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Latitude 37.8 High – Academic Memorandum Response

General Information

School Address: 1112 29th Avenue, Oakland, CA 94601

Website Address: www.latitudehigh.org

County-District-School Code: 01 77180 0138289

Charter Number: 2015

Charter Term: July 1, 2018, through June 30, 2025

School Description: Latitude 37.8 High (LAT 37.8) serves high school pupils with a focus on real world project-based learning, with strong arts, multimedia, and technology integration. LAT 37.8 facilitates self-directed, passion-driven learning that leverages the assets and resources of the city of Oakland to provide students with a personalized and authentic learning experiences that will equip graduates with the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

Proposed Grade Levels: Grade Nine through Grade Twelve

2021–22 Enrollment: 227

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California’s Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

Latitude 37.8 opened in 2018. As such, no data is provided for 2016-17 through 2018-19.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School ELA	No Data	No Data	No Data	No Data	24.24%	35.42%
School Math	No Data	No Data	No Data	No Data	8.34%	18.36%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	10 or fewer students	No Data	No Data	15.79%	16.67%
School Math	0.00%	No Data	No Data	0.00%	0.00%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Not Reported	Very High
Suspension Rate	Medium	Medium
English Learner Progress	Medium	Medium
Graduation Rate	Medium	Medium
College/Career	Not Reported	Not Reported
ELA	Low	Low
Math	Very Low	Low

Latitude High School: Areas of Greatest Progress and Need

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school's areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones? Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

As a school, we are using NWEA MAP to demonstrate the school's areas of greatest progress. These assessments are on the approved verified data list.

2. Identify the school's areas of greatest progress: The school's areas of greatest progress are in Math, as demonstrated through growth on the NWEA MAP.

What **math** has been doing to positively impact student achievement:

The entire professional development arc for the math team this year has been designed to address two essential questions:

- How might we increase student participation: both the quantity of participation (time on task) and the quality of participation (depth of thinking/reasoning, the communication of that thinking/reasoning)?
- How might we improve the quality of the academic discourse in our classrooms?

PEDAGOGY FOCUS 1: Complex Instruction

To boost student participation our teachers employ the main tenets of Complex Instruction. This has been our working theory of action:

if teachers assign competence to students when kids display powerful problem solving behaviors and thinking that has real intellectual value; assign team roles such that all members must contribute meaningfully; design tasks that have a low floor and a high ceiling, and expand students sense of what it means to be mathematically smart, that student participation will improve as will students sense of themselves as math doers and thinkers.

We are building on our Semester Two professional development arc from last year where we engaged in a three-session workshop on Complex Instruction. In this workshop, we learned how to assign competence and address status issues using our communication to kids in the classroom; we learned how to employ accountability structures and routines that foster within our students the desire and ability to hold one another accountable for math learning; we learned how to dial up the group worthiness of math problems such that when teachers assigned group roles to student teams, that the roles had relevance and value; and we learned how to expand what it means to be smart in the math classroom by lifting up particular problem solving dispositions that kids might not have known were valuable and had merit.

PEDAGOGY FOCUS 2: Academic Discourse

Given that the thrust behind Complex Instruction is a desire to create a classroom community of belonging, where students feel accountable to one another for their academic achievement, it naturally followed for us to focus on the conversations that are taking place in our classrooms.

In October/November, each teacher engaged in a short term cycle of inquiry (COI) in (4-6 weeks) where they took on the question: *what is the quality of the conversations that students are engaging in around the tasks I am asking them to take on? How might I improve the quality of these academic conversations? What does it require of me?*

Each teacher's COI had a slightly different focus; two teachers' cycles of note:

- One teacher, who is currently going through induction, used the TNTP Rubric to house her teaching dilemma. She asked the question: *how might I boost kids' sense of academic ownership within their working teams?* We assessed the degree to which kids were taking on the cognitive lift, and the degree to which the teacher was opening up space and not filling it in with explanation.
- Another teacher practiced restricting which student could ask him questions within a working session. The point was to ensure that all students ultimately were responsible for communication— not simply high achieving students that might opt-in naturally. We assessed students' participation patterns and grades before and after the intervention.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

KEY FINDINGS

[Student Growth Summary Report — Fall 2022 to Winter 2023](#)

- a. On the Math Growth 6+ Test:
 - i. **All grade levels' scores improved** from Fall 2022, to Winter 2023 test administration:
 - ii. For each grade level, the percentage of students who met their **growth projection exceeded 50%**.
 - iii. For 10th and 12th grades, the **school conditional growth percentile exceeded 80%**— this means that in comparison to similar schools, our students' growth from Fall to Winter exceeded that of 80% of other schools.
- b. On the Math Growth 6+ Test:
 - i. Not only did all grade levels' scores improve from Winter 2022 to Winter 2023 test administration, but all grades **met or exceeded their projected growth goals**.

