

**Latitude 37.8 High**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

<b>Address:</b>	1045 Derby Ave. Oakland, CA , 94601	<b>Principal:</b>	Larissa Adam, Superintendent of Schools
<b>Phone:</b>	(510) 568-7936	<b>Grade Span:</b>	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 and access to prior year reports, 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 the 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.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Larissa Adam, Superintendent of Schools

📍 Principal, Latitude 37.8 High

### About Our School

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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 currently serves around 400 students. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude harnesses 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 to build community across these groups.

### Contact

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Latitude 37.8 High  
1045 Derby Ave.  
Oakland, CA 94601

Phone: [\(510\) 568-7936](tel:(510)568-7936)

Email: [cdelatitude@efcps.net](mailto:cdelatitude@efcps.net)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	SBE - Latitude 37.8 High
<b>Phone Number</b>	(510) 568-7936
<b>Superintendent</b>	Adam, Larissa
<b>Email Address</b>	<a href="mailto:cdelatitude@efcps.net">cdelatitude@efcps.net</a>
<b>Website</b>	<a href="https://www.efcps.org/latitude-high-37-8">https://www.efcps.org/latitude-high-37-8</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Latitude 37.8 High
<b>Street</b>	1045 Derby Ave.
<b>City, State, Zip</b>	Oakland, CA , 94601
<b>Phone Number</b>	(510) 568-7936
<b>Principal</b>	Larissa Adam, Superintendent of Schools
<b>Email Address</b>	<a href="mailto:cdelatitude@efcps.net">cdelatitude@efcps.net</a>
<b>Website</b>	<a href="https://www.efcps.org/latitude-high-37-8">https://www.efcps.org/latitude-high-37-8</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	01771800138289

## School Description and Mission Statement (School Year 2025–26)

Latitude High School is focused on real world Project-Based Learning, with strong arts, multimedia, and technology integration.

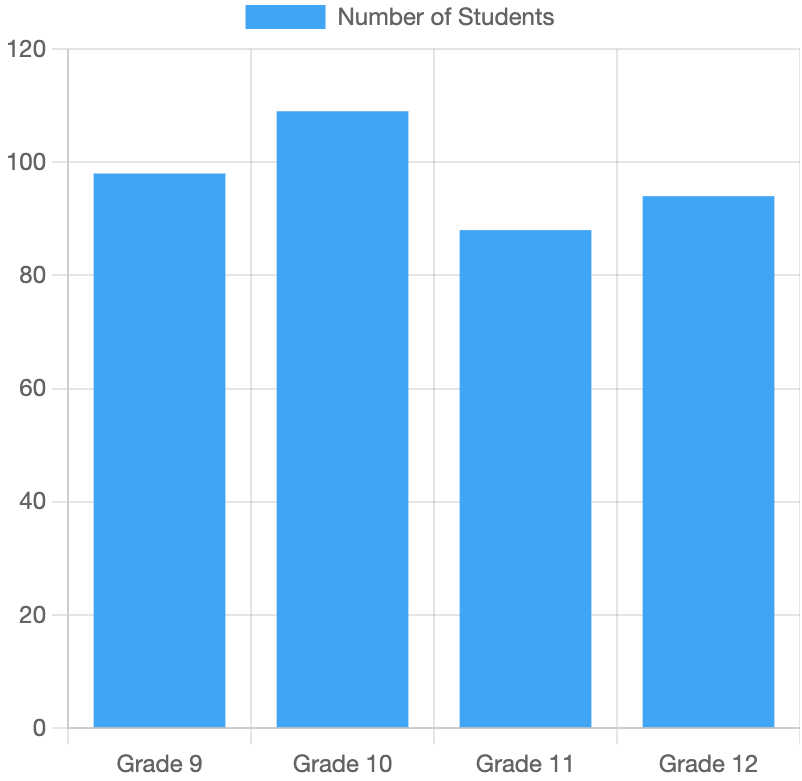
From the time they are 9th graders, students visit over ten different workplaces every year to ignite their career interests and to collaborate with professionals on Real World Projects. All students participate in Extended Learning Opportunities, including internships and student-designed businesses. 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.

# Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	98
Grade 10	109
Grade 11	88
Grade 12	94
Total Enrollment	389



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.30%
Male	49.60%
Non-Binary	2.10%
American Indian or Alaska Native	0.00%
Asian	3.90%
Black or African American	13.10%
Filipino	0.50%
Hispanic or Latino	71.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.60%
White	7.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	27.00%
Foster Youth	0.80%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disadvantaged	73.30%
Students with Disabilities	21.60%

## 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 2021–22)

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)	7.80	53.45%	7.80	53.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	31.37%	4.50	31.37%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	15.11%	2.20	15.11%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>14.60</b>	<b>100.00%</b>	<b>14.60</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2022–23)

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)	12.50	66.21%	12.50	66.21%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	8.16%	1.50	8.16%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	17.68%	3.30	17.68%	11746.90	4.23%
Unknown/Incomplete/NA	1.50	7.89%	1.50	7.89%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>19.00</b>	<b>100.00%</b>	<b>19.00</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2023–24)

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)	15.70	55.14%	15.70	55.14%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.80	23.78%	6.80	23.78%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	4.86%	1.30	4.86%	12112.80	4.34%
Unknown/Incomplete/NA	4.60	16.15%	4.60	16.15%	13705.80	4.91%
Total Teaching Positions	28.60	100.00%	28.60	100.00%	278927.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.50	0	4.50
Misassignments	4.00	1.5	2.20
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	4.50	1.5	6.80

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.50	1.9	1.30
Local Assignment Options	0.70	1.4	0.00
Total Out-of-Field Teachers	2.20	3.3	1.30

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25%	7.8%	9.90%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.8%	0%	0.00%

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 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher Created Project-Based Units, informed by UnboundEd writing modules and Odell Education, 2018 (most recent)	0
Mathematics	New Visions for Public Schools, 2018 (most recent)	0
Science	Teacher Created Project-Based Units informed by Knowles Science Foundation, 2018 (most recent)	0
History-Social Science	History Alive, Teaching Tolerance, Zinn Ed project, rethinking history, and other modules informed by Odell Education. Adopted 2018 (most recent).	0
Foreign Language	Rosetta Stone, 2018 (most recent)	0
Health	N/A	0
Visual and Performing Arts	Teacher Created Project-Based Units informed by Stanford design school, 2018 (most recent)	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

Latitude High School serves over 300 students and is located in the vibrant Fruitvale area. To ensure the safety and environmental compliance of our campus, we maintain an ongoing contract with Geosyntec, which supports monitoring and reporting activities as required by the Alameda County Department of Environmental Health. These activities include mid-year sampling and reporting for the vapor mitigation system, as well as annual inspections of the vapor mitigation system and the soil/hardscape cap.

According to the most recent Facility Inspection Tool (FIT) assessment, Latitude High School has received an Exemplary rating for the past 3 years, indicating that the overall condition of the facility is in excellent standing. Our facilities team promptly addresses any repair needs to uphold the functionality and safety of our campus. Additionally, our custodial team takes great pride in maintaining a clean and welcoming environment for our students, staff, and families.

During the summer months, we focus on deep cleaning and refreshing heavily used areas, ensuring our building remains well-maintained and continues to look like new. We are committed to sustaining a safe, clean, and conducive learning environment for all members of our school community.

Monthly facilities walkthroughs are led by the Site Operations Manager in collaboration with the custodial team to ensure the campus consistently meets good standing standards for safety, cleanliness, and overall condition.

## 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: July 2025

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

## Overall Facility Rate

Year and month of the most recent FIT report: July 2025

Overall Rating	exemplary
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	49%	56%	49%	56%	47%	48%
Mathematics (grades 3-8 and 11)	18%	24%	18%	24%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	83	79	95.18%	4.82%	55.70%
Female	45	43	95.56%	4.44%	62.79%
Male	37	35	94.59%	5.41%	45.71%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	60	98.36%	1.64%	46.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	28	96.55%	3.45%	17.86%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	63	96.92%	3.08%	46.03%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	22	95.65%	4.35%	27.27%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received

a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	83	79	95.18%	4.82%	24.05%
Female	45	43	95.56%	4.44%	20.93%
Male	37	35	94.59%	5.41%	28.57%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	60	98.36%	1.64%	16.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	28	96.55%	3.45%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	63	96.92%	3.08%	14.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	22	95.65%	4.35%	9.09%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
Science (grades 5, 8, and high school)	25.69%	30.38%			30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	85	79	92.94%	7.06%	30.38%
Female	47	44	93.62%	6.38%	36.36%
Male	37	35	94.59%	5.41%	22.86%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	61	96.83%	3.17%	21.31%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	24	96.00%	4.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	63	95.45%	4.55%	25.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	19	86.36%	13.64%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Career Technical Education (CTE) Programs (School Year 2024–25)

Art, Media, Game Design, and Graphics sequences are offered. All are conducted directly by the district.

### Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	246
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.4%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Course Measure</b>	<b>Percent</b>
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	94.74%

**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

**California Physical Fitness Test Results (School Year 2024–25)**

**Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
9	99%	99%	98%	99%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

# 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 regarding the school district and at each school site

### Opportunities for Parental Involvement (School Year 2025–26)

Involved parents anchor Latitude in the community. Recognizing that parents are a child's first teachers, the Latitude team envisions a true partnership among parents, teachers, and students in order to create a thriving school. Toward this end, we hold the following goals:

- Create empowered families that actively participate in school decisions
- Build strong family and school relationships
- Maintain clear, consistent, and inclusive communication To support development of a valued and integral partnership, the Latitude staff has already implemented beginning-of-the-year Home Visits and 45-minute individualized Fall Student-Led Conferences for every family.

We have also held and will continue to hold monthly parent education events and monthly Family Leadership Council meetings. An SSC and ELAC are each in place, to ensure formal input into governance by families. At mid-year, we will hold Presentations of Learning, followed by spring Student-Led Conferences, end-of-year Transitional Presentations of Learning, and end-of-year exit interviews with all families in June. Latitude's school Principal sends out monthly newsletters with photos and updates, and our Site Operations Manager sends out weekly updates via ParentSquare. Our staff also updates our school website and social media sites regularly to stay connected with families.

For families who would like to get involved with our school, reach out via email at [info@latitudehigh.org](mailto:info@latitudehigh.org) or call us at 510-485-0084.

## State Priority: Pupil Engagement

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

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

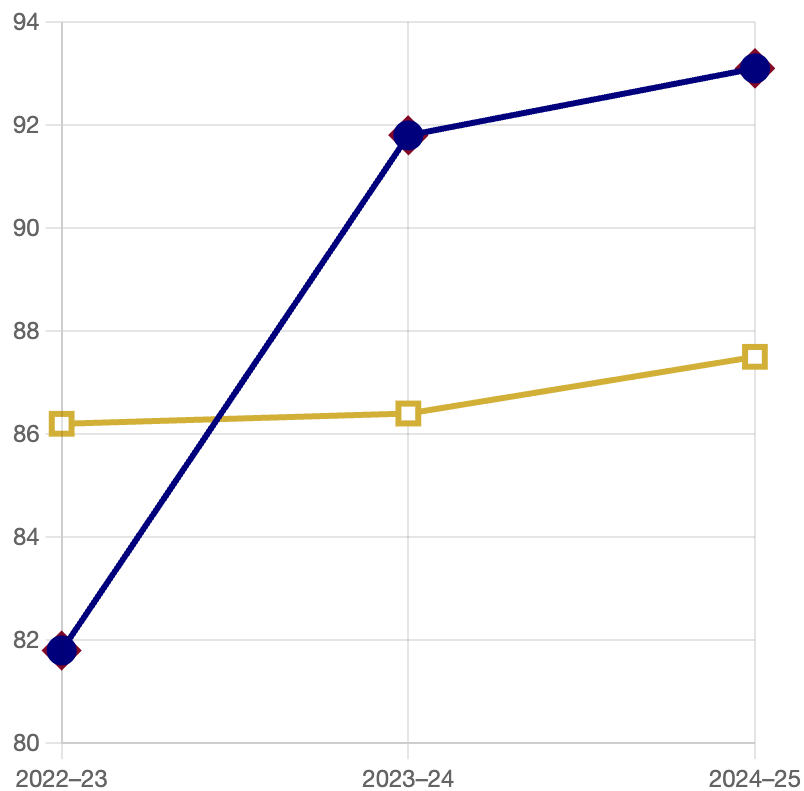
### Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	81.8%	91.8%	93.1%	81.8%	91.8%	93.1%	86.2%	86.4%	87.5%
Dropout Rate	9.1%	8.2%	6.9%	9.1%	8.2%	6.9%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

