Winship.

k. Nineteen EHS students received the Seal of Biliteracy for 2024-2025.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Students who graduate from ECS are prepared to experience success in a global society through multiple pathways, including access to visual and performing arts, CTE, and AVID classes. ECS also offers music starting in 4th grade. All students, including unduplicated students and students with exceptional needs, will have access to a broad course of study as prescribed by Education Code. Along with ELA and math at all levels, this includes science, social studies, VAPA, and PE at the elementary levels and health, world languages, CTE, and a variety of electives at the secondary level. There are staffing challenges in certain areas (such as special education, CTE, and math teachers).

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

- a. Maintain student access to advanced study through support for AVID at Eureka High School.
- b. Provide student access to elementary music programs.
- c. Provide funding to all secondary school sites for instrument repair and replacement to ensure access.
- d. Maintain available visual arts supplies and materials for students to ensure access.
- e. Continue to communicate a protocol for identifying potential GATE students, especially targeting students new to the District after 4th grade. Expand GATE activities at the middle schools.
- f. Outreach to community organizations and resources to support enrichment and project-based learning in History/Social Science, Science, CTE, and VAPA to support CCSS.
- g. Maintain and/or increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level with an emphasis on students in the unduplicated count. Work internships and curriculum/credits linked to career interests at Zoe Barnum.
- h. Ensure that CTE survey or elective courses are available to students beginning in middle school, with an emphasis on students in the unduplicated count
- i. Sustain pathways to achieve biliteracy, including offering Spanish 1 at the middle schools.
- j. Classroom aide allocation in TK-2nd.
- k. ELD support, reading intervention, and math intervention at all elementary and middle school sites. ELD and math support at 9-12.
- l. Increase dual and concurrent enrollment opportunities for high school students.
- m. Adequate funding for CTE materials and supplies.