

Latitude 37.8 High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 1112 29th Ave.
Oakland, CA , 94601-2212

Principal: Lillian Hsu, Principal

Phone: (510) 910-4138

Grade Span: 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Lillian Hsu, Principal

Principal, Latitude 37.8 High

About Our School

Latitude 37.8 High School opened in the fall of 2018 with an initial cohort of 50 9th grade students; it will add a grade per year and ultimately serve 360 students. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual. One of the core design principles of Latitude is integration. In order to best prepare all students for a meaningful and productive life, we believe it is essential for students to build a strong sense of their personal identity and to be able to successfully engage across different cultures, backgrounds, and perspectives. To build these capacities in students, they must be exposed to a diverse community and be supported in engaging productively with a variety of people. Toward this end, Latitude strives to represent Oakland's diversity from different socioeconomic, racial, linguistic, cultural, and learning needs perspectives and will build community across these groups.

Contact

Latitude 37.8 High
1112 29th Ave.
Oakland, CA 94601-2212

Phone: (510) 910-4138

Email: info@latitudehigh.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	SBE - Latitude 37.8 High
Phone Number	(510) 838-0190
Superintendent	Hsu, Lillian
Email Address	lhsu@efcps.net
Website	www.latitudehigh.org

School Contact Information (School Year 2021—2022)

School Name	Latitude 37.8 High
Street	1112 29th Ave.
City, State, Zip	Oakland, CA , 94601-2212
Phone Number	(510) 910-4138
Principal	Lillian Hsu, Principal
Email Address	info@latitudehigh.org
Website	http://www.latitudehigh.net
County-District-School (CDS) Code	01771800138289

Last updated: 1/19/22

School Description and Mission Statement (School Year 2021—2022)

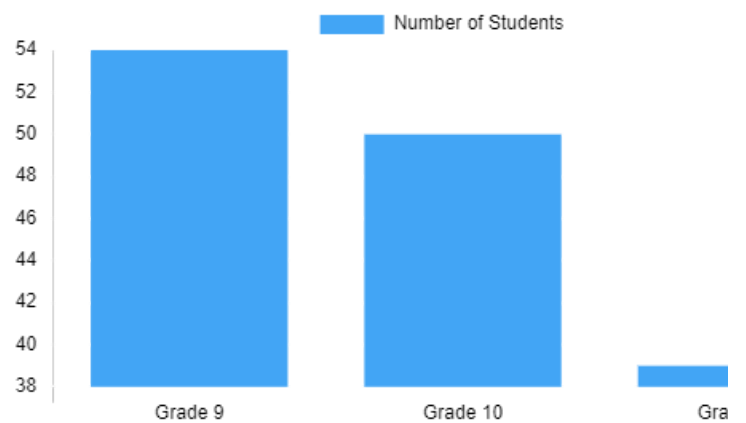
Latitude High School is focused on real world Project-Based Learning, with strong arts, multimedia, and technology integration. From the time they are 9th graders, students visit over ten different workplaces every year to ignite their career interests and to collaborate with professionals on Real World Projects. All students participate in Extended Learning Opportunities, including internships and student-designed businesses. Latitude graduates are confident leaders, prepared for college and beyond. Latitude's approach to teaching and learning is driven by the design principles of personalization, relevance, integration and creativity, which in turn become the four pillars of the Latitude student learning experience. In alignment with these four design principles, student learning at Latitude occurs across four experiences:

- ? Advisory - Where students develop a sense of personal and community identity, as well as personalized learning pathways.
- ? Workshop - Where students hone foundational literacy, communication, and mathematical thinking skills.
- ? Studio - Where students investigate, document, and develop creative solutions to real challenges in Humanities and in Science and Design.
- ? Extended Learning Opportunities - Where students engage in off campus learning, through site visits, internships, service learning experiences, and concurrent college enrollment classes.

Last updated: 1/18/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	54
Grade 10	50
Grade 11	39
Total Enrollment	143



Last updated: 1/19/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	40.56%
Male	59.44%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	2.10%
Black or African American	20.30%
Filipino	1.40%
Hispanic or Latino	61.50%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	7.00%
White	6.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	28.00%
Foster Youth	0.70%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	62.20%
Students with Disabilities	18.90%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher Created Project-Based Units, informed by UnboundEd writing modules and Odell Education	Yes	0%
Mathematics	New Visions for Public Schools	Yes	0%
Science	Teacher Created Project-Based Units, informed by Knowles Science Foundation	Yes	0%
History-Social Science	History Alive, Teaching Tolerance, Zinn Ed project, rethinking history, and other modules informed by Odell Education	Yes	0%
Foreign Language	Rosetta Stone	Yes	0%
Health	N/A		0%
Visual and Performing Arts	Teacher Created Project-Based Units, informed by Stanford design school	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/19/22

School Facility Conditions and Planned Improvements

Latitude High School is currently under renovation. Latitude is currently at Merritt Community College. Merritt College admin and staff have been welcoming to our students and staff and we have made it work in order to give our students as much stability as possible. We have staff at the Fruitvale station to guide our students to use public transportation that bring and take back our student from our Fruitvale location to Merritt College every day. Latitude is currently occupying bottom and top part of Bulding D at Merritt College. Our schedules do not intertwine, which has made the transition easy for both our students and theirs.

