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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 2020-2021)**

**Based on the school's internal spring 2021 assessments, identify the greatest progress and greatest need.**

Based on our spring 2021 assessments, we identify the greatest progress to be students' ability to communicate their reasoning in Mathematics. As measured by internal summative and benchmark assessments in math, students have made significant progress constructing mathematical arguments. They are showing growth in their ability to generate claims and support them using evidence and reasoning — both in written explanations and during oral presentations and participation quizzes. Additionally, over the course of the year, students improved their ability to use different representations to model a problem and use tools strategically. On the High School Math Interim Assessment, 83% of our students were Near or Above Standard with regard to Communicating Reasoning, and 53% of students scored Near or Above Standard with regard to Problem Solving and Modeling & Data Analysis.

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. On the High School Math Interim Assessment, 23% of students were Near or Above Standard in the area of Concepts and Procedures. That said, all of these assessments were conducted online at home during 100% distance learning last year, so we believe students would have shown a higher level of focus and success had we been able to conduct these assessments in person.

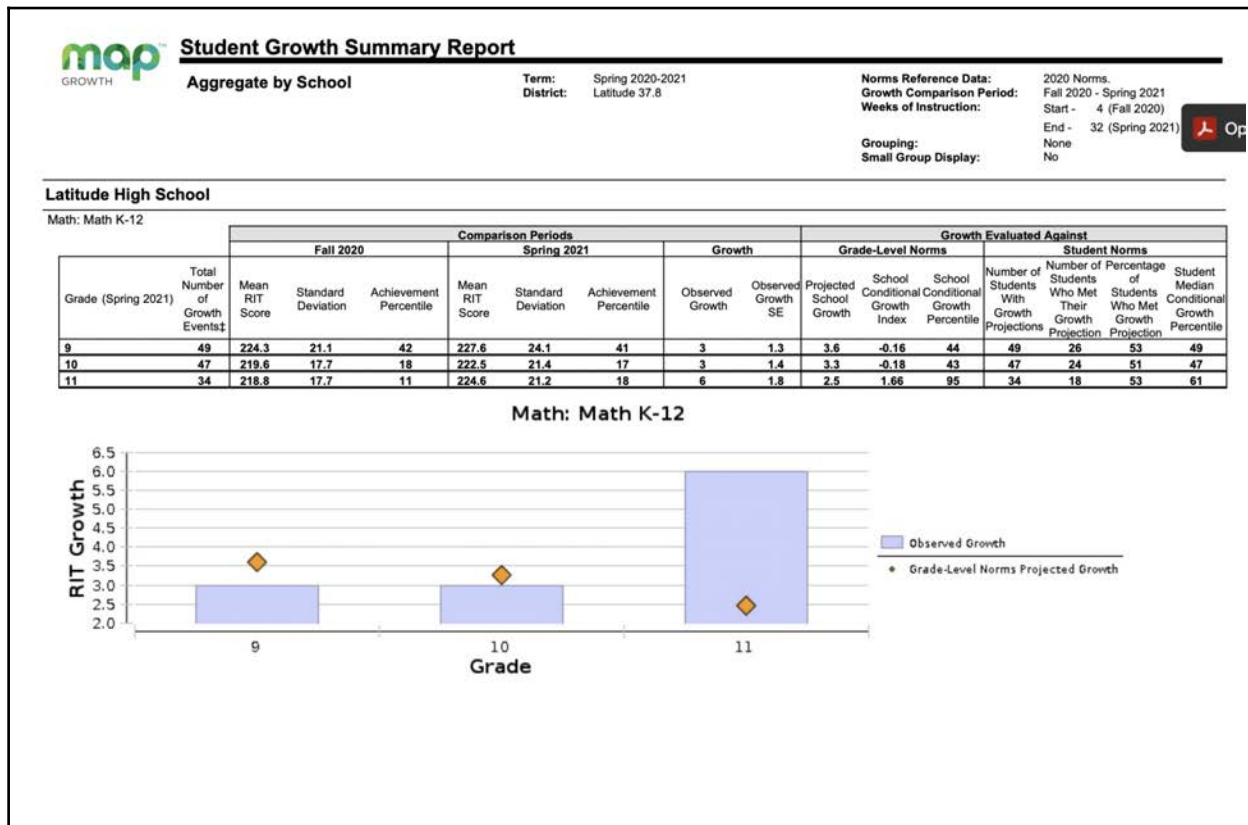
In English Language Arts, we identify the greatest progress to be students' ability to engage in an inquiry-based, iterative process for research and writing. Students showed growth in performance tasks where they were asked to write feature stories on local issues using interviews and research. They 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. This was reflected in their results on the High School Math Interim Assessment, where 75% of students were Near or Above Standard in the area of Research and Inquiry.