4. Identify the school's areas of greatest need including references to student sub-groups:

The school's greatest area of need is in supporting the growth and development of our English Language Learners.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

An analysis of our SBAC data indicates that overall, 11th grade students in the Spring of 2022

outperformed 11th grade students in the Spring of 2021. In Math, 18 percent of 11th grade students exceeded or met expectations in 2022, compared with 7 percent of 11th grade students in 2021. A similar rise occurred in ELA, with 35 percent of 11th grade students in 2022 meeting or exceeding standard, up from 24 percent the year prior.

Although the overall student achievement data on the SBAC looks promising, the trend for English Learners demonstrates a different and concerning pattern. For example, in Spring 2022, no English Learners met or exceeded standard on the ELA or Math sections of the SBAC. In fact, performance dropped for EL students in Math.

6. How is the school addressing these areas of need? Include references to student sub-groups.

The SBAC and NWEA data have important implications for our next steps in ELA and in supporting our English language learners:

- A focus on academic discourse strategies across all disciplines to support our English Language Learners
- An emphasis on best practices of reading instruction and reading intervention
- A development of workshop model in all Humanities classes with 3 major areas of focus:
 - Computer-aided reading intervention (ReadingPlus)
 - Teacher-led instruction of Reading Apprenticeship (WestEd)
 - Targeted phonics instruction (SIPPS)

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition: See below. (Summary of MPOs is included in the descriptions of progress along LCAP goals.)

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school's 2021–22 Local Control and Accountability Plan (LCAP) goals:

LCFF Priorities and Dashboard data

LCFF Priority 1- Basics (Teachers, instructional materials, facilities)

Teacher credentialing

Goal: All teachers will be appropriately assigned and fully credentialed to support a high-quality, broad course of study and teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.

- Each year 95% of teachers requiring certification will rate as Highly Qualified.

Current Status:

- 100% of our teachers are Highly Qualified and regularly receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.

Facilities

Expected Annual Measurable Outcomes:

- Each year, the school will meet EFC facilities requirements.
- Each year, the family responses on the SCAI Survey DOMAIN 1 (Physical Appearance) will average 3.0 or higher.
- Each year, the student responses on the SCAI Survey DOMAIN 1 (Physical Appearance) will average 3.0 or higher.
- Each year, the teacher responses on the SCAI Survey DOMAIN 1 (Physical Appearance) will average 3.0 or higher.

Current Status:

- The family responses on the 2022 SCAI Survey DOMAIN 1 (Physical Appearance) averaged 4.15.
- The student responses on the 2022 SCAI Survey DOMAIN 1 (Physical Appearance) averaged 3.71.
- The teacher responses on the 2022 SCAI Survey DOMAIN 1 (Physical Appearance) averaged 3.11.

LCFF Priority 2: Implementation of academic standards

Provide engaging, high-quality rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development, and language arts. In addition, implement a whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.

Expected Annual Measurable Outcomes:

- Each year 70% of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency.
- Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on ELPAC.
- Each year, the school will meet EFC academic standards requirements.
- Each year, the school will meet EFC curricular requirements.

Current status:

- The student responses on the SCAI Survey DOMAIN 6 (Learning & Assessment) averaged 3.93.
- Abby Nunez, EFC's chief of schools, and Brandee Stewart, EFC's chief academic officer, monitor all of our academic standard requirements and curricular requirements through bi-weekly strategic meetings.
- In lieu of the SRI, we have used NWEA data to assess our growth:

Observation 1: 62% of the Class of 2022 met or exceeded expected growth goals from Fall 2020-Spring 2021 administration of the NWEA MAP Growth Math 6+.

- + [Expected growth](#) per student— 2.52 points
- + Average growth per Latitude student — 6.4 points

Observation 2: 53% of the Class of 2022 met or exceeded expected growth goals from Fall 2020-Spring 2021 administration of the NWEA MAP in Reading.

- + Expected growth per student— 1.18 points

+ Average growth per Latitude student — 1.7 points

Annual Measurable Outcome: Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on ELPAC.

Current status: On our last year of state dashboard data, 53.8% of our English Language Learners made progress towards English language proficiency.

LCFF Priority 3: Parent engagement

Goal 3: Community and Culture

All students and families feel welcome at school. Students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding implementation of curriculum, school culture, and community engagement.