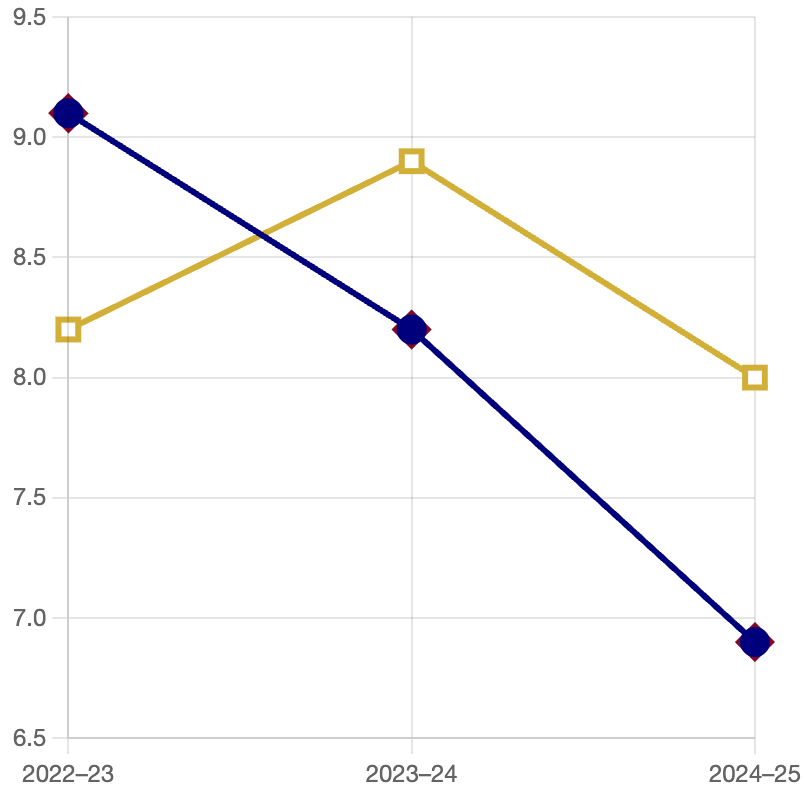
#### Graduation Rates

● School Graduation Rate    
 ◆ District Graduation Rate    
 □ State Graduation Rate



# Dropout Rates

School Dropout Rate      District Dropout Rate      State Dropout Rate



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	102	95	93.1%
Female	46	44	95.7%
Male	54	49	90.7%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	79	74	93.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	29	25	86.2%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	85	81	95.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	18	17	94.4%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

### Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	410	398	100	25.1%
Female	199	190	56	29.5%
Male	203	200	43	21.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	2	13.3%
Black or African American	53	52	18	34.6%
Filipino	--	--	--	--
Hispanic or Latino	292	283	71	25.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	15	3	20.0%
White	30	30	5	16.7%
English Learners	110	106	20	18.9%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	314	308	79	25.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	87	18	20.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	4.18%	6.70%	3.17%	4.18%	6.70%	3.17%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.17%	0.00%
Female	2.51%	0.00%
Male	3.94%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	9.43%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.05%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	6.25%	0.00%
White	3.33%	0.00%
English Learners	3.64%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.18%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.78%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## School Safety Plan (School Year 2025–26)

Latitude 37.8 High maintains a Comprehensive School Safety Plan that is reviewed, revised, and updated annually in accordance with California state requirements, including the March 1 adoption deadline. The Safety Plan is reviewed with all staff at the beginning of each school year during an August professional development session prior to the first day of instruction.

The most recent Comprehensive School Safety Plan for Latitude 37.8 High School was finalized on: February 5, 2025, and approved by our Board on February, 20, 2025.

The Safety Plan addresses school site safety programs, procedures for complying with applicable school safety laws, and disaster, emergency, and crisis response procedures. It includes protocols for routine safety practices such as student supervision, emergency drills, and basic first aid, as well as emergency response procedures for incidents including fire, earthquake, environmental hazards, armed intruder or attack scenarios, and serious illness or accidents.

In alignment with California Education Code requirements, the school conducts required safety drills—including fire, earthquake, and lockdown drills—on a monthly basis and/or as otherwise required throughout the school year to ensure students and staff are prepared to respond appropriately in the event of an emergency.

## 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 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	14.00	2	14	1
Mathematics	22.00	8	13	4
Science	24.00	2	10	3
Social Science	15.00	2	12	1

\* 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 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	18.00	9	12	
Mathematics	21.00	7	14	5
Science	25.00	4	5	5
Social Science	18.00	9	12	

\* 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 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	17.00	22	11	1
Mathematics	17.00	27	18	
Science	24.00	4	4	
Social Science	16.00	12	7	

\* 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 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	350

\* 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 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.60
Social Worker	
Nurse	0.01
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	7.00
Other**	5.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$23916.14	\$9981.59	\$13934.55	\$76004.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	25.02%	-24.25%

