

LCAP Metrics 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
Goal 1: High Quality Learning for All Students							
M1.01	Source: Smarter Balanced Assessments	Category	2022-23 SBAC ELA	2023-24 SBAC ELA	2024-25 SBAC ELA	Target (Year 3)	
M1.01	Percentage of students who meet or exceed standards on SBAC ELA	All Students	48.1%	49.5%	51.7%	61.0%	3.6%
		Economically Disadvantaged	41.3%	40.3%	42.2%	59.0%	0.9%
		African Americans	32.9%	34.4%	36.1%	55.0%	3.2%
		Hispanic	41.6%	42.8%	45.0%	59.0%	3.4%
		English Learners	14.3%	13.7%	9.7%	48.0%	-4.6%
		Students with Disabilities	16.3%	16.7%	18.8%	49.0%	2.5%
M1.02	Source: Smarter Balanced Assessments	Category	2022-23 SBAC Math	2023-24 SBAC Math	2024-25 SBAC Math	Target (Year 3)	
M1.02	Percentage of students who meet or exceed standards on SBAC Math	All Students	34.4%	36.3%	38.5%	50.0%	4.1%
		Economically Disadvantaged	27.4%	27.5%	29.3%	47.0%	1.9%
		African Americans	18.5%	20.1%	22.2%	43.0%	3.7%
		Hispanic	27.7%	29.5%	31.6%	47.0%	3.9%
		English Learners	10.4%	11.4%	9.7%	40.0%	-0.7%
		Students with Disabilities	12.3%	13.5%	15.2%	41.0%	2.9%
M1.03	Source: Smarter Balanced Assessments: CAST	Category	2022-23 CAST Science	2023-24 CAST Science	2024-25 CAST Science	Target (Year 3)	
M1.03	Percentage of students who meet or exceed standards on CAST (Science)	Grade 5	30.1%	30.0%	32.5%	62.0%	2.4%
		Grade 8	22.9%	25.3%	28.4%	50.0%	5.5%
		Grade 12	24.4%	23.4%	24.0%	50.0%	-0.4%
M1.04	Source: DataQuest	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M1.04	Percentage of 4-year cohort graduates who complete the A-G requirements (DataQuest)	High School Graduates	56.9%	58.4%	58.5%	66.0%	1.6%
M1.05	Source: College/Career Indicator	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M1.05	Percentage of 4-year cohort graduates who complete a Career Technical Education (CTE) pathway	High School Graduates	31.7%	33.4%	46.1%	48.0%	14.4%
M1.06	Source: Local data	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M1.06	Percentage of 4-year cohort graduates who complete the A-G requirements and a Career Technical Education (CTE) pathway	High School Graduates	22.8%	23.7%	33.0%	30.0%	10.2%

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M1.07	Source: College Board	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M1.07	Passing rate of 11th and 12th grade Advanced Placement exams (3 or higher)	Grades 11 and 12	40.1%	45.2%	48.3%		52.0%	8.2%
M1.08	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M1.08	Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – English (Standard Exceeded on SBAC ELA Gr 11)	Grade 11	23.5%	24.2%	25.4%		31.0%	1.9%
M1.09	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M1.09	Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – Mathematics (Standard Exceeded on SBAC ELA Gr 11)	Grade 11	10.7%	9.8%	11.0%		27.0%	0.3%
M1.10	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M1.10	Percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment (Board Goal 1)	Grade 3	47.7%	47.7%	51.7%		61.0%	4.0%
M1.10a	Source: Foundational Reading Skills Assessment	Category	23-24 EOY	24-25 EOY	25-26 EOY		Target (Year 3: 26-27)	
M1.10a	Percentage of students who meet or exceed on the Spring FRSA (Interim Board Goal 1a)	Grades K-2	75%	75%	available 06.2026		84% (85% by 2028)	
M1.10b	Source: Spring Fluency Assessment	Category	23-24 EOY	24-25 EOY	25-26 EOY		Target (Year 3: 26-27)	
M1.10b	Percentage of students who meet or exceed on the Spring Fluency Assessment (Interim Board Goal 1b)	Grade 1-3	62%	63%	available 06.2026		73% (80% by 2028)	
M1.10c	Source: iReady Reading Diagnostic 3	Category	June 2024 (Diag 3)	March 2025 (Diag. 3)	25-26 EOY		Target (Year 3: 26-27)	
M1.10c	Percentage of students on or above grade level on the iReady Reading Diagnostic 3 Assessment (Interim Board Goal 1c)	Grades 1-3	57%	56%	available 06.2026		70% (75% by 2028)	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M1.11	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M1.11	Percentage of Grade 4-8 students scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC - English Language Arts assessment (Board Goal 2)	Grades 4 - 8 who scored "Not Met" in previous year and now meeting scale score ELA growth target	28.0%	28.0%	31.6%	60.0%	3.6%
M1.11a	Source: iReady Reading Diagnostic	Category	23-24 D1-D3 Growth	24-25 D1-D3 Growth	25-26 D1-D3 Growth	Target (Year 3: 26-27)	
M1.11a	Percentage of students scoring "Not Met" in prior year of SBAC - English Language Arts who meet iReady Reading stretch growth target (Interim Board Goal 2a)	Grades 4 - 8 who scored "Not Met" in previous year and now meeting stretch growth target on iReady Reading	25%	25%	available 06.2026	31% (36% by 2028)	
M1.11b	Source: Spring Fluency Assessment	Category	23-24 EOY	24-25 EOY	25-26 EOY	Target (Year 3: 26-27)	
M1.11b	Percentage of students who meet or exceed on the Fluency Assessment (Interim Board Goal 2b)	Grades 4 - 5 who scored "Not Met" in previous year and now meeting stretch growth target on iReady Reading	20%	23%	available 06.2026	37% (43% by 2028)	
M1.11c	Source: Local data	Category	25-26 Q1			Target Year 3: 26-27	
M1.11c	Percentage of students who meet or exceed grade-level standards on the District quarterly ELA exams (Interim Board Goal 2c)	Grades 6-8	60%			TBD	
M1.12	Source: Local data	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M1.12	LBUSD students achieving at least one year of academic growth in literacy and math . (Superintendent Goal 1.1) A. Grade K: FRSA* % Met/Exceeded B. Grades 1-8: i-Ready Growth - Reading C. Grades 1-8: i-Ready Growth - Math D. Grades 9-12: % of students receiving C or better grade (English courses) E. Grades 9-12: % of students receiving C or better grade (Math courses) *FRSA- Foundational Reading Skills Assessment **Diagnostic Test Administration comparing results from administration #1 with administration #3.	A. Grade K (FRSA)	64%	77%	76%	75%	12%
		B. Grades 1-8 (i-Ready Reading)	59%	58%	59%	70%	0%
		C. Grades 1-8 (i-Ready Math)	58%	56%	57%	70%	-1%
		D. Grades 9-12 (English ABC Rates)	83%	84%	85%	85%	2%
		E. Grades 9-12 (Math ABC Rates)	74%	72%	72%	80%	-3%

