

# **Carpinteria Unified School District**

## **2024-2027 LCAP**

**June 9, 2026**

# Goal 1: Increase student learning with high quality standards-based instruction that is differentiated for every student

ACTIONS		
Elementary	Middle School	High School
<ul style="list-style-type: none"> <li>• Small class size 20:1</li> <li>• DLI Program</li> <li>• Tier 2 reading intervention</li> <li>• Explicit phonics instruction</li> <li>• Targeted small group instruction</li> <li>• Designated ELD instruction</li> <li>• PLCs weekly monitoring/analyzing student learning</li> <li>• Grade level teams</li> <li>• Bridge unit assessments</li> <li>• Extended learning opportunities</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Small class size 23:1</li> <li>• DLI Program</li> <li>• Performance-based grouping</li> <li>• Before school reading intervention</li> <li>• After school targeted tutoring</li> <li>• Instructional coaching for teachers</li> <li>• Designated ELD Instruction</li> <li>• PLCs monthly monitoring/analyzing student academic progress</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Small class size 26:1</li> <li>• PLCs monthly monitoring/analyzing student academic progress</li> <li>• Student Success Center</li> <li>• Advisory period</li> <li>• Professional development</li> </ul>

# Goal 1: Increase student learning with high quality standards-based instruction that is differentiated for every student

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
CAASPP English Language Arts	<p><b>2023 Data:</b>  <b>All Students:</b>            38% 5th grade            39% 8th grade            39% 11th grade</p>	<p><b>2025 Data:</b>  <b>All Students:</b>  <b>45% 5th grade</b>            36% 8th grade  <b>50% 11th grade</b></p>	<p>More than 60% of students in grade 5 and more than 50% of students in grades 8 and 11 will meet or exceed standard in English Language Arts</p>	<p>Students met or exceeded standard:  <b>5th grade, +7%</b>            8th grade, -3%  <b>11th grade, +11%</b></p>
STAR Reading	<p><b>English Learners:</b>            8% 5th grade            0% 8th grade            0% 11th grade</p> <p><b>Economically Disadvantaged:</b>            31% 5th grade            35% 8th grade            35% 11th grade</p> <p><b>Students with Disabilities:</b>            4% 5th grade            17% 8th grade            5% 11th grade</p> <p>31% <b>Hispanic</b>            69% <b>White</b></p> <p>33% <b>Economically Disadvantaged</b>            62% <b>Non-Economically Disadvantaged</b></p> <p><b>3rd Grade STAR Reading: 4.0</b>            grade level</p>	<p><b>English Learners:</b>  <b>15% 5th grade</b>            NA 8th grade            NA 11th grade</p> <p><b>Economically Disadvantaged:</b>  <b>38% 5th grade</b>            31% 8th grade  <b>43% 11th grade</b></p> <p><b>Students with Disabilities:</b>  <b>10% 5th grade</b>            10% 8th grade  <b>8% 11th grade</b></p> <p><b>38% Hispanic</b>  <b>74% White</b></p> <p><b>39% Economically Disadvantaged</b>  <b>68% Non-Economically Disadvantaged</b></p> <p><b>Grade 3 STAR Reading: 4.2</b>            grade level (May 2026)</p>	<p>15% increase for English learners meet or exceed standard</p> <p>15% increase for economically disadvantaged meet or exceed standard</p> <p>15% increase for students with disabilities meet or exceed standard</p> <p>Decrease the gap to 25 or less percentage points between White and Hispanic students</p> <p>Decrease the gap to 15 or less percentage points between Economically Disadvantaged and Non-Economically Disadvantaged students</p> <p>Average Grade Level on Grade 3 STAR Reading will be 3.9 or higher</p>	<p><b>English Learners:</b>  <b>5th grade, +7%</b>            8th grade, NA            11th grade, NA</p> <p><b>Economically Disadvantaged:</b>  <b>5th grade, +7%</b>            8th grade, -4%  <b>11th grade, +8%</b></p> <p><b>Students with Disabilities:</b>  <b>5th grade, +6%</b>            8th grade, -7%  <b>11th grade, +3%</b></p> <p>Gap between White and Hispanic students <b>decreased 2%</b></p> <p>Gap between Economically Disadvantaged and Non-Economically Disadvantaged students remained the same</p> <p>3rd Grade STAR Reading grade level increased <b>0.2</b></p>

**Renaissance STAR Reading** (online assessment that measures students' growth, identifies specific skills they have mastered, all of which are aligned to the state standards)