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

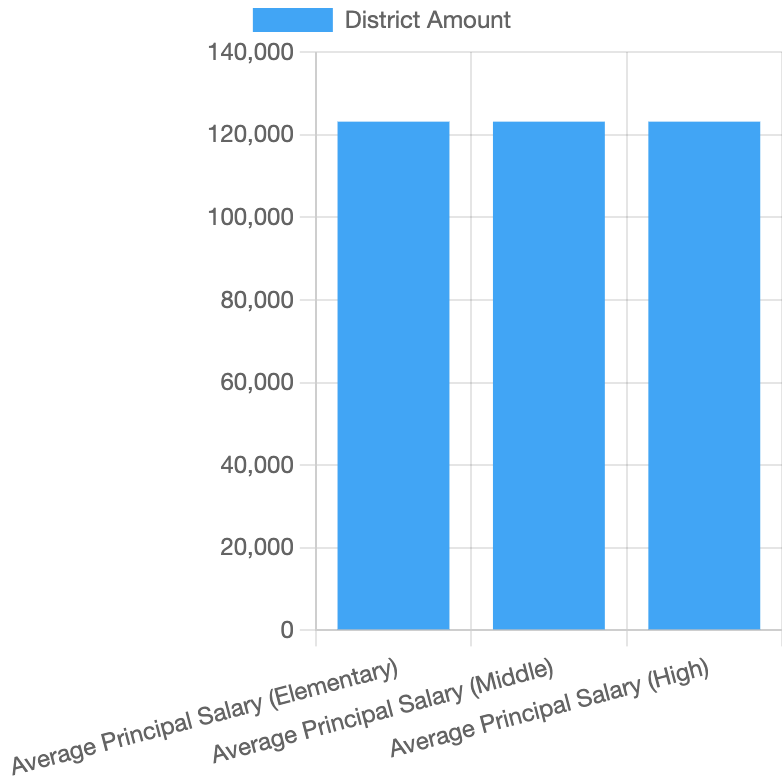
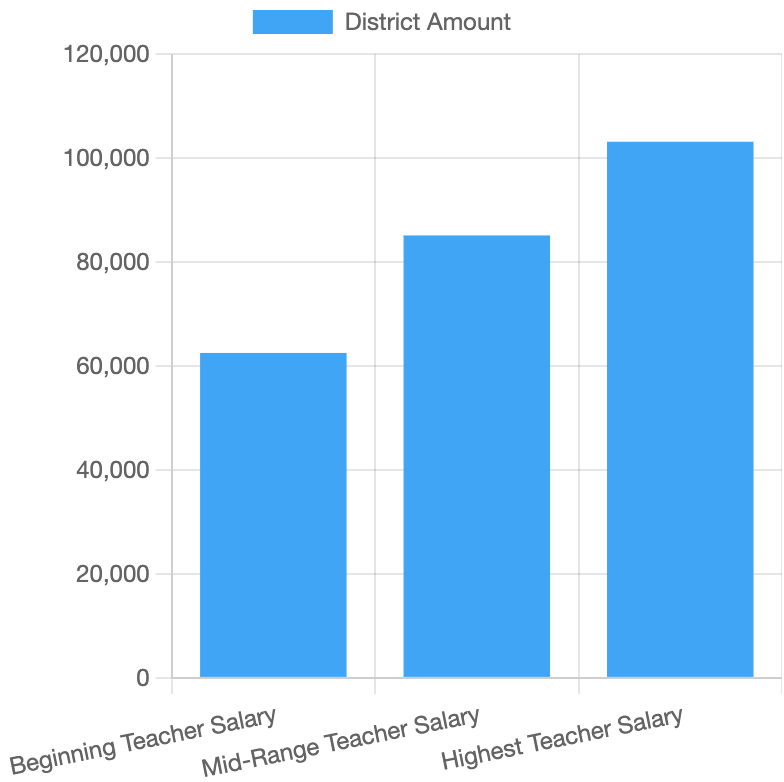
**Types of Services Funded (Fiscal Year 2024–25)**

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.

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$62500.00	--
Mid-Range Teacher Salary	\$85106.00	--
Highest Teacher Salary	\$103122.00	--
Average Principal Salary (Elementary)	\$123139.00	--
Average Principal Salary (Middle)	\$123139.00	--
Average Principal Salary (High)	\$123139.00	--
Superintendent Salary	\$228000.00	--
Percent of Budget for Teacher Salaries	21.92%	--
Percent of Budget for Administrative Salaries	10.85%	--

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



**Professional Development**

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	14