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M1.13	Source: Local data	Category	D1-D3, 2023-24	D1-D3, 2024-25	D1-D3, 2025-26		Target (Year 3)	
M1.13	Students achieving below grade level demonstrating greater than one year of growth in literacy and math. (Superintendent Goal 1.2) A. Grades 1-8: iReady Growth - Reading B. Grades 1-8: iReady Growth - Math	A. Students ≥1 grade levels below at D1 on track for Accelerated i-Ready Reading Growth	36.0%	36.5%	available 06.2026		50.0%	
		B. Students ≥1 grade levels below at D1 on track for Accelerated i-Ready Math Growth	32.0%	31.4%	available 06.2026		48.0%	
M1.14	Sources: CA State Dashboard	Category	June 2023	June 2024	June 2025		Target (Year 3)	
M1.14	Percent of graduates who are college and career ready (Superintendent Goal 3.1)	Percent of 4-year cohort graduates who are college/career ready	46.1%	48.8%	59.2%		65.0%	13.1%
M1.15	Source: Local data	Category	2024-25 Projected	2024-25 Actual	2025-26		Target (Year 3)	
M1.15	Number of interdisciplinary units created for Elementary and Middle Schools (Priority 2: Implementation of State Standards- Local Indicator)	Elementary School Level	3 (Projected)	16 units	0 units (Target met)		9	+16 units
		Middle School Level	3 (Projected)	1 unit	0 units		9	+1 unit
M1.16	Source: Local data (QCI-1 Exit Survey)	Category	2023 Semester 1	2024 Semester 1	2025 Semester 1		Target (Year 3)	
M1.16	Implementation of Quality Core Instruction (QCI) strategies (Priority 2: Implementation of State Standards- Local Indicator)	Percent of teachers who “Agree” or “Strongly Agree” to the question “I plan to make changes to my practice as a result of this training.”	94.0%	96.0%			97.0%	2.0%
M1.17	Source: Local data (QCV Findings)	Category	2023-24	2024-25 Rating 2-4/3-4	2025-26		Target (Year 3)	
M1.17	Percent of favorable responses on the Quality Core Visit (QCV- classroom visits) surveys (Priority 2: Implementation of State Standards- Local Indicator)	Area 1: Student Centered, Culturally Relevant Content	50.0%	78%/44%			59.0%	+9%/-6%
		Area 2: Clear and Explicit Learning Intention and Success Criteria	61.0%	83%/58%			70.0%	+22%/-3%
		Area 3: Standards-aligned Rigorous Task	73.0%	86%/57%			82.0%	+13%/-16%
		Area 4: Intentional and Consistent Engagement	64.0%	76%/52%			73.0%	+12%/-12%

