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Response from Latitude 37.8 High

**Latitude 37.8 High School**  
**Annual Academic Update to the State Board of Education**  
**(Academic Memo 2019-2020)**

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

Based on LAT 37.8's internal benchmark assessments, we identify the greatest progress to be students' ability to engage in an inquiry-based, iterative process for research and writing and the greatest need to be students' ability to read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements such as plot, character, and central ideas, within a text.

Students showed growth in performance tasks where they were asked to write feature stories on the housing crisis using interviews and research. They grew in their ability to explore topics that have multiple positions and perspectives by gathering and analyzing research based on reliable sources to establish a position of their own and communicate this synthesis in writing.

Based on performance tasks where students were asked to analyze how authors develop and relate elements of a text, students need more instruction and practice learning how to analyze a text to establish the author's purpose. More specifically, students' growth areas include their abilities to explain how an author establishes a purpose; explain how an author uses satire and sarcasm to advance their purpose; track interaction and development of ideas; explain how the style and content of this passage contribute to the power, persuasiveness, or beauty of a speech; explain how an author introduces and develops key ideas through use of figurative language; explain how an author structures their argument; and explain connotative and figurative meanings of words and phrases as they are used in the text, and analyze how these specific word choices begin to establish the purpose.

As measured by internal summative and benchmark assessments in math, students have made the greatest progress constructing mathematical arguments. In particular, they are showing growth in their ability to generate claims and support them using evidence and reasoning — whether in written explanations or during oral presentations. Additionally, over the course of the year students improved their ability to use different representations to model a problem and use tools strategically. In Algebra 1, students were able to model a situation using graphs, tables, and equations. In Geometry, students showed progress in using tools to create constructions, as well as in determining which tools were most appropriate to use to solve different problems, such as finding the length of a missing side.

In Mathematics, the area of greatest need for students continues to be mathematical fluency. As evidenced by weekly mastery assessments, they are still developing their ability to transfer the skills and concepts they learned in one context to another context with accuracy and precision.

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**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 and tenth 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 September 2019.

Below is a table indicating results from the fall 2019 baseline assessment.

READING	Low	Low-Average	Average	High-Ave.	High
<b>Overall</b>	<b>42.11</b>	<b>28.42</b>	<b>15.79</b>	<b>9.47</b>	<b>4.21</b>
<b>Literature</b>	<b>42.11</b>	<b>26.32</b>	<b>21.05</b>	<b>6.32</b>	<b>4.21</b>
<b>Informational Text</b>	<b>44.21</b>	<b>27.37</b>	<b>16.84</b>	<b>6.32</b>	<b>5.26</b>
<b>Vocabulary Acquisition &amp; Use</b>	<b>37.89</b>	<b>26.32</b>	<b>17.89</b>	<b>12.63</b>	<b>5.26</b>

Due to the COVID-19 shelter in place, we were unable to administer a spring assessment of the NWEA MAP.

**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.

In 2019-2020, **53.8% of our English Language Learners made progress** towards English language proficiency. In this regard, we outperformed state data: Statewide, 48.3% of ELLs made progress towards English language proficiency.

**Chronic Absence Rate.** In the Latitude charter petition, we identified the following outcome:

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By the end of the charter term, less than 10% percent of students will be absent more than 10% of enrolled days.

In 2018-2019, our Chronic Absence rate was **7.7%**. In 2019-2020, our Chronic Absence rate was **18%**. The Chronic Absence rate for our African American subgroup was **5.5%**. Overall, we maintained an ADA of **93.4%**.

The increased overall Chronic Absence rate was largely due to our challenges with regard to our temporary displacement. Many of our families from the Fruitvale do not drive; our permanent location in the Fruitvale is in an area with easy access to pedestrians and public transportation. Our temporary location was challenging to access for many of our families who do not drive. As a result, when students had a doctor's appointment in the morning or missed the bus, families frequently made the decision to keep them at home because they could not drive their child to school. In addition, because of the COVID-19 Shelter in Place, we had to calculate our Chronic Absence rate based on data from August - March only; as our spring attendance has historically been stronger than our winter attendance, our rate would have likely ended lower, had we not been interrupted by the Shelter in Place.

**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 and tenth 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 2020. On the School Safety Measure, student responses averaged a 3.74 out of 5, and family responses averaged a 4.34 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 2020. On the Learning and Assessment measure, student responses averaged a 3.77 out of 5, and family responses averaged a 4.31 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 2020. On the Parent Engagement Measure, family responses averaged a 4.64 out of 5. (No student responses were gathered for this measure, as it was targeted at families.) On the Student Rights/Voice in Decision Making measure, student responses averaged a 3.53 out of 5, and family responses averaged a 4.08 out of 5.

