



Indicators	Baseline Level	LBUSD Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
2S1: Academic Proficiency in Reading/Language Arts	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20	31.20%	31.20%
3S1: Post-Program Placement (Required)	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration (Required)	20.80%	20.80%	20.80%	21.00%	21.00%
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%

The table above lists the State of California’s CDE-Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group.

Perkins V law defines special populations as **individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.**

For reporting purposes in Perkins V, a **'completer'** is defined as **a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.**

Under Perkins V, California defines a **'concentrator'** as a student who has **completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.**

California’s College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.