2026-27 Local Control and Accountability Plan (LCAP) Overview

Eureka City Schools

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will Improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
African American	1.6%
American Indian	3.7%
Asian	9.9%
Filipino	0.5%
Hispanic/Latino	27.9%
Pacific Islander	1.7%
White	41.6%
Two or More Races	13.1%

Student Group	Percent of Enrollment
English Learners	14.2%
Low Income	61,1%
Foster Youth	1.1%

Our Community



Eureka, Cutten, South Bay , Freshwater, Garfield, and Kneeland Communities Served



3372 Students

10 Schools

560 Staff

2026-27 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	$36,602,163.00
Other State Funds	$13,536,673.00
Local Funds	$829,789.00
Federal Funds	$3,010,644.00
Total Funds	$53,979,269.00

Type	Totals
Personnel	$47,297,132.00
Non-Personnel	$6,682,137.00

2026-27 LCAP Goals and Services

GOAL

1	**All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.** **Focus Goal 1.1: All students, including subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science.** **Focus Goal 1.2: Ensure all students have access to a multi-tiered system of support for ELD instruction, leading to improved progress and EL Reclassification Rates.** **Focus Goal 1.3: We will increase the number of students who are CTE pathway completers along with the number of students who are CTE pathway and A-G completers.** **Focus Goal 1.4: .Increase the percentage of students who meet A-G eligibility for the UC and CSU systems.** **Focus Goal 1.5: Increase the percentage of students in 11th grade who are "prepared" according to the College and Career Indicator on the CA Dashboard.** **Focus Goal 1.6: Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled in a dual enrollment course.** **Focus Goal 1.7: Ensure all teachers are highly qualified by being appropriately credentialed and assigned and support staff is appropriately placed.** **Focus Goal 1.8: Retain highly qualified teachers and decrease the number of teachers on special permits.** **Focus Goal 1.9: Retain highly qualified classified staff in roles that directly serve or interact with students.** **Focus Goal 1.10: Maintain class size average in 4th-12th grades lower than contractual requirements.**

1.1	**All students, including lowest performing subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science. (Measured by Metrics 1.1, 1.2. 1.3 Academic Achievement)** The materials and supplies for the ELA, Math and Science indicators.	$717,414.00	**All Students**
1.2	**Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students. (Measured by Metrics 1.4 and 1.5)** Provide EL Techs and EL Intervention teachers at each site to provide multi-tiered ELD support. Additional EL tech hours are added at the middle school level to support LTEL students.	$1,127,618.00	**English Learners**
1.3	**CTE Pathway Completion Rates (measured by Metric 1.7)** Provide CTE sections and class options for students to complete CTE courses. Also provide the equipment and materials necessary to complete the CTE classes.	$940,858.00	**All Students**
1.4	**Increase the percentage of students who meet A-G eligibility for the UC and CSU systems (measured by Metric 1.8)**		

	Providing additional sections of A-G courses to provide opportunities for completion. Fund a guidance counselor to direct students on best steps for success. All high school students have access to a broad course of study with A-G classes.		**All Students**
1.5	**Percentage of students classified as College and Career Ready on the CCI Indicator. (measured by Metric 1.10)** Students qualify as prepared on CCI indicator- A-G, CAASPP met or exceeded, Seal of Biliteracy, CTE pathway completers, AP test passing, Dual Enrollment, Work Based Learning. All high school students have access to a broad course of study including world language, visual and performing arts, and CTE classes.		**All Students**
1.6	**Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled in a dual enrollment course. (measured by Metric 1.11)** Access to variety of Advanced Placement courses starting in 10th grade		**All Students**
1.7	**Highly Qualified Teachers and support staff (measured by Metrics 1.12)** Ensure all teachers are highly qualified by being appropriately credentialed and assigned and that support staff is appropriately placed. Staff will support and monitor the lowest-performing schools and school-level student groups as monitored in each site's individual Single Plan for Student Achievement (SPSA). 26-27 LREBG Action: Eureka City Schools (ECS) will ensure teachers are appropriately credentialed and assigned and that support staff are strategically placed to address identified student and school needs. Staffing decisions are informed by the district's needs assessment, including BASIC Scorecard data, SPSA metrics, and performance of the lowest-performing schools and student groups. Explanation of evidence based research is in question #4 for goal analysis. We will use metrics 1.12, 1.13 and 1.14 to monitor effectiveness. For 2026–27, LREBG resources will support evidence-based strategies designed to recruit, retain, and strengthen highly qualified staff while increasing instructional coherence and student access to rigorous learning opportunities. Specialized positions, including the Learning Progressions TOSA and Pathways and Partnerships TOSA, provide job-embedded support to educators, strengthen vertical alignment and learning progressions, expand high-quality instructional practices, and coordinate college and career pathways. These strategies align with research demonstrating that coherent curriculum, clearly articulated learning progressions, and sustained instructional support improve teachers' ability to differentiate instruction and accelerate student learning. The district will monitor implementation and impact through staffing and credentialing data, BASIC Scorecard indicators, SPSA metrics, and student outcomes, including CAASPP, CAST, A–G, CTE, and dual enrollment measures.	$37,807,018.00	**All Students**
1.8	**Teacher retention (measured by Metrics 1.12 and 1.13)** Retaining highly qualified teachers will serve unduplicated students by providing consistent, high-quality education, fostering solid student-teacher relationships, and offering tailored support to meet diverse needs.	$1,110,756.00	**English Learners** **Foster Youth**