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M1.18	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M1.18	Gap between the percent of students who are low income and all other students who meet or exceed standards on SBAC ELA and SBAC Math <i>SES - socioeconomic status</i>	Low SES - ELA	38.0%	40.2%	42.2%			4.2%
		Not Low SES - ELA	60.5%	64.0%	66.9%			6.4%
		Gap - SBAC ELA	22.5%	23.8%	24.7%		2.0%	2.2%
		Low SES - Math	24.6%	27.5%	29.3%			4.7%
		Not Low SES - Math	46.3%	50.1%	53.0%			6.7%
		Gap - SBAC Math	21.7%	22.6%	23.7%		3.0%	2.0%
M1.19	Source: Local data (4-year cohort graduation rate)	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M1.19	Gap between the percent of students who are low income and all other students who are 4-year cohort graduates	Low SES Rate	80.4%	81.5%	86.7%			6.3%
		Not Low SES Rate	85.5%	85.2%	89.6%			4.1%
		Graduate Gap	5.1%	3.7%	2.9%		2.5%	-2.2%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
Goal 2: High Quality Learning: Black Student Achievement							
M2.1	Source: Local data (Algebra completion rate)	Category	June 2023	June 2024	June 2025	Target (Year 3)	
M2.1	Percent of Black/African American students who meet the Algebra A-G requirement by the end of Grade 9 Proficiency gap between Black/African American students and all other students (Board Goal 3)	Black/African American students	58.4%	59.5%	63.6%	80.0%	5.2%
		Non-Black students	65.4%	65.0%	69.0%		3.6%
		Algebra A-G Gap	7.0%	5.5%	5.4%	0.0%	-1.6%
M2.2	Sources: 4-year Cohort A-G Graduation Calculation, CALPADS	Category	June 2023	June 2024	June 2025	Target (Year 3)	
M2.2	Percent of A-G eligible Black/African American graduating seniors Proficiency gap between Black/African American students and all other students (Board Goal 4)	Black/African American graduating seniors	43.8%	50.2%	49.9%	66.0%	6.1%
		Other graduating seniors	58.7%	59.4%	59.8%		1.1%
		A-G Eligible Gap	14.9%	9.3%	9.9%	0.0%	-5.0%
M2.3	Source: Local data	Category				Target (Year 3)	
M2.3	Black and non-Black student academic growth (Superintendent Goal 1.3)	A. Foundational Reading Skills Assessment	2022-23 EOY	2023-24 EOY	2024-25 EOY	Target (Year 3)	
		Black Kindergarten Students	59.2%	70.1%	73.0%		13.8%
		Non-Black Kindergarten Students	65.2%	78.3%	76.4%		11.2%
		FRSA Proficiency Gap	6.0%	8.2%	3.4%	0.0%	-2.6%
		B. Annual growth target on i-Ready Reading Diagnostic	D1-D3, 2023-24	D1-D3, 2024-25	D1-D3, 2025-26	Target (Year 3)	
		Black Grade 1-8 Students	56.0%	55.6%	available 06.2026		
		Non-Black Grade 1-8 Students	59.0%	59.7%	available 06.2026		
		Reading Growth Target Gap	3.0%	4.1%		0.0%	
		C. Annual growth target on i-Ready Math Diagnostic	D1-D3, 2023-24	D1-D3, 2024-25	D1-D3, 2025-26	Target (Year 3)	
		Black Grade 1-8 Students	54.0%	53.8%	available 06.2026		
		Non-Black Grade 1-8 Students	58.0%	57.3%	available 06.2026		
		Math Growth Target Gap	4.0%	3.5%		0.0%	
		D. A, B, or C in their English courses	2023 Semester 1	2024 Semester 1	2025 Semester 1	Target (Year 3)	
		Black Grade 9-12 Students	81.0%	81.0%	81.8%		0.8%
		Non-Black Grade 9-12 Students	83.0%	84.0%	86.1%		3.1%
		English A-B-C Gap	2.0%	3.0%	4.3%	0.0%	2.3%
		E. A, B, or C in their Math courses	2023 Semester 1	2024 Semester 1	2025 Semester 1	Target (Year 3)	
		Black Grade 9-12 Students	69.0%	64.0%	66.7%		-2.3%
		Non-Black Grade 9-12 Students	75.0%	73.0%	75.3%		0.3%
		Math A-B-C Gap	6.0%	9.0%	8.6%	0.0%	2.6%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M2.4	Source: Spring Pulse survey	Favorable Rating Responses				Target (Year 3)	
M2.4	Black and non-Black students' sense of personal identity, belonging and agency (Superintendent Goal 2.2)	A. Agency	Spring 2024	Spring 2025	Spring 2026	Target (Year 3)	
		Black Students	78.4%	80.3%	available 06.2026		1.9%
		Non-Black Students	80.7%	81.8%	available 06.2026		1.1%
		Agency Response Gap	2.3%	1.5%		0.0%	-0.8%
		B. Belonging	Spring 2024	Spring 2025	Spring 2026	Target (Year 3)	
		Black Students	71.4%	74.2%	available 06.2026		2.8%
		Non-Black Students	75.5%	77.1%	available 06.2026		1.6%
		Belonging Response Gap	4.1%	2.9%		0.0%	-1.2%
		C. Identity	Spring 2024	Spring 2025	Spring 2026	Target (Year 3)	
		Black Students	81.7%	83.4%	available 06.2026		1.7%
		Non-Black Students	82.7%	84.4%	available 06.2026		1.7%
		Identity Response Gap	1.0%	1.0%		0.0%	0.0%
M2.5	Source: Cohort Graduation, CALPADS	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M2.5	Black and non-Black student access to and success in A-G completion (Superintendent Goal 3.2)	Black Students	35.1%	40.9%	49.9%		14.8%
		Non-Black Students	49.1%	49.7%	59.8%		10.7%
		A-G Access/Success Gap	14.0%	8.8%	9.9%	0.0%	-4.1%
M2.6	Source: Local data	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M2.6	Black and non-Black student suspension rates	Black Students	8.8%	10.3%	available 06.2026		
		Non-Black Students	3.1%	3.1%	available 06.2026		
		Suspension Rate Gap	5.7%	7.2%		3.6%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline	
	Goal 3: High Quality Learning: English Learners & Long Term English Learners							
M3.1	Source: California School Dashboard	EL - English Learner	2023	2024	2025		Target (Year 3)	
M3.1	Percentage of English Learners making progress towards English language proficiency	ELs progressing at least one level or maintained a Level 4 result from the prior year on the English Language Proficiency Assessments for California (ELPAC)	46%	41.2%	39.8%		58%	-6.2%
M3.2	Sources: DataQuest, Local data	RFEP - Reclassified Fluent English Proficient	2022-23	2023-24	2024-25		Target (Year 3)	
M3.2	Redesignation rate	ELs reclassified to RFEP	7.3%	10.5%	16.2%		10.0%	8.9%
