

This document was provided, as is, to the California Department of Education (CDE) by **Latitude 37.8 High**. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).

## **Latitude 37.8 High School**

### **Written Response to the CDE: April 2019**

#### **Based on Latitude 37.8 High School's (LAT 37.8) internal benchmark assessments, identify the greatest progress and greatest need**

In year 1, Latitude has made strong progress in creating an academic culture of high expectations, safety, and belonging that sets a strong foundation for academic learning and growth. Latitude administered the SCAI Survey (School Climate Assessment Instrument) in February 2019. The survey responses from Students, Families, and Staff were consistently positive, averaging well above a 3.0 out of 5 in all categories.

Based on our internal benchmark assessments, which include regular summative assessments, as well as milestone Presentations of Learning, in English Language Arts, students have made the greatest progress this year in unpacking complex narrative texts through employing a variety of crafty reader strategies. In addition, students have made progress discussing complex texts using structures for student talk such as Socratic Seminar. Students are also improving their ability to develop research questions on a given topic and write informational texts.

In ELA, the area of greatest need for students is in writing, specifically in planning, organizing, developing, and revising their work. In addition, students are working on improving presentation skills in both speaking and the technical organization of their presentations. Students are also working on using relevant evidence to support their claims.

In mathematics, they have made the greatest progress in mathematical reasoning with evidence through employing a variety of mathematical tools.

- As evidenced in their Presentations of Learning, students are able to articulate what tools they are using in specific problem solving situations, why they are using them, and how well-used tools contribute to a deeper, more sound logical argument. The tools themselves (make a table, draw a picture, identify the quantities in a problem, etc.) are all aligned with specific standards for mathematical practice as outlined in the common core standards, meaning— when students create a function for a situation, they are modeling with mathematics; when they create their own shortcuts (algorithms) for addressing specific situations, students are making use of structure.
- Within daily problem solving in the classroom context, students are regularly asked to reflect (written/verbally) on the tools they used to solve and why they used them.

In Mathematics, the area of greatest need for students is mathematical fluency. Our math lead is working closely with coaches from Stanford's SCALE team to analyze data from this year and refine our mathematical structures for fall 2019 to address this area of need.

#### **Progress Along the Measurable Pupil Outcomes (Element 2 in the petition)**

**CAASPP Math and ELA.** In the Latitude charter petition, we identified the following outcome: By the end of the charter term, increase the proportion of students scoring level 3 or 4 by at least 5% points **OR** achieve 70% of students scoring level 3 or 4.

At this time, Latitude only has ninth grade students enrolled. Latitude students will not be taking the CAASPP until their eleventh grade year.

**Scholastic Reading Inventory (SRI).** In the Latitude charter petition, we identified the following outcome: Each year 70% of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency.

In lieu of the Scholastic Reading Inventory, our academic team has decided to implement the NWEA MAP to assess reading proficiency. We administered the fall baseline assessment in October 2018 and will administer the spring assessment in May 2019.

Below is a table indicating results from the fall baseline assessment administered in October 2018.

READING	Low	Low-Average	Average	High-Ave.	High
<b>Overall</b>	49%	11%	20%	14%	6%
<b>Literature</b>	49%	11%	14%	17%	9%
<b>Informational Text</b>	49%	20%	11%	11%	9%
<b>Vocabulary Acquisition &amp; Use</b>	37%	29%	17%	11%	6%

We will update the CDE with results from our spring assessment once these are released.

**CELDT/ELPAC.** In the Latitude charter petition, we identified the following outcome: Each year, 40% of ELs will improve one proficiency level **OR** maintain proficiency on CELDT/ELPAC.

As this was our first year of operation, our first opportunity to administer the ELPAC was in the spring testing window. We administered the ELPAC to all of our ELL students in April 2019 and are awaiting the results.

**Chronic Absence Rate.** In the Latitude charter petition, we identified the following outcome: By the end of the charter term, less than 10% percent of students will be absent more than 10% of enrolled

## Response from Latitude 37.8 High

days.

Currently, our Chronic Absence Rate is 9.6%. We have also maintained an Average Daily Attendance rate of 96% throughout the year.

**Graduation Rate.** In the Latitude charter petition, we identified the following outcome: Each year, achieve a high school cohort graduation rate of at least 90%.

At this time, Latitude only has ninth grade students enrolled.

**School Safety.** In the Latitude charter petition, we identified the following outcome: Each year, at least 70% of students and families positively rate school safety.

Latitude administered the SCAI Survey (School Climate Assessment Instrument) in February 2019. On the School Safety Measure, student responses averaged a 3.98 out of 5, and family responses averaged a 4.67 out of 5.

**Academic Instruction.** In the Latitude charter petition, we identified the following outcome: Each year, at least 70% of students and families positively rate academic instruction. Latitude administered the SCAI Survey (School Climate Assessment Instrument) in February 2019. On the Learning and Assessment Measure, student responses averaged a 3.88 out of 5, and family responses averaged a 4.57 out of 5.

**Decision-Making.** In the Latitude charter petition, we identified the following outcome: Each year, at least 70% of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

Latitude administered the SCAI Survey (School Climate Assessment Instrument) in February 2019. On the Parent Engagement Measure, family responses averaged a 4.67 out of 5. (No student responses were gathered for this measure, as it was targeted at families.) On the Consideration of Student Input measure, student responses averaged a 3.63 out of 5. (No family responses were gathered for this measure, as it was targeted at students.)

## **Summary of Progress Made in Meeting the First Local Control and Accountability (LCAP) Deadline, Including Information on the Ongoing Process and Stakeholder Engagement**

At our March and April 2019 Family Leadership Council meetings, we engaged our key stakeholders in reviewing the current year's data to date. We also discussed new developments in academic interventions and in our instructional program. Through this process, we began our Site Plan engagement for the Single Plan for Student Achievement.

At our next Family Leadership Council meeting in May 2019, we will review and amend as needed the Title I Parent Involvement Policy and School-Parent Compact for the following school year. We will also review and adopt our site plan (including categorical funding budget and expenditures)