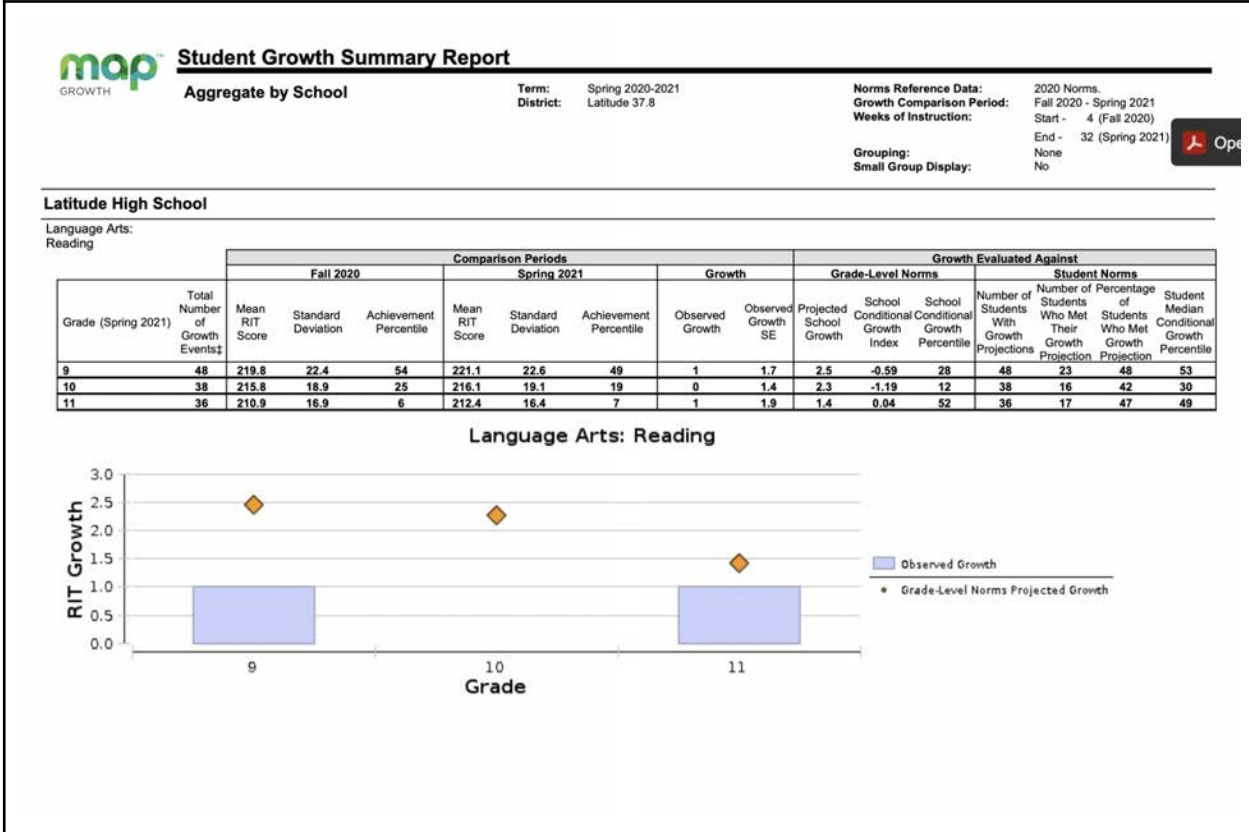
The greatest need continues to be students' ability to read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements such as plot, character, and central ideas, within a text. Based on performance tasks where students were asked to analyze how authors develop 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. This was reflected in their results on the High School Interim Assessment, where 39% of students were Near or Above Standard in the area of Reading.

