California Department of Education

Charter Schools Division

Created 03/2025

memo-lacb-csd-apr25item02

Attachment 20

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Latitude 37.8 High (Charter #2015). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Latitude 37.8 High 2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Latitude High School |
| School Address | 1045 Derby Ave |
| City | Oakland |
| ZIP Code | 94601 |
| Located in District | Oakland |
| County | Alameda |
| Website Address | latitudehigh.org |
| County District School (CDS) Code | 01-77180-0138289 |
| Charter Number | 2015 |
| Current Charter Term Start Date | 8/27/2018 |
| Current Charter Term End Date | 6/30/2026 |
| Grade Levels Served | 9-12 |
| 2023–24 Enrollment | 350 |
| Instruction Type | Classroom-based |

**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 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.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 26 |
| Foster Youth | 0.6 |
| Homeless | 0.6 |
| Socioeconomically Disadvantaged | 66 |
| Students with Disabilities | 23.4 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 14.3 |
| American Indian | 0 |
| Asian | 3.1 |
| Filipino | 0.9 |
| Hispanic | 67.1 |
| Pacific Islander | 0 |
| Two or More Races | 5.1 |
| White | 8.6 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | [No Response] | No Performance Color |
| Suspension Rate | 7 | Orange |
| English Learner Progress | 27.6 | Red |
| Graduation Rate | 92.7 | Green |
| College/Career | 66.7 | Green |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Orange | Below standard | 11.6 |
| Mathematics | Orange | Below standard | 103.4 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 49 |
| Mathematics | 18 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter school’s areas of greatest progress.

One area of progress is our graduation rate. After declining from 2022 to 2023, from 88.4% to 82.1%, our graduation rate rose significantly — more than 10 percentage points — to 92.7% in 2024. In addition, our College and Career readiness rates have also improved. From 2023 to 2024, the Not Prepared percentage decreased from 25.5% to 15.7%. The Prepared percentage increased dramatically from 56.2% to 66.7%. These two points of progress are closely linked and are even more significant when considering how the senior class has grown from 2023 to 2024. From 2023 to 2024, the senior class size doubled from roughly 50 students to about 95, due to our school scaling up and reaching full size. The Dashboard data also shows progress in English Language Arts, as assessed by the Smarter Balanced Summative Assessment. Most prominent was the rise in performance of students who are socioeconomically disadvantaged. This subgroup rose 11.4 points from 2023 to 2024. In addition, since 2022, students have also appreciably reduced their distance from standard. From 2022 to 2023, student performance on ELA jumped, from 41.4 points below Standard Met to only 11.3 points below Standard Met. In 2024, our students held steady with the progress made from 2022 to 2023 (11.6% vs. 11.3%). The last point of progress that is notable on the Dashboard is that standards have been met for (1) Basics: Teachers, Instructional Materials, Facilities; (2) Implementation of Academic Standards; (3) Parent and Family Engagement; (4) Local Climate Survey; and (5) Access to a Broad Course of Study for both 2023 and 2024.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

As a school, we are also using NWEA MAP three times a year to demonstrate our progress. These assessments are on the approved verified data list.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

The Dashboard data suggests that students are not yet meeting grade-level standards on the Smarter Balanced Summative Assessment for Math in 11th grade. On average, our students have scored 124.6 points below Standard Met in 2022, 80 points below Standard Met in 2023, and 103.4 points below Standard Met in 2024. While we had a dip from 2023 to 2024, the performance is still better than the original 124.6 points below in 2022. But our scores are not where we would like to be. In particular, our English Learners are struggling significantly on this assessment. Another area of need that the Dashboard indicates is the progress of our English Learners. Over the last three years, there has been a decrease of the percentage of students who are making progress on their English Language proficiency. In 2022, 35.4% of students maintained an ELPI level, while 41.7% of students progressed at least one ELPI level. In contrast, in 2023, 42.9% of students maintained an ELPI level, while 27.1% of students progressed at least one ELPI level. In 2024, 48.7% of students maintained an ELPI level, while 26.3% of students progressed at least one ELPI level. As our school has welcomed more multilingual learners, we have not seen a larger percentage of them making sufficient progress in English language fluency.