Last updated: 1/25/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 1/25/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/19/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	34	87.18	12.82	24.24
Female	21	19	90.48	9.52	26.32
Male	18	15	83.33	16.67	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	21	80.77	19.23	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	10	83.33	16.67	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantages	22	19	86.36	13.64	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	36	92.31	7.69	8.33
Female	21	20	95.24	4.76	5.00
Male	18	16	88.89	11.11	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	23	88.46	11.54	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	11	91.67	8.33	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	20	90.91	9.09	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

undefined

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	144	143	8	5.6
Female	58	58	1	1.8
Male	86	85	7	8.1
American Indian or Alaska Native	3	3	0	8.1
Asian	1	1	0	0.0
Black or African American	29	29	1	3.4
Filipino	2	2	0	0.0
Hispanic or Latino	89	88	6	6.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	10	10	0	0.0
White	9	9	0	0.0
English Learners	41	40	3	7.5
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	90	90	7	7.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	30	2	6.7

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions**(data collected between July through June, each full school year respectively)**

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	9.09%		9.09%		3.47%	
Expulsions	0.00%		0.00%		0.08%	

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	13.33%	13.33%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/19/22

School Safety Plan (School Year 2021-2022)

The Latitude Safety Plan was reviewed, revised and discussed with faculty and updated on September 21, 2021 that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures. The safety plan includes procedures for regular occurrences such as drills, basic first aid, and supervision schedules and expectations. It also includes emergency procedures and responsibilities for emergencies including earthquake, fire, environmental hazard, armed intruder or attack, or serious illness accident. The plan includes professional development for the staff around the procedures. We also have a safety Plan and Guidelines for staff and students around COVID-19 Protocols.

Last updated: 1/25/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00		2	
Math	26.00		2	
Science	26.00		2	
Social Science	26.00		2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00		4	
Math	26.00		4	
Science	26.00	2	2	
Social Science	26.00	2	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	2	4	
Math	24.00	2	4	
Science	24.00	2	4	
Social Science	24.00	2	4	

Last updated: 1/19/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	178

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.40
Social Worker	0.00
Nurse	0.01
Speech/Language/Hearing Specialist	0.03
Resource Specialist (non-teaching)	2.00
Other	5.80

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$34784.81	\$22702.16	\$59750.00	\$59750.00
District	N/A	N/A	\$10284.90	\$57075.28
Percent Difference – School Site and District	N/A	N/A	17.47%	4.69%
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	43.09%	-29.43%

Last updated: 1/25/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

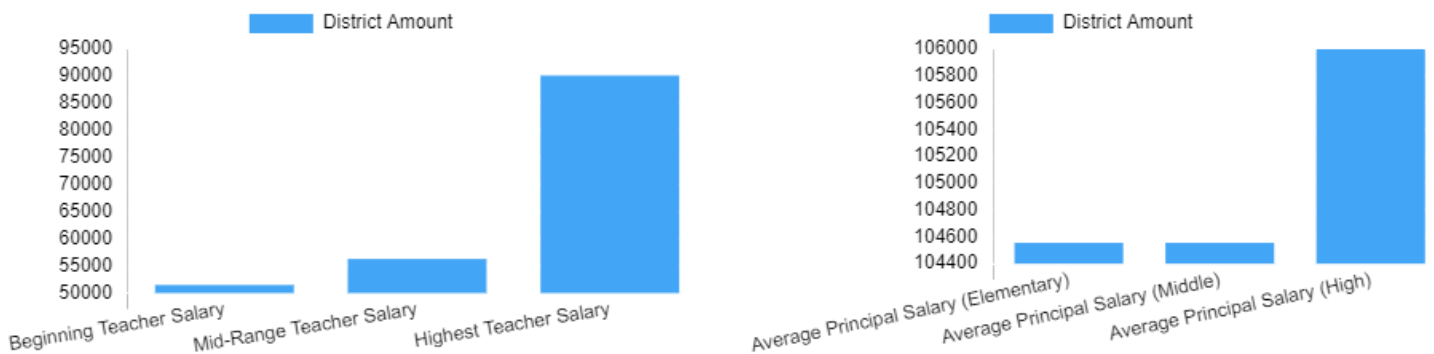
Latitude strategically allocates dollars to align with Latitude’s design principles of personalization, relevance, integration and creativity. These are the four pillars of the Latitude student learning experience and drive Latitude’s strategic approach to school mission and culture, teaching and learning, student agency and engagement, and to networks and partnerships. In particular, Latitude is developing its program and training its staff, focusing on resources and development for High-Quality Project Based Work, Workshop-based Personalized Learning, Restorative Justice Practices via Advisory, and Extended Learning Opportunities.

Last updated: 1/18/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51500.00	--
Mid-Range Teacher Salary	\$56292.00	--
Highest Teacher Salary	\$90144.00	--
Average Principal Salary (Elementary)	\$104556.00	--
Average Principal Salary (Middle)	\$104556.00	--
Average Principal Salary (High)	\$106000.00	--
Superintendent Salary	\$206806.00	--
Percent of Budget for Teacher Salaries	21.84%	--
Percent of Budget for Administrative Salaries	3.02%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	14	14

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/1/01

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s:

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s:

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s:

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s:

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s:

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s:

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s:

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s:

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
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Native Hawaiian or Pacific Islander					
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White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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White					
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Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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