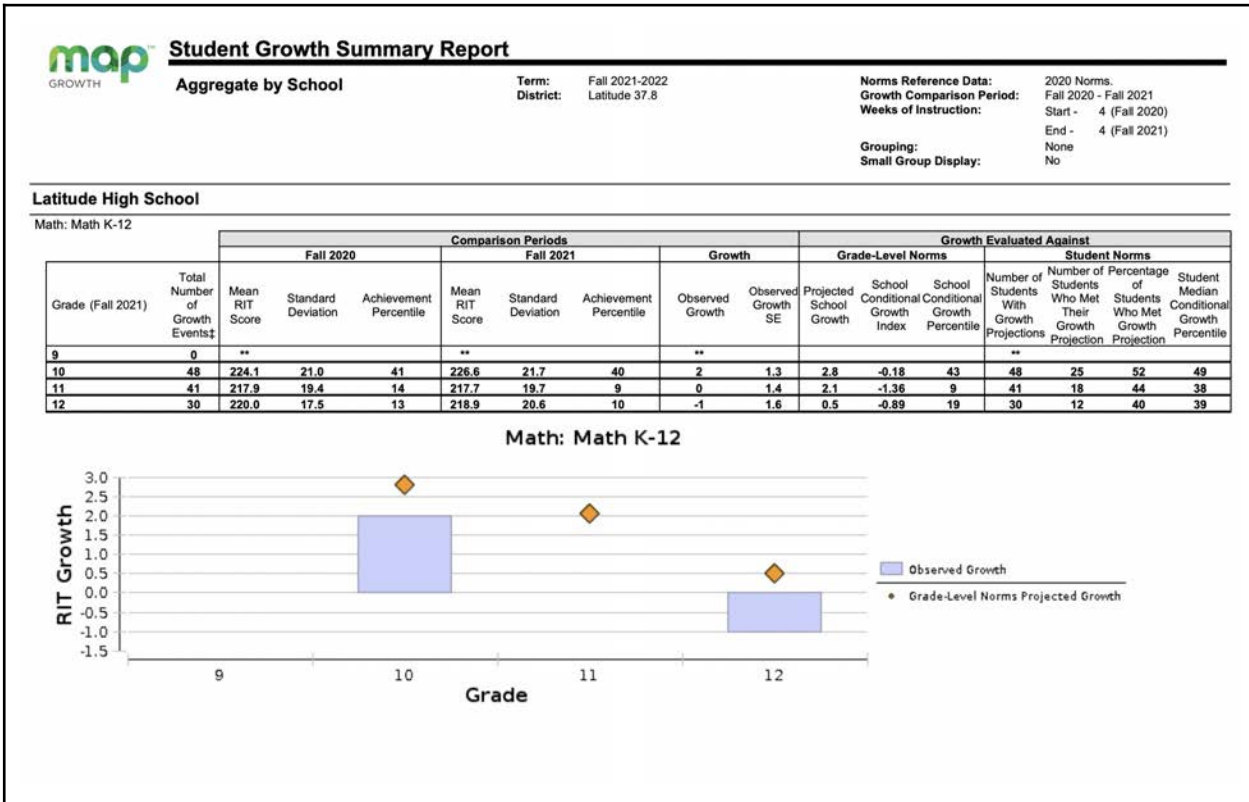
**Any comparison data for the data you originally submitted in both ELA and Math (this could be comparative data from the last two years or comparative data from Fall to Spring of 2020/2021)**