M3.3	Sources: Internal calculation of LTELs	LTELs - long-term English Learners	2023-24	2024-25	2025-26		Target (Year 3)	
M3.3	Percent of long-term English Learner students out of total ELs enrolled	LTEL Rate	33.8%	34.6%	available 06.2026		17.0%	
M3.4	Sources: Internal calculation of LTELs	ARLTEL - at-risk of becoming LTEL	2023-24	2024-25	2025-26		Target (Year 3)	
M3.4	Percent of students at-risk of becoming long-term English Learners out of total English Learners enrolled	ARLTEL Rate	16.4%	15.2%	available 06.2026		9.0%	
M3.5	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M3.5	Percent of EL and non-EL students who "Met" or "Exceed" on SBAC ELA and Math	SBAC English Language Arts (ELA)						
		EL Students	8.8%	9.7%	9.7%		0.9%	
		Non-EL Students	54.1%	55.5%	58.1%		4.0%	
		ELA Gap	45.2%	45.8%	48.4%		22.5%	3.2%
		SBAC Mathematics						
		EL Students	7.2%	8.9%	9.7%		2.5%	
		Non-EL Students	38.6%	40.7%	43.0%		4.4%	
		Math Gap	31.4%	31.8%	33.3%		15.0%	1.9%
M3.6	Source: California Dashboard	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M3.6	Graduation Rate of English Learners and non-English Learner students	EL Graduation Rate	59.6%	64.2%	67.4%		7.8%	
		Non-EL Graduation Rate	86.2%	85.6%	90.5%		4.3%	
		Grade Rate Gap	26.6%	21.4%	23.1%		13.0%	-3.5%
M3.7 (new)	Source: California Dashboard	Category	2024-2025	2025-2026		Target (Year 3)		
M3.7	Halve the suspension rate of LTELs who were suspended at least one day	LTEL Suspension Rate	8.4%	available 06.2026		4.2%	N/A	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
Goal 4: High Quality Learning: Students with Disabilities							
M4.1	Source: LBSD IEP Review	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M4.1	Percentage of students placed into a Least Restrictive Environment for at least part of a day		61.5%	67.0%	available 06.2026	75.0%	
M4.2	Source: Local data	IEP - Individualized Education Program	2023-24	2024-25	2025-26	Target (Year 3)	
M4.2	Suspension Rate for students with IEPs and all other students	IEP Suspension Rate	6.6%	6.8%	available 06.2026		
		Non-IEP Suspension Rate	3.6%	3.4%	available 06.2026		
		Suspension Rate Gap	3.0%	3.4%		2.4%	
M4.3	Source: 4-year Cohort Graduation, CALPADS	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M4.3	Graduation Rate for students with IEPs and all other students (for diploma track students)	IEP Graduation Rate	66.6%	66.6%	73.5%		6.9%
		Non-IEP Graduation Rate	85.5%	85.6%	89.6%		4.1%
		Graduation Rate Gap	18.9%	19.0%	16.1%	9.5%	-2.8%
M4.4	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M4.4	Percent of students with IEPs and all other students who "Met" or "Exceed" on SBAC ELA and Math	SBAC English Language Arts (ELA)					
		Students with IEPs	16.0%	16.7%	18.9%		2.9%
		Students without IEPs	53.3%	54.5%	56.8%		3.5%
		ELA Gap	37.3%	37.8%	37.9%	17.5%	0.6%
		SBAC Mathematics					
		Students with IEPs	10.8%	12.9%	15.2%		4.4%
		Students without IEPs	37.6%	39.6%	42.1%		4.5%
		Math Gap	26.8%	26.7%	26.9%	13.0%	0.1%
M4.5	Source: CORE Survey	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M4.5	Favorable rating on the CORE Survey - Growth Mindset for students with IEPs and all other students	Response Gap - Elementary	10.4%	10.8%	available 06.2026	4.5%	0.4%
		Response Gap - Secondary	11.4%	12.5%	available 06.2026	5.5%	1.1%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
Goal 5: High Quality Learning: Foster & Homeless Youth							
M5.1	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M5.1	SBAC ELA Met/Exceeded Rate for Foster youth and non-Foster students	Foster Youth	24.6%	25.2%	25.9%		1.3%
		Non-Foster Youth	48.3%	49.6%	51.9%		3.6%
		SBAC ELA Gap	23.7%	24.4%	26.0%	5.5%	2.3%
M5.2	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M5.2	SBAC ELA Met/Exceeded Rate for Homeless students and non-Homeless students	Homeless Students	33.0%	30.0%	30.6%		-2.4%
		Non-Homeless Students	50.0%	50.5%	52.6%		2.6%
		SBAC ELA Gap	17.0%	20.5%	22.0%	8.5%	5.0%
M5.3	Source: Local data	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M5.3	Percent of Foster youth and non-Foster students who are on-track for meeting A-G requirements	Foster Youth	14.7%	23.5%	available 06.2026		
		Non-Foster Youth	55.9%	57.4%	available 06.2026		
		A-G Requirements Gap	41.2%	33.9%		19.5%	
M5.4	Source: Local data	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M5.4	Percent of Homeless students and non-Homeless students who are on-track for meeting A-G requirements	Homeless Students	31.0%	31.5%	available 06.2026		
		Non-Homeless Students	55.0%	58.6%	available 06.2026		
		A-G Requirements Gap	24.0%	27.1%		10.5%	
M5.5	Source: Local data	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M5.5	Suspension Rate for Foster and Homeless students and all other students	Foster/Homeless Suspension Rate	7.5%	9.3%	available 06.2026		
		Non-Foster/Homeless Susp. Rate	3.7%	3.7%	available 06.2026		
		Suspension Rate Gap	3.8%	5.6%		2.8%	
M5.6	Source: 4-year Cohort Graduation, CALPADS	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M5.6	Graduation Rate for Foster and Homeless students and all other students	Foster/Homeless Graduation Rate	70.6%	71.1%			0.5%
		Non-Foster/Homeless Grad. Rate	84.4%	84.2%			-0.2%
		Graduation Rate Gap	13.8%	13.1%		7.0%	-0.7%
M5.7	Source: Local data	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M5.7	Attendance Rate for Foster and Homeless students and all other students	Foster/Homeless Attendance Rate	87.5%	87.2%	available 06.2026		
		Non-Foster/Homeless Attend. Rate	92.2%	92.5%	available 06.2026		
		Attendance Rate Gap	4.7%	5.3%		2.0%	