	ALISO				CANALINO/CFS				SUMMERLAND	
	Early Literacy	Reading	Early Lit Spanish	Reading Spanish	Early Literacy	Reading	Early Lit Spanish	Reading Spanish	Early Literacy	Reading
K	0.5		1.2		0.5		1.8		1.7	
1st	1.5	3.7	2.9	1.8	1.2	2.9	2.2	2.2	2.4	2.1
2nd		2.7		3.5		3.0		3.0		2.8
3rd		3.8		4.6		4.1		4.3		5.8
4th		4.2		4.9		5.5		4.6		5.4
5th		7.0				5.7		5.2		7.7

# Goal 1: Increase student learning with high quality standards-based instruction that is differentiated for every student

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
CAASPP Math  STAR Math	<p><b>2023 Data:</b></p> <p><b>All Students:</b>            26% 5th grade            39% 8th grade            27% 11th grade</p> <p><b>English Learners:</b>            8% 5th grade            17% 8th grade            0% 11th grade</p> <p><b>Economically Disadvantaged:</b>            18% 5th grade            35% 8th grade            20% 11th grade</p> <p><b>Students with Disabilities:</b>            4% 5th grade            18% 8th grade            0% 11th grade</p> <p>26% <b>Hispanic</b>            67% <b>White</b></p> <p>28% <b>Economically Disadvantaged</b>            57% <b>Non-Economically Disadvantaged</b></p> <p><b>3rd Grade STAR Math:</b> 4.2 grade level</p>	<p><b>2025 Data:</b></p> <p><b>All Students:</b>  <b>33% 5th grade</b>            25% 8th grade  <b>31% 11th grade</b></p> <p><b>English Learners:</b>  <b>14% 5th grade</b>            NA 8th grade            NA 11th grade</p> <p><b>Economically Disadvantaged:</b>  <b>26% 5th grade</b>            18% 8th grade  <b>26% 11th grade</b></p> <p><b>Students with Disabilities:</b>  <b>10% 5th grade</b>            11% 8th grade            0% 11th grade</p> <p><b>28% Hispanic</b>  <b>70% White</b></p> <p><b>29% Economically Disadvantaged</b>  <b>60% Non-Economically Disadvantaged</b></p> <p><b>Grade 3 STAR Math:</b> 4.0 grade level (May 2026)</p>	<p>More than 40% of students in grades 5 and 11 and more than 50% of students in grade 8 will meet or exceed standard in math</p> <p>15% increase for English Learners meet or exceed standard</p> <p>15% increase for economically disadvantaged students meet or exceed standard</p> <p>15% increase for students with disabilities meet or exceed standard</p> <p>Decrease the gap to 25 or less percentage points between White and Hispanic students</p> <p>Decrease the gap to 15 or less percentage points between Economically Disadvantaged and Non-Economically Disadvantaged students in math</p> <p>Average Grade Level on Grade 3 STAR Math will be 3.9 or higher</p>	<p><b>Students met or exceeded standard</b>  <b>5th grade, +7%</b>            8th grade, -14%  <b>11th grade, +4%</b></p> <p><b>English Learners:</b>  <b>5th grade, +6%</b>            8th grade, NA            11th grade, NA</p> <p><b>Economically Disadvantaged:</b>  <b>5th grade, +8%</b>            8th grade, -17%  <b>11th grade, +6%</b></p> <p><b>Students with Disabilities:</b>  <b>5th grade, +6%</b>            8th grade, -7%            11th grade, 0%</p> <p>Gap between White and Hispanic students increased 2%</p> <p>Gap between Economically Disadvantaged and Non-Economically Disadvantaged students increased 2%</p> <p>3rd Grade STAR Math grade level decreased 0.2</p>

**Renaissance STAR Math** (online assessment that measures students' growth, identifies specific skills they have mastered, all of which are aligned to the state standards)

	ALISO		CANALINO/CFS		SUMMERLAND
	Math	Math Spanish	Math	Math Spanish	Math
1st	1.6	1.7	1.9	2.0	2.0
2nd	3.0	4.7	3.3	3.6	2.7
3rd	4.0	4.8	4.0	3.6	4.6
4th	4.3	3.9	5.2	6.8	5.8
5th	7.5		6.8	7.2	9.3

# Goal 1: Increase student learning with high quality standards-based instruction that is differentiated for every student