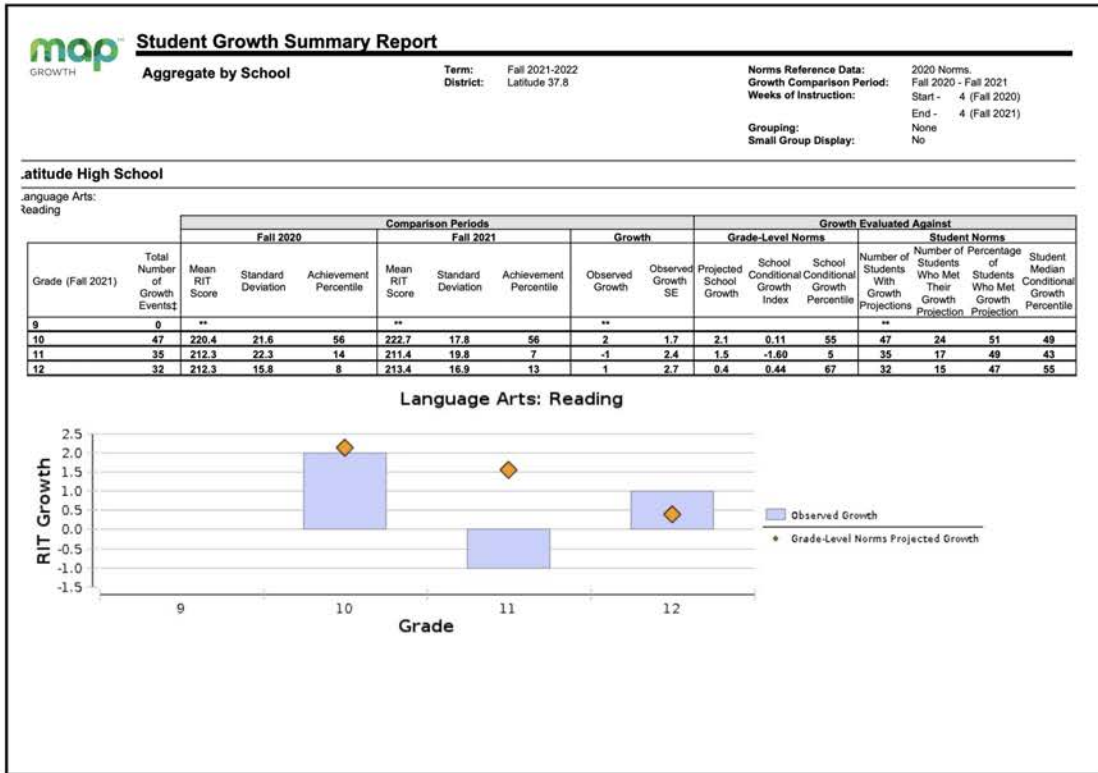
This is the student growth summary on NWEA from Fall 2020-Spring 2021.





This is the student growth summary on NWEA from Fall 2020-Fall 2021.





Response from Latitude 37.8 High

### Projected Proficiency Summary Report

Aggregate by District by Grade

Term Tested: Fall 2021-2022  
District: Latitude 37.8  
Grouping: None

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**Math: Math K-12**

Projected to: ACT College Readiness taken in spring.  
View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
9	80	70	87.5%	7	8.8%	3	3.8%
10	53	42	79.2%	2	3.8%	9	17.0%
Total	133	112	84.2%	9	6.8%	12	9.0%

Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.  
View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	45	35	77.8%	4	8.9%	5	11.1%	1	2.2%
Total	45	35	77.8%	4	8.9%	5	11.1%	1	2.2%

**Explanatory Notes**  
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an

### Projected Proficiency Summary Report

Aggregate by District by Grade

Term Tested: Fall 2021-2022  
District: Latitude 37.8  
Grouping: None

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**Language Arts: Reading**

Projected to: ACT College Readiness taken in spring.  
View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
9	82	58	70.7%	5	6.1%	19	23.2%
10	52	32	61.5%	2	3.8%	18	34.6%
Total	134	90	67.2%	7	5.2%	37	27.6%

Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.  
View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	47	21	44.7%	10	21.3%	9	19.1%	7	14.9%
Total	47	21	44.7%	10	21.3%	9	19.1%	7	14.9%

For more in-depth subgroup data, that includes Fall 2021 assessment results, [see this document](#).

To address areas of concern, the math department both as a group, and within 1:1 coaching relationships, are exploring ways to enrich the workshop portion of the two hours of mathematics offered such that students' mathematical fluency is positively impacted. Our Geometry teachers are piloting an informal study looking at the impact of regular practice using IXL.com on a student's mathematical fluency and number sense. Our teachers will be monitoring a focal group of students' achievement across a number of core math fluency skills (fractions/decimals/percents, proportional reasoning, and exponents among others) to determine the degree to which the IXL intervention yielded positive results.

The humanities teachers (ELA+Social Studies) are engaged in a series of professional development focused on scaffolding and supporting multilingual learners, exceptional learners how to access complex texts. This professional development included a series of activities and supports from EL Achieve as well as the California toolkit for English Learners. Teachers have been working with their coach to identify the complex texts and provides scaffolds for students to access that material. Additionally, staff receive additional time in coaching from the ELD lead of the school who is working with staff on routines and rhythms and rituals to support literacy development. Particular students who are ELD who should regression in ELPAC scores AND NWEA scores are receiving an additional intervention targeted their area of the ELPAC that they are particularly struggling.

### **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 does not yet have CAASPP growth data. We will have our first year of CAASPP growth data this 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 decided to implement the NWEA MAP to assess reading proficiency. We administered the fall baseline assessment in September 2020 and the spring assessment in May 2021. Assessment results are shared below under LCAP Goal 1.