LCAP Metrics 2025-2026

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M5.8 (new)	Source: Smarter Balanced Assessments	Category	2023-24	2024-25	2025-26		Target (Year 3)	
M5.8	Reduce the SBAC Math Met/Exceeded Rate gap between Foster youth and non-Foster students by 50%.	Foster Youth Met/Exceeded	25.5%		available 06.2026			
		Non-Foster Youth Met/Exceeded	49.6%		available 06.2026			
		SBAC Math Gap	24.2%				12.1%	not yet available

LCAP Metrics 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
Goal 6: Engagement							
M6.1	Source: CORE survey	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M6.1	Percentage of parents expressing satisfaction with their opportunities to participate in decision-making processes and programs	Favorable Parent Responses	92.9%	93.9%	available 06.2026	99.0%	
M6.2	Source: CORE survey	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M6.2	Percentage of favorable parent responses in the School Culture and Climate Survey (Climate for Academic Learning)	Favorable Parent Responses	91.9%	92.5%	available 06.2026	99.0%	
M6.3	Source: CORE survey	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M6.3	Percentage of favorable parent responses in the Sense of Belonging Survey (School Connectedness)	Favorable Parent Responses	91.4%	92.4%	available 06.2026	99.0%	
M6.4	Source: CORE survey	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M6.4	Percentage of favorable parent responses in the Safety Survey (School Connectedness)	Favorable Parent Responses	89.0%	91.1%	available 06.2026	99.0%	
M6.5	Source: CORE survey	Safety Survey: Favorable Responses	2023-24	2024-25	2025-26	Target (Year 3)	
M6.5	Gap between favorable parent and student responses in the Safety Survey (School Connectedness)	Parents	89.0%	91.1%	available 06.2026		
		All Students	62.6%	62.4%	available 06.2026		
		Parent/ All Students Gap	26.4%	28.7%		13.0%	
		EL Students	63.0%	59.6%	available 06.2006		
		Parent/ EL Student Gap	26.0%	31.5%		13.0%	
		Low-Income Students	62.0%	61.1%	available 06.2006		
		Parent/ Low-Income Student Gap	27.0%	30.0%		13.0%	