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
English Language Proficiency Assessment of California (ELPAC) Score of 4	<b>2023 Data:</b> 20.2% scored a 4 on the ELPAC	<b>2025 Data:</b> 17.5% scored a 4 on the 2024-25 ELPAC	30% or more English learners will score proficient on the ELPAC	Students who scored proficient on the ELPAC decreased 2.7%
English Learner Progress Indicator (ELPI)	55.1% of English Learners are making progress towards English language proficiency	52.6% of English Learners are making progress towards English language proficiency	50% of English learners will make progress towards English language proficiency	Percent of English Learners making progress towards English language proficiency decreased 2.5%
Reclassification rates	17.1% English learners were reclassified by grade 6 (79 students)	13.2% English learners were reclassified by grade 6 (38 students)	20% or more English learners will be reclassified by grade 6	English learners who were reclassified by grade 6 decreased 3.9%
Long Term English Learners (LTEL)	11.5% are Long Term English Learners	<b>4.8%</b> are Long Term English Learners	Long Term English Learners will decrease to less than 5%	Long Term English Learners <b>decreased 6.7%</b>
Student Grades	<b>CMS:</b> 69% of students earned a 3.0 or higher GPA the Fall Semester 2022, with a school average GPA of 3.22 <b>CHS:</b> 74% of students earned a 3.0 or higher GPA the Fall Semester 2022, with a school average GPA of 3.45	<b>CMS:</b> <b>70%</b> of students earned a 3.0 or higher GPA the Fall Semester 2024, with a school average GPA of <b>3.20</b> <b>CHS:</b> <b>77%</b> of students earned a 3.0 or higher GPA the Fall Semester 2024, with a school average GPA of <b>3.61</b>	70% or more students in grades 6-12 students will earn a 3.0 or higher cumulative GPA	<b>CMS:</b> percent of students who earned a 3.0 or higher GPA <b>increased 1%</b> <b>CHS:</b> percent of students who earned a 3.0 or higher GPA <b>increased 3%</b>

# Goal 1: Increase student learning with high quality standards-based instruction that is differentiated for every student

Metric	Baseline	Year 1 Outcome	Target for Year 3	Current Difference from Baseline
Williams Act % of students who have access to instructional materials	100% of students have access to instructional materials	100% of students have access to instructional materials	100% of students will access to instructional materials	<b>Met goal</b>
CALPADS Data % of teachers who are appropriately assigned and fully credentialed	2022-23 Data 86.8% of teachers are appropriately assigned and fully credentialed	2024-25 Data 86.4% of teachers are appropriately assigned and fully credentialed	100% of teachers are appropriately assigned and fully credentialed	Percent of teachers appropriately assigned and fully credentialed remained the same
Local Indicators Implementation of state standards	Full Implementation in all academic state standards: ELA, ELD, Math, NGSS, Social Science, CTE, Health Education, Physical Education, Visual and Performing Arts, World Language	Full Implementation in all academic state standards: ELA, ELD, Math, NGSS, Social Science, CTE, Health Education, Physical Education, Visual and Performing Arts, World Language	Full implementation and sustainability in all academic state standards	<b>Met goal</b>
Local Indicators % of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	<b>Met goal</b>

## Goal 2: All students will actively engage in learning and participate in a positive school culture in partnership with parents

ACTIONS		
Elementary	Middle School	High School
<ul style="list-style-type: none"> <li>• Monitor daily student attendance</li> <li>• Mental Health Teams</li> <li>• Counselors, Psychologists, and Mental Health Therapists</li> <li>• Social Emotional Learning lessons</li> <li>• Enrichment activities</li> <li>• Parent Square communication</li> <li>• Teacher-Parent Conferences</li> <li>• Coffee with the Principal</li> <li>• Parent Group meetings</li> <li>• Family activity nights</li> <li>• Family Picnics</li> <li>• Cultural Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor daily student attendance</li> <li>• Mental Health Teams</li> <li>• Counselors, Psychologists, and Mental Health Therapists</li> <li>• Extended Learning Opportunities Program</li> <li>• Parent Square Communication</li> <li>• Coffee with the Principal</li> <li>• Parent Group meetings</li> <li>• Family activity nights</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor daily student attendance</li> <li>• Mental Health Teams</li> <li>• Counselors, Psychologists, and Mental Health Therapists</li> <li>• AHA-Social Emotional Skills</li> <li>• Parent Square Communication</li> <li>• Coffee with the Principal</li> <li>• Parent Group meetings</li> <li>• Parent Booster Clubs</li> <li>• Family activity nights</li> </ul>

## Goal 2: All students will actively engage in learning and participate in a positive school culture in partnership with parents