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**Academic Memorandum - Latitude High School****Written Response Needed: (no more than 3 pages)**

- 1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.**

Our distance learning program provides a blend of synchronous and asynchronous learning experiences. We prioritize small group synchronous instruction in four areas:

1. Community building and social-emotional learning
2. ELA instruction focused on reading, discussing, and writing about grade-level text
3. Math instruction focused on building fluency, grade level concept development and application
4. Content instruction in science and history, focused on informational text, vocabulary development and organized into coherent units of instruction

Our synchronous instruction is supplemented through a variety of asynchronous learning experiences. We prioritize four types of asynchronous learning:

1. Adaptive, personalized learning in math on a digital platform.
2. Independent work in math, science, history and ELA. These often take the form of a writing assignment, a written response to reading, or a problem set aligned to core instruction. These assignments are managed through our learning management system (Headrush.)
3. Pre-recorded video-based lessons.
4. Independent reading. Students read a range of paper-based and digital content that work to prepare for a discussion of grade-level text, practice foundational reading skills, or enjoy a range of genres at the students' independent reading level.

The design of our distance learning program mirrors the design of our brick and mortar program in terms of curriculum, scope and sequence, assessment, and learning modality (e.g., full group, small group, independent). This mirroring enables our program to move between phases with more fluidity so that we can maximize in-person instruction while safeguarding the health of our families and staff.

- 2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.**

We have directly reached out to each student and family to identify whether students have access to 1) a device, either a chromebook or other laptop that can access distance learning programs; 2) internet access sufficient to engage in distance learning. For families that indicate need, we are loaning chromebooks and hotspots. We arranged for distribution of technology at sites and arranged for delivery directly to families for those who were unable to pick up technology. We have an IT hotline to support families who may have issues setting up the technology and also have days

when families can come to our site and receive tech support. We are also providing information and encouraging families to take advantage of community resources that provide free devices and internet access.

**3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served.**

Student assessment during distance learning is a challenge. We utilized the following assessments at the start of the year to gauge degree of learning loss from last spring and this summer:

- NWEA Map for setting growth goals and identifying students requiring mitigation for learning loss
- Blended learning diagnostics for placement
- ELPAC for EL classification

Our instructional program mitigates learning loss through two methodologies:

1. Grade level instruction in math and ELA with “just in time” scaffolds. We believe that remedial instruction is not a valid strategy for learning loss and will work to exacerbate learning gaps. We will instead focus on grade level instruction, identifying the most critical standards for mastery, and providing additional scaffolds to ensure content is accessible by all.
2. Differentiated interventions. We need to personalize instruction now more than ever to maximize student growth. We therefore are prioritizing our synchronous minutes to differentiated instruction that ensures students receive the explicit skills instruction they require for success. We are coupling this with personalized adaptive online math instruction as well, so that students can practice these skills at their own pace.

Our progress monitoring tools include the following assessments:

- NWEA MAP
- Curriculum embedded formative assessment
- Blended learning progress reports

In addition to the learning loss mitigations above, we will also provide targeted interventions in English language development, reading, and math to students identified as ELs or students with IEPs. These one-on-one or small group interventions are delivered synchronously.

We will use classroom-wide screening measures for regression to establish a comparison between an individual's regression and regression that occurred for most students. We will use class-wide interventions and class-wide data to improve decision accuracy and determine students at-risk or in need of intensified interventions. Validated interventions will be selected based on student need.

We will closely monitor English learners and students who were reclassified as fluent English proficient to evaluate whether students need additional services. Close

monitoring is key to ensure that English learners have the opportunity to recover any academic losses incurred during school closures.

IEP teams will adjust services to match current needs and determine if additional services are warranted related to regression or extended recoupment of skills. IEP teams must make an individualized determination regarding whether compensatory services are required based on delay or inability to provide services due to school closures.

We also continually monitor students' attendance as this is a significant factor in students' access to learning. When a student's attendance begins to falter we provide attendance case management and wrap-around supports to ensure students can attend synchronous instruction with high rates of attendance.

**4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.**

In terms of Tier 1 supports, Latitude restructured our advisory program to facilitate smaller advisory groups, with a 1:8 adult to student ratio. We also restructured the program to enable multi-grade level interaction, so that we can leverage the leadership and mentorship of our older students to mentor younger students. Advisory meets daily and utilizes a social-emotional learning curriculum designed by the Power Collaborative. In addition, our College Counselor is conducting regular wellness check-ins with students, and our School Psychologist Intern, under the supervision of our School Psychologist, is holding social-emotional groups, as well as grief and loss groups to help students address the trauma and other impacts of COVID-19 on the school community.

**5. A description of how the charter school will address the anticipated apportionment deferrals.**

To address the anticipated apportionment deferrals, our home organization, Education for Change, applied for the PPP loan. In addition, Latitude is using some of our startup grants to address the anticipated apportionment deferrals.