LCAP Metrics 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
Goal 7: Equitable and Liberatory District							
M7.01	Source: CALPADS	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.01	Attendance Rates	Elementary/Middle/K-8	91.4%	92.6%	92.8%	95.0%	1.4%
		High School	90.0%	90.6%	91.1%	93.0%	1.1%
M7.02	Source: California Dashboard	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.02	Chronic Absenteeism Rates between the district and state	LBUSD - All Students	31.4%	25.1%	24.5%		-6.9%
		State - All Students	24.3%	18.6%	17.1%		-7.2%
		Difference - All Students	7.1%	6.5%	7.4%	< 0%	0.3%
		LBUSD - Foster Youth	44.4%	38.0%	39.3%		-5.1%
		State - Foster Youth	33.6%	30.5%	30.6%		-3.0%
		Difference - Foster Youth	10.8%	7.5%	8.7%	< 0%	-2.1%
		LBUSD - English Learners	34.8%	28.2%	27.1%		-7.7%
		State - English Learners	26.3%	20.1%	18.1%		-8.2%
		Difference - English Learners	8.5%	8.1%	9.0%	< 0%	0.5%
		LBUSD - Low Income Students	36.6%	30.9%	30.7%		-5.9%
		State - Low Income Students	29.9%	23.4%	21.7%		-8.2%
		Difference - Low Income Students	6.7%	7.5%	9.0%	< 0%	2.3%
M7.03	Source: Local data		2022-23	2023-24	2024-25	Target (Year 3)	
M7.03	Middle School Dropout Rate		0.0%	0.1%		0.0%	0.1%
M7.04	Source: DataQuest	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.04	High School Dropout Rates between the district and state	LBUSD	14.1%	14.4%	9.5%		-4.6%
		State	6.5%	6.3%	5.2%		-1.3%
		HS Dropout Rate Difference	7.6%	8.1%	4.3%	< 0%	-3.2%
M7.05	Source: DataQuest		2022-23	2023-24	2024-25	Target (Year 3)	
M7.05	Graduation Rate		83.0%	83.2%	88.1%	90.0%	5.1%
M7.06	Source: DataQuest	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.06	Suspension Rates between the district and state	LBUSD - All Students	4.0%	3.6%	4.1%		0.1%
		State - All Students	3.6%	3.3%	2.9%		-0.7%
		Difference - All Students	0.4%	0.3%	1.2%	< 0%	0.8%
		LBUSD - Foster Youth	9.4%	10.7%	11.4%		2.0%
		State - Foster Youth	13.6%	13.2%	13.0%		-0.6%
		Difference - Foster Youth	-4.2%	-2.5%	-1.6%	< 0%	2.6%
		LBUSD - English Learners	3.9%	3.9%	4.0%		0.1%
		State - English Learners	3.7%	3.4%	3.2%		-0.5%
		Difference - English Learners	0.2%	0.5%	0.8%	< 0%	0.6%
		LBUSD - Low Income Students	5.0%	4.8%	5.3%		0.3%
		State - Low Income Students	4.5%	4.0%	3.6%		-0.9%
		Difference - Low Income Students	0.5%	0.8%	1.7%	< 0%	1.2%

LCAP Metrics 2025-2026

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M7.07	Source: DataQuest	Category	2022-23	2023-24	2024-25		Target (Year 3)	
M7.07	Expulsion Rate	LBUSD	0.0%	0.0%	0.0%			0.0%
		State	0.1%	0.1%	0.1%			0.0%
		Expulsion Rate Difference	-0.1%	0.0%	-0.1%		< 0%	0.0%
M7.08	Source: CORE Survey		2023-24	2024-25	2025-26		Target (Year 3)	
M7.08	Percentage of favorable student responses on Safety (School Connectedness) Survey		62.6%	62.4%	available 06.2026		82.0%	
M7.09	Source: CORE Survey		2023-24	2024-25	2025-26		Target (Year 3)	
M7.09	Percentage of favorable student responses on Sense of Belonging (School Connectedness) Survey		53.2%	57.3%	available 06.2026		71.0%	