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
CHKS: school connectedness, academic motivation, and high expectations	2023-24: Average for grades 7th, 9th & 11th School connectedness: 88% Academic motivation: 89% High expectations: 93%	2025-26: Average for grades 7th, 9th & 11th School connectedness: <b>92%</b> Academic motivation: <b>92%</b> High expectations: <b>95%</b>	Average for grades 7th, 9th & 11th School connectedness: 90% or higher Academic motivation: 90% or higher High expectations: 90% or higher	School connectedness, academic motivation and high expectations increased for all grades  <b>Met target</b>
CHKS: school safety	2023-24: Schools are safe Average for grades 7th, 9th & 11 <sup>th</sup> : 92% Staff - 98% Parents - 95%	2024-25: Schools are safe Average for grades 7th, 9th & 11 <sup>th</sup> : <b>97%</b> Staff - 97% Parents - 88%	Schools are safe: Average for grades 7th, 9th & 11th - 90% or higher Staff - 90% or higher Parents - 90% or higher	Students who reported schools are safe increased  <b>Met target for students and staff</b>
CHKS: Parent participation in school conferences and events	2023-24: Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school was 74%	2024-25: Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school was 68%	Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school will be 72% or higher	Average attendance at school events decreased 2%

**Goal 2:** All students will actively engage in learning and participate in a positive school culture in partnership with parents

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
Attendance rates	2023-24 94.1% Average Daily Attendance	2025-26 (P-2) <b>94.4%</b> Average Daily Attendance	95% or higher Average Daily Attendance	Average daily attendance <b>increased 0.3%</b>
Chronic Absenteeism	2023-24 17% chronic absenteeism	2025-26 (May) 14.3% chronic absenteeism	10% or less chronic absenteeism	Chronic absenteeism <b>decreased 2.7%</b>
Suspension and Expulsion rates	2023-24 6% suspension rate 0.1% expulsion rate	2025-26 (May) 5.9% suspension rate 0.05% expulsion rate	5% or less suspension rate 1% or less expulsion rate	Suspension rate remained the same Expulsion rate <b>decreased .05%</b>

# Goal 3: All students will graduate from high school and be college & career ready

## ACTIONS

### Middle School

- Computer Science courses
- Introductory CTE Wheel
- AVID classes

### High School

- Financial Literacy
- CTE Pathways industry experience
- CTE Pathways industry certification
- Classroom Hosted Industry Partnerships (CHIP)
- Recognition program for CTE Pathways completers
- Alignment of SBCC courses with CTE Pathways
- College parent workshops
- College field trips and college exploration activities
- AVID classes
- Student Success Center
- SBCC qualifications to teach Dual Enrollment courses
- Early College
- CCGI implementation
- CSU Early Admissions Program

## Goal 3: All students will graduate from high school and be college & career ready

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
Graduation rates	2022-23: 93.9% graduation rate	2024-25: 92.8% graduation rate	100% of seniors will graduate from high school	Graduation rate decreased 1.1%
College and Career readiness rates	2022-23: 66.1% college and career prepared	2024-25: 69.7% college and career prepared	70% of graduates will be college and career ready	Students prepared for college and career <b>increased 3.6%</b>
UC/CSU requirements	2022-23: 55.8% of graduates met UC/CSU requirements	2024-25: 54.2% of graduates met UC/CSU requirements	65% of graduates will meet the UC/CSU requirements	Graduates meeting UC/CSU requirements decreased 1.6%
Advanced Placement (AP) exams. Students who scored a 3 or higher on at least two AP exams	2022-23: 28.4% of students tested scored a 3 or higher on at least two AP exams	2024-25: 18.5% of students tested scored a 3 or higher on at least two AP exams	30% of students tested will score a 3 or higher on two AP exams	Students tested scored 3 or higher on two AP exams decreased 9.9%
Enrollment in AP/Honors and Dual Enrollment courses	2023-24: 65% of students are enrolled in AP, Honors or Dual Enrollment courses	2025-26: <b>73%</b> of students are enrolled in AP, Honors or Dual Enrollment courses	75% or more students will enroll in AP, Honors or Dual Enrollment courses	Students enrolled in AP, Honors or Dual Enrollment courses <b>increased 8%</b>

## Goal 3: All students will graduate from high school and be college & career ready

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
Students who completed at least one CTE Pathway	2022-23: 47.9% of students completed at least one CTE Pathway	2024-25: 35.3% of students completed at least one CTE Pathway	55% or more students will complete a CTE Pathway	Students who completed at least one CTE Pathway decreased 12.6%
Enrollment in CTE courses	2023-24: 55% of students are enrolled in CTE courses	2025-26: 45% of students are enrolled in CTE courses	60% or more students will enroll in CTE courses	Students enrolled in CTE courses decreased 10%
Students who met UC/CSU requirements and completed at least one CTE Pathway	2022-23: 30.9% of graduates met UC/CSU requirements and completed at least one CTE Pathway	2024-25: 20.3% of graduates met UC/CSU requirements and completed at least one CTE Pathway	35% or more graduates will meet UC/CSU requirements and at least one CTE Pathway	Graduates who met UC/CSU requirements and at least one CTE Pathway decreased 10.6%
State Seal of Biliteracy	2022-23: 12.9% of graduates earned the State Seal of Biliteracy	2024-25: <b>24.8%</b> of graduates earned the State Seal of Biliteracy	20% or more students will earn the State Seal of Biliteracy	Students who earned the State Seal of Biliteracy <b>increased 11.9%</b>
High School dropout rates	2022-23: 1.8% high school dropout rate	2024-25: 2% high school dropout rate	1% of less high school dropout rate	High School dropout rate increased 0.2%