			Low Income
1.9	**Classified staff to support students- retention (measured by Metrics 1.1, 1.2, 1.3 and 1.14)** Classified staff to support students as BCBAs, classroom aides, monitors, for academic and social emotional support	$7,467,178.00	**English Learners** **Foster Youth** **Low Income**
1.10	**Class Size 4th through 12th (measured by Metric 1.15)** Maintain class size average in core classes grades 45h-5th, 6th-8th, and 9th-10th lower than contractual limits	$900,000.00	**English Learners** **Foster Youth** **Low Income**

GOAL

2

Every student will have access to high-quality instructional materials that are aligned with the adopted curriculum while attending school in safe, clean, and well-maintained facilities.
2.1 Access to high-quality instructional materials
2.2 Safe, clean and well maintained facilities

2.1	**2.1 Sufficiency of Instructional Materials** The Williams Act ensures that all students, regardless of their status, have equal access to the necessary instructional materials. This is partially funded by LREGB funds for 2026-27.	$1,377,266.00	**English Learners** **Foster Youth** **Low Income**
2.2	**2.2 Facility Inspection Tool** School facilities will be maintained and in good repair	$2,234,580.00	**All Students**
2.3			

GOAL

3	**Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.** **Focus Goal 3.1: Increase student attendance with an emphasis on improving attendance for targeted groups.** **Focus Goal 3.2: Increase graduation rates for all students.** **Focus Goal 3.3: Decrease high school and middle school dropout rates.**		
3.1	**3.1 a- 3.1b Student Average Daily Attendance and chronic absenteeism** Decrease chronic absenteeism, an area of focus for technical assistance	$56,415.00	 **All Students**
3.2	**3.2 Graduation Rate** 'Teachers and counselors will focus on increasing graduation rates for all students including sub groups for unduplicated and those in the lowest performing groups. Costs captured in action 1.7.		 **All Students**
3.3	**3.3 a - 3.3b Dropout Rate** Teachers, counselors and support staff will focus on decreasing dropout rate for all students including sub groups for unduplicated and those in the lowest performing groups. Costs captured in action 1.7.		 **All Students**

GOAL

4	**Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected.** **4.1 Reduce suspension rates for students with a focus on disproportionality between all subgroups.** **4.2 Decrease expulsion rate.** **4.3 Increase the percentage of students who report a caring adult** **4.4 Increase the percentage of students who report feeling connected at school.** **4.5 Promote parent/guardian involvement through empathy interviews at elementary**		
4.1	**4.1 Reduce percentage of students suspended including lowest performing groups** Administrators, teachers, counselors and support staff will focus on reducing percentage of students suspended including unduplicated and lowest performing sub groups. Costs captured in action 1.7.		 **All Students**
4.2	**4.2 Decrease expulsion rate** Administrators, teachers, counselors and support staff will focus on reducing percentage of students expelled including unduplicated and lowest performing sub groups. Cost captured in action 1.7.		 **All Students**
4.3	**4.3 a - 4.3 b Connectedness to school and caring adult** Administrators, teachers, counselors and support staff will focus on ensureing all students feel connected to school and a caring adult as measured by the BASICS scorecard and CHKS. Cost captured in action 1.7.		 **All Students**

4.4	**4.4 Parent engagement through empathy interviews and parent conferences** Teachers will increase parent participation in empathy interviews and parent conferences. Cost captured in action 1.7.		**All Students**

GOAL 5

We will improve student outcomes using local data to inform decision-making and drive targeted interventions.
5.1 mCLASS Universal Screener
5.2 IXL for ELA and math

5.1	**Amplify mCLASS data- reading at grade level** Utilize mCLASS at elementary to monitor student progress in ELA. Costs captured in action 2.1.		**All Students**
5.2	**5.2a - 5.2b IXL data for ELA and math** Utilize IXL at elementary- math and middle and high school to monitor student progress in ELA and math. Costs captured in action 2.1.		**All Students**

Educational Partner	Major Changes for 2026-27	We Want to Increase	We Want to Decrease
		English Language Arts Performance on CAASPP: The overall performance level on the English Language Arts portion of the CAASPP test has declined by 7.3 points. Additionally, the following student groups showed an additional decline: Foster Youth, Homeless Youth, Students with Disabilities and American Indian. For 2017-2018, each elementary site was provided additional reading intervention services and increased ELD services. Teachers received training in Constructing Meaning in grades 3rd-8th. In 2018-2019, the supported use of CAASPP interim assessments will directly support this area of need. Math Performance on CAASPP: The overall performance level (for grades 3-8 and grade 11) on the Mathematics portion of the CAASPP test has declined by 11.7 points. Additionally, the following student groups showed an additional decline: Students with Disabilities and American Indian. For 2017-2018, many grade levels received professional development in math instruction. In 2018-2019, we predict that with the supported use of CAASPP math interim assessments we will see	Suspension Rate: Our Homeless Youth, Pacific Islander and students of two or more races were suspended at a rate of 2 performance levels above “all students.” The District continues to focus on school climate and has strengthened this area across sites by providing a behavior coach, restorative practice coordinator and staff training, family outreach programs and the addition of “culturally responsive” curriculum and teaching strategies to improve climate outcomes for these identified groups. Chronic Absenteeism The overall Chronic Absenteeism rate is 16.8 %. There are two student groups that show a rate significantly above this. These groups are American Indian and students who identify with two or more races. Schools are working diligently to encourage attendance and are recognizing positive increases. Such measures include calling families, conducting home visits, providing classroom incentives, using A2A attendance data tacking software, and posting a visible "attendance scoreboard" in a prominent place within the schools.