LCAP Metrics 2025-2026

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M7.10	Source: Pulse Survey - Winter	Favorable responses		Winter 2023	Winter 2024	Winter 2025	Target (Year 3)	
M7.10	LBUSD students' sense of personal identity, belonging and agency (Superintendent Goal 2.1)	Identity	% Response Gap	% Response Gap	% Response Gap		% Response Gap	% Response Gap
		Elementary Students	82%	80.8%	available 04.2026		≥80%	-1.2%
		Secondary Students	82%	82.8%	available 04.2026		≥80%	0.8%
		Secondary Black Students	82% 0%	82.6% 0.2%	available 04.2026		≥80% 0%	0.4% 0.2%
		Secondary EL Students	74% 8%	74.9% 7.9%	available 04.2026		≥80% 0%	0.9% -0.1%
		Secondary Students with Disabilities	76% 6%	77.3% 5.5%	available 04.2026		≥80% 0%	1.3% -0.5%
		Secondary Foster Students	75% 7%	76.9% 5.9%	available 04.2026		≥80% 0%	1.9% -1.1%
		Agency	% Response Gap	% Response Gap	% Response Gap		% Response Gap	% Response Gap
		Elementary Students	80%	79.8%	available 04.2026		≥80%	-0.2%
		Secondary Students	80%	80.9%	available 04.2026		≥80%	0.9%
		Secondary Black Students	80% 0%	80.3% 0.6%	available 04.2026		≥80% 0%	0.3% 0.6%
		Secondary EL Students	77% 3%	77.7% 3.2%	available 04.2026		≥80% 0%	0.7% 0.2%
		Secondary Students with Disabilities	76% 4%	76.6% 4.3%	available 04.2026		≥80% 0%	0.6% 0.3%
		Secondary Foster Students	75% 5%	78.9% 2.0%	available 04.2026		≥80% 0%	3.9% -3.0%
		Belonging	% Response Gap	% Response Gap	% Response Gap		% Response Gap	% Response Gap
		Elementary Students	78%	78.0%	available 04.2026		≥80%	0.0%
		Secondary Students	72%	73.6%	available 04.2026		≥80%	1.6%
		Secondary Black Students	71% 1%	71.5% 2.1%	available 04.2026		≥80% 0%	0.5% 1.1%
		Secondary EL Students	67% 5%	69% 4.6%	available 04.2026		≥80% 0%	2.0% -0.4%
		Secondary Students with Disabilities	66% 6%	68.3% 5.3%	available 04.2026		≥80% 0%	2.3% -0.7%
		Secondary Foster Students	68% 4%	70.8% 2.8%	available 04.2026		≥80% 0%	2.8% -1.2%

LCAP Metrics 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M7.11	Source: Local data	2023-24	2024-25	2025-26		Target (Year 3)	
M7.11	Percentage of enrolled 5th graders from Title I schools attending Outdoor Science Camp -Hi Hill at Camp Oakes (State Priority 7 - Access to a Broad Course of Study)	71.0%	75.9%	available 06.2026		86.0%	
M7.12	Source: Local data	2023-24 Sem 1	2024-25 Sem 1	2025-26 Sem 1		Target (Year 3)	
M7.12	Percentage of Grade 9-11 students who are on track for meeting A-G requirements (State Priority 7 - Access to a Broad Course of Study)	56.0%	56.9%	59.5%		68.0%	3.5%
M7.13	Source: LBUUSD Leadership Survey: Safety	2021-22	2022-23			Target (Year 3)	
M7.13	Percentage of staff members who responded “ Insignificant ” or “ Mild ” problem when surveyed: “How much of a problem is harassment or bullying at my school?”	70.0%	n/a	n/a		85.0%	n/a
M7.14	Source: LBUUSD Leadership Survey: Connectedness	2021-22	2022-23			Target (Year 3)	
M7.14	Percentage of staff members who responded “ Nearly All Adults ” or “ Most Adults ” when surveyed: “How many adults at this school feel a responsibility to improve this school? ”	72.0%	n/a	n/a		87.0%	n/a

LCAP Metrics 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
Goal 8: Transformative Change							
M8.1	Source: CA Dashboard DataQuest						
M8.1	Rate of compliance with the teacher credential and assignment requirements *Teachers who possess a California preliminary or clear credential which permits them to teach the subject and grade levels that they are assigned **Teachers without credentials and misassignments include emergency permits and teachers who hold a credential, but does not possess a permit to teach outside their credentialed area	Compliance with teacher credential requirements*	2021-22	2022-23	2023-24	Target (Year 3)	
		LBUSD	86.9%	85.4%	84.9%		-2.0%
		State	85.8%	85.1%	84.4%		-1.4%
		Credential Compliance Difference	1.1%	0.3%	0.5%	> 0%	-0.6%
		Teachers who hold an emergency credential or misassigned**	2021-22	2022-23	2023-24	Target (Year 3)	
		LBUSD	3.0%	7.2%	7.6%		4.6%
		State	3.8%	4.9%	5.5%		1.7%
		Emergency/Misassigned Difference	-0.8%	2.3%	2.1%	< 0%	2.9%
M8.2	Source: Facility Inspection Tool		2023	2024	2025	Target (Year 3)	
M8.2	Percentage of schools in "good" or "exemplary" repair		98%	97%	93%	100%	-5%
M8.3	Source: Resolution on the Sufficiency of Textbooks		2023	2024	2025	Target (Year 3)	
M8.3	Rate of compliance with instructional materials requirements		100%	100%	100%	100%	0%
M8.4	Source: HRS Hiring Data		2022-23	2023-24	2024-25	Target (Year 3)	
M8.4	Percentage of highly qualified K-12 certificated new-hires for a school year reflective of student demographics	African-American	11%	11%	10%	≥ 12%	-1%
		Asian	7%	6%	7%	≥ 6%	0%
		Filipino	2%	2%	2%	≥ 3%	0%
		Hispanic	37%	38%	36%	≥ 59%	-1%
		Pacific Islander	0%	1%	0%	≥ 1%	0%
		White	37%	32%	31%	≥ 12%	-6%