# Goal 4: Facilities are safe, updated and well-maintained for all students and staff

ACTIONS		
Elementary	Middle School	High School
<ul style="list-style-type: none"> <li>• Clean and well-maintained facilities</li> <li>• Technology tools and resources</li> <li>• School safety teams</li> <li>• Standard Response Protocol</li> <li>• Enrichment activities</li> <li>• Measure U Project - Aliso TK/K Building</li> </ul>	<ul style="list-style-type: none"> <li>• Clean and well-maintained facilities</li> <li>• Technology tools and resources</li> <li>• School safety teams</li> <li>• Security personnel</li> <li>• Standard Response Protocol</li> </ul>	<ul style="list-style-type: none"> <li>• Clean and well-maintained facilities</li> <li>• Technology tools and resources</li> <li>• School safety teams</li> <li>• Security personnel</li> <li>• Standard Response Protocol</li> </ul>

# Goal 4: Facilities are safe, updated, and well-maintained for all students and staff

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
CHKS: clean and well-maintained facilities	2023-24: Schools are clean and well-maintained Average for grades 7th, 9th & 11 <sup>th</sup> : 83% Staff: 87% Parents: 95%	2025-26: Schools are clean and well-maintained Average for grades 7th, 9th & 11th : <b>93%</b> Staff: <b>88%</b> Parents: 89%	Schools are clean and well maintained Average for grades 7th, 9th & 11th : 90% or higher Staff : 90% or higher Parents: 90% or higher	Reported that schools were clean <b>Students- increased 10%</b> <b>Staff- increased 1%</b> Parents- decreased 6%
Measure U Projects	Canalino Learning Center  Aliso TK/K Building	The Canalino Learning Center was successfully completed in December 2024  The Aliso TK/K Building project is underway and is scheduled to be completed in April 2027	Canalino Learning Center will be completed January 2025  Aliso TK/K Building will be completed April 2027	The Canalino Learning Center was <b>successfully completed in December 2024</b>  The Aliso TK/K Building project is <b>currently underway</b>

# Goal 5: Students with disabilities will increase their performance on the CAASPP

ACTIONS		
Elementary	Middle School	High School
<ul style="list-style-type: none"><li>• Math formative assessments</li><li>• Targeted support and interventions</li><li>• Increased access to core curriculum</li></ul>	<ul style="list-style-type: none"><li>• Math formative assessments</li><li>• Targeted support and interventions</li><li>• Increased access to core curriculum</li></ul>	<ul style="list-style-type: none"><li>• Math formative assessments</li><li>• Targeted support and interventions</li><li>• Increased access to core curriculum</li></ul>

## Goal 5: Students with disabilities will increase their performance on the CAASPP

Metric	Baseline	Year 2 Outcome	Target for Year 3	Current Difference from Baseline
CAASPP ELA	2022-23: 10.9% of students with disabilities met or exceeded standard in CAASPP ELA	2024-25: <b>12%</b> of students with disabilities met or exceeded standard in CAASPP ELA	20% of students with disabilities will meet or exceed standard in CAASPP ELA	Students with disabilities who met or exceeded standard in CAASPP ELA <b>increased 1.1%</b>
CAASPP Math	2022-23: 10.2% of students with disabilities met or exceeded standard in CAASPP math	2024-25: <b>13%</b> of students with disabilities met or exceeded standard in CAASPP math	20% of students with disabilities will meet or exceed standard in CAASPP math	Students with disabilities who met or exceeded standard in CAASPP Math <b>increased 2.8%</b>
Least Restrictive Environment	2023-24 Data: 55.7 % of students with disabilities who spend 80% or more of their day in general education setting	2025-26 Data: <b>67.8%</b> of students with disabilities spend 80% or more of their day in general education setting	Percentage of students with disabilities who spend 80% or more of their day in general education setting will be 70% or higher	Percentage of students with disabilities who spend 80% or more of their day in general education setting <b>increased 12.1%</b>