1. How is the charter school addressing these areas of need? Include references to student groups.

Our school is addressing these two areas of need — Math and English Language Development — through curriculum shifts and professional development. In Math, our tenth grade geometry classes have made two major curricular changes to reduce algebra learning loss and better prepare our students for the eleventh grade Smarter Balanced Summative Assessment. First, with the help of our Algebra 1 teacher, the geometry teachers have spiraled in Algebra 1 throughout their classes. They have built in targeted problems that use algebra while also reviewing geometric concepts. For example, instead of just identifying angles that are congruent, a student may be asked to identify angles with variable expressions that are congruent, set them equal to solve for the variable and then substitute their answer back in to find the exact measurement of the angle. They have also spiraled Algebra 1 content into homework assignments, creating review opportunities for both new geometry learning and older Algebra 1 skills like solving for a variable, finding a point of intersection, graphing parabolas using intercepts and the vertex, and creating multiple representations of functions including tables, graphs and equations. To continue improving to address our English Learner progress, our school has hired an English Language Development lead, who had previously served as a ninth grade humanities teacher, who was intimately aware of the struggles our English Learners have at our school. In partnership with teachers, he has developed a comprehensive Designated ELD program, which consists of 4 levels of English Language Development. In addition, he researched various curricula and adopted Cengage Edge (National Geographic), which has provided students with ample opportunities to improve their reading, writing, speaking, and listening skills. Furthermore, the ELD coordinator coaches the teachers in research-based instructional best practices and helps to provide additional intervention (e.g., Rosetta Stone) for students so that they have quality targeted support in learning English. Finally, he supports newcomer students with additional pull-out support, as well as leads affinity spaces in Advisory to promote a sense of belonging among our newcomer students and highest-need English learners.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

Summary: CAASPP: Over the past three years, our school has witnessed an increase in CAASPP ELA proficiency among all students, rising from 24% to 49%. Notably, this improvement is particularly significant among Latinx students, with proficiency rates increasing by 16% and among students who qualify for Free or Reduced Lunch, with proficiency rates increasing by 11%. In Math proficiency, there has been fluctuation in proficiency from 8% to 24% to 18% over the past three years. ELPAC: Last year 23% of our English Language Learners made progress towards English language proficiency. Chronic Absenteeism: Chronic absenteeism rates have decreased to 19% this year. Our Average Daily Attendance is 92.6%. Graduation Rate: Graduation rates for our students remain consistently high at 92.7%. We have had 0 expulsions this year. Our current suspension rate is 3%. School Safety/Academic Instruction/Decision Making: School safety measures have shown improvement over the years, with higher levels of perceived safety among students and families. The student responses on the SCAI Survey DOMAIN 7 (Attitude & Culture) averaged 3.67 out of 5. The student responses on the SCAI Survey DOMAIN 6 (Learning & Assessment) averaged 3.89 out of 5. The student responses on the SCAI Survey DOMAIN 1 (Physical Appearance) averaged 4.05 out of 5.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

A review of Dashboard data aligns with the school’s own reflection of progress, which includes data review as well as other measures of progress including observations and stakeholder feedback. In particular, the Conditions & Climate data, including local indicators and the Suspension rate indicate success in creating a loving, community-centered environment that puts students first, with low overall suspensions and strong conditions for learning. Regarding reflection on Academic Engagement, Latitude’s graduation rate for its first few cohorts of students are on par with the State and higher than comparable neighborhood LEAs. The Academic Performance data, including ELD Reclassification and Mathematics indicate there are gaps in student outcomes and experiences and that there are opportunities for aligned and coherent support.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

The school is continuing to engage with various stakeholders as part of regular feedback cycles and eventual input into site planning. Family Leadership Council Engagement reviews data as well as progress on priorities and discusses family observation processes. Staff and student advisory provide feedback/input on core programs. Staff gathers qualitative empathy data and belonging survey data. Leadership reviews priorities and input on progress generated by staff and parents.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

LH

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

LH

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Lillian Hsu |
| Job Title | Principal |
| Email Address | lillian.hsu@latitudehigh.org |
| Phone Number | 510-910-4138 |