LCAP Metrics 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
Goal 9: Equity Multiplier							
M9.1	Source: California Dashboard		2023	2024	2025	Target (Year 3)	
M9.1	Percentage of EPHS EL Students who progressed at least one ELPI level		9.8%	30.9%	24.7%	52.5%	14.9%
M9.2	Source: California Dashboard	Category	2023	2024	2025	Target (Year 3)	
M9.2	EPHS Graduation Rate	Schoolwide	55.7%	43.1%	53.7%	66.0%	-2.0%
		Black	66.0%	46.3%	67.3%	76.0%	1.3%
		English Learner	45.3%	32.1%	48.1%	55.0%	2.8%
		Hispanic	52.9%	40.6%	49.8%	54.0%	-3.1%
		Homeless	53.3%	39.1%	58.6%	63.0%	5.3%
		Students with Disabilities	55.7%	36.5%	55.3%	65.0%	-0.4%
		White	65.1%	51.7%	n/a	75.0%	-13.4%
		Low Socioeconomic Status	54.2%	42.8%	53.6%	65.0%	-0.6%
M9.3	Source: California Dashboard	Category	2023	2024	2025	Target (Year 3)	
M9.3	Percentage of EPHS students who are College and Career ready	Schoolwide	2.5%	3.1%	4.4%	33.0%	1.9%
		Black	1.1%	0.0%	2.1%	31.0%	1.0%
		English Learner	1.4%	1.2%	1.9%	31.0%	0.5%
		Hispanic	3.1%	3.2%	4.3%	33.0%	1.2%
		Homeless	0.0%	2.9%	5.4%	30.0%	5.4%
		Students with Disabilities	0.0%	1.8%	2.8%	30.0%	2.8%
		White	0.0%	13.8%	n/a	30.0%	13.8%
		Low Socioeconomic Status	2.5%	2.8%	3.7%	33.0%	1.2%
M9.4	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M9.4	Percentage of Black EPHS students in "Met" or "Exceeded" standards on SBAC ELA and Math exams	Black EPHS Students - SBAC ELA	20.0%	17.6%	15.8%	30.0%	-4.2%
		SBAC ELA Gap	8.0%	-0.5%	3.5%	0.0%	-4.5%
		Black EPHS Students - SBAC Math	4.2%	0.0%	5.3%	30.0%	1.1%
		SBAC Math Gap	1.0%	5.7%	9.6%	0.0%	8.6%

LCAP Metrics 2025-2026

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Yr. 3	Target (Year 3)	Current Difference from Baseline
M9.5	Source: California Dashboard	Category	2023	2024	2025		Target (Year 3)	
M9.5	Reid HS Graduation Rate	Schoolwide	53.3%	46.7%	38.3%		64.0%	-15.0%
		Hispanic	50.8%	47.1%	31.7%		61.0%	-19.1%
		Low SES	52.3%	47.8%	42.9%		62.0%	-9.4%
M9.6	Source: California Dashboard	Category	2023	2024	2025		Target (Year 3)	
M9.6	Percentage of Reid HS students who are College and Career ready	Schoolwide	1.1%	0%	0%		32.0%	-1.1%
		Hispanic	1.7%	0%	0%		32.0%	-1.7%
		Low Socioeconomic Status	0.0%	0%	0%		30.0%	0.0%
M9.7	Source: California Dashboard	Category	2023	2024	2025		Target (Year 3)	
M9.7	Reid HS Suspension Rate	Schoolwide	14.6%	4.5%	1.6%		5.6%	-13.0%
		Black	19.6%	12.5%	0.0%		10.0%	-19.6%
		English Learner	12.1%	4.0%	0.0%		7.0%	-12.1%
		Hispanic	12.1%	3.3%	2.4%		7.0%	-9.7%
		Homeless	15.0%	4.2%	5.3%		10.0%	-9.7%
		Low Socioeconomic Status	15.7%	5.3%	1.9%		10.0%	-13.8%