**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.

On our latest ELPAC, **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: By

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

In 2020-2021, our Chronic Absence rate was **7%**. The Chronic Absence rate for our African American subgroup was **3%**.

**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%.

This will be our first year with a graduating class.

**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 2021. On the School Safety Measure, student responses averaged a 4.34 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 2021. On the Learning and Assessment measure, student responses averaged a 4.22 out of 5, and family responses averaged a 4.26 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 2021. On the Parent Engagement Measure, family responses averaged a 5.0 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 4.17 out of 5, and family responses averaged a 4.73 out of 5.

**Provide a summary of progress made in meeting the school's 2020–21 Learning and Continuity Plan goals, including information on the ongoing 2021–22 Local Control Accountability Plan (LCAP) process, community member engagement, and how the school is addressing learning loss from the prior school year.**

**LCAP Goal 1: Instruction** - 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.



## Response from Latitude 37.8 High

- Each year, the school will meet EFC academic standards requirements.
- Each year, the school will meet EFC curricular requirements.

*Priorities: Basic Services, State Standards, Student Achievement, Course Access, Student Outcomes*

**Current Status:**

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 2020 and the spring assessment in May 2021. Here were our Observations on our NWEA Math Data, with a focus on our first graduating class:

**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:** 64.7% of the Class of 2022 met or exceeded expected growth goals from Fall 2018-Spring 2021.

- + Expected growth per student — 7.82 points
- + Average growth per Latitude student — 13.16 points

Here were our Observations on our NWEA Reading Data:

**Observation 1:** 53% of the Class of 2022 (our current 11th graders) 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

**Observation 2:** 65% of the Class of 2022 met or exceeded expected growth goals from Fall 2018- Spring 2021.

- + Expected growth per student — 5.73 points
- + Average growth per Latitude student — 8.18 points

## Response from Latitude 37.8 High

**LCAP Goal 2: Staffing & Instructional Development:**

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.

**Expected Annual Measurable Outcomes:**

- Each year 95% of teachers requiring certification will rate as Highly Qualified.
- Each year, less than 10% of all students will be chronically absent.
- Each year, the student responses on the SCAI Survey DOMAIN 6 (Learning & Assessment) will average 3.0 or higher.

*Priorities: Basic Services, State Standards, School Climate, Course Access, Student Outcomes*

**Current Status:**

- 100% of our teachers are Highly Qualified.
- Our Average Daily Attendance was 96.4%
- Our Chronic Absence Rate was 7%
- The student responses on the SCAI Survey DOMAIN 6 (Learning & Assessment) averaged 4.0.

**LCAP 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.

## Response from Latitude 37.8 High

*Priorities: Family Involvement, Pupil Engagement, School Climate*

**Current Status:**

- Our Suspension and Chronic Absence Rate was 0 and 7% respectively.
- The student responses on the SCAI Survey DOMAIN 7 (Attitude & Culture) averaged 4.0.
- Our Average Daily Attendance was 96.4%
- We had 0 expulsions last year.
- Our High School Retention Rate was 97%.

**LCAP Goal 4: Operations**

All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities, and services.

**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

*Priority: Basic Services*

**Current Status:**

- The responses on the SCAI Survey DOMAIN 1 (Physical Appearance) averaged 4.37 for families, 4.23 for students, and 4.51 for staff.

Throughout 2020-2021, we held monthly Family Leadership Council meetings, where we engaged our key stakeholders in reviewing data, as well as discussed new developments in academic interventions and in our instructional program. We conducted our Site Plan engagement through this process.

We addressed learning loss this past year by holding four weeks of full-day summer school in the months of June and July 2021. These summer school sessions in the areas of Math, Humanities, and Science were attended by 45% of our students. In addition, this year, we have hired additional teachers in math specifically to reduce class sizes and ensure students receive extra personalized support in an area they struggled in during online learning. Additionally, our humanities team has been doubling down on professional development and coaching in the area

of reading complex grade-level texts. We have also hired an additional Education Specialist and Academic Interventionist to provide more support for students with special needs.

**Inform if Independent Study (IS) will be offered in the 2021–22 school year and provide a best estimate as to what percentage of ADA will be enrolled in IS. Also, provide a summary of how IS will be offered this year, if applicable.**

Our CMO adopted a new [AB130-compliant policy](#). Because we are generally only offering Independent Study for short-term periods for a small subset of students due to Covid positive quarantine needs, we expect that less than 1% of our ADA will come from IS.