Expected Annual Measurable Outcomes:

- Each year, status on the California five-by-five grid for Suspension Indicator for All Students changes to the right or upward or is Green or Blue.
- Each year, student responses on the SCAI Survey DOMAIN 7 (Attitude & Culture) will average 3.0 or higher.
- Each year, family responses on the SCAI Survey DOMAIN 7 (Attitude & Culture) will average 3.0 or higher.
- Each year, the school attendance rate shall average 94% or higher.
- Each year, the school expulsion rate shall be 1% or lower.
- Each year, the High School Retention Rate shall be 90% or higher.

Current Status:

- Student responses on the SCAI Survey DOMAIN 7 (Attitude & Culture) averaged a 3.72 out of 5.
- Family responses on the SCAI Survey DOMAIN 7 (Attitude & Culture) averaged a 4.06 out of 5.
- Our attendance rate in SY22 averaged 93.7%.
- We have had 0 expulsions throughout our existence as a school.
- Our High School Retention Rate was 97%.

LCFF Priority 4: Performance on standardized tests

Described in previous section.

LCFF Priority 5: Pupil engagement

- Graduation rate: Latitude had its first graduating class in the spring of 2022. 36 of our 39 seniors were accepted into a 4 year college. 2 students with IEPs made an intentional decision to apply only to community college (and were accepted.) One senior, an unaccompanied newcomer, did not graduate, due to her becoming pregnant mid year.
- School conditions and climate survey: The student responses on the SCAI Survey DOMAIN 7 (Attitude & Culture) averaged 3.72.
- Chronic absenteeism for SY 19/20 was 7%; SY 20/21 was 22%, largely due to families keeping students home if they exhibited any possible Covid symptoms or if they had had a positive exposure.
- Dropout rate was 0.
- Average daily attendance for SY 20/21 was 96.4%. Our attendance rate in SY 21/22 averaged 93.7%.

LCFF Priority 6: School climate

- Suspension rate for SY 19/20 was 0%; 20/21 was 2%.
- Expulsion rate for SY 2018/19, 19/20, 20/21 was 0%.
- Student participation in athletics is 23%.

LCFF Priority 7: Access to a broad course of study

- Latitude has its first graduating class in 2022. 97% of students completed the A-G requirements. Previously, the Director of Innovation and Rigor was responsible for maintaining A-G course approval in collaboration with department leads. The assistant principal has now taken on these responsibilities.

LCFF Priority 8:

- Latitude High School receives roughly \$384,540 in supplemental funds, \$180,259 concentration funds, \$33,738 in Title I and \$4,561 in Title II. Utilizing these and general funds, Latitude's model of Multi-Tiered System of Supports (MTSS) allows all students, particularly the 65.96% of unduplicated pupils access to programs and services such as Student Action Plans (SAPs), group counseling, social skills groups, advisory, ELD support, and tier 2 and 3 academic interventions.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school's work to engage community members in the process:

We have had monthly Family Town Halls, where families were engaged in big picture planning for the 2023-2024 school year. At the January Family Town Hall, we presented a draft Action Plan that emerged from needs identified in a year-long self study. Families shared feedback on the Action Plan and also identified ways that they want to support with our schoolwide goals moving forward. Staff are currently engaged in Action/Focus Groups working on different areas of school improvement and growth. In a few pilots, students will be engaging in decision-making processes this spring to make proposals for school changes. In addition, our QSGA, BSU, and Empowerment Club will be working together to plan a Spring Day of Solidarity, stemming from systemic changes they would like to see at our school.

3. How is the school addressing learning loss from the prior school year?

To address learning loss from the prior school year, in Humanities we have focused on:

- An emphasis on best practices of reading instruction and reading intervention
- A development of workshop model in all Humanities classes
- Three major areas of focus:
 - Computer-aided reading intervention (ReadingPlus)
 - Teacher-led instruction of Reading Apprenticeship (WestEd)
 - Targeted phonics instruction (SIPPS)

For Math, we have continued to invest in boosting in-class student participation and discourse through Complex Instruction, accountability structures and routines, and expanding the definition of smartness in the Math classroom. We have focused on:

- Continuing academic discourse cycles of inquiry within department professional

development time. *What routines and structures best support the development of student discourse within the Math classroom?*

- Refining the precision of individual student progress monitoring within the personalized workshop time.
- Continuing to use NWEA MAP and SBAC interim data in a formative manner.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS.

Yes, we are providing IS in the 2022-23 school year. The percentage of average daily attendance enrolled in IS is 1%.